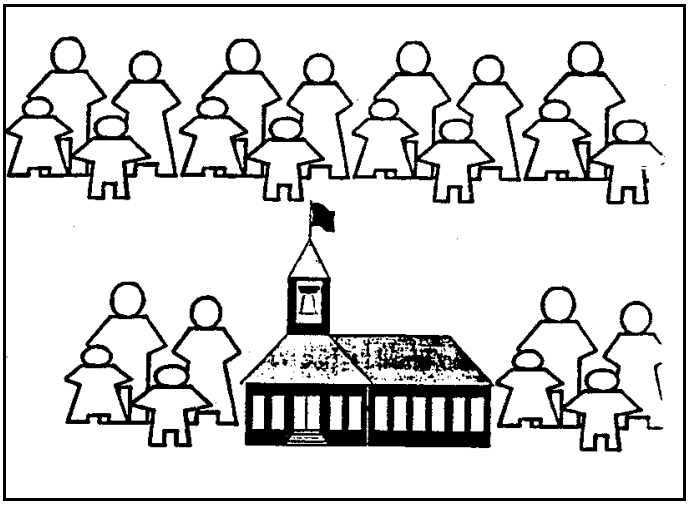
Mental Health in Schools
UCLA
Center
Program and Policy Analysis

Improving Schools, Engaging Students

Continuing Education Content Resource Modules

Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling



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Preface

I have come to believe that a great teacher is a great artist . . . . [Teaching may] even be the greatest of the arts since the medium is the human mind and spirit.

John Steinbeck

Teaching is one of the most demanding professions. It is particularly difficult in school settings where a large proportion of the student body are not performing well. And, with efforts to raise standards and hold teachers accountable, job stress is increasing.

The problem is exacerbated by the growing teacher shortage. More and more schools must employ novices, including individuals with little or no pre-service teacher preparation. And many of these newcomers are placed in schools where a large proportion of students come to class each day not particularly enthusiastic about what they are expected to do and often without the background of knowledge and skills to connect with the day's lesson plans. Thus, the growing realities are that

- increasing numbers of teachers have not had the opportunity to learn how to teach students who manifest commonplace learning, behavior, and emotional problems

- most teachers must learn on-the-job how to teach such students.

This set of continuing education modules is designed as an aid for addressing these realities.

- Module I provides a big picture context for understanding the problems schools face and why every school must develop a component to address barriers to learning. Such a component is referred to as an Enabling Component – a component designed to enable learning by addressing barriers to learning. As outlined in Module I, this component encompasses six programmatic areas. One of these areas is designated as *Classroom-Focused Enabling* – which is designed to enhance classroom teachers' capacity to address problems and foster social, emotional, intellectual, and behavioral development.

- Module II focuses on the nuts and bolts of Classroom-Focused Enabling – covering how teachers can transform the larger class by developing small learning groups and independent learning options in order to enhance student engagement, facilitate positive learning, prevent problems, and provide special assistance. The practices discussed engender well-managed classrooms and accomplish this in ways that minimize the overreliance on "social control" strategies that have come to characterize too many teacher-student interactions. The aim, of course, is to enhance student achievement and to do so in an environment that engenders a sense of community and mutual caring in classrooms and throughout a school.

- Module III explores the role teachers can take in ensuring their schools provide a context that supports and enhances classroom learning.

The set of modules represents our attempt to delineate a preservice/inservice preparation content covering how regular classrooms and schools should be designed to ensure *all* students have appropriate opportunities to learn effectively. This, of course, includes the many who manifest commonplace behavior, learning, and emotional problems. Our Center has developed the set of modules with the intent of placing this content in the hands of school administrators, personnel preparation programs, teachers, school support staff, those who train pupil service personnel, community members, and others. In addition, we are making this content directly available to everyone as a form of independent continuing education. *Those who draw on these content resources for personnel preparation will, of course, need to adapt and embed them into personalized and attractive instructional materials and processes*.

As is the case with the development of all our Center's products, many staff and graduate and undergraduate students have contributed to this work. Of particular note is the many hours spent by Ashley Borders, Taraneh Roohi, and Perry Nelson, but many others over many years have shaped the contents. The material represents a timely and progressive approach to the topic. At the same time, the content, like the field itself, is seen as in a state of continuous evolution. Thus, we are extremely interested in receiving your feedback. In the coming years, we expect to improve and refine the modules based on feedback from the field. If you care to provide feedback at this stage, please do so by sending us your comments.

Howard Adelman & Linda Taylor
Center Co-Directors

To Self-Study Users of this Work:

The material in this continuing education document is designed as an evolving set of modules and units. The material can be read and taught in a straight forward sequence, or one or more parts can be combined into a personalized course. The intent is to encourage learners to approach the material as they would use an Internet website (i.e., exploring specific topics of immediate interest and then going over the rest in any order that feels comfortable). The first module is meant to start you off with a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. This is essential if all youngsters are to have an equal opportunity to succeed at school. Each of the units in the second module focus on classroom practices. Finally. the third module explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.

To the Learner

Beginning each section are specific objectives meant to help guide reading and review. Interspersed throughout each section are boxed exhibits designed to help you think a bit more about specific ideas and practices. A good way to start is simply to browse through the Table of Contents and scan anything you think may be of use to you. We recommend reading Module I as soon as you have the time. Then, do an in depth review of a unit that focuses on the matter that is of greatest concern to you at this time.

We have included some suggested activities (labeled *Stop, think, discuss*). Most of these can be done alone, but they will be more profitable learning experiences if you create a study group with one or more interested learners. Also, you will find references to some accompanying readings which are intended to enrich your learning. These and various resource aids that you might find useful are packaged separately.

To Curriculum Designers Adopting this Material

This material can be incorporated into various formats:

(1) self-study (individual or group)

(2) participation in workshops (a continuing education series; a sequence of district -wide inservice sessions)

(3) media and computer courses (instructional television -- live, and if feasible, interactive; video or audiotaped courses; computer-assisted instruction; a website offering)

(4) a professional journal offering a continuing education series.

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Module I: *Why isn't instructional reform leading to success for all students?*

Objectives

The intent in this Module is to help you learn more about:

(1) *barriers to student learning* (After going over the material, be sure you can identify at least three categories of external barriers to student learning.)

(2) *the basic features of*

(a) *a comprehensive, multifaceted approach to addressing barriers to student learning* (After going over the material, be sure you can identify three systems that comprise a comprehensive continuum of interventions.)

(b) *an Enabling Component for a school site* (After going over the material, be sure you can identify the six "curriculum" areas of an Enabling Component.)

(c) *an approach to classroom instruction designed to enable learning for all students* (After going over the material, be sure you can differentiate individualized from personalized instruction.).

(3) *why schools need to focus on enhancing mutual support, caring, and a sense of community* (After going over the material, be sure you can discuss at least three reasons a caring climate at school is important.).

Do not follow where the path may lead. Go, instead, where there is no path and leave a trail.
Anon.

Module I

Why isn't instructional reform leading to success for all students?

> Teachers today face classrooms with diverse student populations and are expected to be culturally sensitive and to have skills for teaching a wide range of students . . . . Although social changes, legislative decisions, and educational innovations now make the heterogeneity of classrooms more apparent, the truth is there was never such a thing as a homogeneous classroom; our schools have always been diverse. . . . The implications of diversity for teachers, schools, and education include changes in curriculum, pedagogy, teacher education, and school organization and climate.
>
> Maria Sapon-Shevin

Teachers, teacher educators, school reformers, policy makers, parents, and students all are aware of a simple truth:

> *Too many teachers know too little about how best to support and guide students who manifest commonplace behavior, learning, and emotional problems.*

In saying this, we are not teacher-bashing. We have the highest respect and empathy for anyone who pursues the call to work with young people. The problem is that teachers are not being taught the fundamentals of how to help those youngsters who do not come to school each day motivationally ready and able to learn.

In keeping with prevailing demands for higher standards and achievement test scores, the focus of school reform and preservice teacher training is mainly on curriculum content and instruction. Analyses indicate that implicit in most instructional reforms is a presumption that lessons are being taught to students who are motivationally ready and able to absorb the content and carry out the processes. It is recognized that the teacher may have to deal with some misbehavior and learning problems, but this tends to be treated as a separate matter calling for classroom management and individualized instruction. That is, learning and behavior problems often are not viewed as an indication that the presumption of readiness was inappropriate for some, and often, many students.

As a result, preservice teacher preparation provides little or no discussion of what to do when students are not motivationally ready and able to respond appropriately to a lesson as taught. This lapse in training is less a problem for teachers in classrooms where few students are doing poorly. In settings where large proportions of students are not doing well, however, and especially where many students are "acting out," teachers decry the gap in their training.

In such settings, one of the overriding inservice concerns is to enhance whatever a teacher has previously been taught about "classroom management." Typically, schools offer a few, relatively brief sessions on various social control techniques (e.g., eye contact, physical proximity, being alert and responding quickly before a behavior escalates, using rewards as a preventive strategy, assertive discipline, threats and other forms of punishment). All this, of course, skirts right by the matter of what is causing student misbehavior and ignores the reality that social control practices can be incompatible with enhancing student engagement with learning at school. Indeed, such practices can lead to greater student disengagement.

> *In general, then, there remains a major disconnect between what teachers need to learn and what they are taught about addressing student problems -- and too little is being done about it.*

There also is a great gap between what schools as a whole do and what they need to do about such problems (and, again, too little is being done about this).

> *As a result, too many students are "referred out" for special attention and too many eventually "dropout" of school.*

We hasten to stress that, in highlighting this state of affairs, we do not mean to minimize the importance of thorough and ongoing training related to curriculum and instruction. Every teacher must have the ability and resources to bring a sound curriculum to life and apply strategies that make learning meaningful. At the same time, however, every teacher must learn how to "enable" learning in the classroom by addressing barriers to learning and teaching – especially factors leading to low or negative motivation for schooling.

All students need instruction that is a good match for both their motivation and capabilities (e.g., teaching that accounts for interests, strengths, weaknesses, and limitations; approaches that overcome avoidance motivation; structure that provides personalized support and guidance; instruction designed to enhance and expand intrinsic motivation for learning and problem solving). Some students also require added support, guidance, and special accommodations, especially those who have become disengaged from classroom instruction.

In this module, we cover the following topics. They are designed to help you think beyond current school reform initiatives and explore new ways to think about what schools and teachers can do to be successful with the wide range of youngsters they encounter each day.

Stop, think, discuss:

Form a study group and do some brainstorming about:

What makes a school a supportive and caring learning community?

A. Current School Reforms and Addressing Barriers to Student Learning

It is easy to say that schools must ensure that *all* students succeed. If all students came ready and able to profit from "high standards"curricula, then there would be little problem. But *all* encompasses those who are experiencing *external* and *internal* barriers that interfere with benefitting from what the teacher is offering. Thus, providing all students an equal opportunity to succeed requires more than higher standards and greater accoutability for instruction, better teaching, increased discipline, reduced school violence, and an end to social promotion. It also requires a comprehensive, multifaceted approach to barriers to learning and teaching.

As long as school improvement efforts fail to address such barriers in comprehensive and multifaceted ways, especially in schools where large proportions of students are not doing well,

> *the psychometric reality is that achievement test score averages in many districts cannot be meaningfully raised over the long-run as long as the focus mainly is on curriculum and instructional concerns and classroom management techniques.*

So, it is essential we begin with a brief reminder about the barriers that interfere with learning and what the role of schools should be in addressing such factors. In doing so, we underscore the need for an expanded view of current school improvement efforts.

The notion of barriers to learning encompasses *external and internal factors* (see the Table and Figure on the following pages). It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. As a result, some youngsters at every grade level come to school unready to meet the setting's demands effectively.

Table 1

Barriers to Development and Learning

Based on a review of over 30 years of research, Hawkins and Catalano (1992) identify common risk factors that reliably predict such problems as youth delinquency, violence, substance abuse, teen pregnancy, and school dropout. These factors also are associated with such mental health concerns as school adjustment problems, relationship difficulties, physical and sexual abuse, neglect, and severe emotional disturbance. Such factors are not excuses for anyone not doing their best; they are, however, rather obvious impediments, and ones to which no good parent would willingly submit his or her child. The majority of factors identified by Hawkins and Catalano are external barriers to healthy development and learning.

*External Factors**

Community

- Availability of drugs
- Availability of firearms
- Community laws and norms favorable toward drug use, firearms, and crime
- Media portrayals of violence
- Transitions and mobility
- Low neighborhood attachment and community disorganization
- Extreme economic deprivation

Family

- Family history of the problem behavior
- Family management problems
- Family conflict
- Favorable parental attitudes and involvement in the problem behavior

School

- Academic failure beginning in late elementary school

Peer

- Friends who engage in the problem behavior
- Favorable attitudes toward the problem behavior

Internal Factors (biological and psychological)

Differences (e.g., being further along toward one end or the other of a normal developmental curve; not fitting local "norms" in terms of looks and behavior; etc.)

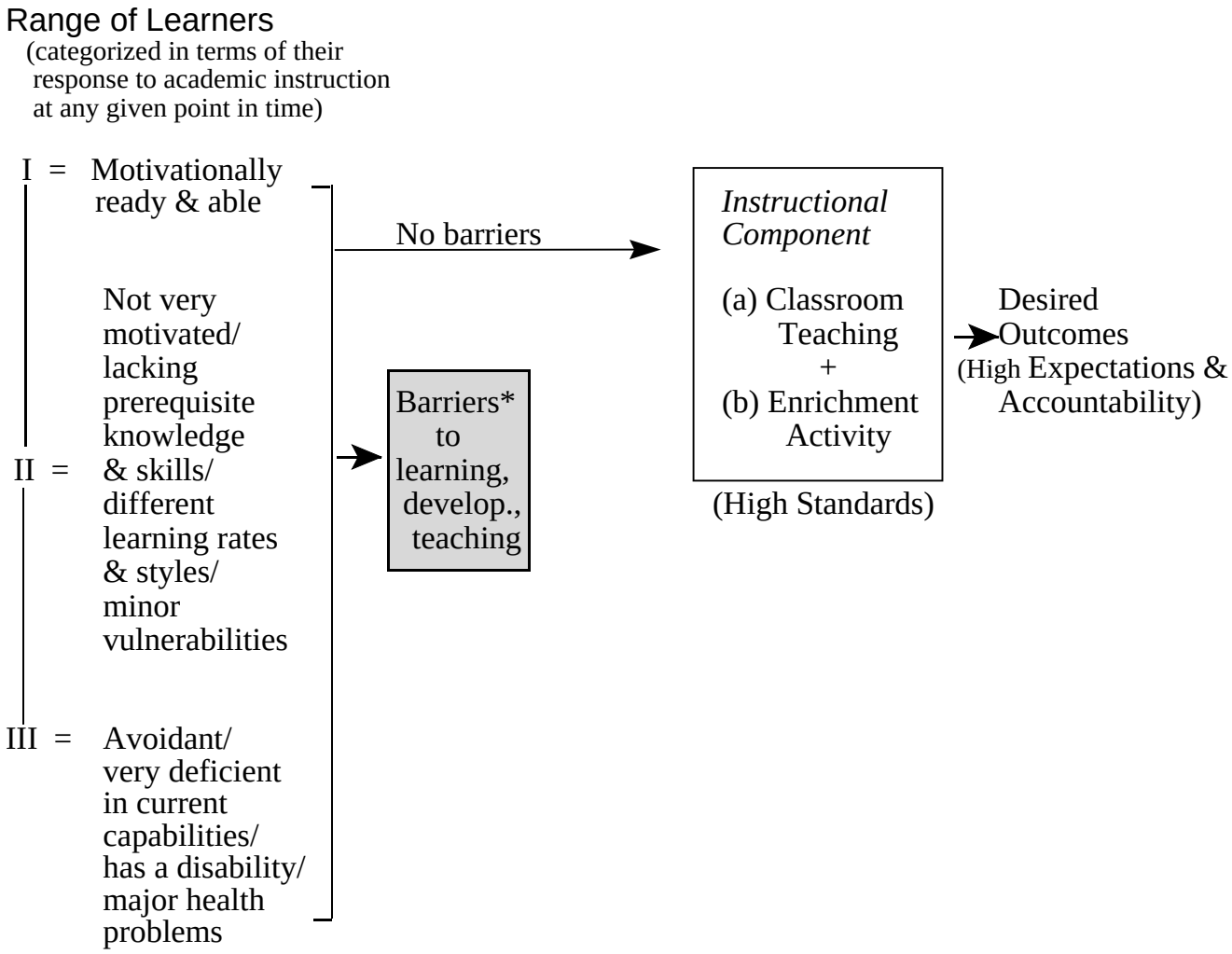
Vulnerabilities (e.g., minor health/vision/hearing problems and other deficiencies/deficits that result in school absences and other needs for special accommodations; being the focus of racial, ethnic, or gender bias; economical disadvantage; youngster and or parent lacks interest in youngster's schooling, is alienated, or rebellious; early manifestation of severe and pervasive problem/antisocial behavior)

Disabilities (e.g., true learning, behavior, and emotional disorders)

*Other external factors include exposure to crisis events in the community, home, and school; lack of availability and access to good school readiness programs; lack of home involvement in schooling; lack of peer support, positive role models, and mentoring; lack of access and availability of good recreational opportunities; lack of access and availability to good community housing, health and social services, transportation, law enforcement, sanitation; lack of access and availability to good school support programs; sparsity of high quality schools.

Figure 1

Barriers to Learning and School Improvement



***Examples of Risk-Producing Conditions that Can be Barriers to Learning**

Environmental Conditions** **Person Factors****

Neighborhood	*Family*	*School and Peers*	*Individual*
>extreme economic deprivation	>chronic poverty	>poor quality school	>medical problems
>community disorganization, including high levels of mobility	>conflict/disruptions/violence	>negative encounters with teachers	>low birth weight/ neurodevelopmental delay
>violence, drugs, etc.	>substance abuse	>negative encounters with peers &/or inappropriate peer models	>psychophysiological problems
>minority and/or immigrant status	>models problem behavior		>difficult temperament & adjustment problems
	>abusive caretaking		>inadequate nutrition
	>inadequate provision for quality child care		

**A reciprocal determinist view of behavior recognizes the interplay of environment and person variables.

At some time or another, most students bring problems with them to school that affect their learning and perhaps interfere with the teacher's efforts to teach. In some geographic areas, many youngsters bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities.

Such problems are exacerbated as youngsters internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school. In some locales, the reality often is that over 50% of students manifest forms of behavior, learning, and emotional problems. And, in most schools in these locales, teachers are ill-prepared to address the problems in a potent manner. Thus, when a student is not doing well, the trend increasingly is to refer them directly for counseling or for assessment in hopes of referral for special help – perhaps even special education assignment.

In some schools and classrooms, the number of referrals is dramatic. Where special teams have been established to review teacher requests for help, the list grows as the year proceeds. The longer the list, the longer the lag time for review – often to the point that, by the end of the school year, the team only has reviewed a small percentage of those on the list. *And, no matter how many are reviewed, there always are more referrals than can be served.*

One solution might be to convince policy makers to fund more services. However, even if the policy climate favored expanding public services, more health and social services alone are not a comprehensive approach for addressing barriers to learning. More services to treat problems certainly are needed. But so are prevention and early-after-onset programs that can reduce the number of students teachers refer for special assistance.

The surprised principal, waving the achievement tests scores, confronts Ms. Smith, the second grade teacher.
"How did you get these low IQ students to do so well?"
"Low IQ?" she repeats with equal surprise. *"What do you mean, low IQ?"*
"*Well, didn't you see their IQ scores on the list I sent you last fall?"*
"Oh no!" Ms. Smith exclaims, *"I thought those were their locker numbers!"*

B. Moving to a 3 Component Framework for School Improvement Policy and Practice

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning. Such work points to the need to expand prevailing thinking about school improvement policy and practices. That is, it underscores that (a) current school improvement policy and practices are based on an inadequate two component framework and (b) movement to a three component framework is necessary if schools are to benefit all young people appropriately (see Figures 2 and 3).

A three component framework calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of school improvement.

We call this third component an *Enabling Component* (see figure 3).

> ***Enabling is defined as "providing with the means or opportunity; making possible, practical, or easy; giving power, capacity, or sanction to."***

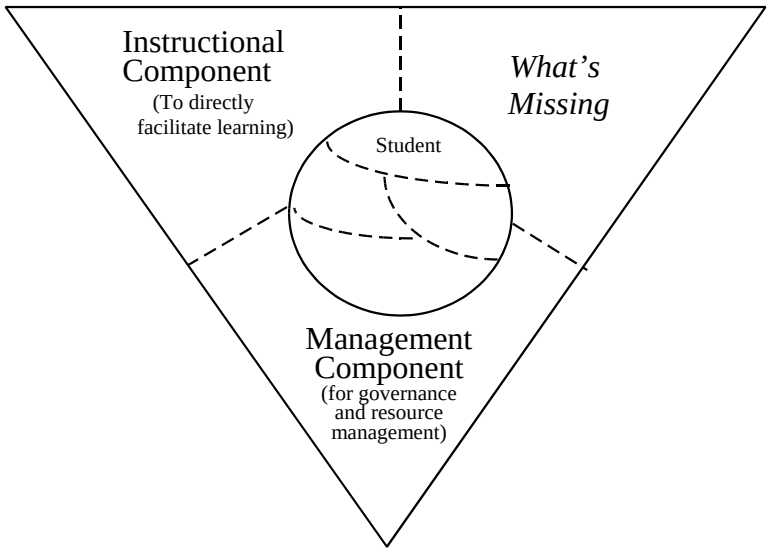
The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, cohesive system of enabling activity *is essential* in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction. Thus, to enable teachers to teach effectively, there must not only be effective instruction and well-managed schools, but barriers must be handled in a comprehensive way. All three components are seen as essential, complementary, and overlapping.

In establishing such a third component, some schools and education agencies around the country have labeled it a "Learning Supports" component or a "Supportive Learning Environment" component or a "Comprehensive Student Support *System.*"

Figure 2

Current Two Component Model for Reform and Restructuring

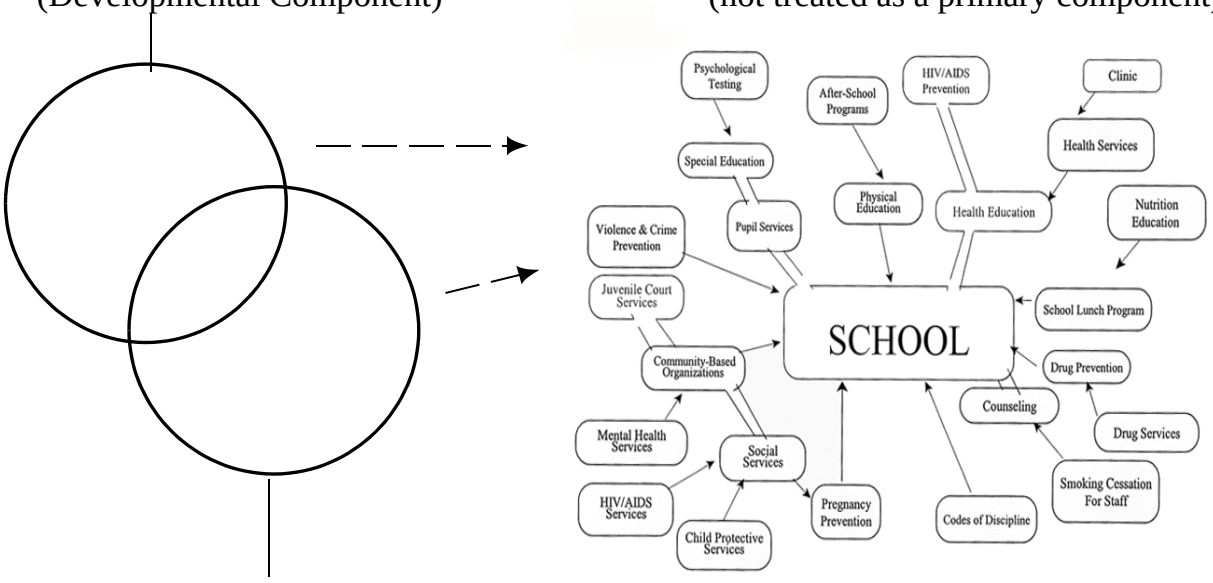
(a) What's missing?



(b) Not really missing, but marginalized and fragmented in policy and practice.

Direct Facilitation of Development & Learning (Developmental Component)

Addressing Barriers to Development, Learning, & Teaching (not treated as a primary component)*



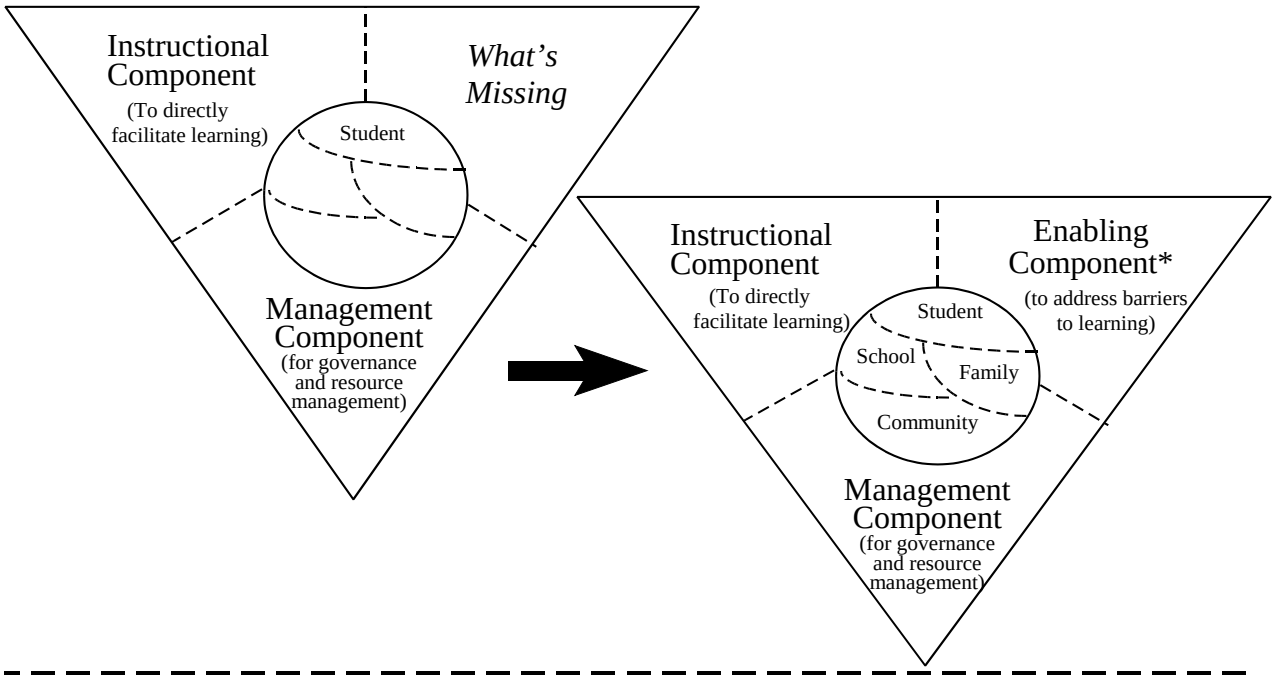
Adapted from: *Health is Academic: A guide to Coordinated School Health Programs* (1998). Edited by E. Marx & S.F. Wooley with D. Northrop. New York: Teachers College Press.

Governance and Resource Management (Management Component)

*While not treated as a primary and essential component, every school offers a relatively small amount of school-owned student "support" services – some of which links with community-owned resources. Schools, in particular, have been reaching out to community agencies to add a few more services. All of this, however, remains marginalized and fragmented in policy and practice.

Figure 3

Expanding School Improvement Policy:
Moving from a Two- to a Three-component Framework



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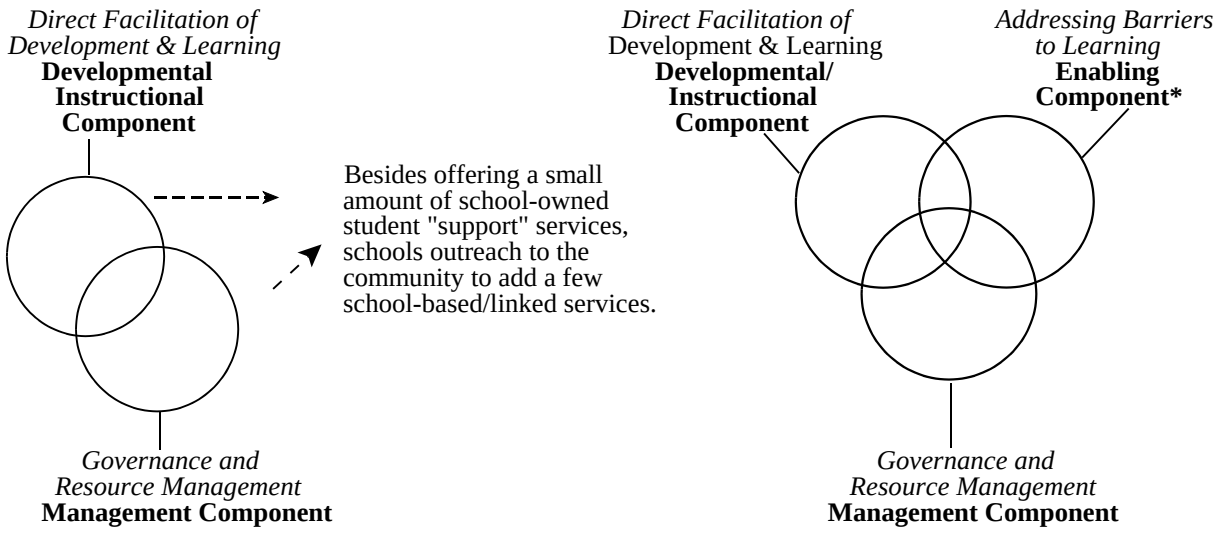


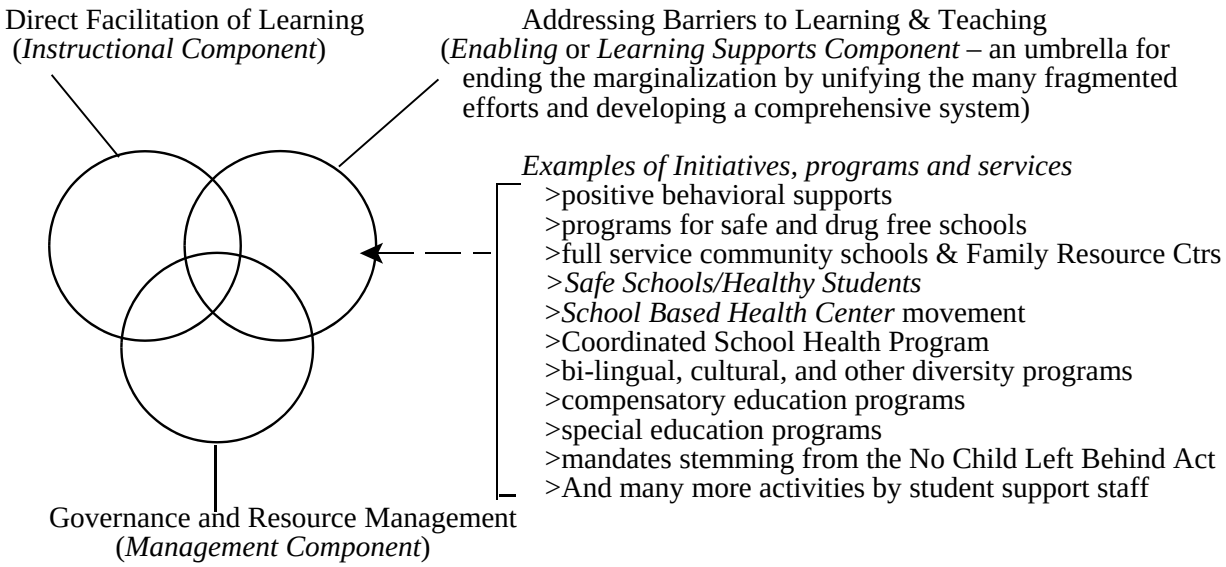
*The third component (an enabling or learning supports component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

Adapted from various public domain documents written by Adelman and Taylor.

By calling for reforms that fully integrate a focus on addressing barriers to student learning, the notion of a third component (whatever it is called) provides a unifying concept for responding to a wide range of psychosocial factors interfering with young people's learning and performance. And, the concept calls on reformers to expand the current emphasis on improving instruction and school management to include a *comprehensive* component for addressing barriers to learning and to ensure it is designed as a systemic and unifying approach and is well integrated with the other two components (sere Figure 4).

Figure 4

An Enabling or Learning Supports Component as an Umbrella Concept for Addressing Barriers to Learning and Promoting Healthy Development



Various states and localities moving to pursue school improvement in terms of three primary and essential components have adopted other designations for their enabling component. For example, the state education agencies in California and Iowa and various districts across the country have adopted the term *Learning Supports*. The Hawai`i Department of Education uses the term *Comprehensive Student Support System* (CSSS). Building on this, proposed legislation in California refers to a *Comprehensive Pupil Learning Supports System*. The Berkeley (CA) Unified School District calls it a Universal Student Support System. See the Center's toolkit for rebuilding student and learning supports for examples of policy statement

http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aida.pdf

C. Toward Developing a Comprehensive System of Learning Supports to Address Barriers to Learning and Teaching

While improved instruction is an absolute necessity, for too many youngsters it is not sufficient. Students who arrive at school lacking motivational readiness and/or certain abilities need something more. The complexity of factors interfering with learning and teaching underscores the need for a comprehensive, multifaceted, and cohesive system of learning supports (again see Exhibit 1).

One trend in formulating the range of interventions has been to highlight three tiers. For example, a graphic widely used is a pyramid-like triangle that, starting at its peak, stresses "intensive interventions" (for a few), "supplemental interventions" (for some), and "universal interventions" (for all). Other outlines highlight prevention, early intervention, and treatment approaches. Other descriptions amount to little more than itemizations of specific interventions and listings of various disciplines providing support.

If the marginalization of student supports is to end, a framework that presents a coherent picture of a comprehensive, multifaceted, and cohesive set of interventions must be formulated and operationalized. Minimally, such a framework must delineate the essential scope and content focus of the enterprise.

Figure 5 frames the need in terms of a primary *Enabling* or *Learning Supports Component*. As illustrated, an enabling component involves first addressing interfering factors *and then* (re-)engaging students in classroom instruction. The reality is that interventions that do not include an emphasis on ensuring students are engaged meaningfully in classroom learning generally are insufficient in sustaining, over time, student involvement, good behavior, and effective learning at school.

The matter then arises as to how to operationalize such an enabling/learning supports component. To this end, we offer a comprehensive and unifying framework that encompasses *both* scope and content. The framework combines an integrated and systemic continuum of interventions and a multifaceted and cohesive set of content arenas.

A Continuum of Integrated School-Community Intervention Systems

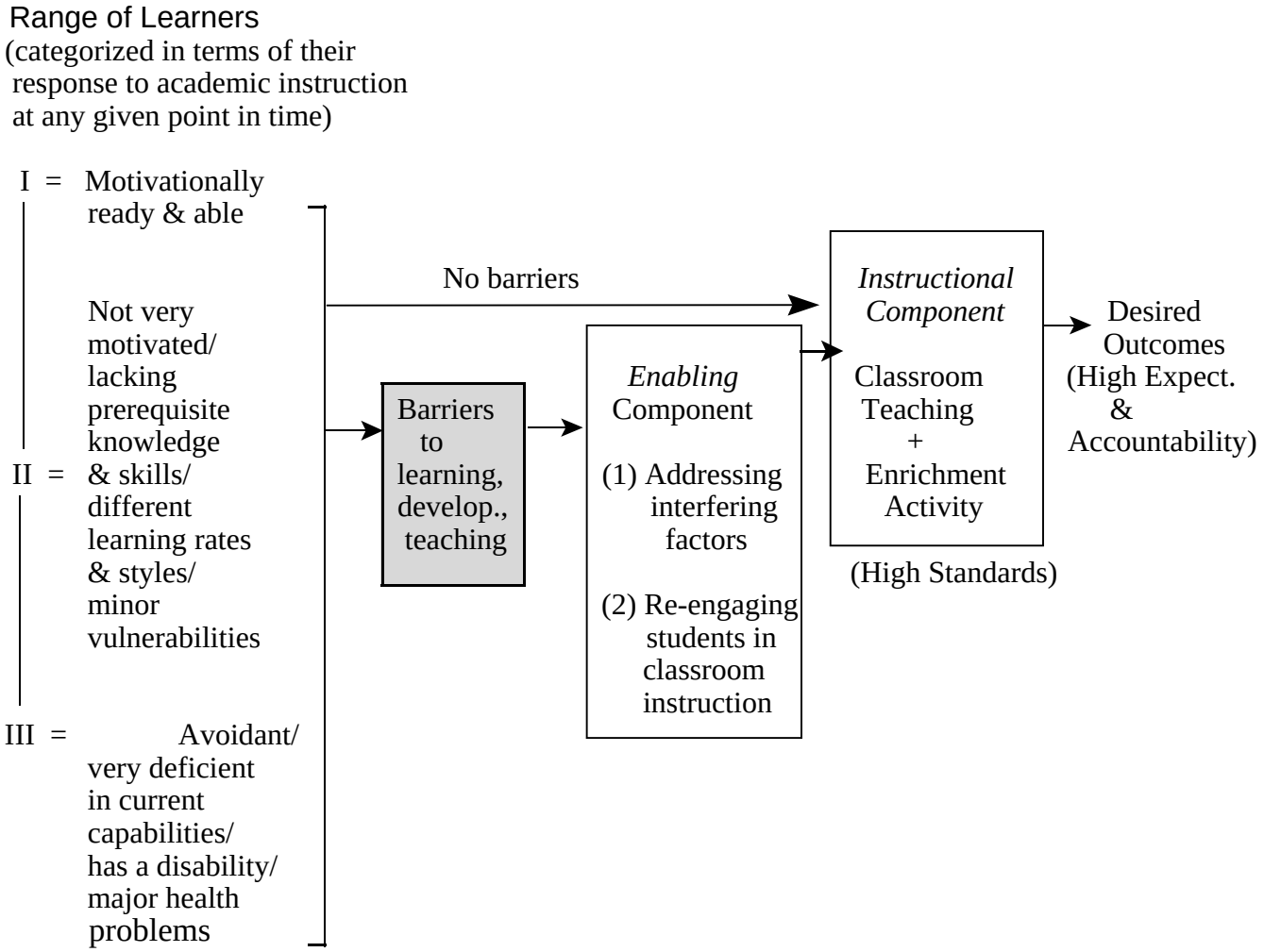
The intent, over time, is for schools to play a major role in establishing a full range of integrated intervention *systems* (not just tiers) for

- promoting healthy development and preventing problems
- intervening early to address problems as soon after onset as is feasible
- assisting with chronic and severe problems.

The interventions can be conceived along a continuum. In keeping with public education and public health perspectives, such a continuum encompasses efforts to enable academic, social, emotional, and physical development and to address behavior, learning, and emotional problems at every school and in every community.

Figure 5

An Enabling Component to Address Barriers and Re-engage Students in Classroom Instruction*



*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.

Adapted from H.S. Adelman & L. Taylor (1994). *On understanding intervention in psychology and education*. Westport, CT: Praeger.

Most schools have some programs and services that fit along the entire continuum. However, interventions at each level are not integrated and are not well connected. Moreover, the tendency to focus mostly on the most severe problems has skewed the process so that too little is done to prevent and intervene early after the onset of a problem. One result of this is that public education has been characterized as an institution that "waits for failure" before intervening.

Public education has been characterized as an institution that "waits for failure"

As illustrated in Figure 6, the continuum ranges from programs for primary prevention (including the promotion of mental health) – through those for addressing problems soon after onset – on to treatments for severe and chronic problems. With respect to comprehensiveness, the school and community examples highlight that many problems must be addressed holistically and developmentally and with a range of programs – some focused on individuals, their families, and the contexts in which they live, work, and play and some focused on mental and physical health, education, and social services. With respect to concerns about integrating programs, the systemic emphasis underscores the need for concurrent intra- and inter-program linkages and for linkages over extended periods of time. The continuum also provides a basis for adhering to the principle of using the least restrictive and nonintrusive forms of intervention required to appropriately respond to problems and accommodate diversity.

Moreover, given the likelihood that many problems are not discrete, the continuum is designed to address root causes, thereby minimizing tendencies to develop separate programs for each observed problem. In turn, this enables increased coordination and integration of resources which can increase impact and cost-effectiveness.

As graphically illustrated by the tapering of the three levels of intervention in the exhibit, development of a fully integrated set of interventions is meant to reduce the number of individuals who require specialized supports. That is, the aim is to prevent the majority of problems, deal with another significant segment as soon after problem onset as is feasible, and end up with relatively few students needing specialized assistance and other intensive and costly interventions. For individual students, this means preventing and minimizing as many problems as feasible and doing so in ways that maximize engagement in productive learning. For the school and community as a whole, the intent is to produce a safe, healthy, nurturing environment/culture characterized by respect for differences, trust, caring, support, and high expectations.

Figure 6

Levels of Intervention:*
Connected Systems for Meeting the Needs of All Students

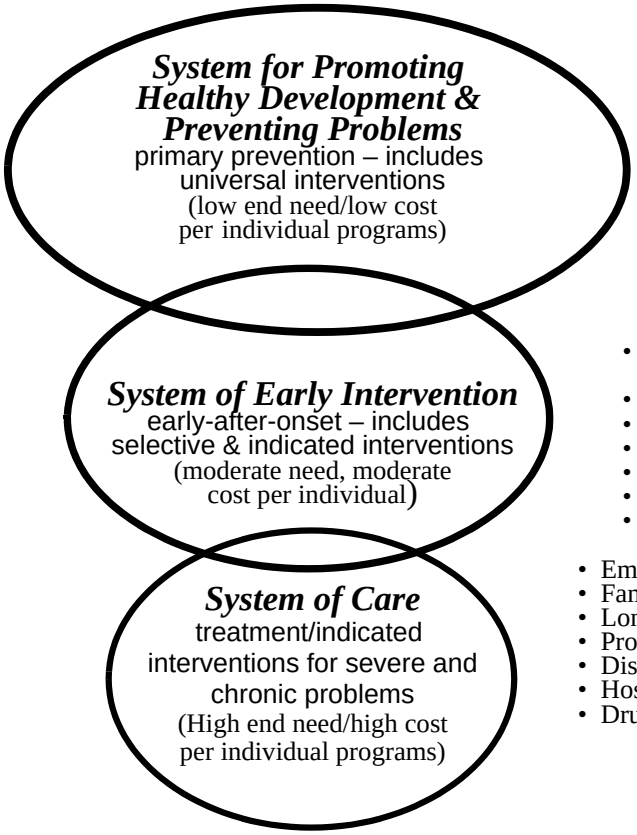
School Resources
(facilities, stakeholders, programs, services)

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



Community Resources
(facilities, stakeholders, programs, services)

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 *system for promoting healthy development and preventing problems, system* of *early intervention,* and *system 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.*

Designing the Continuum to Fit School Improvement Efforts

We operationalize the continuum as part of the concept of an *Enabling* or *Learning Supports Component*. This helps to coalesce and enhance programs with the aim of ensuring all students have an equal opportunity to succeed at school. A critical matter is defining what the entire school must do to enable *all* students to learn and *all* teachers to teach effectively. School-wide approaches are especially important where large numbers of students are affected and at any school that is not yet paying adequate attention to equity and diversity concerns.

Moving beyond the laundry list

Pioneering efforts have further operationalized such a component into six programmatic arenas. In doing so, they have moved from a "laundry list" of programs, services, and activities to a defined set of content or "curriculum" arenas that captures the essence of the multifaceted ways schools must address barriers to learning. Figure 7 outlines the prototype for the six arenas.

As illustrated, the prototype encompasses programs to

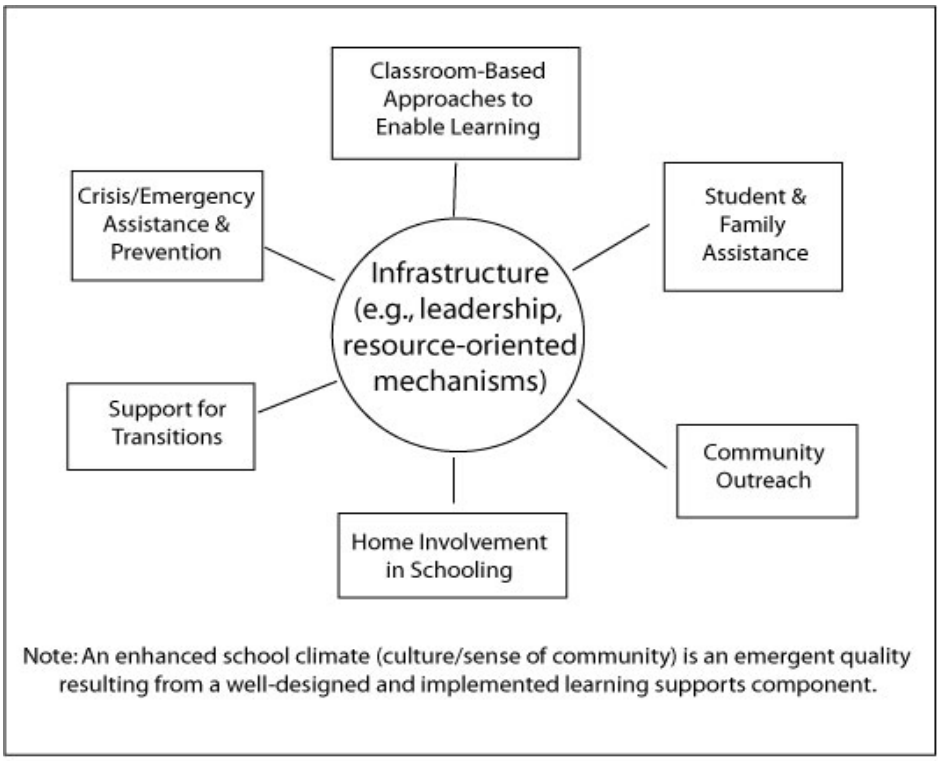
- *enhance regular classroom strategies to enable learning* (i.e., improving instruction for students who have become disengaged from learning at school and for those with mild-moderate learning and behavior problems)
- *support transitions* (i.e., assisting students and families as they negotiate school and grade changes and many other transitions)
- *increase home and school connections*
- *respond to, and where feasible, prevent crises*
- *increase community involvement and support* (outreach to develop greater community involvement and support, including enhanced use of volunteers)
- *facilitate student and family access to effective services and special assistance as needed.*

See Table 2 for a table outlining specific examples related to each arena.

Unfortunately, most school reformers seem unaware that if all students are to benefit from higher standards and improved instruction, schools must play a major role in developing such programs and systems. It is time for reform advocates to expand their emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning, and they must pursue this third component with the same priority they devote to the other two.

Figure 7

Categories of *Basic Content Arenas* for Learning Supports Intervention



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.

Table 2

Major Examples of Activity in Each Content Arena

(1) Classroom-Based Approaches encompass

- Opening the classroom door to bring available supports in (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff work in the classroom as part of the teaching team)
- Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals (e.g. 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 (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling)
- Curricular enrichment and adjunct programs (e.g., 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 at all times is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings.

(2) Crisis Assistance and Prevention encompasses

- Ensuring immediate assistance in emergencies so students can resume learning
- Providing Follow up care as necessary (e.g., 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 (e.g., 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
- Capacity building to enhance crisis response and prevention (e.g., staff and stakeholder development, enhancing a caring and safe learning environment)

(3) Support for Transitions encompasses

- Welcoming & social support programs for newcomers (e.g., welcoming signs, materials, and initial receptions; peer buddy programs for students, families, staff, volunteers)
- Daily transition programs for (e.g., before school, breaks, lunch, afterschool)
- Articulation programs (e.g., 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 (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education (e.g., counseling, pathway, and mentor programs; Broad involvement of stakeholders in planning for transitions; students, staff, home, police, faith groups, recreation, business, higher education)
- Broad involvement of stakeholders in planning for transitions (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building to enhance transition programs and activities

(cont.)

(4) Home Involvement in Schooling encompasses

- Addressing specific support and learning needs of family (e.g., 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 (e.g., 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 and/or e-mail 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 (e.g., families prepared for involvement in program planning and problem-solving)
- Enhancing home support for learning and development (e.g., family literacy; family homework projects; family field trips)
- Recruiting families to strengthen school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance)
- Capacity building to enhance home involvement

(5) Community Outreach for Involvement and Support encompasses

- Planning and implementing outreach to recruit a wide range of community resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers)
- Systems to recruit, screen, prepare, and maintain community resource involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community)
- 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 and support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, "social marketing")

(6) Student and Family Assistance encompasses

- Providing extra support as soon as a need is recognized and doing so in the least disruptive ways (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs)
- Timely referral interventions for students & families with problems based on response to extra support (e.g., identification/screening processes, assessment, referrals, and follow-up – school-based, school-linked)
- Enhancing access to direct interventions for health, mental health, and economic assistance (e.g., school-based, school-linked, and community-based programs and services)
- Care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective
- Mechanisms for *resource* coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/family of schools, community-based programs; linking with community providers to fill gaps)
- Enhancing stakeholder awareness of programs and services
- Capacity building to enhance student and family assistance systems, programs, and services

Combining the continuum and the content arenas yields a guiding matrix

Combining the six content arenas with the continuum of interventions illustrated in Figure 6 provides a comprehensive and multifaceted intervention framework to guide and unify school improvement planning for developing a system of learning supports. The resultant matrix is shown in Figure 8. This unifying framework facilitates mapping and analyzing the current scope and content of how barriers to learning and teaching are addressed. Overtime, such mapping and analysis is needed at the school level, for a family of schools (e.g., a feeder pattern of schools), at the district level, and community-wide.

In essence, beginning in the classroom with differentiated classroom practices and by ensuring school-wide learning supports, such a comprehensive, multifaceted, and cohesive systemic approach

>addresses barriers through a broader view of "basics" and through effective accommodation of individual differences and disabilities

>enhances the focus on motivational considerations with a special emphasis on intrinsic motivation as it relates to individual readiness and ongoing involvement and with the intent of fostering intrinsic motivation as a basic outcome

>adds remediation, treatment, and rehabilitation as necessary, but only as necessary.

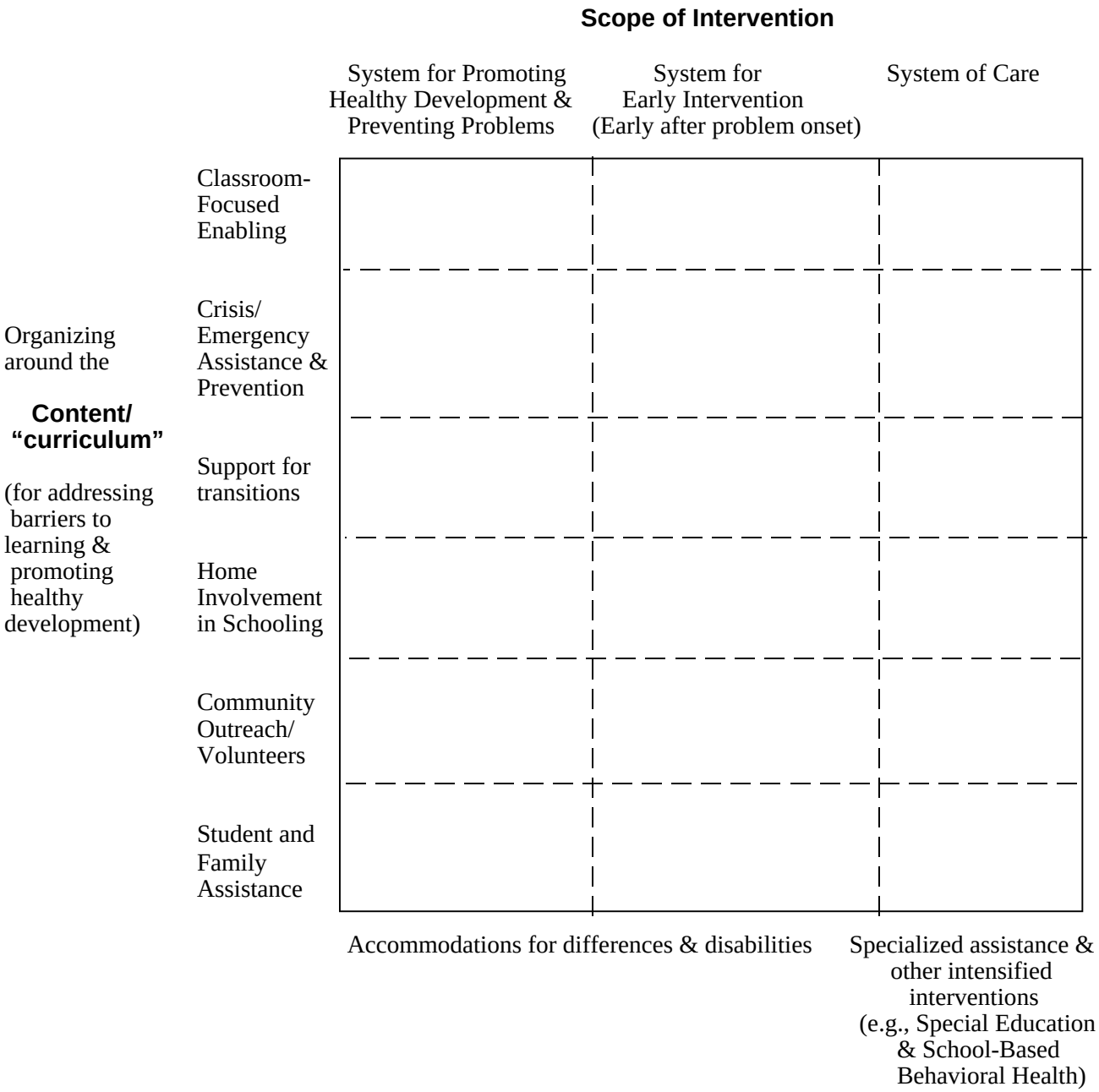
The Center has designed a *toolkit* to provide ready access to a set of resources for mapping and analyzing the scope and content of efforts to address barriers. Go to:

http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

Also school administrators and staff will be interested in the set of guidelines for an Enabling or Learning Supports Component appended to Module I.

Figure 8

Matrix for Reviewing Scope and Content of a Component to Address Barriers to Learning*



*Note that specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of Center for Prevention and Disease Control's Coordinated School Health Program are embedded into the six content ("curriculum") areas.

D. Enhancing Regular Classroom Strategies to Enable Learning for All

Our concern here is with one of the six programmatic areas of an *Enabling Component*, namely, the one we call *Classroom-Focused Enabling.*

As stated above, when a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. To this end, it is essential to equip teachers to respond to mild-to-moderate behavior, learning, and emotional problems using more than social control strategies for classroom management.

Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: strategies to engage student interest and attention, one-to-one or small group instruction (e.g., tutoring, cooperative learning groups), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development), as well as a variety of special assistance strategies.

All this, of course, overlaps the instructional component and expands definitions of good teaching to encompass practices that enable teachers to be effective with a wide range of students. From such a perspective, good teaching not only involves fostering a caring context for learning, it encompasses development of a classroom infra-structure that transforms a big classroom into a set of smaller units, as well as use of other strategies that prevent problems and address a wide range of problems when they arise – including procedures to elicit home involvement in solving problems.

Every teacher needs to be taught an array of strategies for accommodating and for teaching students to compensate for differences, vulnerabilities, and disabilities. Teachers need to learn how to use paid assistants, peer tutors, and volunteers to enhance social and academic support and to work in targeted ways with specific youngsters who manifest problems. Strategies must be developed for using resource and itinerant teachers and counselors and other student support professionals to work closely with teachers and students *in the classroom* and on regular activities. (Such matters, of course, have major implications for restructuring and redesigning the roles, functions, and staff development of such personnel, as well as for redeploying resources.)

Ultimately, any definition of good teaching must include effectively addressing a wide-range of problems within the regular classroom.

Teachers who can do this help reduce the need for specialized services and enhance the effectiveness of inclusionary policies.

- Accomplishing all of the above requires rethinking pre and inservice education for teachers, as well as for support staff, paraeducators and other paid assistants, and volunteers.
- It also involves rethinking the forms of temporary out-of-class student and family assistance that are provided.

Addressing barriers is not at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors (see Table 3). Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. However, it is frequently the case that preventing problems also requires direct action to remove or at least minimize the impact of barriers, such as hostile environments and intrinsic problems (again see Table 1). Without an effective, direct intervention, such barriers can continue to get in the way of development and learning.

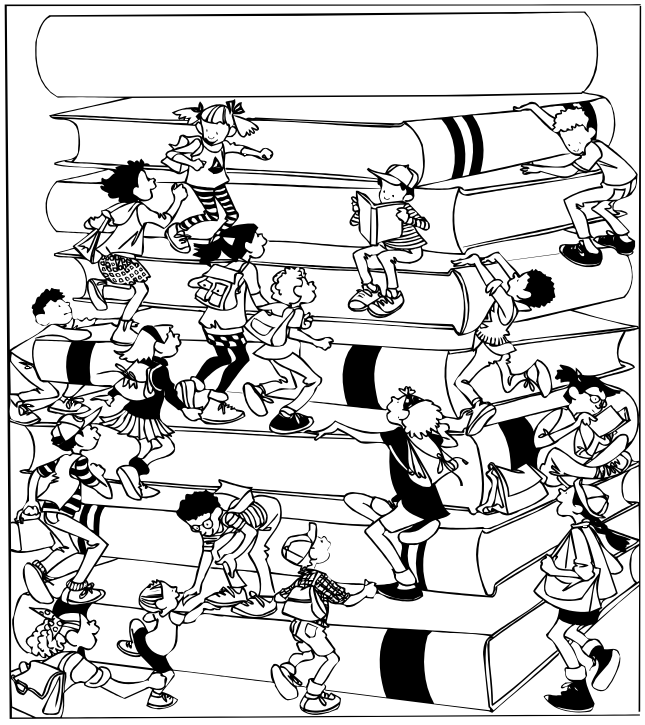


Table 3

Resiliency & Protective Factors

> Kids can walk around trouble if there is some place to walk to and someone to walk with.
>
> *Tito. Quoted by Milbey McLaughlin. Merita Irbv. and Juliet Langman. 1993*

From: Center for Mental HealthServices, SAMHSA, DHHS (Feb., 1999)

According to researchers:

Protective factors hold the key to understanding how to reduce risks and how to encourage positive behavior and social development.

Hawkins and Catalano provide the following list of protective factors:

I. Individual Characteristics – Some children are born with characteristics that help protect them against problems as they grow older and are exposed to risk. These include:

- *Gender.* Given equal exposure to risk, girls are less likely than boys to develop health and behavior problems in adolescence.
- *Resilient temperament.* Children who adjust to change or recover from disruption easily are more protected from risk.
- *Outgoing Personality.* Children who are outgoing, enjoy being with people, and engage easily with others are more protected.
- *Intelligence.* Bright children appear to be more protected from risk than are less intelligent children.

II. Healthy Beliefs and Clear Standards – Parents, teachers, and community members who hold clearly stated expectations regarding young children and adolescent behavior help protect them from risk. When family rules and expectations are consistent with, and supported by other key influences on children and adolescents--school, peers, media, and larger community--the young person is buffered from risk even more.

III. Bonding – One of the most effective ways to reduce children's risk of developing problem behaviors is to strengthen their bonds with family members, teachers, and other socially responsible adults. Children living in high-risk environments can be protected from behavior problems by a strong, affectionate relationship with an adult who cares about, and is committed to, their healthy development.

The most critical aspect of this relationship is that the young person has a long term investment in the relationship and that he/she believes that the relationship is worth protecting (Hawkins and Catalano, 1992). Hawkins and Catalano (1998) have identified three *protective processes* that build strong bonds between young people and the significant adults in their lives.

- *Opportunities for involvement.* Strong bonds are built when young people have opportunities to be involved in their families, schools, and communities -- to make a real contribution and feel valued for it.
- *Skills for successful involvement.* In order for young people to take advantage of the opportunities provided in their families, schools, and communities, they must have the skills to be successful in that involvement. These skills may be social skills, academic skills or behavioral skills.
- *Recognition for involvement.* If we want young people to continue to contribute in meaningful ways, they must be recognized and valued for their involvement.

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It is important to stress that, besides its focus on addressing barriers to student learning (including preventing them if feasible), an enabling component embraces a focus on healthy development. That is, it is built on the assumption that society has the responsibility to promote healthy development *and* address barriers. Thus, the approach is not a case of a negative vs. a positive emphasis (or excusing or blaming anyone). It's not about what's wrong vs. what's right with kids. It is about continuing to face up to the reality of major extrinsic barriers, as well as personal vulnerabilities and real disorders and disabilities.

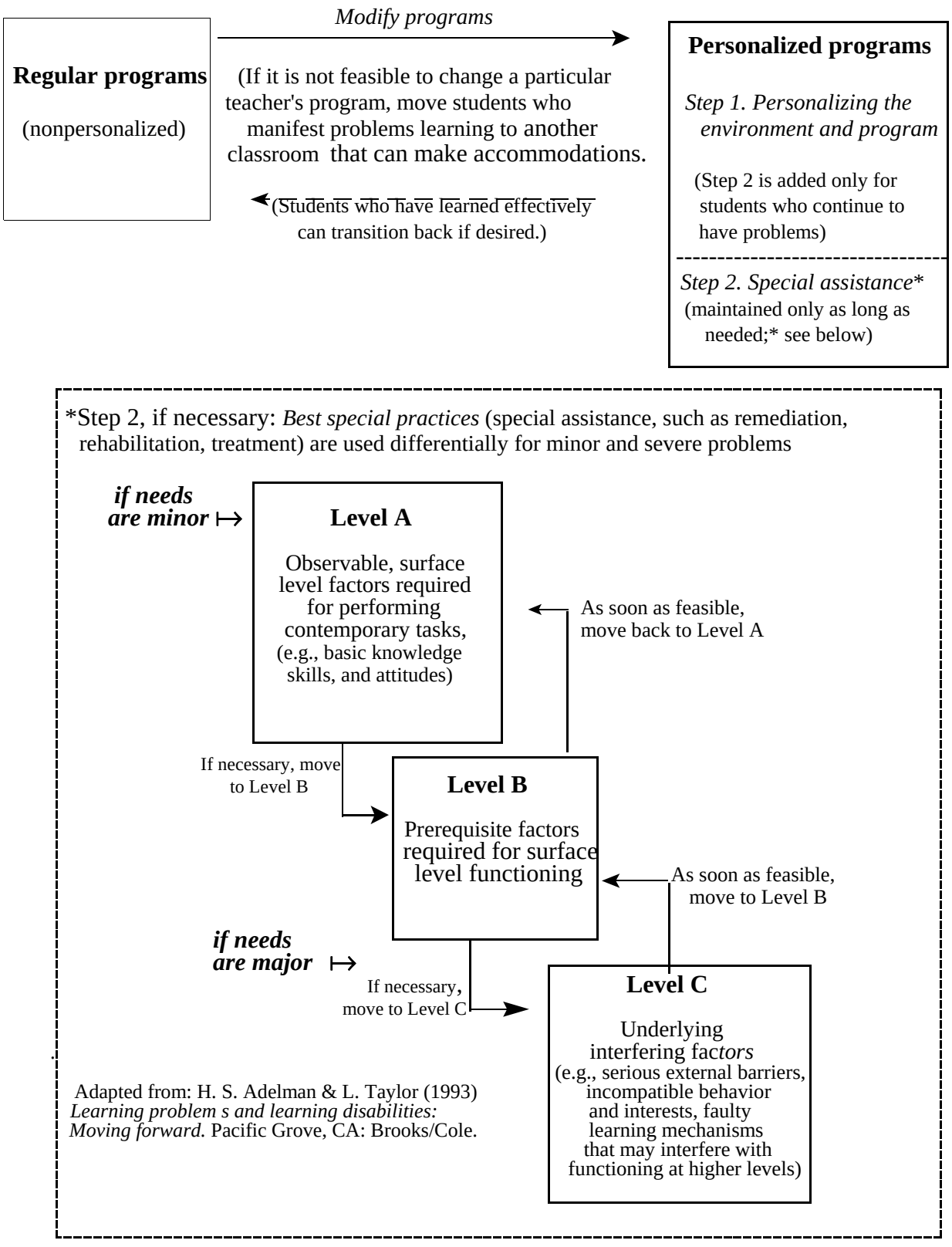
<><><><><><><><><><><><><><><><><><>

Classroom teaching that addresses barriers to learning can be conceived as involving two steps. As illustrated in Figure 9, Step 1 is personalization of the classroom program. In effect, personalization amounts to enhancing an appropriate match with individual differences in motivation and capability. Thus, decisions about general curriculum goals for a student are based on assessment of the individual's interests and abilities.

After a personalized program is properly implemented, it is to be expected that, though mobilized to try harder, some students will continue to have some problems (e.g., those students whose difficulties are the result of significant external factors and/or interfering internal factors such as a true disability). Therefore, Step 2 involves special assistance that is added on top of a well designed personalized program. Depending on problem severity and pervasiveness, special assistance involves one (or more) of three levels of focus.

- Level A pursues observable problems related to age-appropriate life tasks (basic knowledge, skills, and interests).
- Level B focuses on missing prerequisites for learning.
- Level C looks for factors interfering with learning (e.g., serious and pervasive external barriers, extreme avoidance motivation, disabilities, serious interfering behaviors sometimes related to emotional disorders).

Figure 9. Sequences and levels in teaching a wide-range of students in the regular classroom.



Procedures used for personalizing instruction and providing special assistance must reflect a primary and systematic focus on motivation. In particular, they should emphasize (a) assessing motivation, (b) overcoming negative attitudes, (c) enhancing motivational readiness for learning, (d) maintaining intrinsic motivation throughout the learning process, and (e) nurturing the type of continuing motivation that results in the learner engaging in activities away from the teaching situation. Attending to these matters is seen as essential to maximizing maintenance, generalization, and expansion of learning. Failure to attend systematically and comprehensively to these matters means approaching passive (and often hostile) learners. (We will explore all this in some detail in Module II.)

A few more words about the two steps illustrated in Figure 4 should help clarify the framework presented.

Step 1. Personalized Instruction:
The Foundation of Classroom-Focused Enabling

By now, it should be clear that a classroom infrastructure that enables a teacher to *personalize* instruction is at the foundation of efforts to enable classroom learning. Some teachers use the terms individualization and personalization of instruction interchangeably. *We don't.* Although both terms are intended to describe the process of "meeting learners where they are," individualization often is used for approaches that primarily emphasize accounting for differences in capability (and often only with respect to a few areas of development).

As a classroom concept, we stress that personalization should refer to the need to meet a learner where s/he is in terms of capabilities *and* with respect to *motivation* – especially interests, attitudes, and other *intrinsic motivational* considerations. That is, personalization should encompass a broad, concerted, and systematic emphasis on motivation, as well as on knowledge and skills when planning, implementing, and evaluating instruction. Moreover, this emphasis should reflect an appreciation of the fact that motivational differences often must be attended to before an accurate assessment can be made of capabilities and before students will respond well to classroom instruction.

From a psychological perspective, personalization is further defined in terms of learner *perceptions.* That is, the matter of whether one has "met a learner where (s)he is" can be viewed as dependent on how the learner experiences learning tasks and environments. A teacher may think a good match has been made, but if the student doesn't experience it as such, the instructional effort probably isn't meaningfully personalized.

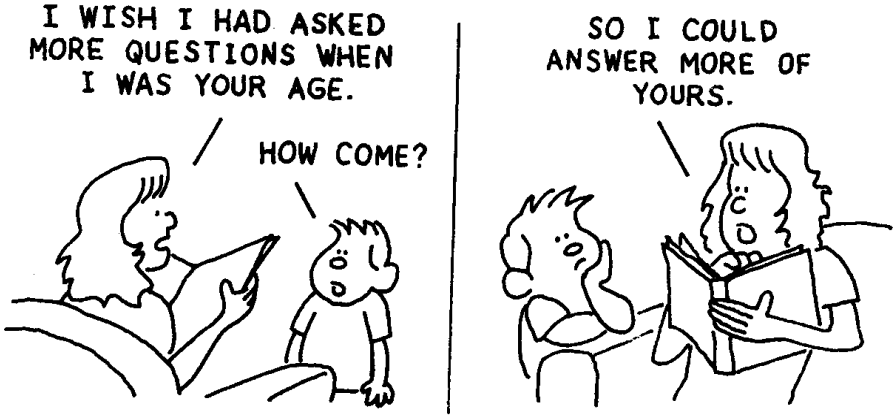
Some Basic Assumptions Underlying Personalized Programs

- Learning is a function of the ongoing transactions between the learner and the learning environment (with all it encompasses).
- Optimal learning is a function of an optimal match between the learner's accumulated capacities and attitudes and current state of being and the program's processes and content.
- Matching both a learner's motivation and pattern of acquired capacities must be primary procedural objectives.
- The learner's perception is the critical criterion for evaluating whether a good match exists between the learner and the learning environment.
- The wider the range of options that can be offered and the more the learner is made aware of the options and has a choice about which to pursue, the greater the likelihood that he or she will perceive the match as a good one.
- Besides improved learning, personalized programs enhance intrinsic valuing of learning and a sense of personal responsibility for learning. Furthermore. such programs increase acceptance and even appreciation of individual differences, as well as independent and cooperative functioning and problem solving.

Properly implemented, personalization can help establish a classroom atmosphere that encourages mutual support and caring and creates a sense of community. All this can play a role in preventing learning, behavior, and emotional problems. This probably is even more the case when the school-wide context fosters a sense of personal caring and mutual support, and probably is further enhanced when the surrounding neighborhood is supportive and caring.

Personalization is seen as necessary and often sufficient in addressing behavior, learning, and emotional problems in the classroom. Some students, however, need something more. Sometimes the "something more" is called remediation, but at a time when education is trying to move away from thinking of students as having "deficits," another term may have to be found. Here, we will use the term specialized assistance. Specialized assistance is called for when the best general practices are found wanting. Specialized assistance is needed to address major motivational and behavioral problems and for students who have difficulty learning, performing, or retaining what they have learned. Fortunately, however, most students usually are motivationally ready and able to function in some learning arenas, and thus, specialized assistance in all facets of classroom instruction and activity usually is unnecessary.

To address barriers to student learning, pioneering initiatives are improving classroom and school-wide environments to prevent problems and enhance youngsters' strengths. At the same time, for those who need something more, teachers, the school, and the community, working separately and together, provide essential supports and assistance.



Step 2. Special Classroom Assistance to Engage, Guide, and Support Those Students Who Need More

A significant number of problems may be alleviated and others prevented through personalized instruction. General strategies, however, often are not enough. At times, any student may need special classroom assistance to engage, guide, and support performance and learning. Such assistance may just be an extension of general strategies. However, when the best application of general strategies is ineffective, it may also include intensive forms of specialized strategies in- and out-of-the classroom. In all cases, the intent is to improve the match between the program and a learner's current levels of motivation and capability.

> It is important to remember that special classroom assistance is an extension of general efforts to facilitate learning. Thus, before such a focus is introduced, the best available personalized instruction should be tried.

The capability of providing effective special assistance in the classroom is the key to reducing the number of students who are retained and/or referred to special education. Effective special assistance in the classroom also can help reduce misbehavior, suspensions, expulsions, and dropouts.

Perhaps the major factor differentiating special classroom assistance from regular teaching is the need for a teacher to find ways to establish an appropriate match for learners who are having problems. Often, a great deal of the process is a matter of trial and appraisal. Thus, those available to work with the youngster in the classroom (e.g., the teacher, an aide, a volunteer, a resource teacher) must take the time to develop an understanding of the learner (e.g., strengths, weaknesses -- including missing prerequisites and interfering behaviors and attitudes, limitations, likes, dislikes). There also must be access to, control over, and willingness to use a wide range of learning options and accommodations. And, there may be a necessity to reduce levels of abstraction, intensify the way stimuli are presented and acted upon, and increase the amount and consistency of guidance and support -- including added reliance on other resources.

When Is it Needed? Stated simply, an individual needs special assistance when general strategies for personalizing instruction are found to be insufficient (e.g., for those who manifest motivation problems and for those who have difficulty learning or retaining what they have learned).

The level of special assistance on which to focus with respect to any curricular goal is determined by assessing an individual's responses to daily instruction. Special assistance objectives are formulated initially through dialogue with the learner to generate processes and outcomes that are valued and that are perceived as attainable. General goals and specific objectives are modified through ongoing dialogues informed by analyses of task performance, supplemented with formal assessment devices when necessary.

Because special assistance in all areas usually is unnecessary, as much learning as possible will probably continue to be facilitated without special approaches. Besides facilitating learning, personalized instruction provides an essential foundation and context for all added special strategies.

It should be stressed that special assistance is not synonymous with either special education or special placements. Once one escapes from the debate over *where* a youngster should be taught, the concern shifts to fundamental factors that must be considered in meeting students' learning, behavioral, and emotional needs and doing so with the least intervention.

- Is there a full array of programs and services designed to address factors interfering with learning and teaching (e.g., such as those outlined in Figure 1)?

- Is there an appropriate curriculum (that includes a focus on areas of strength and weakness and that encompasses prerequisites that may not have been learned, underlying factors that may be interfering with learning, and enrichment opportunities)?

- Do staff have the ability to personalize instruction/structure teaching in ways that account for the range of individual differences and disabilities in the classroom (accounting for differences in *both* motivation and capability and implementing special practices when necessary)?

- Does the student-staff ratio ensure the necessary time required for personalizing instruction, implementing remediation, and providing enrichment?

Levels of Special Assistance. As noted above, special assistance to facilitate learning can be applied at any of three levels (again see Figure 4).

> *Level A – Age-appropriate life tasks.* As part of day-by-day living at school, home, work, and in the neighborhood, life tasks involve a variety of basic knowledge, skills, and interests These include reading, writing, interpersonal and intrapersonal problem solving, and so forth. At this level, remediation essentially involves reteaching – but not with the same approach that has just failed. Alternative ways must be used when the student has had difficulty learning. This is accomplished by further modifying activities in ways likely to improve the match with the learners current levels of motivation and capability. Teachers can use a range of environmental factors to influence the match as well as techniques that enhance motivation, sensory intake, processing and decision making, and output.

> *Level B – Prerequisites.* At this level, the focus is on identifying and teaching missing prerequisites. Procedures are the same as those used in facilitating learning related to current life tasks.

> *Level C – Interfering factors.* At this level, we must face up to severe and pervasive external barriers and the possibility of faulty learning mechanisms. A variety of underlying problems have been suggested as interfering with learning. Special assistance strategies are designed to overcome such deficiencies by directly correcting the problems or indirectly compensating for them.

What makes special assistance different from general strategies is the range and/or the extreme degree and consistency with which they must be applied, as well as the focus on levels of functioning other than current life tasks. What makes special assistance effective (when it is) probably involves these considerations, along with the fact that the strategies are different from those a student has already tried and found ineffective. (Special procedures have the benefit of being novel and thus having motivational and attention-inducing value.) In general, then, best practices call for teachers to pursue the type of personalized strategies and special assistance described in Module II and to do so flexibly and with imagination and caring.

E. Keeping Mutual Support, Caring, and a Sense of Community in Mind

In clarifying one element of an enabling component, there is danger of losing the "big picture." Ultimately, within the school context, such a component and its various program areas must blend with the instructional and management/governance components in ways that create a school-wide atmosphere encouraging mutual support, caring, and a sense of community.

The degree to which a school can create such an atmosphere seems highly related to how well it is likely to prevent and ameliorate learning, behavior, and emotional problems. Thus, in developing an enabling component, there must be a constant focus on enhancing a supportive and caring context for learning in ways that contribute to a psychological sense of community.

> Throughout a school and in each classroom, a psychological sense of community exists when a critical mass of stakeholders are committed to each other *and* to the setting's goals and values, *and* they exert effort towards the goals and towards maintaining relationships with each other.

What is a psychological sense of community?

People can be together without feeling connected or feeling they belong or feeling responsible for a collective vision or mission. At school and in class, a psychological sense of community exists when a critical mass of stakeholders are committed to each other and to the setting's goals and values and exert effort toward the goals and maintaining relationships with each other.

A perception of community is shaped by daily experiences and probably is best engendered when a person feels welcomed, supported, nurtured, respected, liked, connected in reciprocal relationships with others, and a valued member who is contributing to the collective identity, destiny, and vision. Practically speaking, such feelings seem to arise when a critical mass of participants not only are committed to a collective vision, but also are committed to being and working together in supportive and efficacious ways.

That is, a conscientious effort by enough stakeholders associated with a school or class seems necessary for a sense of community to develop and be maintained. Such an effort must ensure effective mechanisms are in place to provide support, promote self-efficacy, and foster positive working relationships.

There is an obvious relationship between maintaining a sense of community and sustaining morale and minimizing burn out.

Building a sense of community and caring begins when students (and their families) first arrive at a school. Classrooms and schools can do their job better if students feel they are truly welcome and have a range of social supports. A key facet of welcoming encompasses effectively connecting new students with peers and adults who can provide social support and advocacy.

On an ongoing basis, caring in a classroom is best maintained through use of personalized instruction, regular student conferences, activity fostering social and emotional development, and opportunities for students to attain positive status.

Efforts to create a caring classroom climate benefit from programs for cooperative learning, peer tutoring, mentoring, advocacy, peer counseling and mediation, human relations, and conflict resolution.

A caring school culture pays special attention to students who have difficulty making friends. Some need just a bit of support to overcome the problem (e.g., a few suggestions, a couple of special opportunities). Some, however, need more help. They may be very shy, lacking in social skills, or may even act in negative ways that lead to their rejection. Whatever the reason, it is clear they need help if they and the school are to reap the benefits produced when individuals feel positively connected to each other. School staff (e.g., teacher, classroom or yard aide, counselor, support/resource staff) and parents can work together to help such students. This may include use of a “peer buddy” (e.g., a student with similar interests and temperament or one who will understand and be willing to reach out to the one who needs a friend), or it might involve creating regular opportunities for the student to work with others on shared activities/projects at and away from school (e.g., engage in cooperative tasks, be teammates for games, share special roles such as being classroom monitors). If the youngster really doesn't know how to act like a friend, it is necessary to teach some guidelines and social skills. There are, of course, a myriad of strategies that can contribute to students feeling positively connected to the classroom and school.

Given the importance of home involvement in schooling, attention also must be paid to creating a caring atmosphere for family members. Increased home involvement is more likely if families feel welcome and have access to social support at school. Thus, teachers and other school staff need to establish a program that effectively welcomes and connects families with school staff and other families to generate ongoing social support and greater participation in home involvement efforts.

Also, just as with students and their families, school staff need to feel truly welcome and socially supported. Rather than leaving this to chance, a caring school develops and institutionalizes a program to welcome and connect new staff with those with whom they will be working. And it does so in ways that effectively incorporates newcomers into the organization and builds their capacity to function effectively.

Mother to son: *Time to get up and go to school.*

Son: *I don't want to go. It's too hard and the kids don't like me.*

Mother: *But you have to go -- you're the principal.*

Needed: Care for the Teaching Staff

It is a simple truth:

If classrooms are to be caring environments,
teachers must feel good about themselves

Teaching is one of society's most psychologically demanding jobs, yet few schools have programs designed specifically to counter job stress and enhance staff feelings of well-being.

In discussing "burn-out," many writers have emphasized that, too often, teaching is carried out under highly stressful working conditions and without much of a collegial and social support structure. Recommendations usually factor down to strategies that reduce environmental stressors, increase personal capabilities, and enhance job and social supports.*

What tends to be ignored is that schools have no formal mechanisms to care for staff. As schools move toward local control, they have a real opportunity to establish formal mechanisms and programs that foster mutual caring. In doing so, special attention must be paid to transitioning in new staff and transforming working conditions to create appropriate staff teams whose members can support and nurture each other in the classroom, every day. Relatedly, classrooms should play a greater role in fostering students social-emotional development by ensuring such a focus is built into the curricula.

*Our center provides an overview of this topic in an introductory packet entitled: *Understanding and Minimizing Staff Burnout.*

And, the National Educational Association's Health Information Network has become involved in the *Teacher Stress Reduction Initiative* supported by the Dept. of Health and Human Service's Center for Mental Health Services. See www.neahin.org/mental health/stress.html

Fundamental to the above concerns and to improving instruction, it is evident that teachers need to work closely with other teachers and school personnel, as well as with parents, professionals-in-training, volunteers, and so forth. Collaboration and teaming are key facets of addressing barriers to learning. They allow teachers to broaden the resources and strategies available in and out of the classroom to enhance learning and performance. As Hargreaves cogently notes, the way to relieve "the uncertainty and open-endedness" that characterizes classroom teaching is to create “communities of colleagues who work collaboratively [in cultures of shared learning and positive risk-taking] to set their own professional limits and standards, while still remaining committed to continuous improvement. Such communities can also bring together the professional and personal lives of teachers in a way that supports growth and allows problems to be discussed without fear of disapproval or punishment.”

Collaboration and collegiality are fundamental to morale and work satisfaction and to transforming classrooms into caring contexts for learning. Collegiality, however, cannot be demanded. As Hargreaves stresses, when collegiality is *mandated*, it can produce what is called *contrived collegiality* which tends to breed inflexibility and inefficiency. Contrived collegiality is compulsory, implementation-oriented, regulated administratively, fixed in time and space, and predictable. In contrast, *collaborative cultures* foster working relationships which are voluntary, development-oriented, spontaneous, pervasive across time and space, and unpredictable.

Collaborative cultures also can foster a school’s efforts to organize itself into a learning community that personalizes inservice teacher education. Such "organizational learning" requires an organizational structure where, as Peter Senge stresses, “people continually expand their capabilities to understand complexity, clarify vision and improve shared mental models.” This is accomplished by searching together for shared solutions to the organization’s tasks and problems and acquiring and applying different kinds of expertise and leadership.

Finally, collaborative cultures recognize the need to build capacity for dealing with working relationship problems. Despite the best of intentions relationships often go astray, especially when staff become frustrated and angry because students don't respond in desired ways or seem not to be trying. To minimize relationship problems, inservice education must foster understanding of interpersonal dynamics and barriers to working relationships and sites must establish effective problem solving mechanisms to eliminate or at least minimize such problems.

F. Caring Schools Promote Student Social-Emotional Learning and Well-Being

In some form or another, every school has goals that emphasize a desire to enhance students' personal and social functioning. The developmental areas of focus include:

- ***Responsibility and integrity*** (e.g., understanding and valuing of societal expectations and moral courses of action)
- ***Self-esteem*** (e.g., feelings of competence, self- determination, and being connected to others)
- ***Social and working relationships*** (e.g., social awareness, empathy, respect, communication, interpersonal cooperation and problem solving, critical thinking, judgement, and decision making)
- ***Self-evaluation/self-direction/self-regulation*** (e.g., understanding of self and impact on others, development of personal goals, initiative, and functional autonomy)
- ***Temperament*** (e.g., emotional stability and responsiveness)
- ***Personal safety and safe behavior*** (e.g., understanding and valuing of ways to maintain safety, avoid violence, resist drug abuse, and prevent sexual abuse)
- ***Health maintenance*** (e.g., understanding and valuing of ways to maintain physical and mental health)
- ***Effective physical functioning*** (e.g., understanding and valuing of how to develop and maintain physical fitness)
- ***Careers and life roles*** (e.g., awareness of vocational options, changing nature of sex roles, stress management)
- ***Creativity*** (e.g., breaking set)

For schools, promoting all this plays an important role in

- enhancing the daily smooth functioning of schools and the emergence of a safe, caring, and supportive school climate
- facilitating students' holistic development
- enabling student motivation and capability for academic learning
- optimizing life beyond schooling.

With all this in mind, efforts to enhance classroom and school wide practices can and need to do much more to (a) capitalize on *natural* opportunities at schools to promote social and emotional development (see following Exhibit), (b) minimize transactions that interfere with positive growth in these areas, and (c) pursue social-emotional learning through curricula approaches.

Exhibit

Examples of *Natural* Opportunities at School to *Promote* Social-Emotional Learning

Natural opportunities for promoting personal and social growth are among the most authentic instances of "teachable moments." Below are examples of natural opportunities at schools.

I. *Using Natural Daily Opportunities*

a. In the classroom (e.g., as students relate to each other and to staff during class and group instruction; as essential aspects of cooperative learning and peer sharing and tutoring; as one facet of addressing interpersonal and learning problems)

B School-wide (e.g., providing roles for all students to be positive helpers and leaders throughout the school and community; engaging students in strategies to enhance a caring, supportive, and safe school climate; as essential aspects of conflict resolution and crisis prevention)

II. *In Response to Yearly Patterns* – Schools have a yearly rhythm, changing with the cycle and demands of the school calendar. The following are examples of monthly themes the Center has developed for schools to draw upon and go beyond. The idea is to establish focal points for minimizing potential problems and pursuing natural opportunities to promote social-emotional learning.

September – *Getting off to a Good Start*
October – *Enabling School Adjustment*
November – *Responding to Referrals in Ways That Can "Stem the Tide"*
December – *Re-engaging Students: Using a student's time off in ways that pay off!*
January – *New Year's Resolutions — A Time for Renewal; A New Start for Everyone*
February – *The Mid-Point of a School Year - Report Cards & Conferences: Another Barrier or a Challenging Opportunity*
March – *Reducing Stress; Preventing Burnout*
April – *Spring Can Be a High Risk Time for Students*
May – *Time to Help Students and Families Plan Successful Transitions to a New Grade or School*
June – *Summer and the Living Aint Easy*
July – *Using "Down Time" to Plan Better Ways to Work Together in Providing Learning Supports*
August – *Now is the Time to Develop Ways to Avoid Burnout*

III. *During Transitions*

A. Daily (e.g., capturing opportunities before school, during breaks, lunch, afterschool)

B. Newcomers (e.g., as part of welcoming and social support processes; in addressing school adjustment difficulties)

C. Grade-to-grade (e.g., preparing students for the next year; addressing adjustment difficulties as the year begins)

IV. *At the First Indication that a Student is Experiencing Problems* – Enhancing social and emotional functioning is a natural focus of early-after-onset interventions for learning, behavior, and emotional problems.

Looking at the school day and school year through the lens of goals for personal and social functioning provides a picture of what needs attention related to psychosocial concerns. Is instruction carried out in ways that strengthen or hinder development of interpersonal skills and connections and student understanding of self and others? Is cooperative learning and sharing promoted? Is couterproductive competition minimized? Are interpersonal conflicts mainly suppressed or are they used as learning opportunities? Are roles provided for all students to be positive helpers throughout the school and community?

Pay particular attention to:

- *Daily opportunities.* Schools are social milieus. Each day in the classroom and around the school students interact with their peers and various adults in formal and informal ways. Every encounter, positive and negative, represents a potential learning experience. All school staff, and especially teachers, can be taught ways to capitalize on these to enhance social-emotional learning and minimize transactions that work against positive growth.

- *Yearly patterns*. The culture of most schools yields fairly predictable patterns over the course of the year. The beginning of the school year, for example, typically is a period of hope. As the year progresses, a variety of stressors are encountered. Examples include homework assignments that are experienced as increasingly difficult, interpersonal conflicts, and testing and grading pressures. There also are special circumstances associated with holidays, social events, sports, grade promotions, and graduation.

  Each month strategies can be implemented that encourage school staff to enhance coping and minimize stressors through social-emotional learning and shared problem solving. The point is to establish a focus each month and build the capacity of school staff to evolve the school culture in ways that reduce unnecessary stressors and naturally promote social and emotional development. (Monthly themes are readily generated. One set of examples are listed in the preceding Exhibit. For resources to pursue these monthly themes, go to the Center for Mental Health in Schools at UCLA – http://smhp.psych.ucla.edu)

- *Transitions*. As is evident, students are regularly confronted with a variety of transitions – changing schools, changing grades, and encountering a range of other minor and major transitory demands. Every transition can exacerbate problems or be used to promote positive learning and attitudes and reduce alienation. However, institutionalized efforts to support students through such transitions often are neglected. Examples of school-wide and classroom-specific opportunities to address transitions proactively include a focus on welcoming new arrivals (students, their families, staff); providing ongoing social supports as students adjust to new grades, new schools, new programs; and using before and after-school and inter-session activities as times for ensuring generalization and enrichment of such learning.

- *Early after a problem arises.* Stated simply, every student problem represents a need and an opportunity for learning – and often what needs to be learned falls into the social-emotional arena. A theme throughout this volume has been that, whatever the first response, the second response to such problems should be a focus on promoting personal and social growth.

Concluding Comment

Many schools have become isolated from their surrounding communities. Many teachers have become isolated in their classrooms. Many students and families feel alienated from schools and teachers. Diversity too often is viewed in terms of irreconcilable differences rather than a multifaceted base from which to draw resources to accomplish shared goals.

If school reforms are to be effective, schools must work toward taking their place as an integral and integrated part of the community. Some leaders for reform suggest schools need to be a major hub in a neighborhood -- a place where the neighborhood comes to learn and play together, share experiences and wisdom, nurture each other, and strengthen young people, families, and the fabric of community life. Some have a vision of a school as the heart of a neighborhood and the classroom as the student's home away from home.

The concept of an enabling component provides an umbrella for moving forward to ensure that students and families feel a positive bond with their school and its teachers, teachers work collegially in support of each other and the school's mission, and schools are precious resources throughout the neighborhood of which they are a part. The various facets of such a component focus on the barriers that must be addressed and do so in ways that build on the diversity of strengths found in all schools and communities.

Exhibit

Why should a school be the heart of a community and a classroom be a student's home away from home?

Schools often seem apart from the community

Most schools could do their job better if they were experienced as an integral and positive part of the community -- perhaps even as the heart of the community. Schools and classrooms often are seen as separate from the community in which they reside. This contributes to a lack of connection between school staff and parents, students, other community residents, and community agency personnel. Development of a caring, learning community requires creating positive connections between school and community.

School-community partnerships

For schools to be seen as an integral part of the community, steps must be taken to create and maintain collaborative partnerships between school and community with respect to weaving together (blending) learning opportunities, programs, services, and use of facilities, personnel, and other resources.

Opening-up use of the school site

Besides increasing home involvement in schools and schooling, schools must facilitate increased use of school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and can connect with services they need.

Welcoming and social support for students

Most classrooms can do their job better if students feel they are truly welcome and have a range of social supports. Thus, a major focus for school-community collaborative partnership is establishment of a program that effectively welcomes and connects new students with peers and adults at school who can provide social support and advocacy. In some cases, the concept of the *moving diamond* can be adapted to these ends.

Welcoming and social support for parents/families

Increased home involvement in school is more likely if families feel they are truly welcome and have a range of social supports. Thus, a major focus for school-community collaborative partnership is establishment of a program that effectively welcomes and connects newly enrolled families with other families, with school staff, and with ongoing social support and home involvement programs.

Volunteers

Parents, peers, and other volunteers help break down the barriers between school and community. Thus, a major focus for school-community collaborative partnership is establishment of a program that effectively recruits, screens, trains, and nurtures volunteers.

Helping students feel a sense of interpersonal connection

Personalized instruction and regular student conferencing, cooperative learning strategies, curriculum focused on fostering social and emotional development, opportunities to have special status, peer tutoring, peer counseling and mediation, human relations and conflict resolution programs, moving diamonds -- all can contribute to students feeling positively connected to the classroom.

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*In addition, go to the Quick Find and other search features on the Center's website, and you will find many relevant resources to topics discussed in this Unit. From the Center website, you can also access other resource centers through the feature "A Gateway to a World of Resources."

ACTIVITY: Self-study to Enhance Classroom-Focused Enabling

The following survey is one of a set designed as self-study instruments related to a school's programmatic areas for addressing barriers to learning. School stakeholders use such surveys to map and analyze the current status of their programs. The survey presented below looks at classroom efforts to enable learning.

This type of self-study is best done by teams. For example, a group of teachers could use the following survey to discuss their current efforts – how effective the processes are what's not being done, etc. Members of the team initially might work separately in filling out the items, but the real payoff comes from discussing them as a group. The instrument also can be used over time as a form of program quality review.

After the items are checked, an analysis is done of the status of the classroom efforts to enable learning among those students who have been having problems. A decision might be made that some existing activity is not a high priority and that the resources should be redeployed to help establish something that seems more important. Other activity may be seen as needing to be embellished so that it is more effective. Finally, decisions may be made regarding new desired activities. Of course, since not everything can be added at once, priorities and timelines must be established.

Alone or in a team, go ahead and do the survey now.

Survey (self-study) -- Classroom-Focused Enabling

Please indicate all items that apply	**Yes**	**Yes but more of this is needed**	**No**	**If no, is this something you want?**
A. What programs for *personalized professional development* are currently at the site?				
1. Are teachers clustered for support and staff development?	___	___	___	___
2. Are models used to provide demonstrations?	___	___	___	___
3. Are workshops and readings offered regularly?	___	___	___	___
4. Is there a regular focus on how to				
a. engage students in learning?	___	___	___	___
b. assist students who have commonplace learning, behavior, and emotional problems?	___	___	___	___
c. reengage students who appear unmotivated in class?	___	___	___	___
5. Is support available from those with special expertise such as				
a. members of the Student Success Team?	___	___	___	___
b. resource specialists and/or special education teachers?	___	___	___	___
c. members of special committees?	___	___	___	___
d. bilingual and/or other coordinators?	___	___	___	___
e. counselors?	___	___	___	___
f. other? (specify) _____	___	___	___	___
6. Does the school's inservice focus on teaching such personnel how to work directly with teachers in the classroom?	___	___	___	___
7. Is there a formal teacher mentoring program?	___	___	___	___
8. Is there staff social support?	___	___	___	___
9. Is there formal conflict mediation/resolution for staff?	___	___	___	___
10. Is there assistance in learning to use advanced technology?	___	___	___	___
11. Other (specify) _____	___	___	___	___

(cont.)

Survey -- Classroom-Focused Enabling **(cont.)**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. What *supports* are available *in the classroom* to help students identified as having problems?				
1. Are "personnel" added to the class (or before/after school)?	___		___	
If yes, what types of personnel are brought in:				
a. aides (e.g. paraeducators; other paid assistants)?	___	___	___	___
b. older students?	___	___	___	___
c. other students in the class?	___	___	___	___
d. volunteers?	___	___	___	___
e. parents?	___	___	___	___
f. resource teacher?	___	___	___	___
g. specialists?	___	___	___	___
h. Other? (specify)_____	___	___	___	___
2. Are materials and activities upgraded to				
a. ensure there are enough basic supplies in the classroom?	___	___	___	___
b. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)?	___	___	___	___
c. include advanced technology?	___	___	___	___
d. Other? (specify) _____	___	___	___	___
3. Are regular efforts to foster social and emotional development supplemented?	___	___	___	___
C. What is done to assist a teacher who has difficulty with limited English speaking students?				
1. Is the student reassigned?	___	___	___	___
2. Does the teacher receive professional development related to working with limited English speaking students?	___	___	___	___
3. Does the bilingual coordinator offer consultation?	___	___	___	___
4. Is a bilingual aide assigned to the class?	___	___	___	___
5. Are volunteers brought in to help (e.g., parents, peers)?	___	___	___	___
6. Other? (specify) _____	___	___	___	___
D. What types of technology are available to the teachers?				
1. Are there computers in the classroom?	___	___	___	___
2. Is there a computer lab?	___	___	___	___
3. Is computer assisted instruction offered?	___	___	___	___
4. Is there appropriate software?	___	___	___	___
5. Is there access to the Internet?	___	___	___	___
6. Are there computer literacy programs?	___	___	___	___
7. Are computer programs used to address ESL needs?	___	___	___	___
8. Does the classroom have video recording capability?	___	___	___	___
9. Is instructional TV used in the classroom?				
a. videotapes?	___	___	___	___
b. PBS?	___	___	___	___
10. Is there a multimedia lab?	___	___	___	___
11. Other? (specify)_____	___	___	___	___

(cont.)

Survey -- Classroom-Focused Enabling **(cont.)**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. What academic enrichment and adjunct programs do teachers use?				
1. Are library activities used regularly?	___	___	___	___
2. Is music/art used regularly?	___	___	___	___
3. Is health education also used for enrichment?	___	___	___	___
4. Are student performances regular events?	___	___	___	___
5. Are there several field trips a year?	___	___	___	___
6. Are there student council and other leadership opportunities?	___	___	___	___
7. Are there school environment projects such as				
a. mural painting?	___	___	___	___
b. horticulture/gardening?	___	___	___	___
c. school clean-up and beautification?	___	___	___	___
d. other? (specify)_____	___	___	___	___
8. Are there special school-wide events such as				
a. clubs and similar organized activities? ___	___	___	___	
b. publication of a student newspaper?	___	___	___	___
c. sales events (candy, t shirts)?	___	___	___	___
d. poster contests?	___	___	___	___
e. essay contests?	___	___	___	___
f. a book fair?	___	___	___	___
g. pep rallies/contests?	___	___	___	___
h. attendance competitions?	___	___	___	___
i. attendance awards/assemblies?	___	___	___	___
j. other? (specify) _____	___	___	___	___
9. Are guest contributors used (e.g., guest speakers/performers)?	___	___	___	___
10. Other? (specify)_____	___	___	___	___
F. What programs for *temporary out of class help* are currently at the site?				
1. Is there a family center providing student and family assistance?	___	___	___	___
2. Are there designated problem remediation specialists?	___	___	___	___
3. Is there a "time out" room? ___	___	___	___	
4. other? (specify) _____	___	___	___	___
G. Are there school-wide approaches for				
1. creating and maintaining a caring and supportive climate?	___	___	___	___
2. supporting high standards for positive behavior?	___	___	___	___

H What programs are used to train paraeducators, volunteers, and other "assistants" who come into the classrooms to work with students who need help?

_____ _____

_____ _____

_____ _____

I. Which of the following can teachers request as special interventions?				
1. family problem solving conferences	___	___	___	___
2. exchange of students as an opportunity for improving the match and for a fresh start	___	___	___	___
3. referral for specific services	___	___	___	___
4. other (specify) _____	___	___	___	___

(cont.)

Survey -- Classroom-Focused Enabling **(cont.)**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
J. Is there ongoing training for teachers and other staff who are helping to develop the school's efforts to improve Classroom-Focused Enabling?	___	___	___	___

K. Please indicate below any other ways that are used at the school to assist a teacher's efforts to address barriers to students' learning.

_____ _____
_____ _____
_____ _____

L. Please indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.

_____ _____
_____ _____
_____ _____

APPENDIX

Guidelines for an Enabling or Learning Supports Component*

1. Major Areas of Concern Related to Barriers to Student Learning

1.1 Addressing common educational and psychosocial problems (e.g., learning problems; language difficulties; attention problems; school adjustment and other life transition problems; attendance problems and dropouts; social, interpersonal, and familial problems; conduct and behavior problems; delinquency and gang-related problems; anxiety problems; affect and mood problems; sexual and/or physical abuse; neglect; substance abuse; psychological reactions to physical status and sexual activity; physical health problems)

1.2 Countering external stressors (e.g., reactions to objective or perceived stress/demands/ crises/deficits at home, school, and in the neighborhood; inadequate basic resources such as food, clothing, and a sense of security; inadequate support systems; hostile and violent conditions)

1.3 Teaching, serving, and accommodating disorders/disabilities (e.g., Learning Disabilities; Attention Deficit Hyperactivity Disorder; School Phobia; Conduct Disorder; Depression; Suicidal or Homicidal Ideation and Behavior; Post Traumatic Stress Disorder; Anorexia and Bulimia; special education designated disorders such as Emotional Disturbance and Developmental Disabilities)

2. Timing and Nature of Problem-Oriented Interventions

2.1 Primary prevention

2.2 Intervening early after the onset of problems

2.3 Interventions for severe, pervasive, and/or chronic problems

3. General Domains for Intervention in Addressing Students' Needs and Problems

3.1 Ensuring academic success and also promoting healthy cognitive, social, emotional, and physical development and resilience (including promoting opportunities to enhance school performance and protective factors; fostering development of assets and general wellness; enhancing responsibility and integrity, self-efficacy, social and working relationships, self-evaluation and self-direction, personal safety and safe behavior, health maintenance, effective physical functioning, careers and life roles, creativity)

3.2 Addressing external and internal barriers to student learning and performance

3.3 Providing social/emotional support for students, families, and staff

4. Specialized Student and Family Assistance (Individual and Group)

4.1 Assessment for initial (first level) screening of problems, as well as for diagnosis and intervention planning (including a focus on needs and assets)

4.2 Referral, triage, and monitoring/management of care

4.3 Direct services and instruction (e.g., primary prevention programs, including enhancement of wellness through instruction, skills development, guidance counseling, advocacy, school-wide programs to foster safe and caring climates, and liaison connections between school and home; crisis intervention and assistance, including psychological and physical first-aid; prereferral interventions; accommodations to allow for differences and disabilities; transition and follow-up programs; short- and longer- term treatment, remediation, and rehabilitation)

(cont.)

4.4 Coordination, development, and leadership related to school-owned programs, services, resources, and systems – toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services

4.5 Consultation, supervision, and inservice instruction with a transdisciplinary focus

4.6 Enhancing connections with and involvement of home and community resources (including but not limited to community agencies)

5. ***Assuring Quality of Intervention***

5.1 Systems and interventions are monitored and improved as necessary

5.2 Programs and services constitute a comprehensive, multifaceted continuum

5.3 Interveners have appropriate knowledge and skills for their roles and functions and provide guidance for continuing professional development

5.4 School-owned programs and services are coordinated and integrated

5.5 School-owned programs and services are connected to home & community resources

5.6 Programs and services are integrated with instructional and governance/management components at schools

5.7 Program/services are available, accessible, and attractive

5.8 Empirically-supported interventions are used when applicable

5.9 Differences among students/families are appropriately accounted for (e.g., diversity, disability, developmental levels, motivational levels, strengths, weaknesses)

5.10 Legal considerations are appropriately accounted for (e.g., mandated services; mandated reporting and its consequences)

5.11 Ethical issues are appropriately accounted for (e.g., privacy & confidentiality; coercion)

5.12 Contexts for intervention are appropriate (e.g., office; clinic; classroom; home)

6. ***Outcome Evaluation and Accountability***

6.1 Short-term outcome data

6.2 Long-term outcome data

6.3 Reporting to key stakeholders and using outcome data to enhance intervention quality

* Adapted from: *Mental Health in Schools: Guidelines, Models, Resources, and Policy Considerations* a document developed by the Policy Leadership Cadre for Mental in Schools. This document is available from the Center for Mental Health in Schools at UCLA; downloadable from the Center's website at: http://smhp.psych.ucla.edu/pdfdocs/policymakers/guidelinesexecsumm.pdf A separate document providing the rationale and science-base for the version of the guidelines adapted for learning supports is available at http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf

Module II
Enabling *All* Students to Succeed: What's a Teacher to Do?

> Good teachers want to do their best for *all* students. This, of course, reflects our society's commitment to equity, fairness, and justice. But, if this commitment is to be meaningful, it cannot be approached simplistically. (It was said of the legendary coach Vince Lomardi that he was always fair because he treated all his players the same -- like dogs!) For schools and teachers to be equitable, fair, and just involves designing instruction in ways that accounts for a wide range of individual differences and circumstances.

Good teachers are always learners. They are keenly interested in what others have found works well. This leads most teachers to be rather eclectic in their daily practice.

Because there is so much to learn about effectively teaching students who manifest learning, behavior, and/or emotional problems, eclecticism can be a healthy alternative to fads, fancies, and dogmaticism. But care must be taken to avoid naive forms of eclecticism. Naive eclecticism is the tendency to grab hold of almost every new idea one learns about. (If it looks appealing, it is adopted – regardless of whether it is valid or consistent with other practices the teacher is using.)

No one should use a casual and undiscriminating approach to teaching. And, no one should think there is a "magic bullet" that will solve the many dilemmas a teacher encounters every day.

The way to avoid naive eclecticism is to build one's approach to teaching on a coherent set of

- underlying concepts
- a set of practice guidelines that reflect these concepts
- best practices that are consistent with the guidelines.

These considerations guide the following discussion which focuses on "classroom-focused enabling" as a critical aspect of efforts to assure that all students have an equal opportunity to succeed at school.

In many schools, when students are not doing well, the trend is to refer them directly for assessment in hopes of referral for special help – perhaps even assignment to special education. In some schools and classrooms, the number of referrals is dramatic. Where special teams exist to review students for whom teachers request help, the list grows as the year proceeds. The longer the list, the longer the lag time for review – often to the point that, by the end of the school year, the team has reviewed just a small percentage of those referred. And, no matter how many are reviewed, there are always more referrals than can be served.

One solution might be to convince policy makers to fund more remediation and related services at schools. However, even if the policy climate favored more special programs, such interventions alone are not a comprehensive approach for addressing barriers to learning. More services to treat problems certainly are needed. But so are prevention and early-after-onset programs that can reduce the number of students teachers send to review teams.

> No one is certain of the exact number of students who require assistance in dealing with factors that interfere with classroom learning. There is consensus, however, that significant barriers are encountered by many, especially those from poor families. Because of societal inequities, teachers in large urban and poor rural schools usually tell us that over 50% of their students are manifesting learning, behavior, and emotional problems. In public schools serving more affluent families, the proportion of students experiencing such problems is smaller, but it is a rare school that does not have more problems than it can handle effectively. (Findings from the National Assessment of Education Progress indicate that 40 percent of nine-year-olds in the U.S. are reported as scoring poorly.)

As discussed in Module I, schools committed to the success of all children must be redesigned to *enable learning* by addressing barriers to learning. A key element of an enabling component involves building the capacity of classrooms to enhance instructional effectiveness. We call this classroom-focused enabling. A key facet of classroom-focused enabling is personalized instruction that accounts for motivational and developmental differences.

Based on our analyses of the "best practice" literature, we have designed this module to address the following topics, which are key to preventing problems and maximizing learning in the classroom:

Unit A: What is Good Teaching?
- 1) Principles, Guidelines, and Characteristics of Good Schools and Good Teaching
- 2) Underlying Assumptions and Major Program Elements of a Personalized Program
- 3) A Collaborative and Caring Classroom: Opening the Classroom Door
  - a) Opening the Door to Enhance Teacher Learning
  - b) Opening the Door to Assistance and Partnerships
  - c) Creating a Caring Context for Learning
- A Few Related References

Unit B: Engaging Students (and their Families) in Learning: Real and Valued Options and Decision Making
- 1) About Motivation
  - a) Motivation and Learning
  - b) Don't Lose Sight of Intrinsic Motivation
  - c) Two Key Components of Motivation: Valuing and Expectations
  - d) Overreliance on Extrinsics: A Bad Match
- 2) Engagement and Re-engagement in School Learning
  - a) General Strategies
  - a) Options and Learner Decision Making as Key Facets
- 3) Disengaged Students and Social Control
- A Few Related References

Unit C: General Strategies for Facilitating Motivated Performance and Practice
- 1) Creating a Stimulating and Manageable Learning Environment
  - a) Designing the Classroom for Active Learning
  - b) Grouping Students and Turning Big Classes into Smaller Units
- 2) The Concept of Personalized Instruction
  - a) Defining Personalization
  - b) Enhancing Motivation is a Core Concern
  - c) Personalization First; Add Special Assistance If Necessary
  - d) Some Key Features of a Personalized Classroom
- 3) Providing Personalized Structure for Learning
  - a) Options and Learner Decision Making
  - b) Turning Homework into Motivated Practice
  - c) Conferencing as a Key Process
  - d) Assessment to Plan; Feedback to Nurture
  - e) About Instructional Techniques to Enhance Learning
- 4) Volunteers as an Invaluable Resource
- A Few Related References
- Appendix: A Few Excerpts from Relevant Research

(cont.)

Unit D: Special Classroom Assistance to Engage, Guide, and Support Those Students Who Need More

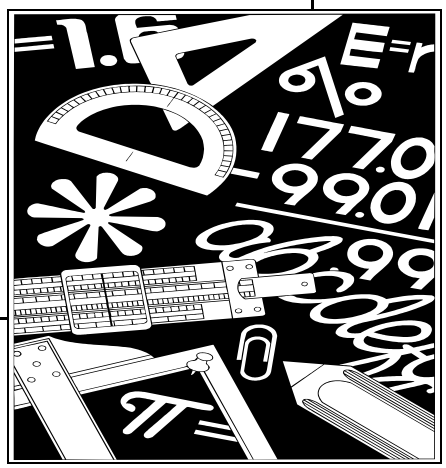
1) Special Assistance in and out of the Classroom
   a) Prereferral Intervention
   b) Sequence and Hierarchy
   c) Remediation
   d) Learning Supports Outside the Classroom
2) Developing Prerequisites
3) Addressing Factors Interfering with Learning
4)Addressing Behavior Problems
   a) Discipline in the Classroom
   b) Logical Consequences
   c) Being Just and Fair
   d) Is the Answer Social Skills Training?
   e) Addressing Underlying Motivation

Some References Related to Providing Special Assistance in the Classroom

A Few Related References

Unit E: Capitalizing on Technology

1) Technology in the Classroom – A Big Picture Overview
2) Applications and Benefits of Technology in the Classroom
   a) Uses and Benefits
   d) Caveats and Cautions
3) Supporting Special Assistance
4) Access to and By the Home
5) Some Websites for Classroom Resources and a Few References on Using Technology



Unit II A: *What is Good Teaching?*

Objectives

The intent in this Unit is to help you learn more about:

(1) *principles, guidelines, and characteristics of good schools and good teaching* (After going over the material, be sure you can identify at least three principles or characteristics of good teaching.)

(2) *underlying assumptions and major program elements of a personalized program* (After going over the material, be sure you can identify three program elements.)

(3) *what is involved in "opening up the classroom door"* (After going over the material, be sure you can discuss two basic features involved in creating a collaborative and caring classroom).

Kids need us most,
when they're at their worst.

Unit A: What is Good Teaching?

We believe the strength in education resides in the intelligent use of [the] powerful variety of approaches – matching them to different goals and adapting them to the student's styles and characteristics. Competence in teaching stems from the capacity to reach out to different children and to create a rich and multidimensional environment for them. Curriculum planners need to design learning centers and curricula that offer children a variety of educational alternatives . . . . The existing models of teaching are one basis for the repertoire of alternative approaches that teachers, curriculum makers, and designers of materials can use to help diverse learners reach a variety of goals . . . . We believe the world of education should be a pluralistic one – that children and adults alike should have a "cafeteria of alternatives" to stimulate their growth and nurture both their unique potential and their capacity to make common cause in the rejuvenation of our troubled society.

Bruce Joyce & Marsha Weil

Most public school curriculum guides and manuals reflect efforts to prepare youngsters to cope with what may be called *developmental* or *life tasks*. Reading, math, biology, chemistry, social studies, history, government, physical education, sex education – all are seen as preparing an individual to take an appropriate role in society as a worker, citizen, community member, and parent.

Most teachers, however, also want to foster individual well-being, talents, and personal integrity.

Thus, good teaching is not simply a matter of conveying content and mastering instructional techniques. Underlying any discussion of *What is good teaching?* is a *rationale* regarding what constitutes the right balance between societal and individual interests.

The rationale we have adopted here is that good teaching in the context of society's institutions for educating the young requires adoption of a coherent approach to accomplishing society's intentions in ways that promote the well-being of youngsters. On top of this, good teaching requires the ability to execute such a balancing act while achieving explicit outcomes related to both societal and individual goals.

Because of the importance of the rationale adopted by teachers, we begin this module with a quick summary of principles, guidelines, and characteristics that have been synthesized over the years. They warrant more discussion, but we must leave that to you.

The main focus in this module is on processes for effective instruction and creating a caring environment – which are essential facets of good teaching. From this perspective, we can begin with the old adage:

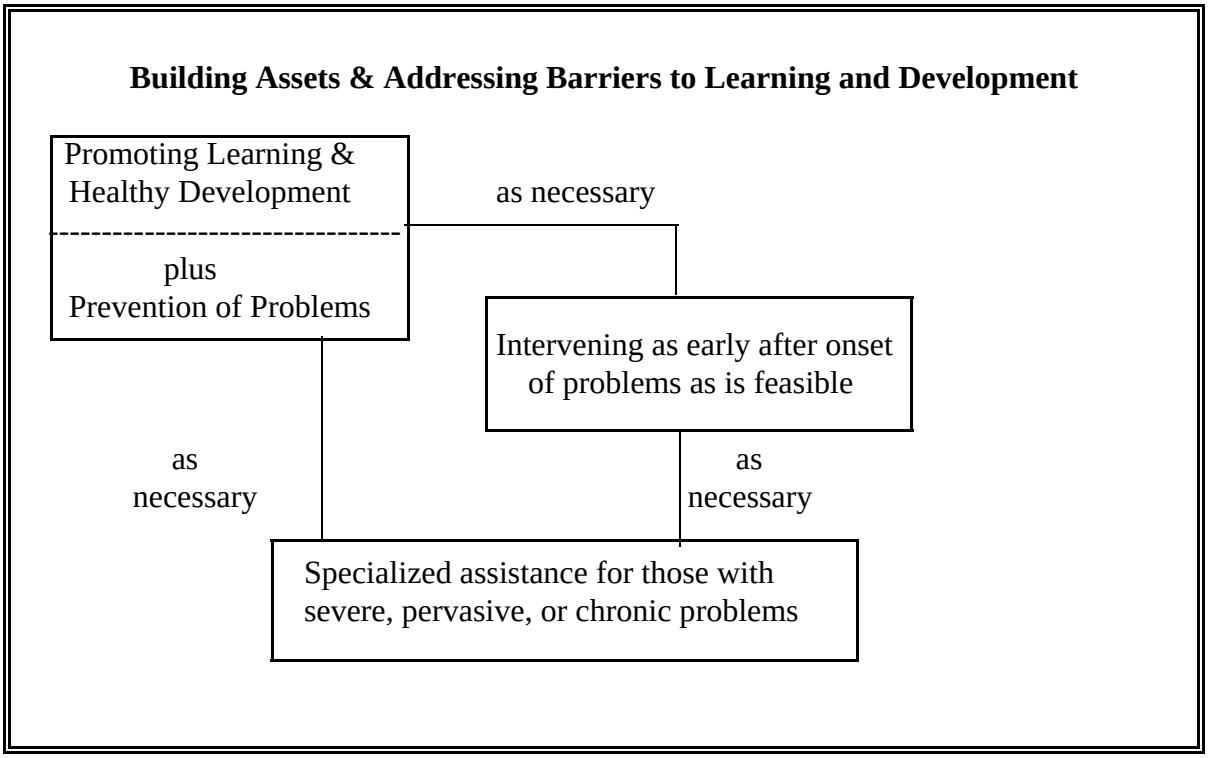
Good teaching meets learners where they are.

In practice, this adage usually is interpreted as a call for *matching* a student's current *capabilities* (e.g., knowledge and skills). However, matching *motivation* also is essential. Such a motivational emphasis encompasses concerns about *intrinsic* motivation and overcoming *avoidance* motivation.

It is clear that the emphasis on matching capabilities is the prevalent orientation in the literature on teaching. Motivational considerations often are given short shrift. The irony, of course, is that most teachers recognize that motivational factors often play a key role in accounting for poor instructional outcomes. One of the most common laments among teachers is: “They could do it, if only they *wanted* to!" Teachers also know that good abilities are more likely to emerge when students are motivated not only to pursue class assignments, but also are interested in using what they learn in other contexts.

Our intent here is to outline an orientation to teaching that (a) stresses the necessity of matching both motivation and capabilities and (b) practices that encompass both regular instruction and specialized assistance (see the Figure below). The ideas presented in this module reflect both an appreciation that learning and teaching are dynamic and nonlinear processes and that some learners experience problems that require use of something more than the best personalized instruction offers. The discussion also reflects an appreciation for the importance of a caring context.

Finally, it is recognized that teaching and enabling learning are not the teacher's responsibility alone. Good teaching requires collaboration among teachers and other staff at the school and is fostered or hindered by what takes place outside the school. These are matters covered in Modules I and III.



1) Principles, Guidelines, and Characteristics of Good Schools and Good Teaching

Over many years of study, consensus is emerging about what constitutes effective schools and effective classrooms. On the following pages are a series of syntheses that encapsulate some of the best thinking about these matters. These probably will seem rather general and maybe a bit abstract and overwhelming on first reading. Take some time to reflect on them – perhaps a few at a time. Such reflection is an essential part of thinking out your philosophy about what schools should be about and your understanding of what good teaching is.

Obviously, some ideas require school-wide and even community-wide action; these represent objectives you will want to work with other stakeholders to achieve over time. We discuss your role related to such systemic changes in Module III. Other ideas represent classroom practices that you will learn more about in this module and, hopefully, through other inservice efforts at your school and on-the-job.

Stop, think, discuss

After reading and thinking a bit about the principles, guidelines, and characteristics on the following pages: If you haven't done so, you will find it helpful to form a study group to discuss the various points and their implications for daily practice.

(1) Find a good time and place for the group to meet.

(2) Clearly, you won't have time to discuss many of the items in detail, so:

   a. begin the discussion with a brief exchange of what each member thinks are the most important guidelines and characteristics

   b. discuss items anyone thinks should be deleted and/or added

   c. choose a few items that the group wants to talk about in detail and spend about 10 minutes discussing each

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Exhibit

Principles/Guidelines Underlying Good Instructional Practice

The following are widely advocated guidelines that provide a sense of the philosophy guiding efforts to address barriers to development and learning and promote healthy development.

Good instructional practice

- facilitates continuous cognitive, physical, emotional, and social development,
- is comprehensive, multifaceted, and integrated (e.g., extensive and intensive enough to ensure that students have the opportunity to develop fully),
- makes learning accessible to all students (including those at greatest risk and hardest-to-reach),
- ensures the same high quality for all,
- is user friendly, flexibly implemented, and responsive,
- is guided by a commitment to social justice (equity) and to creating a sense of community,
- uses the strengths and vital resources of all stakeholders to facilitate student learning and development,
- deals with students holistically and developmentally, as an individual and as part of a family, neighborhood, and community,
- is planned, implemented, evaluated, and evolved by highly competent, energetic, committed and responsible stakeholders,
- is tailored to fit distinctive needs and resources and to account for diversity,
- is tailored to use interventions that are no more intrusive than is necessary in meeting needs (e.g., the least restrictive environment),
- is staffed by stakeholders who have the time, training, skills and institutional and collegial support necessary to create an accepting environment and build relationships of mutual trust, respect, and equality,
- is staffed by stakeholders who believe in what they are doing,
- is staffed by stakeholders who pursue continuing education and self-renewal.

Exhibit

A Synthesis of Characteristics of Effective Schools and Classrooms that Account for *All* Learners*

Effective Schools

- Commitment to shared vision of equality
  >High expectations for student learning
  >Emphasis on academic work that is meaningful to the student

- Daily implementation of effective processes
  >Strong administrative leadership
  >Alignment of resources to reach goals
  >Professional development tied to goals
  >Discipline and school order
  >A sense of teamwork in the school
  >Teacher participation in decision making
  >Effective parental outreach and involvement

- Monitoring student progress through measured indicators of achievement
  >Setting local standards
  >Use of national standards
  >Use of data for continuous improvement of school climate and curricula

- Optimizing school size through limited enrollment, creation of small schools within big schools (e.g., academies, magnet programs), and other ways of grouping students and staff

- Strong involvement with the community and with surrounding family of schools
  >Students, families, and community are developed into a learning community
  >Programs address transitions between grades, school, school-to-career, and higher education

Effective Classrooms

- Positive classroom social climate that
  >personalizes contacts and supports
  >offers accommodation so all students have an equal opportunity to learn
  >adjusts class size and groupings to optimize learning
  >engages students through dialogue and decision making
  >incorporates parents in multiple ways
  >addresses social-emotional development

- Designing and implementing quality instructional experiences that
  >involve students in decision making
  >contextualize and make learning authentic, including use of real life situations and mentors
  >are appropriately cognitively complex and challenging
  >enhance language/literacy
  >foster joint student products
  >extend the time students engage in learning through designing motivated practice
  >ensure students learn how to learn and are prepared for lifelong learning
  >ensure use of prereferral intervention strategies
  >use advanced technology to enhance learning

- Instruction is modified to meet students' needs based on ongoing assessments using
  >measures of multiple dimensions of impact
  >students' input based on their self-evaluations

- Teachers collaborate and are supported with
  >personalized inservice, consultation, mentoring, grade level teaming
  >special resources who are available to come into the classroom to ensure students with special needs are accommodated appropriately

*Synthesized from a variety of sources, including *High Schools of the Millennium, American Youth* Policy Forum, 2000; *Assessing the Progress of New American Schools*, Rand, 1999; *Benchmarking Best Practices in Accountability Systems*, American Productivity and Quality Center, 2000; Elmore & Associates, 1990; Schlecty, 1990; Edmonds, 1979, 1981; Good & Brophy, l986; Phi Delta Kappa, 1980; Purkey & Smith, l983; Rutter, l981; Brookover, Ready, Flood, Schweitzer & Wisenbaker, l979; Purkey & Smith, l985; Walberg, l991; Witte & Walsh, l990; Adelman and Taylor, 1993.

2) Underlying Assumptions and Major Program Elements of a Personalized Program

In Module I, we outlined the following basic assumptions that we see as underlying personalized programs.

Underlying Assumptions

- Learning is a function of the ongoing transactions between the learner and the learning environment (with all it encompasses).
- Optimal learning is a function of an optimal match between the learner's accumulated capacities and attitudes and current state of being and the program's processes and content.
- Matching both a learner's motivation and pattern of acquired capacities must be primary procedural objectives.
- The learner's perception is the critical criterion for evaluating whether a good match exists between the learner and the learning environment.
- The wider the range of options that can be offered and the more the learner is made aware of the options and has a choice about which to pursue, the greater the likelihood that he or she will perceive the match as a good one.
- Besides improved learning, personalized programs enhance intrinsic valuing of learning and a sense of personal responsibility for learning. Furthermore. such programs increase acceptance and even appreciation of individual differences, as well as independent and cooperative functioning and problem solving.

Program elements

As we delineate throughout this Module, the major elements of personalized programs include:

- regular use of informal and formal conferences for discussing options, making decisions, exploring learner perceptions, and mutually evaluating progress
- a broad range of options from which the learner can make choices with regard to learning content, activities, and desired outcomes
- a broad range of options from which the learner can make choices with regard to facilitation (support, guidance) of decision making and learning
- active decision making by the learner in making choices and in evaluating how well the chosen options match his or her current levels of motivation and capability
- establishment of program plans and mutual agreements about the ongoing relationships between the learner and the program personnel
- regular reevaluations of decisions, reformulation of plans, and renegotiation of agreements based on mutual evaluations of progress, problems, and current learner perceptions of the "match"

3) A Collaborative and Caring Classroom: Opening the Classroom Door

In some schools, it seems that teachers and students enter their classrooms ready to do battle. And at the end of the class, whoever is able to walk out "alive" is the winner.

This, of course, is a gross exaggeration. . . . . Isn't it?

For a long time, teachers have gone into their classrooms and figuratively and often literally have shut their doors behind them. As a result, for better and worse, they have been on their own. On the positive side, the closed door limits outside meddling and inappropriate monitoring. The downside is that, in too many instances, teachers are deprived of opportunities to learn from colleagues and too often the isolation from others leads to feelings of alienation and "burn out." Moreover, students are cut off from a variety of resources and experiences that appear essential to ensuring that all students have an equal opportunity to learn.

Because the negatives outweigh the potential gains, there are increasing calls for "opening the classroom door" to enhance collegial collaboration, consultation, mentoring, and greater involvement of expert assistance, volunteers, family members, and the community-at-large. Such fundamental changes in the culture of schools and classrooms are seen as routes to enhancing a caring climate, a sense of community, and teaching effectiveness. These changes are especially important for *preventing* commonplace learning, behavior, and emotional problems and for responding *early-after-onset* when a problem does arise.

Some of these matters were discussed briefly in Module I. The exhibit on the next page and the discussion on the pages following it offer some additional details to consider.

Exhibit

What's involved in working together?

Collaboration and collegiality

As Hargreaves and others have noted, these concepts are fundamental to improving morale and work satisfaction and to the whole enterprise of transforming schools to meet the needs of individuals and society. *Collaborative cultures* foster collaborative working relationships which are spontaneous, voluntary, development-oriented, pervasive across time and space, and unpredictable. When collegiality is *mandated*, it often produces what has been called *contrived collegiality* which tends to breed inflexibility and inefficiency. Contrived collegiality is administratively regulated, compulsory, implementation-oriented, fixed in time and space, and predictable.

Teacher collaboration and teaming

Increasingly it is becoming evident that teachers need to work closely with other teachers and school personnel as well as with parents, professionals-in-training, volunteers, and so forth. Collaboration and teaming are key facets of addressing barriers to learning. They allow teachers to broaden the resources and strategies available in and out of the classroom to enhance learning and performance.

Welcoming for new staff and ongoing social support for all staff

Just as with students and their families, there is a need for those working together at a school to feel they are truly welcome and have a range of social supports. Thus, a major focus for stakeholder development activity is establishment of a program that welcomes and connects new staff with others with whom they will be working and does so in ways that effectively incorporates them into the community.

Barriers to working together

Problems related to working relationships are a given. To minimize such problems, it is important for participants to understand barriers to working relationships and for sites to establish effective problem solving mechanisms to eliminate or at least minimize such barriers.

Rescue dynamics

A special problem that arises in caring communities are rescue dynamics. Such dynamics arise when caring and helping go astray, when those helping become frustrated and angry because those being helped don't respond in desired ways or seem not to be trying. It is important to minimize such dynamics by establishing procedures that build on motivational readiness and personalized interventions.

a) Opening the Door to Enhance Teacher Learning

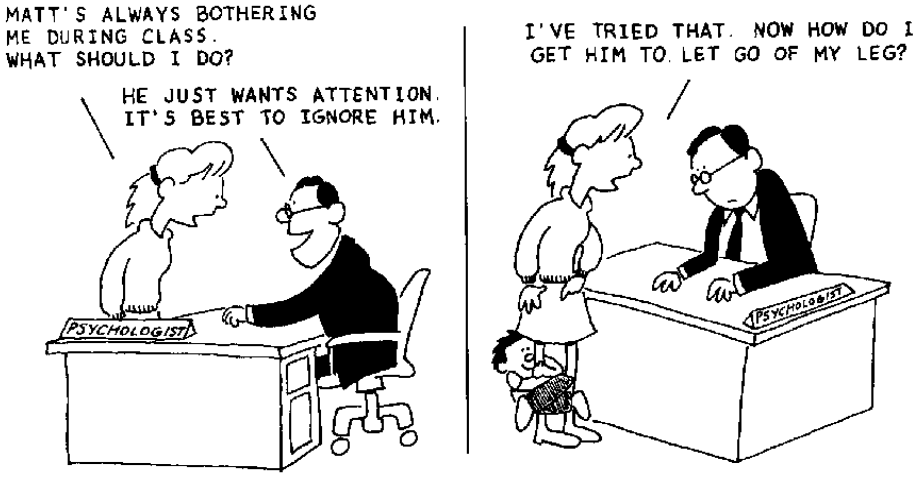
New teachers need as much on-the-job training as can be provided.

All teachers need to learn more about classroom-focused enabling.

In opening the classroom door to enhance teacher learning, the crux of the matter is to ensure that effective mentoring and collegial practices are used. Learning effectively from colleagues is not just a talking game. It involves opportunities for mentors and colleagues to model and guide change (e.g., demonstrate and discuss new approaches, guide initial practice and eventual implementation, and follow-up to improve and refine). Preferably, the modeling would take place in a teacher's own classroom. However, if the school can arrange it, the process also can be carried out in colleagues' classrooms. Also, videotapes of good practices in colleagues classrooms can be used in a variety of ways to enrich collegial sharing.

One type of arrangement that can facilitate shared learning is team teaching with a mentor or a colleague. (Team teaching is covered in Unit C.)

Another arrangement is for the school to use its specialist personnel (e.g., school psychologists, counselors, special education resource teachers) in providing mentoring and demonstrations rather than as "consultants." That is, rather than telling teachers what they might do to address student learning, behavior, and emotional problems, specialists should be trained to go into classrooms to model and then guide teachers as they begin to practice and implement what they are learning.



b) Opening the Door to Assistance and Partnerships

> As Hargreaves cogently notes, the way to relieve the uncertainty and open-endedness that characterizes classroom teaching is to create communities of colleagues who work collaboratively [in cultures of shared learning and positive risk-taking] to set their own professional limits and standards, while still remaining committed to continuous improvement. Such communities can also bring together the professional and personal lives of teachers in a way that supports growth and allows problems to be discussed without fear of disapproval or punishment.

Besides enhancing teacher learning, opening the classroom door allows for the addition of a variety of forms of assistance and useful partnerships.

Increasingly, it is becoming evident that teachers need to work closely with other teachers and school personnel, as well as with parents, professionals-in-training, volunteers, and so forth. Collaboration and teaming are key facets of addressing barriers to learning. They allow teachers to broaden the resources and strategies available in and out of the classroom to enhance learning and performance.

Student learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. Anyone in the community who wants to facilitate learning might be a contributing teacher. This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, etc. They all constitute what can be called the teaching community. When a classroom successfully joins with its surrounding community, everyone has the opportunity to learn and to teach. Indeed, most schools do their job better when they are an integral and positive part of the community. The array of people who might be of assistance are:

- Aides and a variety of volunteers
- Other regular classroom teachers
- Family members
- Students
- Specialist teachers and support service personnel
- School administrators
- Classified staff
- Teachers-in-training and other professionals-in-training

A few examples are highlighted in the Exhibit on the next page; others will be stressed in the remaining units of this module.

Exhibit

Examples of Opening the Door to Assistance and Partnerships

Using Aides and Volunteers in Targeted Ways

Chronically, teachers find classroom instruction disrupted by some student who is less interested in the lesson than in interacting with a classmate. The first tendency usually is to use some simple form of social control to stop the disruptive behavior (e.g., using proximity and/or a mild verbal intervention). Because so many students today are not easily intimidated, teachers find such strategies do not solve the problem. So, the next steps escalate the event into a form of Greek tragedy. The teacher reprimands, warns, and finally sends the student to "time-out" or to the front office for discipline. In the process, the other students start to titter about what is happening and the lesson usually is disrupted.

In contrast to this scenario, you can train your aide (if you have one) or a volunteer who has the ability to interact with students to work in ways that target such youngsters. The training of such individuals focuses on what you want them to do when a problem arises and what they should be doing to prevent such problems. In reaction to a problem, the aide or volunteer should expect you to give a sign to go and sit next to the designated youngster. The focus is on re-engaging the student in the lesson. If this proves undoable, the next step involves taking the student for a walk outside the classroom. It is true that this means the student won't get the benefit of instruction during that period, but s/he wouldn't anyway.

Using this approach and not having to shift into a discipline mode has multiple benefits. For one, you are able to carry out your lesson plan. For another, the other students do not have the experience of seeing you having a control contest with a student. (Even if you win such contests, it may have a negative effect on how students perceive you; and if you somehow "lose it," that definitely conveys a wrong message. Either outcome can be counterproductive with respect to a caring climate and a sense of community.) Finally, you have not had a negative encounter with the targeted student. Such encounters build up negative attitudes on both sides which can be counterproductive with respect to future teaching, learning, and behavior. Because there has been no negative encounter, you can reach out to the student after the lesson is over and start to think about how you can use your aide or volunteers to work with the student to prevent future problems.

Team Teaching

The obvious point here is that partnering with a compatible colleague enables the two of you to complement each others' areas of competence, provide each other with nurturance and personal support, and allow for relief in addressing problems. (See Unit C)

Collaborating with Special Educators and other Specialists

Almost every school has some personnel who have special training relevant to redesigning the classroom to work for a wider range of students. These specialists range from those who teach music or art to those who work with students designated as in need of special education. They can bring to the classroom not only their special expertise, but ideas for how the classroom design can incorporate practices that will engage students who have not been doing well and can accommodate those with special needs.

c) Creating a Caring Context for Learning

As suggested in Module I, from a psychological perspective, it is important that teachers establish a classroom atmosphere that encourages mutual support and caring and creates a sense of community. Such an atmosphere can play a key role in preventing learning, behavior, emotional, and health problems. Learning and teaching are experienced most positively when the learner cares about learning and the teacher cares about teaching.

> *Moreover, the whole process benefits greatly when all the participants care about each other.*

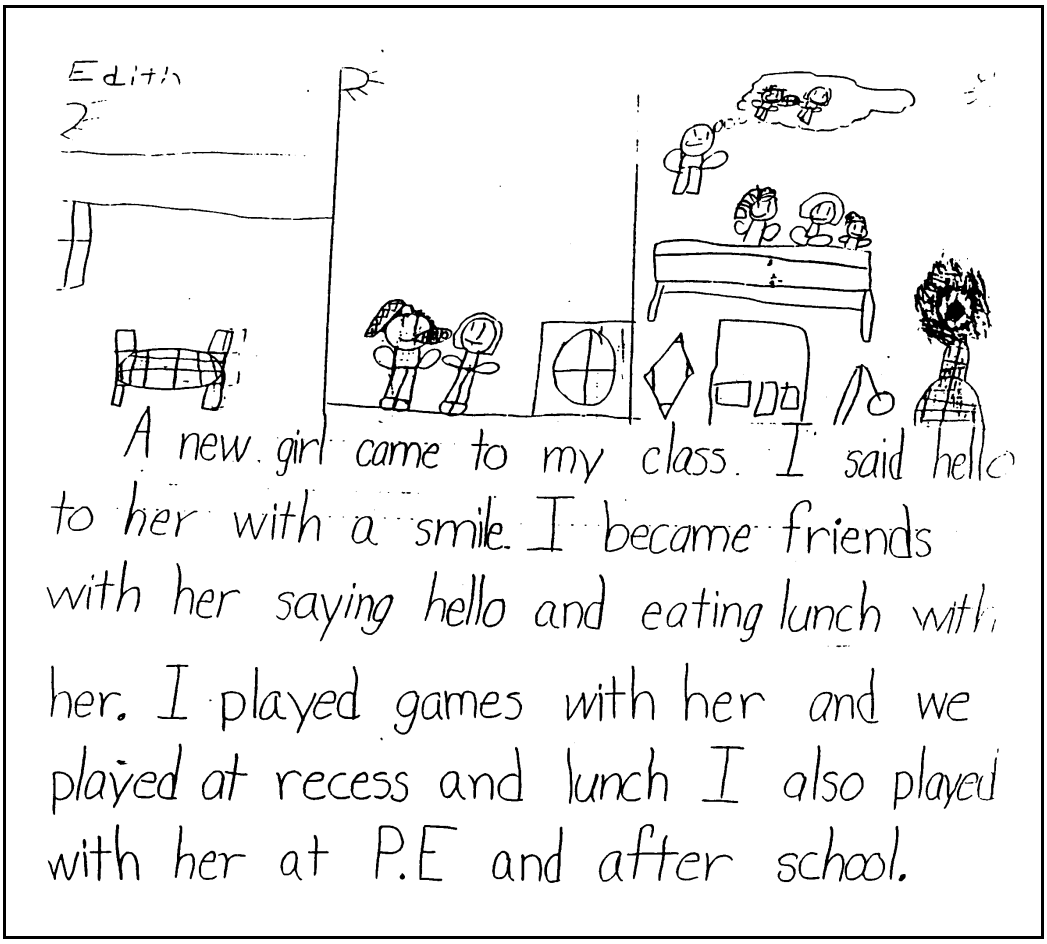
Caring has moral, social, and personal facets. And when all facets of caring are present and balanced, they can nurture individuals and facilitate the process of learning. At the same time, caring in all its dimensions should be a major focus of what is taught and learned. That is, the classroom curriculum should encompass a focus on fostering socio-emotional and physical development.

Caring begins when students (and their families) first arrive at a school. Classrooms and schools can do their job better if students feel they are truly welcome and have a range of social supports. A key facet of welcoming encompasses effectively connecting new students with peers and adults who can provide social support and advocacy.

On an ongoing basis, caring is best maintained through use of personalized instruction, regular student conferences, activity fostering social and emotional development, and opportunities for students to attain positive status. Efforts to create a caring classroom climate benefit from programs for cooperative learning, peer tutoring, mentoring, advocacy, peer counseling and mediation, human relations, and conflict resolution. Clearly, a myriad of strategies can contribute to students feeling positively connected to the classroom and school.

Given the importance of home involvement in schooling, attention also must be paid to creating a caring atmosphere for family members. Increased home involvement is more likely if families feel welcome and have access to social support at school. Thus, teachers and other school staff need to establish a program that effectively welcomes and connects families with school staff and other families to generate ongoing social support and greater participation in home involvement efforts.

Also, just as with students and their families, school staff need to feel truly welcome and socially supported. Rather than leaving this to chance, a caring school develops and institutionalizes a program to welcome and connect new staff with those with whom they will be working. And it does so in ways that effectively incorporates newcomers into the organization.



Exhibit

A Caring Context for Learning

Learning community

Learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (including the school) provide learning opportunities -- thus the term learning community.

Teaching

Whenever a surrounding environment tries to facilitate learning, the process can be called teaching. Teaching occurs at school, at home, and in the community at large. It may be formalized or informally transmitted. Teaching happens most positively when the learner wants to learn something and the surrounding environment wants to help the learner do so. That is, positive learning is facilitated when the learner *cares* about learning and the teacher *cares* about teaching. The whole process undoubtedly benefits greatly when all the participants *care* about each other.

Caring has moral, social, and personal facets

All facets need to be addressed. When all facets of caring are present and balanced, they can nurture individuals and facilitate the process of learning. At the same time, caring in all its dimensions should be a major focus of what is taught and learned.

Teachers are all who want to facilitate learning

This includes professional teachers, aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, etc. They all constitute what can be called *the teaching community*.

Everyone is a learner and may be teachers

In the learning/teaching community, all are learners and probably play some role as teachers.

Teaching benefits from organizational learning

Organizational learning requires an organizational structure "`where people continually expand their capabilities to understand complexity, clarify vision and improve shared mental models' [Senge, 1990] by engaging in different tasks, acquiring different kinds of expertise, experiencing and expressing different forms of leadership, confronting uncomfortable organizational truths, and searching together for shared solutions" (Hargreaves, 1994).

Communities of colleagues

In schools, as Hargreaves has stressed, the way to relieve "the uncertainty and open-endedness in teaching" is to create "communities of colleagues who work collaboratively [in cultures of shared learning and positive risk-taking] to set their own professional standards and limits, while still remaining committed to continuous improvement. Such communities can also bring together the professional and personal lives of teachers in a way that supports growth and allows problems to be discussed without fear of disapproval or punishment."

Stop, think, discuss

Now that you've covered Unit A, what's your answer to the question:

What is Good Teaching?

(1) Make a brief outline of what you see as the most important points.

(2) Discuss them with your study group or other friends and colleagues.

(3) After the discussion, decide how you might revise your outline.

If you want to read more about the idea of a collaborative classroom and creating a climate for diversity, see two brief readings that have been in included in the accompanying materials.

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*In addition, go to the Quick Find and other search features on the Center's website, and you will find many relevant resources to topics discussed in this Unit. From the Center website, you can also access other resource centers through the feature "A Gateway to a World of Resources."

Unit II B: Engaging Students (and their Families) in Learning: Real and Valued Options and Decision Making

Objectives

The intent in this Unit is to help you learn more about:

(1) *two key components of motivation and their implications for teaching* (After going over the material, be sure you can state why overeliance on extrinsic reinforcement is not a good approach to instruction.)

(2) *the motivational implications of instructional options and student decision making* (After going over the material, be sure you can discuss at least one positive outcome of enabling students to make decisions about their classroom program and at least one negative outcome of not doing so.)

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Outline for Unit II B

1) About Motivation
   a) Motivation and Learning
   b) Don't Lose Sight of Intrinsic Motivation
   c) Two Key Components of Motivation: Valuing and Expectations
   d) Overreliance on Extrinsics: A Bad Match

2) Engagement and Re-engagement in School Learning
   a) General Strategies
   a) Options and Learner Decision Making as Key Facets

3) Disengaged Students and Social Control

A Few Related References

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I find the great thing in this world
is not so much where we stand,
as in which direction we are moving.
Oliver W. Holmes

Unit II B

Engaging Students (and their Families) in Learning: Real and Valued Options and Decision Making

Once upon a time, the animals decided that their lives and their society would be improved by setting up a school. The basics identified as necessary for survival in the animal world were swimming, running, climbing, jumping, and flying. Instructors were hired to teach these activities, and it was agreed that all the animals would take all the courses. This worked out well for the administrators, but it caused some problems for the students.

> The squirrel, for example, was an A student in running, jumping, and climbing but had trouble in flying class, not because of an inability to fly, for she could sail from the top of one tree to another with ease, but because the flying curriculum called for taking off from the ground. The squirrel was drilled in ground-to-air take-offs until she was exhausted and developed charley horses from overexertion. This caused her to perform poorly in her other classes, and her grades dropped to D's.

The duck was outstanding in swimming class -- even better than the teacher. But she did so poorly in running that she was transferred to a remedial class. There she practiced running until her webbed feet were so badly damaged that she was only an average swimmer. But since average was acceptable, nobody saw this as a problem -- except the duck.

> In contrast, the rabbit was excellent in running, but, being terrified of water, he was an extremely poor swimmer. Despite a lot of makeup work in swimming class, he never could stay afloat. He soon became frustrated and uncooperative and was eventually expelled because of behavior problems.

The eagle naturally enough was a brilliant student in flying class and even did well in running and jumping. He had to be severely disciplined in climbing class, however, because he insisted that his way of getting to the top of the tree was faster and easier.

> It should be noted that the parents of the groundhog pulled him out of school because the administration would not add classes in digging and burrowing. The groundhogs, along with the gophers and badgers, got a prairie dog to start a private school. They all have become strong opponents of school taxes and proponents of voucher systems.

By graduation time, the student with the best grades in the animal school was a compulsive ostrich who could run superbly and also could swim, fly, and climb a little. She, of course, was made class valedictorian and received scholarship offers from all the best universities.

(George H. Reeves with giving this parable to American educators.)

I suspect that many children would learn arithmetic,
and learn it better, if it were illegal.
John Holt

Curriculum content is learned as a result of transactions between the learner and environment. The essence of the teaching process is that of creating an environment that first can mobilize the learner to pursue the curriculum and then can maintain that mobilization, while effectively facilitating learning.

Of course, no teacher has control over all the important elements involved in learning. Indeed, teachers actually can affect only a relatively small segment of the physical environment and social context in which learning is to occur. Because this is so, it is essential that teachers begin with an appreciation of what is likely to affect a student's positive and negative motivation to learn. For example, they should pay particular attention to the following points:

- Optimal performance and learning require motivational readiness. Readiness should not be viewed in the old sense of waiting until an individual is interested. Rather, it should be understood in the contemporary sense of establishing environments that are perceived by students as caring, supportive places and offering stimulating activities that are perceived as vivid (and at times novel), challenging, valued, and doable.

- Teachers must not only try to increase motivation -- especially intrinsic motivation -- but must also avoid practices that decrease motivation. For example, they must be careful not to overrely on extrinsics to entice and reward because to do so may decrease intrinsic motivation.

- Motivation represents both a process and an outcome concern. For example, the program must be designed to maintain, enhance, and expand intrinsic motivation for pursuing current learning activities and learning beyond the lesson.

- Increasing intrinsic motivation involves affecting a student's thoughts, feelings, and decisions. In general, the intent is to use procedures that have the potential to reduce negative and increase positive feelings, thoughts, and coping strategies with respect to learning. With specific respect to learning and behavior problems, this means especially identifying and minimizing experiences that maintain or may increase avoidance motivation.

The point about minimizing experiences that maintain or may increase avoidance motivation deserves special emphasis. Students who manifest learning, behavior, and/or emotional problems may have developed extremely negative perceptions of teachers and programs. In such cases, they are not likely to be open to people and activities that look like "the same old thing." Major changes in approach are required if the student is even to perceive that something has changed in the situation. Minimally, exceptional efforts must be made to have these students (1) view the teacher as supportive (rather than controlling and indifferent) and (2) perceive content, outcomes, and activity options as personally valuable and obtainable.

In marked contrast to students who have developed negative attitudes, those who are intrinsically motivated tend to seek out challenges related to classroom learning and do more than what is required. In doing so, they tend to learn more and learn more deeply than do classmates who are extrinsically motivated.

Stop, think, discuss

Observe a group of students who are involved in the same classroom activity. Identify one who appears highly engaged in learning and one who seems very bored. After observing for a while, write down your views about why each of the students is responding so differently to the same activity.

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1) About Motivation

> *External reinforcement may indeed get a particular act going and may lead to its repetition, but it does not nourish, reliably, the long course of learning by which [one] slowly builds in [one's] own way a serviceable model of what the world is and what it can be.*
>
> Jerome Bruner

Maria doesn't want to work on improving her reading. Not only is her *motivational readiness* for learning in this area low, but she also has a fairly high level of *avoidance motivation* for reading.

In contrast, David is motivationally ready to improve reading skills, but he has very little motivation to do so in the ways his teacher proposes. He has high motivation for the *outcome* but low motivation for the *processes* prescribed for getting there.

Matt often gets very motivated to do whatever is prescribed to help him learn to read better, but his motivation starts to disappear after a few weeks of hard work. He has trouble maintaining a sufficient amount of ongoing or *continuing motivation*.

Helena appeared motivated to learn and did learn many new vocabulary words and improved her reading comprehension on several occasions over the years she was in special school programs. Her motivation to read after school, however, has never increased. It was assumed that as her skills improved, her attitude toward reading would too. But it never has.

No one expected James to become a good reader because of low scores on tests related to phonics ability and reading comprehension in 2nd grade. However, his teacher found some beginning level books on his favorite sport (baseball) and found that he really wanted to read them. He asked her and other students to help him with words and took the books home to read (where he also asked an older sister for some help). His skills started to improve rapidly and he was soon reading on a par with his peers.

As noted in the report on *High Schools of the Millenium:*

> Many students say that high schools are not working. They feel their classes are irrelevant and boring, that they are just passing time until they can graduate to do something meaningful, such as go to work or college. . . .
>
> Many students also are not able to connect what they are being taught with what they feel they need for success in their later life. This disengagement from the learning process is manifested in many ways, one of which is the lack of student responsibility for learning. In many ways the traditional educational structure, one in which teachers "pour knowledge into the vessel" (the student), has placed all responsibility for learning on the teacher, none on the student. Schools present lessons neatly packaged, without acknowledging or accepting the "messiness" of learning-by-doing and through experience and activity. Schools often do not provide students a chance to accept responsibility for learning, as that might actually empower students. Students in many schools have become accustomed to being spoon-fed the material to master tests, and they have lost their enthusiasm for exploration, dialogue, and reflection -- all critical steps in the learning process.

a) Motivation and Learning

What the preceding examples show is that

- Motivation is a prerequisite to learning, and its absence may be a cause of learning problems, a factor maintaining such problems, or both.
- Individuals may be motivated toward the idea of obtaining a certain learning outcome but may not be motivated to pursue certain learning processes.
- Individuals may be motivated to start to work on overcoming their learning problem but may not maintain their motivation.
- Individuals may be motivated to learn basic skills but maintain negative attitudes about the area of functioning and thus never use the skills except when they must.
- Motivated learners can do more than others might expect.

b) Don't Lose Sight of Intrinsic Motivation

Engaging and re-engaging students in learning is the facet of teaching that draws on what is known about human motivation, especially intrinsic motivation (e.g., see Brophy, 2004; Deci & Flaste, 1995; Deci & Ryan, 1985, 2000; Fredricks, Blumenfeld, & Paris, 2004; Ryan & Deci, 2000; Stipek, 1998). What many of us have been taught about dealing with students runs counter to what we intuitively understand about human motivation. Teachers and parents, in particular, often learn to over-depend on reinforcement theory, despite the appreciation they have about the importance of intrinsic motivation. Those who argue we must focus on "basics" are right. But, the basics that need attention have to do with motivation.

Obviously, intrinsic motivation is a fundamental consideration in matching a learner with a learning environment. An increased understanding of motivation clarifies how essential it is to avoid processes that limit options, make students feel controlled and coerced, and focus mostly on "remedying" problems. From a motivational perspective, such processes are seen as likely to produce avoidance reactions in the classroom and to school and thus reduce opportunities for positive learning and for development of positive attitudes.

As we have stressed, the essence of teaching is creating an environment that mobilizes the student and maintains that mobilization, while effectively facilitating learning. And, when a student disengages, re-engagement in learning depends on use of interventions that minimize conditions that negatively affect motivation and maximize conditions that have a positive motivational effect.

Of course, teachers, parents, and support staff cannot control all factors affecting motivation. Indeed, when any of us address learning and behavior concerns, we have direct control over a relatively small segment of the physical and social environment. We try to maximize the likelihood that opportunities to learn are a good fit with the current *capabilities* of a given youngster. And, with learning engagement in mind, we try to match individual differences in motivation.

Matching individual differences in *motivation* means attending to matters such as:

- ***Motivation as a readiness concern.*** Optimal performance and learning require motivational readiness. The absence of such readiness can cause and/or maintain problems. If a learner does not have enough motivational readiness, strategies must be implemented to develop it (including ways to reduce avoidance motivation). Readiness should not be viewed in the old sense of waiting until an individual is interested. Rather, it should be understood in the contemporary sense of establishing environments that are perceived by students as caring, supportive places and as offering stimulating activities that are valued and challenging, and doable.

- ***Motivation as a key ongoing process concern.*** Many learners are caught up in the novelty of a new subject, but after a few lessons, interest often wanes. Some student are motivated by the idea of obtaining a given outcome but may not be motivated to pursue certain processes and thus may not pay attention or may try to avoid them. For example, some are motivated to start work on overcoming their problems but may not maintain that motivation. Strategies must be designed to elicit, enhance, and maintain motivation so that a youngster stays mobilized.

- ***Minimizing negative motivation and avoidance reactions as process and outcome concerns.*** Teachers and others at a school and at home not only must try to increase motivation – especially intrinsic motivation – but also take care to avoid or at least minimize conditions that decrease motivation or produce negative motivation. For example, care must be taken not to over-rely on extrinsics to entice and reward because to do so may decrease intrinsic motivation. At times, school is seen as unchallenging, uninteresting, overdemanding, overwhelming, overcontrolling, nonsupportive, or even hostile. When this happens, a student may develop negative attitudes and avoidance related to a given situation, and over time, related to school and all it represents.

- ***Enhancing intrinsic motivation as a basic outcome concern.*** It is essential to enhance motivation as an outcome so the desire to pursue a given area (e.g., reading, good behavior) increasingly is a positive intrinsic attitude that mobilizes learning and behaving outside the teaching situation. Achieving such an outcome involves use of strategies that do not over-rely on extrinsic rewards and that do enable youngsters to play a meaningful role in making decisions related to valued options. In effect, enhancing intrinsic motivation is a fundamental *protective factor* and is the key to developing *resiliency.*

Students who are intrinsically motivated to learn at school seek out opportunities and challenges and go beyond requirements. In doing so, they learn more and learn more deeply than do classmates who are extrinsically motivated. Facilitating the learning of such students is a fairly straightforward matter and fits well with school improvements that primarily emphasize enhancing instructional practices. The focus is on helping establish ways for students who are motivationally ready and able to achieve and, of course, to maintain and enhance motivation. The process involves knowing when, how, and what to teach and also knowing when and how to structure the situation so they can learn on their own.

In contrast, students who manifest learning, behavior, and/or emotional problems may have developed extremely negative perceptions of teachers and programs. In such cases, they are not likely to be open to people and activities that look like "the same old thing." Major changes in approach are required if the youngster is even to perceive that something has changed in the situation. Minimally, exceptional efforts must be made to have them (1) view the teacher and other interveners as supportive (rather than controlling and indifferent) and (2) perceive content, outcomes, and activity options as personally valuable and obtainable. Thus, any effort to re-engage disengaged students must begin by addressing negative perceptions. School support staff and teachers must work together to reverse conditions that led to such perceptions.

> Increasing intrinsic motivation involves affecting a student's thoughts, feelings, and decisions. In general, the intent is to use procedures that can potentially reduce negative and increase positive feelings, thoughts, and coping strategies with respect to learning. For learning and behavior problems, in particular, this means identifying and minimizing experiences that maintain or may increase avoidance motivation.

c) Two Key Components of Motivation: Valuing and Expectations

Two common reasons people give for not bothering to learn something are "It's not worth it" and "I know I won't be able to do it." In general, the amount of time and energy spent on an activity seems dependent on how much the activity is valued by the person and on the person's expectation that what is valued will be attained without too much cost.

About Valuing

What makes something worth doing? Prizes? Money? Merit awards? Praise?

Certainly! We all do a great many things, some of which we don't even like to do, because the activity leads to a desired reward. Similarly, we often do things to escape punishment or other negative consequences that we prefer to avoid.

Rewards and punishments may be material or social. For those with learning problems, there has been widespread use of such "incentives." Rewards often have taken the form of systematically giving points or tokens that can be exchanged for candy, prizes, praise, free time, or social interactions. Punishments have included loss of free time and other privileges, added work, fines, isolation, censure, and suspension. Grades have been used both as rewards and punishments.

Because people will do things to obtain rewards or avoid punishment, rewards and punishment often are called *reinforcers*. Because they generally come from sources outside the person, they often are called *extrinsics*.

Extrinsic reinforcers are easy to use and can have some powerful immediate effects on behavior. Therefore, they have been widely adopted in the fields of special education and psychology. Unfortunately, the immediate effects are usually limited to very specific behaviors and often are short-term. Moreover, as discussed in the next section, extensive use of extrinsics seems to have some undesired effects. And sometimes the available extrinsics simply aren't powerful enough to get the desired results.

Although the source of extrinsic reinforcers is outside the person, the meaning or value attached to them comes from inside. What makes some extrinsic factor rewarding to you is the fact that you experience it as a reward. And what makes it a highly valued reward is that you highly value it. If you don't like candy, there is not much point in our offering it to you as a reward.

Furthermore, because the use of extrinsics has limits, it's fortunate that we sometimes do things even without apparent extrinsic reason. In fact, a lot of what we learn and spend time doing is done for intrinsic reasons. Curiosity is a good example. Our curiosity leads us to learn a great deal. Curiosity seems to be an innate quality that leads all of us to seek stimulation and avoid boredom.

We also pursue some things because of what has been described as an innate striving for competence; people seem to value feeling competent. We try to conquer some challenges, and if none are around, we usually seek one out. Of course, if the challenges confronting us seem unconquerable or make us too uncomfortable (e.g., too anxious or exhausted), we try to put them aside and move on to something more promising.

Another important intrinsic motivator appears to be an internal push toward self-determination. People seem to value feeling and thinking that they have some degree of choice and freedom in deciding what to do.

And people seem to be intrinsically moved toward establishing and maintaining relationships with others. That is, people tend to value feelings of being inter-personally connected.

About Expectations

We may value something a great deal; but if we believe we can't do it or can't obtain it without paying too great a personal price, we are likely to look for other valued activities and outcomes to pursue. Expectations about these matters are influenced by previous experiences.

Areas where we have been unsuccessful are apt to be seen as unlikely paths to valued extrinsic rewards or intrinsic satisfactions. We may perceive past failure as the result of our lack of ability; or we may believe that more effort was required than we were willing to give. We may also feel that the help we needed to succeed was not available. If our perception is that very little has changed with regard to these factors, our expectation of succeeding at this time will be rather low.

> *Learning environments that provide a good match increase expectations of success by providing a learner with the support and guidance he or she wants and needs.*

A Bit of Theory

Motivation theory has many facets. At the risk of over simplifying things, the following discussion is designed to make a few big points.

Can you decipher this? **E x V**

(Don't go on until you've tried.) Hint: the "x" is a multiplication sign.

In case the equation stumped you, don't be surprised. The main introduction to motivational thinking that many people have been given in the past involves some form of reinforcement theory (which essentially deals with extrinsic motivation). Thus, all this may be new to you, even though motivational theorists have been wrestling with it for a long time, and intuitively, you probably understand much of what they are talking about.

"E" represents an individual's *expectations* about outcome (in school this often means expectations of success or failure). "V" represents *valuing*, with valuing influenced by both what is valued intrinsically and extrinsically. Thus, in a general sense, motivation can be thought of in terms of expectancy times valuing That is, in general, what we value interacts with our expectations, and motivation is one product of this interaction.. *Such theory recognizes that human beings are thinking and feeling organisms and that intrinsic factors can be powerful motivators. This understanding of human motivation has major implications for learning, teaching, parenting, and mental health interventions.*

Within some limits (which we need not discuss here), high expectations and high valuing produce high motivation, while low expectations (E) and high valuing (V) produce relatively weak motivation.

Youngsters may greatly value the idea of improving their reading. They usually are not happy with limited skills and know they would feel a lot better about if they could read. But, often they experience everything the teacher asks them to do is a waste of time. They have done it all

before, and they *still* have a reading problem. Sometimes they will do the exercises, but just to earn points to go on a field trip and to avoid the consequences of not cooperating. Often, however, they try to get out of doing the work by distracting the teacher. After all, why should they do things they are certain won't help them read any better.

(Expectancy x Valuing = Motivation)
0 x 1.0 = 0

High expectations paired with low valuing also yield low approach motivation. Thus, the oft-cited remedial strategy of guaranteeing success by designing tasks to be very easy is not as simple a recipe as it sounds. Indeed, the approach is likely to fail if the outcome (e.g., improved reading, learning math fundamentals, applying social skills) is not valued or if the tasks are experienced as too boring or if doing them is seen as too embarrassing. In such cases, a strong negative value is attached to the activities, and this contributes to avoidance motivation.

(Expectancy x Valuing = Motivation)
1.0 x 0 = 0

Appropriate appreciation of all this is necessary in designing a match for optimal learning and performance.

The point for emphasis here is that *learning involves matching motivation*. Matching motivation requires an appreciation of the importance of a learner's perceptions in determining the right mix of intrinsic and extrinsic reasons for learning. It also requires understanding the key role played by expectations related to outcome.

When a good match is achieved, negative attitudes and behaviors tend to decrease. They are replaced by an expanding interest in learning, new feelings of competence and self-determination, and an increase in the amount of risk taken in efforts to learn.

Three major implications of the above are that a program must provide for

- a broad range of content, outcomes, and procedural options -- including a personalized structure to facilitate learning
- learner decision making
- ongoing information about learning and performance

Such procedures are seen as fundamental to mobilizing and maintaining learner motivation in classroom programs.

In subsequent sections, we briefly explore these matters.

d) Overreliance on Extrinsics: A Bad Match

A growing appreciation of the importance of a learner's perceptions has led researchers to a very important set of findings about some undesired effects resulting from overreliance on extrinsics.

Would offering you a reward for learning this material make you more highly motivated? Maybe. But a reward might also reduce your motivation for pursuing the topic in the future. Why might this happen?

You might perceive the proposed reward as an effort to control your behavior. Or you may see it as an indication that the activity needs to be rewarded to make you want to do it. Such perceptions may start you thinking and feeling differently about what you have been doing. For example, you may start to resent the effort to control or bribe you. Or you may begin to think there must be something wrong with the activity if someone has to offer a reward for doing it. Also, later you may come to feel that the topic is not worth pursuing any longer because no reward is being offered.

Any of these thoughts and feelings may cause you to shift the intrinsic value you originally placed on learning about the topic. The point is that extrinsic rewards can undermine intrinsic reasons for doing things (see the Exhibit on the preceeding page). Although this may not always be a bad thing, it is an important consideration to think about in deciding to rely on extrinsic reinforcers (see Exhibit on the next page).

You might want to think about how grades affect your motivation. In the past:

Have good grades tended to increase your motivation?
Have poor grades increased or decreased your motivation?
Did you feel you were working for a grade or to learn?
If you ever took a course on a pass/fail basis, instead of for a grade, did it affect your motivation?

How would the offer of bonus pay for teachers who bring test scores up to some standard effect your motivation and that of colleagues?

Throughout this discussion of valuing and expectations, the emphasis has been on the fact that motivation is not something that can be determined solely by forces outside the individual. Others can plan activities and outcomes to influence motivation and learning; however, how the activities and outcomes are experienced determines whether they are pursued (or avoided) with a little or a lot of effort and ability. Understanding that an individual's perceptions can affect motivation has led researchers to important findings about some undesired effects resulting from overreliance on extrinsics

Because of the prominent role they play in school programs, grading and other performance evaluations are a special concern in any discussion of the overreliance on extrinsics as a way to reinforce positive learning. Although grades often are discussed as simply providing information about how well a student is doing, many, if not most, students perceive each grade as a reward or a punishment. Certainly, many teachers use grades to try to control behavior -- to reward those who do assignments well and to punish those who don't. Sometimes parents add to a student's perception of grades as extrinsic reinforcers by giving a reward for good report cards.

We all have our own horror stories about the negative impact of grades on ourselves and others. In general, grades have a way of reshaping what students do with their learning opportunities. In choosing what to study, students strongly consider what grades they are likely to receive. As deadlines for assignments and tests get closer, interest in the topic gives way to interest in maximizing one's grade. Discussion of interesting issues and problems related to the area of study gives way to questions about how long a paper should be and what will be on the test. None of this is surprising given that poor grades can result in having to repeat a course or being denied certain immediate and long-range opportunities. It is simply a good example of how systems that overemphasize extrinsics may have a serious negative impact on intrinsic motivation for learning.

> *And if the impact of current practices is harmful to those who are able learners, imagine the impact on students with learning and behavior problems!*

The point is *extrinsic rewards can undermine intrinsic reasons for doing things.* Although this is not always the case and may not always be a bad thing, it is an important consideration in deciding to rely on extrinsic reinforcers in addressing learning, behavior, and emotional problems.

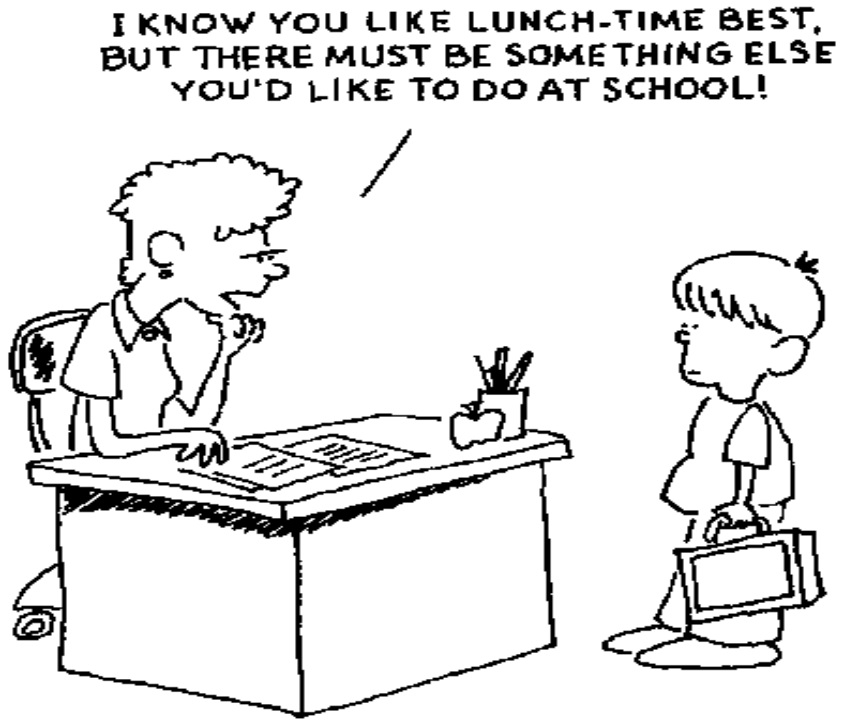

Exhibit
Is It Worth It?

In a small town, there were a few youngsters who were labeled as handicapped. Over the years, a local bully had taken it upon himself to persecute them. In one recent incident, he sent a gang of young ragamuffins to harass one of his classmates who had just been diagnosed as having learning disabilities. He told the youngsters that the boy was retarded, and they could have some fun calling him a "retard."

Day after day in the schoolyard the gang sought the boy out. “Retard! Retard!" they hooted at him.

The situation became serious. The boy took the matter so much to heart that he began to brood and spent sleepless nights over it. Finally, out of desperation, he told his teacher about the problem, and together they evolved a plan.

The following day, when the little ones came to jeer at him, he confronted them saying,

"From today on I'll give any of you who calls me a ‘retard’ a quarter."

Then he put his hand in his pocket and, indeed, gave each boy a quarter.

Well, delighted with their booty, the youngsters, of course, sought him out the following day and began to shrill, "Retard! Retard!"

The boy looked at them -- smiling. He put his hand in his pocket and gave each of them a dime, saying, "A quarter is too much -- I can only afford a dime today."

Well, the boys went away satisfied because, after all, a dime was money too.

However, when they came the next day to hoot, the boy gave them only a penny each.

"Why do we get only a penny today?" they yelled.

"That's all I can afford."

"But two days ago you gave us a quarter, and yesterday we got a dime. It's not fair!"

"Take it or leave it. That's all you're going to get."

"Do you think we're going to call you a `retard' for one lousy penny?"

"So don't."

And they didn't.

(Adapted from a fable presented by Ausubel, 1948)

2) Engagement and Re-engagement in School Learning

Many individuals with learning problems also are described as hyperactive, distractable, impulsive, behavior disordered, and so forth. Their behavior patterns are seen as interfering with efforts to remedy their learning problems. Although motivation has always been a concern to those who work with learning and behavior problems, the emphasis in handling these interfering behaviors usually is on using extrinsics as part of efforts to directly control and/or in conjunction with direct skill instruction. For example, the interventions are designed to improve impulse control, perseverence, selective attention, frustration tolerance, sustained attention and follow-through, and social awareness and skills. In all cases, the emphasis is on reducing or eliminating interfering behaviors, usually with the presumption that then the student will re-engage in learning. However, there is little evidence that these strategies enhance a student's motivation toward classroom learning (National Research Council, 2004).

For motivated students, facilitating learning is a fairly straightforward matter and fits well with school improvements that primarily emphasize enhancing instructional practices (see Exhibit). The focus is on helping establish ways for students who are motivationally ready and able to achieve and, of course, to maintain and enhance their motivation. The process involves knowing when, how, and what to teach and also knowing when and how to structure the situation so they can learn on their own. However, students who manifest learning, behavior, and/or emotional problems often have developed extremely negative perceptions of teachers, programs, and school in general. Any effort to re-engage these students must begin by recognizing such perceptions. Thus, the first step in addressing the problem is for the school leadership to acknowledge its nature and scope. Then, school support staff and teachers must work together to pursue a major initiative focused on re-engaging those who have become disengaged and reversing conditions that led to the problem.

Psychological scholarship over the last fifty years has brought renewed attention to motivation as a central concept in understanding learning and attention problems. This work is just beginning to find its way into applied fields and programs. One line of work has emphasized the relationship of learning and behavior problems to deficiencies in intrinsic motivation. This work clarifies the value of interventions designed to increase

- feelings of self-determination
- feelings of competence and expectations of success
- feelings of interpersonal relatedness
- the range of interests and satisfactions related to learning.

Exhibit

Meaningful, Engaged Learning*

In recent years, researchers have formed a strong consensus on the importance of engaged learning in schools and classrooms. This consensus, together with a recognition of the changing needs of the 21st century, has stimulated the development of specific indicators of engaged learning. Jones, Valdez, Nowakowski, and Rasmussen (1994) developed the indicators described below . . . .

1. Vision of Engaged Learning

Successful, engaged learners are responsible for their own learning. These students are self-regulated and able to define their own learning goals and evaluate their own achievement. They are also energized by their learning, their joy of learning leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking . . . .

2. Tasks for Engaged Learning

In order to have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. Such tasks are typically complex and involve sustained amounts of time. They are authentic in that they correspond to the tasks in the home and workplaces of today and tomorrow. Collaboration around authentic tasks often takes place with peers and mentors within school as well as with family members and others in the real world outside of school. These tasks often require integrated instruction that incorporates problem-based learning and curriculum by project.

3. Assessment of Engaged Learning

Assessment of engaged learning involves presenting students with an authentic task, project, or investigation, and then observing, interviewing, and examining their presentations and artifacts to assess what they actually know and can do. This assessment, often called performance-based assessment, is generative in that it involves students in generating their own performance criteria and playing a key role in the overall design, evaluation, and reporting of their assessment. The best performance-based assessment has a seamless connection to curriculum and instruction so that it is ongoing. Assessment should represent all meaningful aspects of performance and should have equitable standards that apply to all students.

(cont.)

Meaningful, Engaged Learning *(cont.)*

4. Instructional Models & Strategies for Engaged Learning

The most powerful models of instruction are interactive. Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teacher and peers . . . .

5. Learning Context of Engaged Learning

For engaged learning to happen, the classroom must be conceived of as a knowledge-building learning community. Such communities not only develop shared understandings collaboratively but also create empathetic learning environments that value diversity and multiple perspectives. These communities search for strategies to build on the strengths of all of its members . . .

6. Grouping for Engaged Learning

Collaborative work that is learning-centered often involves small groups or teams of two or more students within a classroom or across classroom boundaries. Heterogeneous groups (including different sexes, cultures, abilities, ages, and socioeconomic backgrounds) offer a wealth of background knowledge and perspectives to different tasks. Flexible grouping, which allows teachers to reconfigure small groups according to the purposes of instruction and incorporates frequent heterogeneous groups, is one of the most equitable means of grouping and ensuring increased learning opportunities.

7. Teacher Roles for Engaged Learning

The role of the teacher in the classroom has shifted from the primary role of information giver to that of facilitator, guide, and learner. As a facilitator, the teacher provides the rich environments and learning experiences needed for collaborative study. The teacher also is required to act as a guide--a role that incorporates mediation, modeling, and coaching. Often the teacher also is a co-learner and co-investigator with the students.

8. Student Roles for Engaged Learning

One important student role is that of explorer. Interaction with the physical world and with other people allows students to discover concepts and apply skills. Students are then encouraged to reflect upon their discoveries, which is essential for the student as a cognitive apprentice. Apprenticeship takes place when students observe and apply the thinking processes used by practitioners. Students also become teachers themselves by integrating what they've learned . . . .

*See B. Jones, G. Valdez, J. Nowakowski, & C. Rasmussen (1994). *Designing Learning and Technology for Educational Reform.* Oak Brook, IL: North Central Regional Educational Laboratory. Excerpted from article on NCREL: North Central Regional Educational Laboratory

Activities to correct deficiencies in intrinsic motivation are directed at improving awareness of personal motives and true capabilities, learning to set valued and appropriate goals, learning to value and to make appropriate and satisfying choices, and learning to value and accept responsibility for choice.

The point for emphasis here is that engaging and re-engaging students in learning involves matching motivation. Matching motivation requires an appreciation of the importance of a student's perceptions in determining the right mix of intrinsic and extrinsic reasons. It also requires understanding the key role played by expectations related to outcome. Without a good match, social control strategies can suppress negative attitudes and behaviors, but re-engagement in classroom learning is unlikely.

a) General Strategies

To clarify matters with respect to designing new directions for student support for disengaged students, below are four general strategies to think about in planning ways to work with such students:

Clarifying student perceptions of the problem – It is desirable to create a situation where it is feasible to talk openly with students about why they have become disengaged. This provides an invaluable basis for formulating a personalized plan for helping to alter their negative perceptions and for planning ways to prevent others from developing such perceptions.

Reframing school learning – As noted above, in the case of those who have disengaged, major reframing in teaching approaches is required so that these students (a) view the teacher as supportive (rather than controlling and indifferent) and (b) perceive content, outcomes, and activity options as personally valuable and obtainable. It is important, for example, to eliminate threatening evaluative measures; reframe content and processes to clarify purpose in terms of real life needs and experiences and underscore how it all builds on previous learning; and clarify why the procedures are expected to be effective – especially those designed to help correct specific problems.

Renegotiating involvement in school learning – New and mutual agreements must be developed and evolved over time through conferences with the student and where appropriate including parents. The intent is to affect perceptions of choice, value, and probable outcome. The focus throughout is on clarifying awareness of valued options, enhancing expectations of positive outcomes, and engaging the student in meaningful, ongoing decision making. For the process to be most effective, students should be assisted in sampling new processes and content, options should include valued enrichment opportunities, and there must be provision for reevaluating and modifying decisions as perceptions shift.

Reestablishing and maintaining an appropriate working relationship – This requires the type of ongoing interactions that creates a sense of trust, open communication, and provides personalized support and direction.

To maintain re-engagement and prevent disengagement, the above strategies must be pursued using processes and content that:

- minimize threats to feelings of competence, self-determination, and relatedness to valued others
- maximize such feelings (included here is an emphasis on a school taking steps to enhance public perception that it is a welcoming, caring, safe, and just institution)
- guide motivated practice (e.g., providing opportunities for meaningful applications and clarifying ways to organize practice)
- provide continuous information on learning and performance in ways that highlight accomplishments
- provide opportunities for continued application and generalization (e.g., ways in which students can pursue additional, self-directed learning or can arrange for additional support and direction).

Obviously, it is no easy task to decrease well-assimilated negative attitudes and behaviors. And, the task is likely to become even harder with the escalation toward high-stakes testing policies (no matter how well-intentioned). It also seems obvious that, *for many schools, enhanced achievement test scores will only be feasible when the large number of disengaged students are re-engaged in learning at school.*

All this argues for (1) minimizing student disengagement and maximizing re-engagement by moving school culture toward a greater focus on intrinsic motivation and (2) minimizing psychological reactance and enhancing perceptions that lead to re-engagement in learning at school by rethinking social control practices. From a motivational perspective, key facets of accomplishing this involve enhancing learner options and decision making as highlighted below and discussed in greater detail in Chapter 6.

b) Options and Student Decision Making as Key Facets

If the only decision Maria can make is between reading book A, which she hates, and reading book B, which she loathes, she is more likely to be motivated to avoid making any decision than to be pleased with the opportunity to decide for herself. Even if she chooses one of the books over the other, the motivational effects the teacher wants are unlikely to occur. Thus:

Choices have to include valued and feasible options.

Maria clearly doesn't like to work on her reading problem at school in any way. In contrast, David wants to improve his reading, but he just doesn't like the programmed materials the teacher has planned for him to work on each day. James would rather read about science than the adventure stories his teacher has assigned. Matt will try anything if someone will sit and help him with the work. Thus:

Options usually are needed for (a) content and outcomes and (b) processes and structure.

Every teacher knows a classroom program has to have variety. There are important differences among students with regard to the topics and procedures that currently interest and bore them. And for students with learning, behavior, and/or emotional problems, more variety seems necessary.

As will be stressed in Unit D, a greater proportion of individuals with avoidance or low motivation for learning at school are found among those with learning, behavior, and/or emotional problems. For these individuals, few currently available options may be appealing. How much greater the range of options needs to be depends primarily on how strong avoidance tendencies are. In general, however, the initial strategies for working with such students involve

- further expansion of the range of options for learning (if necessary, this includes avoiding established curriculum content and processes)
- primarily emphasizing areas in which the student has made personal and active decisions
- accommodation of a wider range of behavior than usually is tolerated (e.g., a widening of limits on the amount and types of "differences" tolerated)

From a motivational perspective, one of the most basic concerns is the way in which students are involved in making decisions about options. Critically, decision-making processes can lead to perceptions of coercion and control or to perceptions of real choice (e.g., being in control of one's destiny, being self-determining). Such differences in perception can affect whether a student is mobilized to pursue or avoid planned learning activities and outcomes.

People who have the opportunity to make decisions among valued and feasible options tend to be committed to following through. In contrast, people who are not involved in decisions often have little commitment to what is decided. And if individuals disagree with a decision that affects them, besides not following through they may react with hostility.

Thus, essential to programs focusing on motivation are decision-making processes that affect perceptions of choice, value, and probable outcome.

Three special points should be noted about decision-making.

- Decisions are based on current perceptions. As perceptions shift, it is necessary to reevaluate decisions and modify them in ways that maintain a mobilized learner.

- Effective and efficient decision making is a basic skill, and one that is as fundamental as the three Rs. Thus, if an individual does not do it well initially, this is not a reason to move away from learner involvement in decision making. Rather, it is an assessment of a need and a reason to use the process not only for motivational purposes, but to improve this basic skill.

- Among students manifesting learning, behavior, and/or emotional problems, it is well to remember that the most fundamental decision some of these individuals have to make is whether they want to participate or not. That is why it may be necessary in specific cases temporarily to put aside established options and standards. Before some students will decide to participate in a proactive way, they have to perceive the learning environment as positively different -- and quite a bit so -- from the one in which they had so much failure.

Reviews of the literature on human motivation suggest that providing students with options and involving them in decision making are key facets of addressing the problem of engagement in the classroom and at school (Deci & Flaste, 1995; Deci & Ryan, 1985; Stipek, 1998; Wehmeyer & Sands, 1998). For example, numerous studies have shown that opportunities to express preferences and make choices lead to greater motivation, academic gains, increases in productivity and on-task behavior, and decreases in aggressive behavior. Similarly, researchers report that student participation in goal setting leads to more positive outcomes (e.g., higher commitment to a goal and increased performance). We have more to say about all this in the discussion of personalized instruction.

> *Simply put, people who have the opportunity to make decisions among valued and feasible options tend to be committed to following through.*

Conversely, studies indicate that student preferences and involvement tend to diminish when activities are chosen for them.

> *That is, people who are not involved in decisions often have little commitment to what is decided.*

Moreover, if individuals disagree with a decision that affects them, besides not following through they may react hostilely.

Preferences, Choice, Control, and Student Engagement

As noted earlier in this unit, student disengagement in classroom learning is widespread.

Why is this the case?

In their book *Making it Happen: Student Involvement in Education Planning, Decision Making, and Instruction* (1998), Wehmeyer and Sands state:

> *Getting students involved in their education programs is more than having them participate; it is connecting students with their education, enabling them to influence and affect the program and, indeed, enabling them to become enwrapped and engrossed in their educational experiences.*

The implications for the classroom of all the research in this area seem evident:

> *students who are given more say about what goes on related to their learning at school are likely to show higher degrees of engagement and academic success.*

Optimally, this means that ensuring decision-making processes maximize perceptions of having a choice from among personally worthwhile options and attainable outcomes. At the very least, it is necessary to minimize perceptions of having no choice, little value, and probable failure.

3) Disengaged Students And Social Control

As we have stressed, curriculum content is learned as a result of transactions between the learner and environment. The essence of the teaching process is to create an environment that first can mobilize the learner to pursue the curriculum and then can maintain that mobilization, while effectively facilitating learning. Behavior problems clearly get in the way of all this.

Misbehavior disrupts. In some forms, such as bullying and intimidating others, it is hurtful. And, observing such behavior 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. One hope is that public awareness of consequences will deter subsequent problems. As a result, a considerable amount of time at schools is devoted to discipline; a common concern for teachers is “classroom management.” In their efforts to deal with deviant and devious behavior and to create safe environments, unfortunately schools increasingly overrely on negative consequences control techniques. Such practices model behavior that can foster rather than counter development of negative values and often produces other forms of undesired behavior. Moreover, the tactics often make schools look and feel more like prisons than community treasures.

To move schools beyond overreliance on punishment and control strategies, there is ongoing advocacy for social skills training, positive behavior support, and new agendas for emotional "intelligence" training, asset development, and character education. Relatedly, there are calls for greater home involvement, with emphasis on enhanced parent responsibility for their children's behavior and learning. More comprehensively, some reformers want to transform schools in ways that create an atmosphere of "caring," "cooperative learning," and a "sense of community." Such advocates usually argue for schools that are holistically-oriented and family-centered. They want curricula to enhance values and character, including responsibility (social and moral), integrity, self-regulation (self-discipline), and a work ethic and also want schools to foster self-esteem, diverse talents, and emotional well-being. These trends are important. When paired with a contemporary understanding of human motivation, they recognize that the major intent in dealing with behavior problems at school must be the engagement and re-engagement of students in classroom learning (Adelman & Taylor, 1993; Center for Mental Health in Schools, 2001).

After an extensive review of the literature, Fredricks, Blumenfeld, and Paris (2004) conclude: *Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure.* Conversely, for many students, disengagement is associated with behavior problems, and behavior and learning problems eventual dropout. The degree of concern about student engagement varies depending on school population.

Defining and Measuring Engagement

The review by Fredricks, Blumenfeld, & Paris (2004) notes that:

***Engagement* is defined in three ways in the research literature**:

- *Behavioral engagement* draws on the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out.

- *Emotional engagement* encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work.

- *Cognitive engagement* draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.

Antecedents of Engagement can be organized into:

- *School level factors*: voluntary choice, clear and consistent goals, small size, student participation in school policy and management, opportunities for staff and students to be involved in cooperative endeavors, and academic work that allows for the development of products

- *Classroom Context*: Teacher support, peers, classroom structure, autonomy support, task characteristics

- *Individual Needs*: Need for relatedness, need for autonomy, need for competence

Engagement can be measured as follows:

- Behavioral Engagement: conduct, work involvement, participation, persistence, (e.g., completing homework, complying with school rules, absent/tardy, off-task)

- Emotional Engagement: self-report related to feelings of frustration, boredom, interest, anger, satisfaction; student-teacher relations; work orientation

- Cognitive Engagement: investment in learning, flexible problems solving, independent work styles, coping with perceived failure, preference for challenge and independent mastery, commitment to understanding the work

In general, teaching involves being able to apply strategies focused on content to be taught and knowledge and skills to be acquired – with some degree of attention given to the process of engaging students. All this works fine in schools where most students come each day ready and able to deal with what the teacher is ready and able to teach. Indeed, teachers are fortunate when they have a classroom where the majority of students show up and are receptive to the planned lessons. In schools that are the greatest focus of public criticism, this certainly is not the case. What most of us realize, at least at some level, is that teachers in

such settings are confronted with an entirely different teaching situation. Among the various supports they absolutely must have are ways to re-engage students who have become disengaged and often resistant to broad-band (non-personalized) teaching approaches. To the dismay of most teachers, however, strategies for re-engaging students in *learning* rarely are a prominent part of pre or in-service preparation and seldom are the focus of interventions pursued by professionals whose role is to support teachers and students (National Research Council and the Institute of Medicine, 2004).

It is commonplace to find that, when a student is not engaged in the lessons at hand, they tend to pursue other activity. As teachers and other staff try to cope, with those who are disruptive, the main concern usually is "classroom management." At one time, a heavy dose of punishment was the dominant approach. Currently, the stress is on more positive practices designed to provide "behavior support" in and out-of-the-classroom. For the most part, however, the strategies are applied as a form of *social control* aimed directly at stopping disruptive behavior.

An often stated assumption is that stopping the behavior will make the student amenable to teaching. In a few cases, this may be so. However, the assumption ignores all the work that has led to understanding *psychological reactance* and the need to restore one's sense of self-determination (Deci & Flaste, 1995). Moreover, it belies two painful realities: the number of students who continue to manifest poor academic achievement and the staggering dropout rate in too many schools.

The wrong socialization practices have been used or have been implemented incorrectly. In particular, schools have been criticized for overemphasizing punishment. To move schools beyond overreliance on punishment, there is ongoing advocacy for social skills training, asset development, character education, and positive behavior support initiatives. The move from punishment to positive approaches is a welcome one. However, most of the new initiatives have not focused enough on a basic system failure that must be addressed if improved behavior is to be maintained. That is, strategies that focus on positive behavior have paid too little attention to helping teachers deal with student engagement in classroom learning.

Student engagement encompasses not only engaging and maintaining engagement, but also *re-engaging* those who have disengaged. Of particular concern is what teachers do when they encounter a student who has disengaged and is misbehaving. In most cases, the emphasis shouldn't be first and foremost on implementing social control techniques.

What teachers need even more are ways to re-engage students who have become disengaged and resistant to standard instruction. Despite this need, strategies that have the greatest likelihood of re-engaging students in *learning* rarely are a prominent part of pre or in-service preparation. And, such strategies seldom are the focus of interventions applied by professionals whose role is to support teachers and students. To correct these deficiencies, the developmental trend in intervention thinking must be toward practices that embrace an expanded view of engagement and human motivation.

Exhibit

Rewards -- To Control or Inform?

As Ed Deci has cogently stressed:

Rewards are generally used to control behavior. Children are sometimes rewarded with candy when they do what adults expect of them. Workers are rewarded with pay for doing what their supervisors want. People are rewarded with social approval or positive feedback for fitting into their social reference group. In all these situations, the aim of the reward is to control the person's behavior -- to make him continue to engage in acceptable behaviors. And rewards often do work quite effectively as controllers. Further, whether it works or not, each reward has a controlling aspect. Therefore, the first aspect to every reward (including feedback) is a controlling aspect.

However, rewards also provide information to the person about his effectiveness in various situations. When Eric received a bonus for outstanding performance on his job, the reward provided him with information that he was competent and self-determining in relation to his job. When David did well at school, his mother told him she was proud of him, and when Amanda learned to ride a bike, she was given a brand new two-wheeler. David and Amanda knew from the praise and bicycle that they were competent and self-determining in relation to school and bicycling. The second aspect of every reward is the information it provides a person about his competence and self-determination.

When the controlling aspect of the reward is very salient, such as in the case of money or the avoidance of punishment, [a] change in perceived locus of causality . . . will occur. The person is `controlled' by the reward and s/he perceives that the locus of causality is external.

Concluding Comments

Getting students involved in their education programs is more than having them participate; it is connecting students with their education, enabling them to influence and affect the program and, indeed, enabling them to become enwrapped and engrossed in their educational experiences.

Wehmeyer & Sands (1998)

Whatever the initial cause of someone's learning and behavior problems, the longer the individual has lived with such problems, the more likely s/he will have negative feelings and thoughts about instruction, teachers, and schools. The feelings include anxiety, fear, frustration, and anger. The thoughts may include strong expectations of failure

and vulnerability and low valuing of many learning "opportunities." Such thoughts and feelings can result in avoidance motivation or low motivation for learning and performing in many areas of schooling.

Low motivation leads to half-hearted effort. Avoidance motivation leads to avoidance behaviors. Individuals with avoidance and low motivation often also are attracted to socially disapproved activity. Poor effort, avoidance behavior, and active pursuit of disapproved behavior on the part of students are sure-fire recipes for failure and worse.

It remains tempting to focus directly on student misbehavior. And, it also is tempting to think that behavior problems at least can be exorcized by "laying down the law." We have seen many administrators pursue this line of thinking. For every student who "shapes up," ten others experience a Greek tragedy that inevitably ends in the student being pushed-out of school through a progression of suspensions, "opportunity" transfers, and expulsions. Official dropout figures don't tell the tale. What we see in most high schools in cities such as Los Angeles, Baltimore, D.C., Miami, and Detroit is that only about half those who were enrolled in the ninth grade are still around to graduate from 12th grade.

Most of these students entered kindergarten with a healthy curiosity and a desire to learn to read and write. By the end of 2nd grade, we start seeing the first referrals by classroom teachers because of learning and behavior problems. From that point on, increasing numbers of students become disengaged from classroom learning, and most of these manifest some form of behavioral and emotional problems.

It is not surprising, then, that many are heartened to see the shift from punishment to positive behavior support in addressing unwanted behavior. However, as long as factors that lead to disengagement are left unaffected, we risk perpetuating the phenomenon that William Ryan identified as *Blaming the Victim.*

From an intervention perspective, the point for emphasis is that engaging and re-engaging students in classroom learning involves matching motivation. Matching motivation requires factoring in students' perceptions in determining the right mix of intrinsic and extrinsic reasons. It also requires understanding the key role played by expectations related to outcome. Without a good match, social control strategies can temporarily suppress negative attitudes and behaviors, but re-engagement in classroom learning is unlikely. And, without re-engagement in classroom learning, unwanted behavior is very likely to reappear.

Stop, think, discuss

Think about the bored student whom you observed (or another one you have tried to teach).

a. Begin the group discussion with a brief exchange of what each member thinks causes students not to be engaged in a classroom learning activity.

b. Then, discuss ideas for increasing the likelihood that such students will be engaged in learning.

If you want to read more about addressing motivational differences, developing intrinsic motivation, and options and decision making to enhance motivation and learning, see the brief readings that have been included in the accompanying materials.

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*In addition, go to the Quick Find and other search features on the Center's website, and you will find many relevant resources to topics discussed in this Unit. From the Center website, you can also access other resource centers through the feature "A Gateway to a World of Resources."

Unit II C: General Strategies for Personalizing Learning and Facilitating Motivated Performance and Practice

Objectives

The intent in this Unit is to help you learn more about:

(1) *creating a stimulating, personalized, and manageable learning environment* (After going over the material, be sure you can discuss at least three general strategies you plan to use in enabling active learning in the classroom.)

(2) *classroom structure* (After going over the material, be sure you can discuss the concept of personalized structure for learning and how you will implement such an approach in the classroom.)

(3) *how instructional techniques are used to (a) enhance motivation and (b) support and guide performance and learning* (After going over the material, be sure you can identify at least two techniques related to each area that you will use in the classroom.)

(4) *turning homework into motivated practice* (After going over the material, be sure you can list at least five examples that you will use in developing student homework activities.)

(5) *assessing learning to plan instruction and provide feedback in a nurturing way* (After going over the material, be sure you can discuss the concept of authentic assessment and how you will use such an approach.)

(6) conferencing as a key process (After going over the material, be sure you can discuss the importance of regular dialogues with students and how you will include conferencing as a regular facet of your classroom program.)

(7) *volunteers as an invaluable resource* (After going over the material, be sure you can list at least five ways volunteers could help enable the learning and performance of students who are not responding as you would like during a particular activity.)

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Outline for Unit II C

1) Creating a Stimulating and Manageable Learning Environment
   a) Designing the Classroom for Active Learning
   b) Grouping Students and Turning Big Classes into Smaller Units

2) The Concept of Personalized Instruction
   a) Defining Personalization
   b) Enhancing Motivation is a Core Concern
   c) Personalization First; Add Special Assistance If Necessary
   d) Some Key Features of a Personalized Classroom

3) Providing Personalized Structure for Learning
   a) Options and Learner Decision Making
   b) Turning Homework into Motivated Practice
   c) Conferencing as a Key Process
   d) Assessment to Plan; Feedback to Nurture
   e) About Instructional Techniques to Enhance Learning

4) Volunteers as an Invaluable Resource

A Few Related References

Appendix: A Few Excerpts from Relevant Research

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It is the supreme art of the teacher to awaken joy to creative expression and knowledge.
Albert Einstein

Unit II C

General Strategies for Personalizing Learning and Facilitating Motivated Performance and Practice

Teaching is a fascinating and somewhat mysterious process.

Is it an art, or is it an activity that most people can learn to do?

According to Anatole France:

> *Teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.*

Art or not, people do it everyday. Helping someone grow, develop, and learn is one of the most basic forms of human interaction. In some form, we've all been taught. And we've all experienced satisfaction when we succeed in helping others learn and frustration when they don't "get it."

Frustration is a common feeling when teaching and learning don't go smoothly. The frustration often leads to a conclusion that something is wrong with the students – a lack of effort ("They would have learned it if they had really been trying.") – or a lack of ability ("They would have learned if they were smarter or not handicapped by a disability.").

Sometimes the frustration isn't just with a particular individual; it is with the poor school performance of large numbers of children and adolescents and with t v he vast amount of adult illiteracy. Such frustration leads to conclusions that something is wrong with the schools ("Teachers need to get *back to basics*!" "Teachers need to be held accountable."), or with certain groups of people ("These youngsters do badly because their parents don't value education."), or with both.

The frustration is more than understandable. And where there is frustration, it is not surprising that there are accusations and blaming. But blaming, of course, does not solve the problem. Neither does just demanding higher standards and accepting no excuses.

> *A significant part of the solution is to change the ways in which classrooms are operated so that teachers are supported effectively pursue the art and craft of teaching.*

The intent in this and the next module is to outline a framework that encompasses regular instruction and special assistance. We begin with general strategies for personalizing instruction and mobilizing active learning

> *"Let the main object . . . be as follows: To seek and to find a method of instruction, by which teachers may teach less, but learners learn more; by which schools may be the scene of less noise, aversion, and useless labour, but of more leisure, enjoyment, and solid progress. . . .*
>
> Comenius (1632 A.D.)

1) Creating a Stimulating and Manageable Learning Environment

Every teacher 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.

Approached from the perspective of intrinsic motivation, a classroom environment benefits from

- ensuring available options encourage active learning (e.g., authentic, problem-based, and discovery learning; projects, learning centers, enrichment opportunities)
- grouping students in ways that turn big classes into and that enhance positive attitudes and support for learning

---

Stop, think, discuss

- Make a list of what you would want to have in a classroom so that students would find it an appealing place to learn.

- Make another list of the types of activities, materials, resources, personnel you would want to have available for students to engage them in learning at school.
- What about at home and what about homework?

---

a) Designing the Classroom for Active Learning

Teachers are often taught to group instructional practices under topics such as direct instruction, indirect instruction, interactive instruction, independent study, and experiential learning (see Exhibit below).

A document entitled *Instructional Approaches: A Framework for Professional Practice* published by the Curriculum and Instruction Branch of the Saskatchewan Education department in Canada offers the following categorization of instructional strategies:

- **Direct Instruction** (structured overviews; explicit teaching; mastery lectures; drill and practice; compare and contrast; didactic questions; demonstrations; guides for reading, listening, and viewing)

- **Indirect Instruction** (problem solving; case studies; inquiry; reading for meaning; reflective study; concept formation: concept mapping; concept attainment; close procedure)

- **Interactive instruction** (debates; role playing; panels; brainstorming; peer practice; discussion; laboratory groups; cooperative learning groups; problem solving; circle of knowledge; tutorial groups; interviewing)

- **Independent study** (essays; computer assisted instruction; learning activity packages; correspondence lessons; learning contracts; homework; research projects; assigned questions; learning centers)

- **Experiential learning** (field trips; conducting experiments; simulations; games; focused imaging; field observations; role playing; model building; surveys)

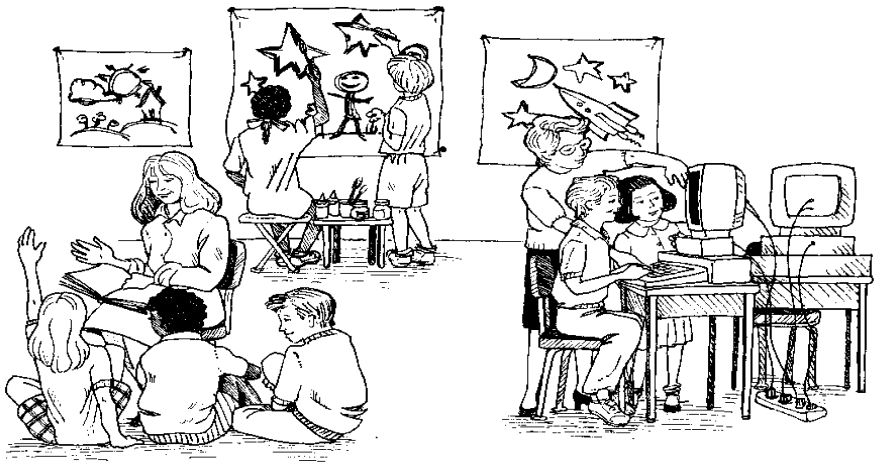
All these forms of instruction are relevant. However, *teaching* strategies must always have as their primary concern producing effective *learning*. Effective learning requires ensuring that the student is truly engaged in learning. This is especially important in preventing learning, behavior, and emotional problems, and essential at the first indications of such problems.

Thus, the focus here is on discussing the concept of *active learning.* In doing so, we will discuss examples of instructional approaches that are designed to enhance learner motivation to learn.

Simply stated, active learning is *learning by doing, listening, looking, and asking;* but it is not just being active that counts. It is the mobilization of the student to seek out and learn (see Exhibit on the following page). Specific activities are designed to capitalize on student interests and curiosity, involve them in problem solving and guided inquiry, and elicit their thinking through reflective discussions and specific products. Moreover, the activities are designed to do all this in ways that not only minimize threats to feelings of competence, self-determination, and relatedness to others, but enhance such feelings.

There are many examples of ways to promote active learning at all grade levels. It can take the form of class discussions, problem-based and discovery learning, a project approach, involvement in "learning centers" at school, experiences outside the classroom, and independent learning in or out of school . For example, students may become involved in classroom, school-wide, or community service or action projects. Older students may be involved in "internships." Active learning methods can be introduced gradually so that students can be taught how to benefit from them and so that they can be provided appropriate support and guidance.

Active learning in the form of interactive instruction, authentic, problem-based, discovery, and project-based learning does much more than motivate learning of subject matter and academic skills. Students also learn how to cooperate with others, share responsibility for planning and implementation, develop understanding and skills related to conflict resolution and mediation, and much more. Moreover, such formats provide a context for building collaborations with other teachers and school staff and with a variety of volunteers.



Exhibit

Active Learning

As presented by Fred Newmann, Helen Marks, & Adam Gamoran (in a 1996 *American Journal of Education* article entitled "Authentic Pedagogy and Student Performance"):

Active learning is ". . . students actively constructing meaning grounded in their own experience rather than simply absorbing and reproducing knowledge transmitted from subject-matter fields . . . ."

Examples are . . .

- Small group discussions
- cooperative learning tasks
- independent research projects
- use of hands on manipulatives, scientific equipment, and arts and crafts materials
- use of computer and video technology
- community-based projects such as surveys, oral histories, and volunteer service.

Components of Active Learning in the Classroom are...

- *Higher-order thinking* – Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meanings and understandings for them.

- *Substantive conversation* – Students engage in extended conversational exchanges with the teacher and/or their peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

- *Deep knowledge* – Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.

- *Connections to the world beyond the classroom* – Students make connections between substantive knowledge and either public problems or personal experiences.

On this and the following pages we offer brief overviews of a variety of approaches that encompass strategies for actively engaging students in learning and practicing what has been learned. Included are discussions of interactive instruction, authentic learning, problem-based and discovery learning, project-based learning, learning centers, and enrichment activity.

Interactive instruction

One of the most direct ways in which teachers try to engage students is through class discussion and sharing of insights related to what they have been learning, often bringing in their own experiences and personal reactions. A variety of topics can also be introduced as a stimulus for discussion. Discussion not only helps them practice and assimilate what they have been learning, it adds opportunities to learn more (e.g., from teacher clarifications and peer models). And, of course, it is the most direct way to practice and enhance such discussion skills as organizing and orally presenting one's ideas. Discussions also can provide an impetus for further independent learning.

For students who are just learning to engage in discussion or who have an aversion to such a format, it is important to keep discussions fairly brief and pursue them with small groups. If a student who wants to participate but is having trouble doing so, it will be important to take some individual time away from the group to help them develop essential readiness skills (e.g., listening, organizing one's thoughts, interacting appropriately with others).

Whole class discussion is reserved for occasions when all those in the class are particularly interested in some event that has occurred or a topic that affects them all. These are invaluable opportunities to enhance a sense of community.

As guidelines for effective discussions, it is usually suggested that teachers:

- use material and concepts familiar to the students
- use a problem or issue that does not require a particular response
- stress that opinions must be supported
- provide some sense of closure to the discussion (e.g., a summary of what was said, insights and solutions generated, any sense of consensus) and elaborate on implications for the students lives now and in the future.

Authentic learning

Authentic learning (sometimes called genuine learning) enables teachers to facilitate active learning by connecting the content, process, and outcomes to real-life experiences. The concept encompasses the notion of having students learn in authentic contexts outside of the classroom (e.g., around the school, in the neighborhood, at home).

The intent is to enhance student valuing of the curriculum by having students work on somewhat complex problems and tasks/projects they naturally experience in their daily lives or will experience later in the world of work.

The emphasis is on learning activities that have genuine purpose, such as focusing on current problems or controversies affecting the students, projects that create products that students value. They can range from simple activities such as groups writing letters to the local newspaper to more complex projects such as cross-subject thematic instruction, science and art fairs, major community service projects, and a variety of on-the-job experiences. (Specific examples include: developing a classroom newspaper or multimedia newscast on a controversial topic, carrying out an ecological project, developing a display for the school regarding the neighborhood's past, present and future, planning a city of the future, developing a school website or specific sections of the school's web site.)

Often, the activity can be pursued in a variety of ways. And the process results not simply in acquisition of academic knowledge and skills.

Good authentic tasks involve

•••locating, gathering, organizing, synthesizing and interpreting information and resources

•••making collaborative decisions

•••problem solving •••elaborating •••explaining •••evaluating

The process also usually involves public exhibiting of products and related presentations to others outside the class.

Properly implemented, authentic learning activity helps develop

- inquiry (learning to ask relevant questions and search for answers)
- critical and divergent thinking and deep understanding
- judgment
- general decision making and problem solving capability
- performance and communication skills.

Such an approach also can contribute to enhancing a sense of community.

> *The key to properly implementing authentic learning activity is to minimize "busy work" (e.g., simply doing things) and ensure the major learning objectives are being accomplished.*

Problem-based and discovery learning

Problem-based and discovery learning processes are built around a series of active problem-solving investigations. These approaches overlap with the concept of authentic learning; at their root is the notion of active learning.

It is assumed that, with appropriate guidance and support, students will be motivated by the defined problem and by the process of discovery and will use their capabilities to make pertinent observations, comparisons, inferences, and interpretations and arrive at new insights.

In general, the approach begins with the teacher raising a question or series of questions and leading a discussion to identify a problem to be explored. Students decide how to investigate the problem, and then, working individually and/or in small groups, they conduct "investigations" (e.g., manipulate phenomena, make observations, gather and interpret data, and draw inferences). Based on all this, they draw conclusions (e.g., answers) and make generalizations.

Exhibit

Problem-Based Learning

From: PBL Overview http://www.mcli.dist.maricopa.edu/pbl/info.html

Problem-based learning (PBL) is a term that some have adopted for one type of authentic learning. It is described as a "total approach to education . . . . PBL is both a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career . . . .

In problem-based learning, the traditional teacher and student roles change. The students assume increasing responsibility for their learning, giving them more motivation and more feelings of accomplishment, setting the pattern for them to become successful life-long learners. The faculty in turn become resources, tutors, and evaluators, guiding the students in their problem solving efforts."

Project-based learning

This approach is designed as a alternative to overreliance on textbooks. As with authentic learning, it is built on the assumption that student interest (intrinsic motivation) and effort is mobilized and maintained and learning is enhanced when students engage in meaningful investigation of interesting problems. The process also draws on the motivational benefits of having students work and learn cooperatively with each other to develop the project, share learning strategies and background knowledge, and communicate accomplishments.

Exhibit

Project-Based Learning

As stated by Ralph Ferretti and Cynthia Okolo, "Project-based learning offers an intrinsically interesting and pedagogically promising alternative to an exclusive reliance on textbooks. When students have the opportunity to engage in meaningful investigation of interesting problems for the purpose of communicating their findings to others, their interest in learning is enhanced . . . . Increased interest can yield significant cognitive benefits, including improved attention, activation and utilization of background knowledge, use of learning strategies, and greater effort and persistence . . . . Moreover, during project-based learning activities, students have the opportunity to cooperate and collaborate with peers."

Ferretti and Okolo outline five essential features of project-based instruction:

- An authentic question or problem provides a framework for organizing concepts and principles.
- Students engage in investigations that enable them to formulate and refine specific questions, locate data sources or collect original data, analyze and interpret information, and draw conclusions.
- These investigations lead to the development of artifacts that represent students' proposed solutions to problems, reflect their emerging understanding about the domain, and are presented for the critical consideration of their colleagues.
- Teachers, students, and other members of the community of learners collaborate to complete their projects, share expertise, make decisions about the division of labor, and construct a socially mediated understanding of their topic.
- Cognitive tools, such as multimedia technology are used to extend and amplify students' representational and analytic capacities . . . .

They also note with respect to their experiences: ". . .we provide students with guidance and assistance in specific components of project construction, even though each group is responsible for the selection of information in its project. We rely on a combination of teacher-directed instruction and explicit modeling, dialogue with individuals and groups, and scaffolding through worksheets . . . . Thus, we have developed modules to teach students (specific skills, such as) how to read source materials with a partner . . . (and) we provide students with planning sheets that scaffold many of the activities they must utilize, such as taking notes or organizing information on a card . . . ."

From "Authenticity in Learning: Multimedia Design Projects in the Social Studies for Students with Disabilities" by Ralph Ferretti & Cynthia Okolo (1996). *Journal of Learning Disabilities, 29,* 450-460.

With respect to implementation of project-based learning, various writers stress that students should be involved in choosing a topic, and the topic should be multifaceted enough to maintain student engagement over an extended period of time. Because of the scope of such projects, students must first learn how to work in a cooperative learning group and then how to share across groups.

Exhibit

More on Project-Based Learning

Lillian Katz and Sylvia Chard stress:

> *A main aim of project work in the early years it to strengthen children's dispositions to be interested, absorbed, and involved in in-depth observation, investigation, and representation of some worthwhile phenomena in their own environments.*

From their perspective, among the factors to consider in selecting and implementing projects are: (1) characteristics of the particular group of children, (2) the geographic context of the school, (3) the school's wider community, (4) the availability of relevant local resources, (5) the topic's potential contribution to later learning, and (6) the teacher's own knowledge of the topic.

CRITERIA FOR CHOOSING PROJECTS

- It is directly observable in the children's own environment (real world)
- It is within most children's experiences
- First-hand direct investigation is feasible and not potentially dangerous
- Local resources (field sites and experts) are favorable and readily accessible
- It has good potential for representation in a variety of media (e.g., role play, construction, writing, multi-dimensional, graphic organizers)
- Parental participation and contributions are likely, and parents can become involved
- It is sensitive to the local culture as well as culturally appropriate in general
- It is potentially interesting to many of the children, or represents an interest that adults consider worthy of developing in children
- It is related to curriculum goals and standards of the school or district
- It provides ample opportunity to apply basic skills (depending on the age of the children)
- It is optimally specific: not too narrow and not too broad

Excerpted from "Issues in Selecting Topics for Projects. ERIC Digest." Authors: L. Katz & S. Chard. ERIC Identifier: ED424031. Publication Date: 1998-10-00

Learning centers

The idea of learning centers has been around a long-time and is an especially useful strategy for mobilizing and maintaining student engagement. It goes well with the concept of authentic learning and processes such as discovery and problem-based learning. As Martha McCarthy noted decades ago:

> Many problems of motivation can be attributed to the fact that children are bored because the class is moving too slowly or too quickly. Also, some behavior problems arise because children are restless when they are required to sit still for long periods of time. These problems can be reduced by supplementing the regular classroom program with learning-center activities... The learning center tries to deal with the reality that pupils learn at different rates, have different interests and needs, and are motivated when they are permitted to make choices based on these unique needs and interests. Learning centers are not a panacea for all the problems that confront education today, but well-planned centers can enhance the learning environment.

Among the possible uses of learning centers, she discusses:

> ***1. Total learning environment –*** The entire instructional program is individualized for each child. Pupils engage in small-group and individual activities at various learning stations throughout the room. Teacher-conducted learning activities are kept at a minimum and are used only when adult leadership is necessary.
>
> ***2. Remedial work –*** Pupils who have not mastered basic skills are assigned to learning centers to work intensively on those skills. Pupils work with audio-visual materials and individualized-instruction programs or help one another as peer tutors.
>
> ***3. Drill work –*** To reinforce knowledge or skills learned in regular classroom instruction, pupils are assigned to learning centers equipped with materials for drill work.
>
> ***4. Interest activities –*** At specific times during the day, pupils are assigned to areas of their choice to work on activities they enjoy such as arts and crafts, games, puzzles, science experiments, or cooking. Pupils who have earned free time or pupils who need a change of pace can be assigned to these areas.
>
> ***5. Enrichment activities –*** Pupils who are fast learners are assigned to a learning-center activity designed to enhance their recent learning and to challenge them to go beyond the material presented to the entire class. Each teacher should carefully decide how the learning centers can most profitably be designed to meet the unique needs of the children in his or her classroom. In short, the types of activities offered in the centers should be determined by careful diagnosis of the pupils' needs. Although learning centers are usually

associated with self-directed activities for pupils, centers are not limited to this approach. If all the pupils are engaging in center activities simultaneously, one or more stations may be teacher directed. Also, paraprofessionals, volunteers, or pupils who have specific talents could direct centers at various times. If the purpose of learning centers is to offer more options to the pupils, provisions should be made for differences in learning styles as well as differences in academic levels and interests.

(See the Exhibit on the following pages for
McCarthy's ideas on establishing learning centers.)

> Centers can be the hub of a classroom with students rotating through them for lessons all day or centers can be a time allotted to work on skills that need to be redefined and aligned! Centers can also be the time that you individualize your curriculum.
>
> Mona Herbert

Examples of Types of Centers

Single-Subject Centers

- Reading Center
- Math Center
- Science Center
- Writing/Spelling/Handwriting Center
- Social Studies Center
- Foreign Language Center

Remedial Learning Centers

- Any of the subjects listed above

Enrichment Centers

- Library Center
- Computer Center
- Art/Music Center
- Activities and Game Center
- Listening Center

Independent-Study Centers

- Research Center
- Discovery Center
- Invention Center

Exhibit

Establishing Learning Centers

The departure from total-class, teacher-directed activities to individualized center activities creates more pupil options and involvement, but also requires more organization on the part of the teacher. In addition, the implementation of learning centers demands extra work, at least initially. Several considerations require attention if the learning centers are to be successful:

1. There must be a clearly stated purpose for the centers, one that is fully understood by the teacher and the pupils.

2. Pupils must be familiar with all activities in the centers and understand the mechanics of working in centers. Practice sessions during which the entire class explores each activity and learns how to record the work alone are essential before the pupils participate in the rotation of activities...

3. The teacher should give responsibility to the pupils gradually and reinforce each small step pupils take toward assuming responsibility for their own progress. The teacher should work on pupil accountability in large-group, teacher-directed activities for some time before expecting pupils to be in self-directed learning centers. It is critical for pupils to master prerequisite skills before moving to a more difficult stage. When the pupils are ready to work in centers, more structure should be provided than is desired as a final goal. The teacher may want to start with three centers and have every child attend each center for a certain period of time daily. For a while, the options in each center should remain limited. Later, the child can be allowed to choose the center he or she wants to attend and decide how long to stay there...After pupils become accustomed to working in centers, they could fill out individual contracts that would designate center activities to be pursued according to prespecified criteria. Thus, the activities schedule would become totally individualized.

4. Pupils need to know exactly what options are available to them, and they must be accountable for their activities. Walking around the room and fighting should not be options! To monitor pupils individual name tags can be used. Each pupil would place his tag on a tag board at the center he is attending. At a glance at the tag boards, the teacher would know where each pupil should be working. A wall chart could also be used for this purpose, or each child could fill out a simple form showing his center schedule for the day. Pupil contracts can also be useful, and they can become extremely sophisticated. At first, however, contracts should be kept simple with limited options. Initially, the pupil should concentrate on completing the activity he has contracted to do. Later, the contract can emphasize mastery of a certain skill or group of skills and offer several options as means of accomplishing that goal.

5. Pupil accountability must be emphasized at all levels. Pupils can be expected to assume increased responsibility for their own learning only after they have mastered the required skills. At the basic level of accountability, the pupil learns to be responsible simply for attending to some task. At the next level, the pupil is accountable for choosing tasks that are appropriate to his or her needs, level, or interest (depending on the purpose of the centers). At the third level, the pupil is accountable for each activity pursued while at the center.Some method of reporting work must accompany each activity. The child may be required to fill out a brief form, complete an answer sheet, show written work, or prepare a simple report on a game played. Each child needs to be able to look back over the time spent at the center and review accomplishments. Also, this record is essential if the teacher is to keep abreast of pupils' progress and needs. Accountability cannot be shifted to the pupils immediately. The teacher must be certain that requisite skills are

mastered before the pupil is expected to assume self-direction in centers. Activities that require cooperative behavior (games, for example) should be placed in centers only after pupils have demonstrated that they can handle such activities. The teacher should continually reinforce the pupils' progress in accepting new levels of responsibility. There are almost no limits as to how far pupils can go if the teacher works with them patiently and consistently. As pupils feel that they are expected to assume more accountability, they will feel more self-worth and seek additional responsibility.

6. A variety of options should be available at the centers. Activities should fit into various levels and learning styles. Some activities might involve movement, some manipulation, some group work, and some independent quiet activity. However, the teacher should not go overboard with the quantity of activities before he or she or the pupils have adapted to using centers. It is important to address quality before quantity. The teacher will be wise to start with a few well-planned activities so that pupils can adjust to the mechanics of using centers...

7. All activities in the learning center should have objectives, directions for use, and a record-keeping system easily understood by the pupils. Color coding can be used for pupils who cannot read. Attractive posters with reminders of directions can help pupils and enhance the classroom environment. If a pupil does not understand directions for activities or the system of keeping records, he will feel that the teacher and the environment are disorganized. Frustration and apathy toward the centers will result. Once a poor attitude is established, it is extremely difficult to change, even if the situation improves. Hence, time spent in planning the transition into centers is *much* more valuable than corrective measures later.

8. The change to centers should be an exciting adventure for the pupils. Participation in centers should be seen as a rewarded privilege that pupils have earned by reaching a certain level of' growth in becoming responsible members of the group.

9. Standards of behavior must be established and agreed on by the total group. These standards should be posted in the room and enforced.

10. Procedures should be established to make it possible for pupils at the centers to signal for assistance without causing a major classroom disturbance. One technique is to have pupils raise flags or signs when assistance is needed. The signs might read "Help," "Work check," or "Unit test." Another technique is to use peer tutors. Pupils who demonstrate competency in performing certain activities can serve as helpers for their classmates.

11. Pupil-teacher conferences are a must. Ideally an adult should meet with each pupil weekly for a brief conference on his or her progress in the centers. A pupil's work for the week can be pulled from his folder, future goals set, and guidance for the next week's choices given. If pupils never get feedback or reinforcement for their work, the centers can quickly lose their meaning.

12. Centers should be attractive and appropriately arranged. If the pupils need to do seatwork, space should be provided close to the center. If cooperative activities are used, pupils should be able to pull several chairs together or have space on the floor to engage in the activity where it will not distract other pupils who are working independently. Quiet activities should be placed in a specified section of the room. Ditto sheets and books can be stored in magazine racks. Cushions and rug samples add to reading corners, and for certain listening activities cubicles are needed. In deciding where to place various centers, the teacher should consider the layout of the room, the flow of traffic, and the layout of the electrical outlets. Visual barriers (screens, bookcases, and dividers) seem to reduce distractions considerably.

From: “The How and Why of Learning Centers” by Martha M. McCarthy (1977). *Elementary School Journal*, *77*, 292-299.

Enrichment activity

The richer the environment, the more likely students will discover new interests, information, and skills. Enrichment comprises opportunities for exploration, inquiry, and discovery related to topics and activities that are not part of the usual curriculum. Opportunities are offered but need not be taken. No specific learning objectives may be specified. It is assumed that much will be learned and, equally as important, there will be a greater sense of the value and joy of pursuing knowledge.

Enrichment activities often are more attractive and intriguing than those offered in the developmental curriculum. In part, this is because they are not required, and individuals can seek out those that match their interests and abilities. Enrichment activities also tend to be responsive to students; whatever doesn't keep their attention is replaced.

Here is an example of one school's way of organizing enrichment offerings:

1. Arts: stained glass, raku, ceramics, pottery, painting, junk art, maskmaking, puppetry, jewelry-making, basket weaving, air brushing, silkscreening, photography, drama, street dancing, line dancing, folk dancing, hula, creative movement, video/filmmaking, card making, tile mosaics

2. Science/Math: Dissection, kitchen physics, kitchen chemistry, marine biology, rocketry, robotics, K-nex, string art, math games and puzzles, science and toys, boatmaking, Hawaiian ethnobotany, and laser/ holography

3. Computer: computer graphics, internet, computer simulations, computer multimedia, and computer Lego logo

4. Athletics: basketball, baseball, volleyball, football, soccer, juggling, unicycling, golf

5. Others: cooking, magic, clowning around, French culture, Spanish culture, Japanese culture, board games

Because so many people think of enrichment as a frill, it is not surprising that such activities may be overlooked – especially for youngsters who manifest learning and behavior problems. After all, these persons are seen as needing all the time that is available for "catching up." This view is unfortunate. The broader the curriculum, the better the opportunity for creating a good motivational match and for facilitating learning throughout an important range of developmental tasks and remedial needs.

Enrichment should be an integral part of daily classroom time. It should be part of school-wide opportunities during the day and after school. After school programs not only enable schools to stay open longer to provide academic support and safe havens, drug and violence prevention, and various services such as counseling, they also provide opportunities for youngsters to participate in supervised recreation, chorus, band, the arts and to use the internet. All this allows youngsters to learn skills that often are not part of the school's curricula, such as athletic and artistic performance skills. In some cases, these experiences lead to lifelong interests or careers. But, perhaps just as importantly, youngsters are able to enhance their sense of competence and affiliation.

Independent study

> Independent learning has implications for responsible decision-making, as individuals are expected to analyze problems, reflect, make decisions and take purposeful actions. To take responsibility for their lives in times of rapid social change, students need to acquire life-long learning capability. As most aspects of our daily lives are likely to undergo profound changes, independent learning will enable individuals to respond to the changing demands of work, family and society. (Saskatchewan Education, 1988; see:
> http://www.sasked.gov.sk.ca/docs/policy/approach/copyright.html)

The term *Independent Study* covers a variety of learning activities. Certainly, students at every grade who can and want to function independently of the teacher in pursuing aspects of the school agenda should be provided opportunities to do so. This is not only important for them, but also allows the teacher more time for those students who need it. Other independent study activities are designed to foster the student's ability to function autonomously, as well as enhancing their intrinsic motivation to do so. Some of this activity may involve some partnering with one or more peers. All the activity is monitored by the teacher to ensure it is appropriate and being pursued effectively. As always, when it is evident a student is not functioning effectively, the teacher will want to take time to find out whether the problem is attitudinal or related to skill deficits and take steps to address the matter.

All the above strategies engage students in learning by accounting for individual differences in current interests and capabilities. More specifically, the strategies

- *provide a wide variety of stimulating and often novel activities*
- *enable student decision making among valued options and ones they can expect to reach desired outcomes*
- *enable teachers to create cooperative and caring contexts for learning by establishing a learning environment where students work together in small groups, as well as independently*

A Few Other Examples of Activities That Can Be Used Regularly to Engage Learners and Enrich Learning

library activities; music/art/drama; student exhibitions & performances; outside speakers & performers; field trips; mentoring & service learning; clubs; special interest groups; recreation & similar organized activities; school-wide activities such as student council and other leadership opportunities; athletics; school environment projects (e.g. mural painting, gardening, beautification); poster/essay contests sales events (e.g. candy, t-shirts); book fairs; health fairs; student newspapers/ magazines

Block Scheduling – When More Time is Needed

Active learning can benefit from instructional periods that range up to two hours. Advocates suggest that such a period of time encourages in-depth instruction and may be helpful in preparing students for exit exams. The extended time is seen as enabling teachers to devote more time to core subjects and to assist students who need extra help.

In secondary schools, the prototype for block scheduling is combining two classes (e.g., English and social studies) and using the combined time (e.g., 95 minutes) to focus on one or the other on alternate days. With the widespread use of exit exams, the approach is gaining new popularity. Over 40% of California high schools report using some form of block scheduling and the trend is growing.

Of course, the longer periods require considerable attention to student engagement when planning lessons. In particular, the strategies discussed throughout this module reflect the type of approach that makes block scheduling worth doing. Available studies indicate that, done appropriately, block scheduling can improve student achievement.

More generally, block scheduling has been described as the key to quality teaching and learning time. It provides a way to deal with class size and accommodating differences in students' rates of learning.

See *Block Scheduling: The Key to Quality Learning Time* by R. Canady & M. Rettig in NAESP's Principal Magazine (Jan. 2001). On line at:
http://www.naesp.org/ContentLoad.do?contentId=414

b) Grouping Students and Turning Big Classes into Smaller Units

In their report entitled *High Schools of the Millennium*, the workgroup states:

> The structure and organization of a High School of the Millennium is very different than that of the conventional high school. First and foremost, [the school] is designed to provide small, personalized, and caring learning communities for students . . . . The smaller groups allow a number of adults . . . to work together with the students . . . as a way to develop more meaningful relationships and as a way for the teachers to better understand the individual learning needs of each student. . . .
>
> Time is used differently . . . . Alternatives schedules, such as a block schedule or modified block schedule, create longer class periods that allow students to become more actively engaged in their learning through more in-depth exploration . . . . The longer instructional times also allow for multiple learning activities that better meet the different learning styles of students.

Grouping

Aside from those times when a learning objective is best accomplished with the whole class, it is important to think of creating small classes out of the whole. This involves grouping students in various ways, as well as providing opportunities for individual activity.

> *Clearly, no one should be grouping students in ways that harm them. This applies to putting students in low ability tracks or segregating students who are behavior problems.*

But grouping is essential for effective teaching. *Appropriate* grouping facilitates student engagement, learning, and performance. Besides enhancing academic learning, it can increase intrinsic motivation by promoting feelings of personal and interpersonal competence, self-determination, and positive connection with others. Moreover, it can foster autonomous learning skills, personal responsibility for learning, and healthy social-emotional attitudes and skills.

Done appropriately, students are grouped and regrouped flexibly and regularly by the teacher based on individual interests, needs, and for benefits to be derived from diversity. When teachers team teach or collaborate in other ways, such grouping can be done across classrooms. Small learning groups are established for cooperative inquiry and learning, concept and skill development, motivated practice, peer- and cross-age tutoring, and other forms of activity that can be facilitated by peers, aides, and/or volunteers.

In a small group (e.g., two to six members) students have more opportunities to participate. In heterogeneous, cooperative learning groups, each student has an interdependent role in pursuing a common learning goal and can contribute on a par with their capabilities. All groups provide opportunities to enhance interpersonal functioning and an understanding of working relationships and of factors effecting group functioning.

Carol Ann Tomlinson in her 1999 book *The Differentiated Classroom: Responding to the Needs of All Learners* delineates ways to minimize whole-class instruction through use of *flexible small group teaching* and facilitating independent learning. She notes that nearly all educators agree with the goal of differentiating instruction, but teachers may lack strategies for making it happen. To avoid lockstep instruction, she suggests strategies such as using *stations* (setting up different spots where students work on various tasks simultaneously) and *orbital studies* (with guidance and support, students are involved in short term – 3-6 week – independent investigations related to a facet of the curriculum). Tomlinson stresses that differentiated instruction is not a form of tracking – just the opposite. it enables teachers to give every child access to the curriculum and ensures that each makes appropriate progress.

A well-designed classroom enables a teacher to spend most of the time (1) working directly with a group while the rest of the students work in small groups and on independent activities or (2) rotating among small groups and individual learners. Effective grouping is most likely when teachers have adequate resources (including space, materials, and access to additional bodies). The key is teaching youngsters to work well with each other, with other resource personnel, and at times independently.

Types of Groupings

Needs-Based Grouping: **Short-term** groupings are established for students with similar learning needs (e.g., to teach or reteach them particular skills and to do so in keeping with their current interests and capabilities).

Interest-Based Grouping: Students who already are motivated to pursue an activity usually can be taught to work together well on active learning tasks.

Designed-Diversity Grouping: For some objectives, it is desirable to combine sets of students who come from different backgrounds and have different abilities and interests (e.g., to discuss certain topics, foster certain social capabilities, engender mutual support for learning).

In all forms of grouping, approaches such as cooperative learning and computer-assisted instruction are relevant, and obviously, it helps to have multiple collaborators in the classroom. An aide and/or volunteers, for example, can assist with establishing and maintaining well-functioning groups, as well as providing special support and guidance for designated individuals. As teachers increasingly open their doors to others, assistance can be solicited from tutors, resource and special education teachers, pupil services personnel, and an ever widening range of volunteers (e.g., Reading Corps tutors, peer buddies, parents, mentors, and any others who can bring special abilities into the classroom and offer additional options for learning). And, of course, team teaching offers a potent way to expand the range of options for personalizing instruction.

Exhibit

Differentiated Instruction and Making Smaller Units out of Larger Classes:
Elementary School Examples

In the Winter 2000 issue of Curriculum, the Association for Supervision and Curriculum Development provides the following descriptions of how teachers are using strategies to differentiate instruction and make smaller units out of larger classes.

"First grade teachers Gail Canova and Lena Conltey ... use supported reading activities to help young learners of various abilities strengthen reading skills. On Mondays, (they) read stories to the entire class but break the class into groups according to challenge levels for the next three days. On Fridays, the whole class reviews the story once more to measure improvements and reinforce learning. To help students of differing abilities improve writing skills, (they) have established peer tutoring groups. In the groups, children read their work aloud and help one another with spelling and editing as they create their own books." . . .

"Pat Rutz, a 1st and 2nd grade teacher ..., differentiates for avanced learners by using curriculum compacting. If some of her students have mastered the concept of place value, for example, they can pursue higher-level math work independently while she works with the rest of the class.... To be ready for young learners whose abilities outrun the rest of the class or who need extra help, (she) has prepared 'math boxes' that offer activities aimed above and below grade-level expectations for each math concept. During any lesson, 'everyone's doing the same work ... but at different levels of complexity." . . .

"...4th grade teacher Laurie Biser differentiates math lessons according to processes. Some work better with paper and pencils, some need manipulatives, and some learn best at the computer." For example, to account for differences related to memorizing multiplication tables, she asks students, "How do you think you could learn this best?" She finds that students choose the activities that let them learn best (e.g., using flash cards with a partner, writing, drawing, creating three-dimensional models).

"...Penny Shockly ... uses tiered assignments to engage her 5th graders at all levels of ability. When she begins the unit on perimeter, area, and volume, (she) first presents a short, hands-on lesson that defines the whole-class objective and lays the foundation for individual practice. Togther, she and the students measure various sizes of cereal boxes so that everyone is clear about definitions and processes. Then, in groups of two, students receive activity packets. The more concrete learners receive packets with worksheets that direct them to measure their own desks and classroom furniture. In this highly structured activity, students practice calculating the perimeters, areas, and volumes of things they can actually see and touch. Shockley is on hand to offer help and to extend the activity, for those who are ready, by helping students find a way to arrange the desks so that they have the smallest possible perimeter. Other students with greater abstract reasoning skills receive packets that direct them to design their own bedrooms and to create scale drawings. They also calculate the cost and number of five-yard rolls of wallpaper borders needed to decorate their rooms. From catalogs, they select furniture and rugs that will fit into their model rooms. These details provide extensive practice, beginning with such tasks as determining how many square feet of floor space remain uncovered. This open-ended assignment offers higher-ability students an opportunity to extend their learning as far as they want to take it."

Exhibit

Differentiated Instruction and Making Smaller Units out of Larger Classes:
Secondary School Examples

In the Winter 2000 issue of Curriculum, the Association for Supervision and Curriculum Development provides the following descriptions of how teachers are using strategies to differentiate instruction and make smaller units out of larger classes.

Middle school teacher Wendy Raymond ". . . asks her students to select one of 30 thematically related books .... Then she groups students who are interested in the same titles, usually about four or five students per group, and teaches them how to function as a literature circle -- students learn the roles of discussion directors, connectors (students who make connections to things in the real world), illustrators, literary luminaries (students who point out great figurative language), and vocabulary enrichers (those who identify words that most students might not know). With each new book, students regroup and jobs rotate, but each group sets its own schedule for discussions and assignments. When (they) come together for whole-class activities, they explore themes common to all of the books, followed by assignments that might require students to create their own short literary work that typifies the genre they have just studied."

Rob Frescoln, a 7th grade science teacher, has students whose reading levels range from 2nd through beyond 7th grade. "To help all his students succeed with research papers, (he) provides science texts at several reading levels and uses mixed-ability groupings. Each of five students in a mixed-ability group might research a different cell part by gathering information from books at her own reading level. Then groups split up so that all students with the same cell assignment compare notes and teach one another. Finally, students return to their original groups so that every member of each group can report to the others and learn about the other cell parts. 'It's the coolest thing in the world to see a lower ability kid teaching a higher-ability kid what he's learned,' says Frescoln."

In Michigan, 8th grade science teacher Marie DeLuca offers tiered assignments in helping her students learn the concept of density. "To start everyone off on the same foot, (she) uses an introductory lab activity that allows the whole class to compare the differing weights of identical volumes of sand and oil. The object is to determine whether a ship could carry the same amount of sand as it could oil, and how this manifests the property of density. (Then, she) assigns students an internet activity that explores the causes of the sinking of the Edmund Fitzgerald -- but at different levels of synthesis and analysis, depending on student ability. Homework assignments ask higher-ability students to design cargo boats, grade-level students to float an egg, and below-level students to determine which is more dense: a can of Classic Coke or a can of Diet Coke. They must perform a water displacement experiment to come up with the correct answer."

A high school social studies teacher, Leon Bushe uses mock trials to differentiate instruction according to interest, task, and readiness. "Dividing his class of 30 into three groups of 10, (he) gives each a court case involving a legal concept such as *beyond reasonable doubt.* Students choose whether to be lawyers, witnesses, or defendents -- whichever they feel most comfortable with. Every student has at least two roles because each trial group also serves as the jury for another trial group. To prepare for their roles, students must complete individualized reading and writing assignments, but they all learn the basics of trial by jury. One factor ... that heightens interest is that each jury deliberates in a fishbowl environment -- that is, the rest of the class gets to observe the deliberations but may not speak or interfere."

Recognizing and accommodating diversity

Diversity arises from many factors: gender, ethnicity, race, socio-economic status, religion, capability, disability, interests, and so forth. Thus, every classroom is diverse to some degree. In grouping students, it is important to do so in a way that draws on the strengths of whatever diversity is present in the classroom. For example, a multi-ethnic classroom enables teachers to group students across ethnic lines to bring different perspectives to the learning activity. This allows students not only to learn about other perspectives, it can enhance critical thinking and other higher order conceptual abilities. It also can foster the type of intergroup understanding and relationships that are essential to establishing a school climate of caring and mutual respect. In this respect, of course, the entire curriculum and all instructional activities must incorporate an appreciation of diversity, and teachers must plan in ways that make appropriate accommodations for individual and group differences.

Collaborative or team teaching

Not only can teacher collaboration benefit students, teaming with a colleague whom you like and respect can be one of the greatest boons to the teachers involved. A good collaboration is one where colleagues mesh professionally and personally. It doesn't mean that there is agreement about everything, but there must be agreement about what constitutes good teaching and effective learning.

Collaborations can take various forms. The core of the process involves two or more teachers teaming to share the instructional load in any way they feel works. Sometimes this involves:

- Parallel Teaching – team members combine their classes and teach to their strengths. This may involve specific facets of the curriculum (e.g., one teacher covers math, another reading; they cover different aspects of science) or different students (e.g., for specific activities, they divide the students and work with those to whom they relate best).

- Complementary Teaching – one teacher takes the lead with the initial lessons and another facilitates the follow-up activity.

- Special Assistance – while one team member provides basic instruction, another focuses on those students who need special assistance (more on this in Unit D).

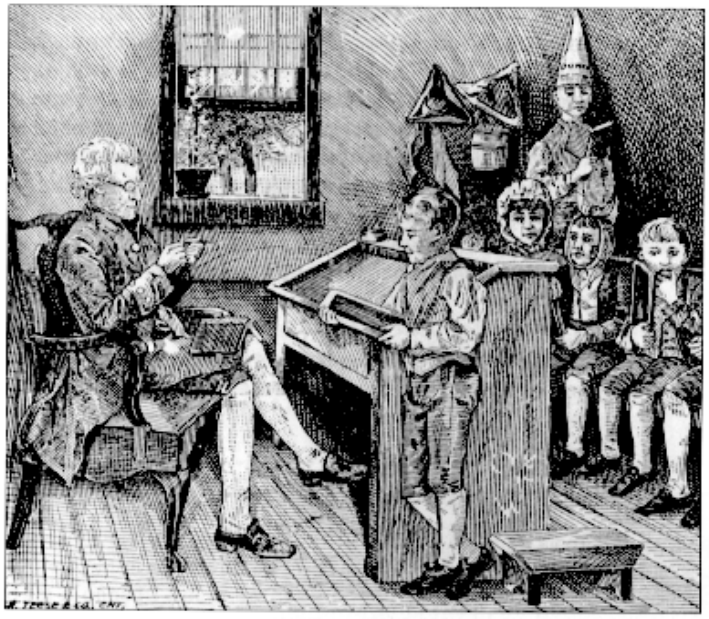
In all forms of teacher teaming, others are involved in the collaborative effort. Teachers deploy aides, volunteers, and designated students to help in creating small groupings for teaching and learning. And, with access to the Internet and distance learning, the nature and scope of collaborative teaching has the potential to expand in dramatic fashion.

Student helpers

Besides the mutual benefits students get from cooperative learning groups and other informal ways they help each other, formal peer programs can be invaluable assets. Students can be taught to be peer tutors, group discussion leaders, role models, and mentors. Other useful roles include: peer buddies (to welcome, orient, and provide social support as a new student transitions into the class and school), peer conflict mediators, and much more.

Student helpers benefit their peers, themselves, and the school staff, and enhance the school's efforts to create a caring climate and a sense of community.

Clearly, when it is done appropriately, grouping has many benefits. At a fundamental level, grouping is an essential strategy in turning classrooms with large enrollments into a set of simultaneously operating small classes. Just as it is evident that we need to turn schools with large enrollments into sets of small schools, we must do the same in the classroom everyday.



Grouping in the bad old days!

Is this what they mean when they say: We have to get back to basics?

2) The Concept of Personalized Instruction

We have already introduced the concept of the match as applied to teaching (meeting learners where they are – in terms of both their motivation and capabilities). This also is referred to as the problem of "fit." For the most part, any of us can only approximate an *optimal* match. When we teach, we strive to design instruction that is a close enough fit for good learning. The best approximation probably is achieved through personalized instruction.

Even in the best classrooms, there can be a serious mismatch (a very poor fit), which results in students not learning what they are taught. As discussed in Part I, many factors can produce such a mismatch. Indeed, the possibilities are so extensive it is hardly surprising we all have occasions when learning is a problem.

When a teacher finds it difficult to create an appropriate match for any given student over many days, significant learning problems develop. With the learning problems comes emotional overlay and often behavior problems. It doesn't take long for a teacher to realize which students need special assistance.

a) Defining Personalization

For some time, efforts to improve the match for learning in the classroom have revolved around the concepts of individualized or personalized instruction. The two concepts overlap in their emphasis on developmental differences. Indeed, the major thrust in most *individualized* approaches is to account for individual differences in developmental capability. *Personalization*, however, is defined as the process of accounting for individual differences in both capability and motivation.

For motivated learners, either individualized or personalized instruction can be quite effective in helping learners attain their goals. Sometimes all that is needed is to provide the opportunity to learn. At other times, teaching facilitates learning by leading, guiding, stimulating, clarifying, and supporting. Both approaches require knowing when, how, and what to teach and when and how to structure the situation so students can learn on their own.

For students with learning, behavior, and emotional problems, motivation for classroom learning often has become a problem. In such cases, motivation is a primary consideration, and the concept of personalization provides the best guide to practice (and research).

Personalization needs to be understood as a psychological construct. From a motivational perspective, the *learner's perception* is a critical factor in defining whether the environment is a good fit. Given this, the key to a good match is ensuring learning opportunities are *perceived by learners* as good ways to reach their goals. And, therefore, a basic assessment concern is that of eliciting learners' perceptions of how well teaching and learning environments match both their interests and abilities.

In Unit A, we outlined the underlying assumptions and major program elements of personalized programs (Adelman & Taylor, 1993, 1994). Properly designed and carried out, such programs can reduce the need for special assistance. That is, matching motivation and developmental capability can be a sufficient condition for learning among youngsters whose difficulties are not due to interfering internal factors, such as a true disability.

Personalizing regular classroom programs also can improve the effectiveness of prevention, inclusion, mainstreaming, and prereferral interventions. In such classrooms, personalization represents a regular classroom application of the principle of least intervention needed (which encompasses the concept of "least restrictive environment").

b) Enhancing Motivation is a Core Concern

For motivated learners, facilitating learning is a fairly straight forward matter. The focus is on helping establish ways for learners to attain their goals by maintaining and possibly enhancing their motivation so that they learn effectively, efficiently, and with a minimum of negative side effects. Although the process involves knowing when, how, and what to teach, it also involves knowing when and how to structure the situation so that people can learn on their own.

> *Sometimes all that is needed is to help clear the external hurdles to learning. At other times, facilitating their learning requires leading, guiding, stimulating, clarifying, and supporting.*

Matt and Jerry both are in Mr. Phillips' class. Jerry may not say so in so many words, but the class seems to fit him very well. He likes most of what he does in class each day, and he finds it just challenging enough (not too easy and not too hard). All indications suggest he experiences the situation as a good match motivationally and developmentally. And, this should continue as long as the situation changes in ways that reflect his ongoing learning and development.

Matt finds few things to like about the class. Although the teacher planned remedial activities that Matt is able to do rather easily, they don't interest him. He is bored and feels unhappy. From his perspective, the learning environment is not a good one.

By now it should be evident that, at its core, personalized instruction is about attending as much to motivational differences as to differences in capabilities. Indeed, there are instances when the primary focus is on motivation. For this reason and because the practices used in too many schools still reflect a limited appreciation of human motivation, we need to reiterate and build on ideas we touched upon in Unit B.

No one has control over all the important elements involved in facilitating learning. Teachers and other school staff actually affect a small portion of the various environments in which learning occurs (e.g., classrooms, school, home, and neighborhood). Because this is so, it is essential that teachers and support staff begin with an appreciation of what is likely to affect a student's positive and negative motivation to learn. The following points warrant particular attention:

(1) *Optimal performance and learning require motivational readiness.*

Readiness is understood in terms of offering stimulating environments where learning can be perceived as vivid, valued, and attainable.

Motivation is a key antecedent condition in any learning situation. It is a prerequisite to student attention, involvement, and performance. Poor motivational readiness may be a cause of poor learning and a factor maintaining learning, behavior, and emotional problems. Thus, strategies are called for that can result in a high level of motivational readiness (including reduction of avoidance motivation) so students are mobilized to participate.

(2) *Motivation represents both a process and an outcome concern.*

Individuals may value learning something, but may not be motivated to pursue the processes used. Many students are motivated to learn when they first encounter a topic but do not maintain that motivation.

Processes must elicit, enhance, and maintain motivation so that students stay mobilized. Programs must be designed to maintain, enhance, and expand intrinsic motivation for pursuing current learning activities and also for involving students in learning activities that go beyond the immediate lesson and extend beyond the schoolhouse door.

Negative motivation and avoidance reactions and any conditions likely to generate them must be circumvented or at least minimized. Of particular concern are activities students perceive as unchallenging, uninteresting, overdemanding, or overwhelming. We all react against structures that seriously limit our range of options or that are overcontrolling and coercive. Examples of conditions that can have a negative impact on a person's motivation are sparse resources, excessive rules, and a restrictive day-in, day-out emphasis on drill and remediation.

Students with learning, behavior, and/or emotional problems usually have extremely negative perceptions of and avoidance tendencies toward teachers and activities that look like "the same old thing." Major changes in approach must be made if such students are to change these perceptions. Ultimately, success may depend on the degree to which the students view the adults at school and in te classroom as supportive, rather than indifferent or controlling and the program as personally valuable and obtainable.

(3) *School staff not only need to try to increase motivation – especially intrinsic motivation – but also to avoid practices that decrease it.*

Although students may learn a specific lesson (e.g., some basic skills) at school, they may have little or no interest in using newly acquired knowledge and skills outside of the classroom.

Increasing intrinsic motivation requires focusing on students' thoughts, feelings, and decisions. In general, the intent is to use procedures that can reduce negative and increase positive feelings, thoughts, and coping strategies. With learning and behavior problems, it is especially important to identify and minimize experiences that maintain or may increase avoidance motivation. Of particular concern is the need to avoid overreliance on extrinsics to entice and reward since such strategies can decrease intrinsic motivation.

The point is to enhance stable, positive, intrinsic attitudes that mobilize ongoing pursuit of desired ends in the classroom, throughout the school, and away from school. Developing intrinsic attitudes is basic to increasing the type of motivated practice, for example reading for pleasure, that is essential for mastering and assimilating what has just been learned.

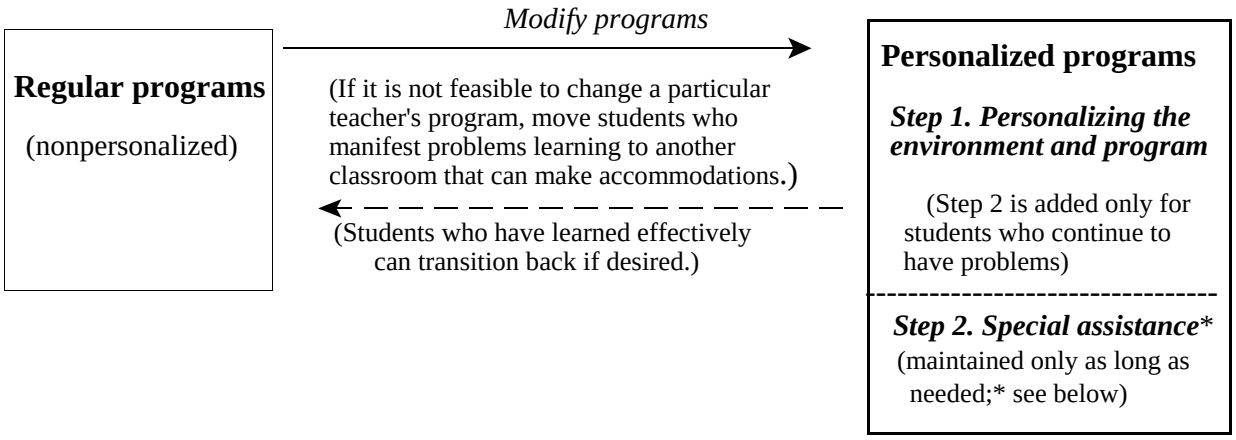
Clearly, personalization's emphasis on motivation has fundamental intervention implications. In particular, it calls for offering a broad range of content, outcomes, and procedural *options*, including a personalized structure to facilitate learning. With real options comes real opportunities for *involving learners in decision making*. The focus on motivation also stresses the importance of developing nonthreatening ways to provide *ongoing information about learning and performance*. We have more to say about these matters later in this unit.

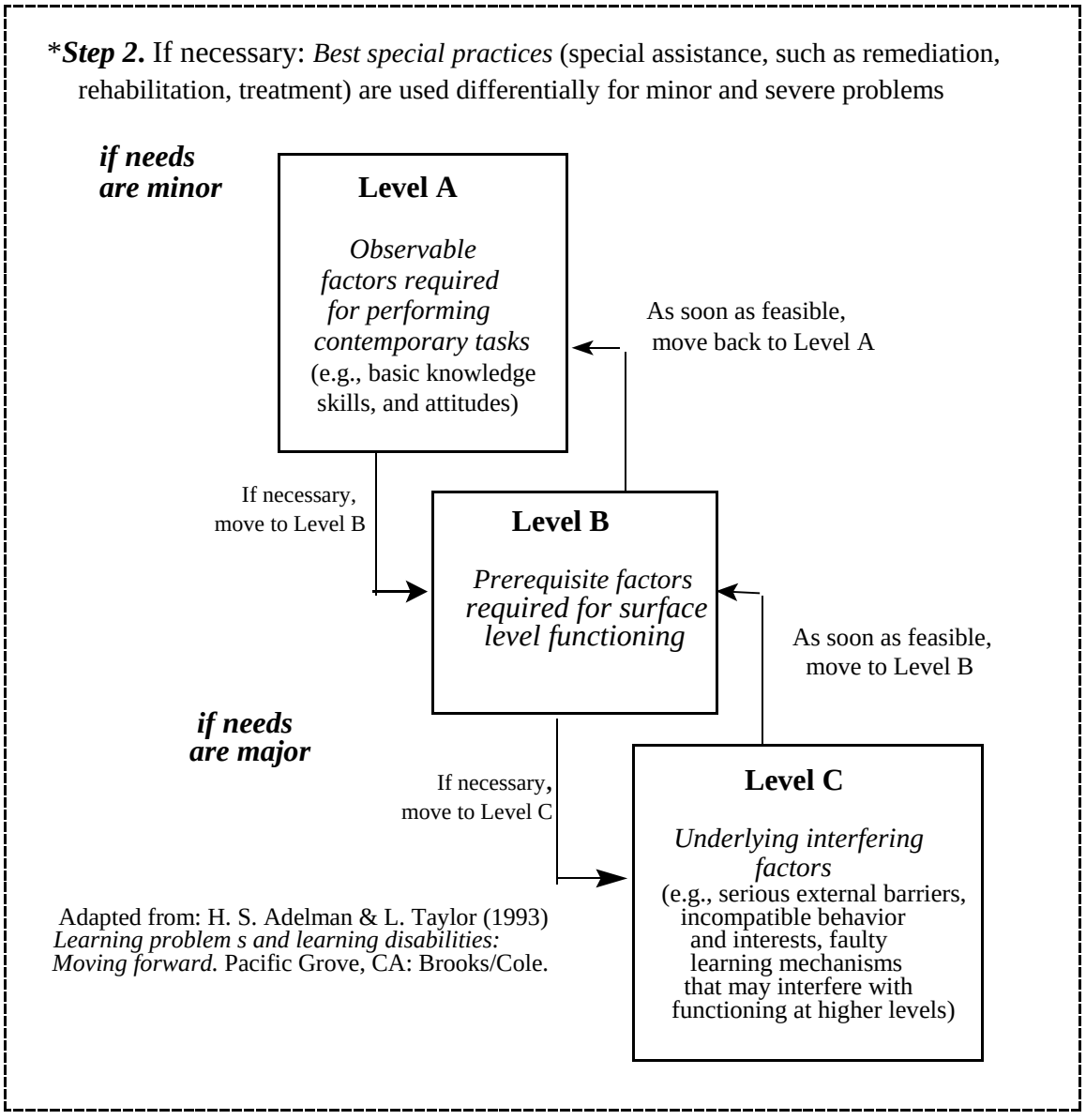
c) Personalization First; Add Special Assistance If Necessary

As indicated in Module I, a sequential and hierarchical framework can guide efforts to provide a good match and determine the least intervention needed for individuals with learning and behavior problems (the figure is repeated in this unit for ease of access).

As can be seen in the figure, the first step focuses on changing regular classrooms if they are not designed to personalize instruction. The changes are meant to create a caring context for learning and introduce personalized instruction so that the program is highly responsive to learner differences in motivation and development. With this in place, the next step involves providing special assistance as needed. That is, step 2 is introduced only if learners continue to have problems. As outlined, this second step involves three levels. These are discussed in the unit.

Learning Sequence and Levels





2) Some Key Features of a Personalized Classroom

While the framework looks linear, we all know that learning is an ongoing, dynamic, and transactional process. As students change, we must recognize the changes and ensure practices are a good match. We view this in terms of a set of procedural objectives.

For example, a primary procedural objective in teaching is to establish and maintain an appropriate working relationship with students. This is done by creating a sense of trust and caring, open communication, and providing support and guidance as needed. A basic aspect is clarifying the purpose of learning activities and processes (especially those designed to help correct specific problems) and why processes will be effective.

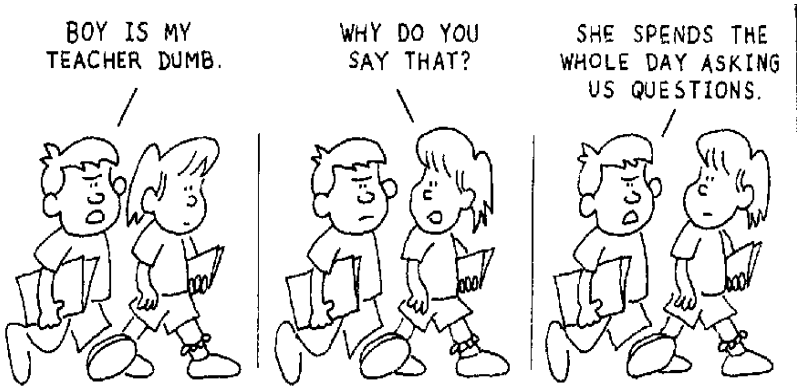
Examples of other procedural objectives are to

- clarify the nature and purpose of evaluative processes and apply them in ways that deemphasize feelings of failure (e.g., explaining to students the value of feedback about learning and performance; providing feedback in ways that minimize any negative impact)

- guide and support motivated practice (e.g., by suggesting and providing opportunities for meaningful applications and clarifying ways to organize practice);

- provide opportunities for continued application and generalization (e.g., so learners can pursue additional, self-directed learning in the area or can arrange for additional support and direction).

Classroom teaching, of course, requires focusing on more than one procedure at a time. In general, procedures and content are tightly interwoven means to an end. And, with advanced technology (e.g., computers, video), many new means are available for blending content and process into personalized activities.



3) Providing Personalized Structure for Learning

In talking about classroom structure, some people seem to see it as all or nothing – structured or unstructured. The tendency also is to equate structure simply with limit setting and social control. Such practices tend to produce vicious cycles. The emphasis on control can have a negative impact on students' motivation (e.g., producing psychological reactance), which makes it harder to teach and control them. As long as students do not value the classroom, the teacher, and the activities, poor learning and inappropriate behavior are likely outcomes. This increasingly can lead school staff to push, prod, and punish. Such a cycle results in the whole enterprise of schooling taking on a negative tone for students and staff.

The view of structure as social control is particularly prevalent in responding to student misbehavior. In such cases, it is common for observers to say that youngsters need "more structure." Sometimes the phrase used is "clearer limits and consequences," but the idea is the same. Youngsters are seen as being out of control, and the solution – more control.

Most teachers wish it were that easy. Obviously, it is not possible to facilitate the learning of youngsters who are out of control. Also obvious is the reality that some procedures used to control behavior interfere with efforts to facilitate learning. A teacher cannot teach youngsters sent out of the classroom or suspended from school; students may be less receptive to the teacher upon returning to class.

In general. efforts to use external means to control behavior (e.g., isolating students in a "time out" situation, sending them for discipline) are incompatible with developing working relationships that facilitate learning. Using the term *structure* to describe extreme efforts to control behavior fails to recognize that the objective is to facilitate learning and performance, not just control behavior.

Good teaching involves a definition of structure that goes well beyond how much control a teacher has over students. Structure must be viewed as *the type of support, guidance, and direction provided the learner, and encompasses all efforts to clarify essential information – including communication of limits as necessary.*

Structure can be *personalized* by varying it to match learners' current motivation and capabilities with respect to specific tasks and circumstances.

The type and degree of structure offered should vary with the learner's needs at the moment. It is important to allow students to take as much responsibility as they can for identifying the types and degree of structure they require. Some activities can be pursued without help, and should be, if the learner is to attain and maintain independence. Other tasks require considerable help if learning is to occur. A personalized approach to structure enables students to take as much responsibility as they are ready for. Some students request a great amount of direction; others prefer to work autonomously. Some like lots of help on certain tasks but want to be left alone at other times. Although teachers are the single most important source of support and guidance in classrooms, aides, other students, and volunteers all can help approximate the ideal of varying structure to meet learners' needs.

Good support and guidance in the classroom allows for active interactions between students and their environment, and these interactions are meant to lead to a relatively stable, positive, ongoing working relationships. How positive the relationships are depends on how learners perceive the communications, support, guidance, direction, and limit setting.

In providing communication, it is important not only to keep students informed but also to interact in ways that consistently convey a sense of appropriate and genuine warmth, interest, concern and respect. The intent is to help students "know their own minds," make their own decisions, and at the same time feel that others like and care about them. Obviously, if the interactions are perceived negatively, motivation for classroom learning is affected and what may evolve in place of a positive working relationship is avoidance behavior and poor working relationships.

Figuring out the best way to provide personalized structure is one of the most important problems a teacher faces in building working relationships with students. The problem is how to make the structure neither too controlling nor too permissive. Good schools do not want to create an authoritarian atmosphere, and no one working a school wants to be pushed around. Most school staff find that a positive working relationship requires mutual respect; a warm working relationship requires mutual caring and understanding.

Personalizing classroom structure involves providing a great deal of support and guidance for students when they need it and averting a classroom climate that is experienced by students as tight and controlling. For instance, it is clear that when students misbehave, staff must respond immediately – but the emphasis needs to be on enhancing personalized structure rather than simply on punishment. Yes, the students have gone beyond allowable limits; there must be some logical and reasonable consequence. At the same time, a focus simply on reemphasizing limits (e.g., the rules) and enforcing them is counterproductive. Such situations must be handled in ways that do not increase student disengagement with school learning; even better, the goal is to enhance engagement. This requires responding in the most positive and matter-of-fact way.

The process begins by enhancing the amount of support, guidance, and direction provided in ways that keep students focused on learning. As discussed later in the unit, volunteers, aids, or student support staff can be used to positively engage disruptive students at the first sign of problems. Then, as soon as feasible, offending students can be encouraged to dialogue about *why* the misbehavior occurred and what needs to be done to prevent future occurrences (including decisions about consequences now and in the future). The message is: *We all make mistakes at times; we just need to find a way to make things better.* The tone is: *We can still respect and like each other and work together after we do a bit of problem solving.* (Unit D provides further discussion about responding to behavior problems.)

With respect to staff-student communication in general, it is important not only to keep students informed but also to interact in ways that consistently convey a sense of appropriate and genuine warmth, interest, concern and respect. The intent is to help students "know their own minds," make their own decisions, and at the same time feel that others like and care about them.

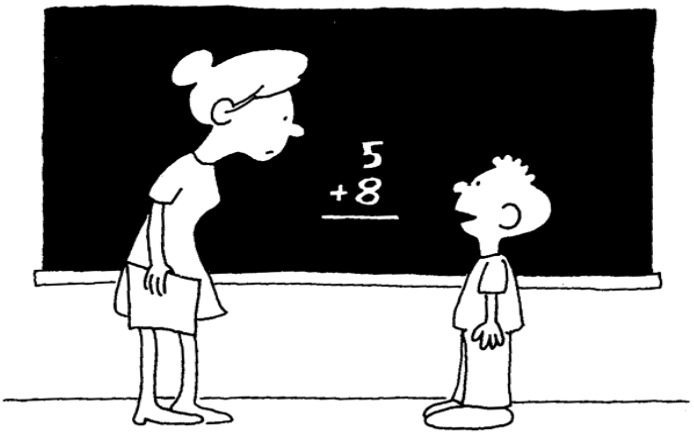
A personalized approach encourages students to take as much responsibility as they can for identifying the types and degree of structure they require. Some request a great amount of support and guidance; others prefer to work autonomously. Some like lots of help on certain tasks but want to be left alone at other times. Many activities can be pursued without help, and should be, if the learners are to attain and maintain independence. Other tasks require considerable help if learning is to occur. Although teachers currently are the primary source of support and guidance in classrooms, new directions for student support call for student support staff teaming with teachers. Such personnel would be invaluable in training aides, other students, and volunteers to provide special support and guidance so that classroom structure can be varied to meet learners' needs.

When a continuum of structure is made available and students are able to indicate their preferences, the total environment appears less confining. The main point of personalizing structure is to provide a high level of support and guidance for students when they need it and to avoid creating a classroom climate that is experienced by students as tight and controlling. Such an approach is a great aid in establishing positive working relationships and provides a basis for turning big classes into smaller units.

Stop, think, discuss

Ask several people you know what they think the term *well-structured classroom* means.

Note how their definitions differ from yours.



GOSH, MRS. THOMPSON, I WAS READY TO LEARN MATH YESTERDAY. TODAY I'M READY TO LEARN TO READ.

a) Options and Learner Decision Making

From a motivational perspective, a basic instructional concern is the way in which students are involved in making decisions about options. Decision-making processes can lead to perceptions of coercion and control or to perceptions of real choice (being in control of one's destiny, being self-determining). Such differences in perception can affect whether a student is mobilized to pursue or avoid planned learning activities or outcomes.

People who have the opportunity to make decisions among valued and feasible options tend to be committed to follow through. In contrast, people who are not involved in decisions often have little commitment to what is decided. If individuals disagree with a decision that affects them, they may also react with hostility.

Thus, decision-making processes that affect perceptions of choice, value, and probable outcome are essential to programs focusing on motivation. Optimally, teachers hope to maximize perceptions of having a choice from among personally worthwhile options and attainable outcomes. At the very least, they want to minimize perceptions of having no choice, little value, and probable failure (Aregalado, Bradley, & Lane, 1996; Passe, 1996).

> In Ms. Hopkins classroom, David, Maria, James, and Matt all have reading problems David refuses to have anything to do with reading. Maria wants to improve her reading, but on most days she just doesn't like any of the materials she is given. James indicates he will read about science but nothing else. Matt will try anything if someone will sit and help him with the work.

Students differ in important ways with respect to topics and procedures that currently interest or bore them. Clearly, motivation is a primary consideration in facilitating the learning of David, Maria, James, and Matt. As we have stressed, the place to start generally involves expanding the range of options related to content, processes, outcomes, and support so that these youngsters perceive classroom activity as a good fit with what they value and believe than can do.

Every teacher knows the value of variety. For students with learning and behavior problems, more variety seems necessary than for those without problems. Moreover, among those with problems are a greater proportion of individuals with avoidance or low motivation for learning at school. For these individuals, few currently available options may be appealing.

How much greater the range of options needs to be depends mainly on how strong avoidance tendencies are. In general, however, initial strategies involve expansion of the range of learning options, with a primary emphasis on areas in which the student has made personal and active decisions. And, initially, re-engaging such students in classroom learning almost always requires accommodation of a wider range of behavior than usually is tolerated.

For students who seem impulsive and easily distracted, enhancing options and decision making are key to determining whether the problem is mostly motivational. True learning disabilities and ADHD should only be diagnosed when a student is well-motivated to learn and perform and is unable to stay focused. We discuss all this in more detail in the next unit.

b) Turning Homework into Motivated Practice

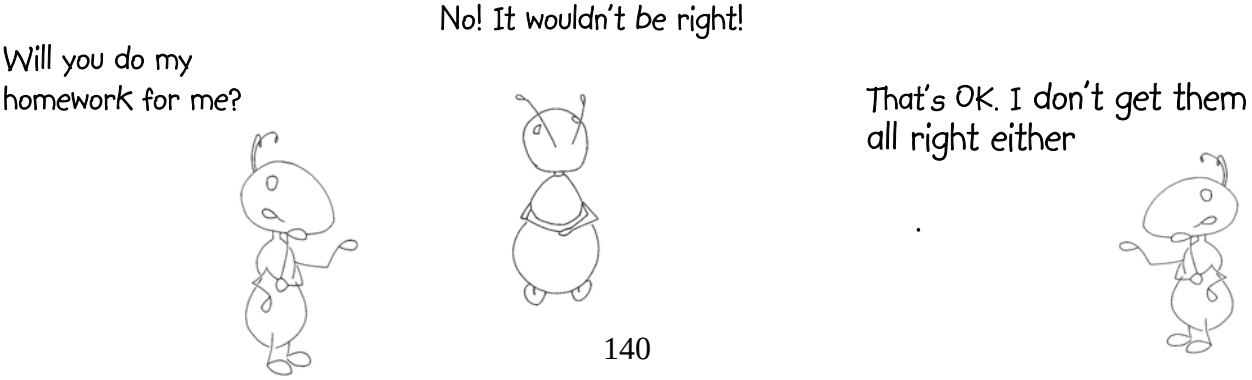
Most of us have had the experience of wanting to be good at something such as playing a musical instrument or participating in a sport. What soon learned that becoming good at it meant a great deal of practice, and practicing often wasn't fun. In the face of this fact, many of us turned to other pursuits. In some cases, individuals are compelled by parents to labor on, and many of these sufferers grow to dislike the activity. (A few, of course, later may commend their parents for pushing them, but be assured these are a small minority. Ask your friends who were compelled to practice the piano.)

Becoming good at reading, mathematics, writing, and other academic pursuits requires practice outside the classroom. This, of course, is called *homework*. Properly designed, homework can benefit students. Inappropriately designed homework can lead to avoidance, parent-child conflicts, teacher disapproval, and student dislike of various arenas of learning. Well-designed homework involves assignments that emphasize motivated practice.

As with all learning processes that engage students, motivated practice requires designing activities students perceive as worthwhile and do-able with an appropriate amount of effort (National Research Council and the Institute of Medicine, 2004). In effect, the intent is to personalize in-class practice and homework. This does not mean every student has a different practice activity. Good teachers quickly learn what their students find engaging and can provide three or four practice options that will be effective for most students in a class. Motivated practice is especially important in helping students overcome learning and behavior problems. Students with reading deficits, for example, are unlikely to overcome deficits and become good readers if they do not practice.

Facilitating motivated practice, minimally, requires establishing a variety of task options that are potentially challenging – neither too easy nor too hard. However, as we have stressed, the processes by which tasks are chosen must lead to perceptions on the part of the learner that practice activities, task outcomes, or both are worthwhile, especially as potential sources of personal satisfaction.

The examples in the following Exhibit illustrate ways in which activities can be varied to provide for motivated learning and practice. Because most people have experienced a variety of reading and writing activities, the focus here is on other types of activity. Students can be encouraged to pursue such activity with classmates and/or family members. Friends with common interests can provide positive models and support that enhance productivity and even creativity.



Exhibit

Homework and Motivated Practice

Learning and practicing by

(1) doing

- using movement and manipulation of objects to explore a topic (e.g., using coins to learn to add and subtract)
- dramatization of events (e.g., historical, current)
- role playing and simulations (e.g., learning about democratic vs. autocratic government by trying different models in class; learning about contemporary life and finances by living on a budget)
- actual interactions (e.g., learning about human psychology through analysis of daily behavior)
- applied activities (e.g., school newspapers, film and video productions, band, sports)
- actual work experience (e.g., on-the-job learning)

(2) listening

- reading to students (e.g., to enhance their valuing of literature)
- audio media (e.g., tapes, records, and radio presentations of music, stories, events)
- listening games and activities (e.g., Simon Says; imitating rhymes, rhythms, and animal sounds)
- analyzing actual oral material (e.g., learning to detect details and ideas in advertisements or propaganda presented on radio or television, learning to identify feelings and motives underlying statements of others)

(3) looking

- directly observing experts, role models, and demonstrations
- visual media
- visual games and activities (e.g., puzzles, reproducing designs, map activities)
- analyzing actual visual material (e.g., learning to find and identify ideas observed in daily events)

(4) asking

- information gathering (e.g., investigative reporting, interviewing, and opinion sampling at school and in the community)
- brainstorming answers to current problems and puzzling questions
- inquiry learning (e.g., learning social studies and science by identifying puzzling questions, formulating hypotheses, gathering and interpreting information, generalizing answers, and raising new questions)
- question-and-answer games and activities (e.g., twenty questions, provocative and confrontational questions)
- questioning everyday events (e.g., learning about a topic by asking people about how it effects their lives)

Research on motivation indicates that one of the most powerful factors keeping a person on task is the expectation of feeling some sense of satisfaction when the task is completed. Task persistence results, for example, from the expectation that one will feel smart or competent while performing the task or at least will feel that way after the skill is mastered.

Within some limits, the stronger the sense of potential outcome satisfaction, the more likely practice will be pursued even when practice activities are rather dull. The weaker the sense of potential outcome satisfaction, the more the practice activities must be inherently motivating.

One other point: The most motivated practice stems from a desire to use what one has learned. The reason so many people are good readers probably has less to do with specific teaching approaches than with the fact that they were motivated to read at home. In contrast, youngsters who have reading problems have difficulty overcoming their deficits because their motivation for reading has been dampened, and they do not pursue reading away the classroom. A problem with overrelying on extrinsic motivators in providing special reading assistance to such youngsters is that such strategies don't seem to enhance their intrinsic motivation for reading. As a consequence, they may learn to read 20 new words and various other skills at school and still not go home and use what they have learned, other than perhaps to do some assigned homework task. The result is they are unlikely to become good readers.

The idea of motivated practice is not without its critics.

> *I don't doubt that students would prefer an approach to homework that emphasized motivated practice. But – that's not preparing them properly for the real world. People need to work even when it isn't fun, and most of the time work isn't fun. Also, if a person wants to be good at something, they need to practice it day in and day out, and that's not fun! In the end, won't all this emphasis on motivation spoil people so that they won't want to work unless it's personally relevant and interesting?*

We believe that a great deal of learning and practice activities can be enjoyable. But even if they are not, they can be motivating if they are viewed as worthwhile and experienced as satisfying. At the same time, we do recognize that there are many things people have to do in their lives that will not be viewed and experienced in a positive way. How we all learn to put up with such circumstances is an interesting question, but one for which psychologists have yet to find a satisfactory answer. It is doubtful, however, that people have to experience the learning and practice of basic knowledge and skills as drudgery in order to learn to tolerate boring situations.

Also in response to critics of motivated practice, there is the reality that many students do not master what they have been learning because they do not pursue the necessary practice activities. Thus, at least for such individuals, it seems essential to facilitate motivated practice.

c) Conferencing as a Key Process

The ability to talk *with* rather than *at* a student is critical for successful teaching. Talking *with* involves a true dialogue – which, of course, depends on each participant truly listening to and hearing the other. Personalized instruction is built on a base that appreciates what each student is thinking and feeling, and carrying on an ongoing dialogue with students offers the best opportunity to learn about such matters.

The mechanism for carrying on dialogues often is called a *conference*. However, the term does not convey the full sense of what is involved and, at times, is interpreted in ways contrary to the meaning used here. From a motivational perspective, conferences should be nurturing experiences designed to give, share, and clarify useful information as the teacher or a team member and a student plan the next steps for learning and teaching.

Conferences provide a time and context for

- exploring progress and problems
- clarifying and sampling options for pursuing next steps for learning and solving problems
- mutual planning and decision making
- modifying previous decisions whenever necessary.

The importance of the dialogue as a two-way process cannot be over-emphasized. A conference should be a time for persons to say what they need, want, and are hoping for from each other. When problems exist, time should be devoted to problem solving. Conferences vary in length, depending first on how much time is available and second how much time is needed by a specific student.

Even when a teacher or team member can carve out time, one conference often is insufficient for arriving at a full-blown plan and related decisions. Therefore, the process is ongoing and not always done in a formal manner. Indeed, some of the best dialogues are spontaneous (e.g., occur when a teacher or team member takes time to sit down next to a student during class for an informal chat). For some students, several informal chats need to occur each day backed up by a formal conference every few days. Such impromptu conferences are particularly feasible when the classroom is designed to maximize use of small group and independent learning activities.

Some students like to keep *dialogue journals* as an aid for conferencing. Usually, a dialogue journal is a bound composition book in which the student carries on a conversation with the teacher or a team member. They write each other in a direct and informal manner about matters of mutual concern relevant to making learning in the classroom better. This mechanism not only can facilitate communication, it provides motivated practice related to writing and reading. And, as with face-to-face conferences, it encourages self-evaluation and critical reflection.

A few ideas and guidelines for conferencing are presented in the Exhibit below.

Exhibit

Some Guidelines for Conferencing

Scheduling: Each day the teacher or another team member can plan to meet formally with about five individuals. The list for the day is generated as a combination of students who request a meeting and students with whom the staff asks to meet. Sometimes a decision may be made to hold a group conference when the focus is on matters that can benefit from a group discussion. Students are asked to sign-up for specific times and to take responsibility for preparing for and coming to the designated place for the conference.

Another variation, particularly for secondary level, uses a "conferencing teacher" for a group of students. Every teacher and student support staff member are assigned a set of students. They conference with these students every two weeks to review how their entire schedule is working out, review work samples (portfolios), and record progress.

Involving Parents. Periodically, staff-student conferences should involve parents or parent surrogates. Here, too, care must be taken to ensure true dialogues take place and that mutual sharing, planning, and decision making are intended. These conferences can take place at designated times and as needed. Because face-to face conferences are costly and difficult to arrange, phone and email exchanges need to become the rule rather than the exception. Although not always feasible, conferences with family members should include the student. Indeed, a good idea is that of student-led parent-staff conferences.

Some Process Guidelines

- Start out on a positive note: Ask about what the student currently likes at school and in the class and clarify areas of strength. (During first conferences, ask about outside interests, hobbies, areas of success.)
- In exploring current progress, be certain to ask the student about the reasons for their successes.
- In exploring current problems, be certain to ask the student about the reasons for the problems (including what aspects they don't like about school and the class). Clarify details about these matters (e.g. Are assignments seen as too hard? Is the student embarrassed because others will think s/he does not have the ability to do assignments? Are the assignments not seen as interesting? No support at home? Are there problems with peers or at home?)
- When necessary, use some of the time to analyze academic abilities and learning styles (e.g., listen to the student read aloud, review and discuss the work in a student's portfolio).
- Explore what the student thinks can be done to make things better (e.g., different assignments, extra support from a volunteer/peer, etc.).
- Arrive at some mutual agreements that the student values and expects to be able to do with a reasonable amount of effort.

Participating in conferences can enhance a student's feelings of competence, self-determination, and connectedness to the schools staff. Conferencing is pivotal in enhancing student engagement and re-engagement in learning. Through talking with a student, a teacher or team member can convey a sense of positive regard and gain a richer understanding of the status and bases for a student's current levels of motivation and capability. For example, dialogues yield information on motivational factors (e.g., student hopes, goals, desires, interests, attitudes, preferences, expectations, concerns) which should be considered in all planning. Dialogues also provide other information about who the student is as an individual (e.g., personal and family background and/or current life events that have relevance to current behavior and learning).

Properly conducted conferences convey positive regard, valuing of the student's perspective, and belief that the student should play a meaningful role in defining options and making decisions. Conferences also are one of the best contexts for providing feedback in a nurturing way and for conveying the staff's sincere desire to help the student succeed.

See Exhibit on next page with respect to student-led conferences.

Exhibit

Student-Led Parent-Teacher Conferences

The intent of student-led parent conferences is to enhance the value of such interchanges. Rather than pro forma discussions of the student's progress and/or problems, the emphasis is on creating a forum for a student to share her experiences and work at school and engage her parents and teachers in a discussion of next steps.

Ideally, the student plans, prepares, conducts and evaluates the conference. This may include writing an invitation to family members and helping to ensure the meeting site is in order. Obviously, all this requires taking time to teach the student the skills involved (including providing time for role playing practice sessions).

The roles of the teacher in such conferences varies from participating in the conference when it is the only one scheduled to rotating from conference to conference when several are scheduled at the same time.

Optimally, student-led conferences enable a student to brag a bit and to take responsibility for what s/he is doing at school. The conference can range from discussion of grades and work habits and a review of a portfolio of her work to establishing goals for the next month. Properly done, the discussion can enhance a student's ability to organize, communicate openly and honestly, engage family members in a dialogue, and self-evaluate. It can also encourage increased family attendance at conferences.

Good teaching is not easy. With respect to differentiated instruction, Patricia Woodin-Weaver states:

> *There's no question that it's a big challenge, but there's no bigger challenge than trying to insert kids in a one-size-fits-all [classroom] and then having to deal with the spillover of emotional and behavioral reactions. If kids are not in a place where they can learn, they let us know loud and clear.*

Or as one wag has put it: *"Kids would rather look bad than stupid!"*

d) Assessment to Plan; Feedback to Nurture

Assessment is used for a variety of purposes in schools. It is used to screen and identify those who need special assistance; it is used to help make decisions about a special placement for a student; it is used to evaluate programs and personnel. But, from a teaching perspective the main use is to help plan instruction and provide feedback in ways that enhance learning.

Planning instruction

Different views about how to design instruction for specific learners lead to divergent assessment plans. For instance, from the perspective of personalized instruction, student assessments inadequately address motivation and lead to faulty instructional planning.

To clarify the point, *individualization* typically emphasizes detecting a student's deficiencies by monitoring daily performance on learning tasks and then modifying instruction to address the deficiencies. In addition, some approaches, such as dynamic assessment, attempt to assess the best teaching approach for a given child. In most cases, however, a major shortcoming is the overemphasis on developmental deficiencies and the underemphasis on motivation, especially intrinsic motivation. The concept of *personalization*, which encompasses individualization, broadens the focus of assessment to include motivational considerations.

Personalization can be viewed as encompassing individualization. The concept stresses the importance of designing interventions to match not only current learner capabilities but also levels of motivation, especially intrinsic motivation. This latter emphasis is seen as critical given the degree to which intrinsic motivation can profoundly affect current, as well as long-term performance and learning. Thus, a major implication of the concept of personalization for assessment is that formal and systematic procedures are needed to address motivation.

Many experts also caution that among those not doing well in school, poor performance often is due to low motivation or high anxiety. In such cases, assessment findings are "contaminated." It is impossible to know whether failure to demonstrate an ability or skill represents a real deficiency in a particular area of development. Under such circumstances, it is easy to misprescribe what a student needs. It is, for example, not uncommon to assess a problem as due to skill deficiencies and design a program to teach “missing” skills – instead of helping overcome psychological problems interfering with performance.

Given that teachers and support staff should assess both motivation and capabilities, increasing efforts have gone into exploring how to help them do so. One direction focuses on enhancing available tools. As Shepard (1991) notes:

> *. . . a broader range of assessment tools is needed to capture important learning goals and processes and to more directly connect assessment to on going instruction. The most obvious reform has been to devise more open-*

ended performance tasks to ensure that students are able to reason critically, to solve complex problems, and to apply their knowledge in real-world contexts. . . . In order for assessment to play a more useful role in helping students learn it should be moved into the middle of the teaching and learning process instead of being postponed as only the end-point of instruction.

In terms of broadening the range of tools, she stresses inclusion of observations, interviews, open discussion ("instructional conversations"), reflective journals, projects, demonstrations, collections of student work, and students' self evaluations.

Beyond tools is the matter of how assessment is pursued. In designing instruction, assessment must reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. One of the best ways to think about pursuing such assessment is to view it as an *interactive* process. As captured by the notions of "dynamic" and "authentic"assessment, interactive assessment involves not only reviewing products, but clarifying, through observation and discussion, learners' responses to specific efforts to guide and support performance and learning. Such concepts and the traditional psychological testing idea of "testing the limits" are the genesis of recommendations for using *response to intervention* as a basis for differential diagnoses of LD and ADHD.

"Authentic" assessment also has been proposed as a special approach to assessing complex performance. The process focuses on performance-based evaluation using such tools as essays, open-ended responses, responses to computer simulations, interview data, and analyses of student journals and work that is accumulated over time in a "portfolio." The information garnered from such assessments helps to design next steps related to both what and how to teach.

And, authentic assessment has potential for enhancing the sense of partnership and trust among students and teacher and for countering many of the negative aspects of other forms of evaluating student progress.

See the Exhibit on the next page for more on authentic assessment in the classroom.

TEACHER: *Yes, Chris, what is it?*
CHRIS: *I don't want to scare you, but my Dad says if I don't get better grades someone is in for a spanking.*

Exhibit

Authentic Assessment in the Classroom

Authentic assessment (also called "performance," "appropriate," "alternative," or "direct" assessments) includes written products, solutions to problems, experiments, exhibitions, performances, portfolios of work and teacher observations, checklists and inventories, and cooperative group projects. For example: Reading among young students is readily assessed when a student reads aloud and the performance can be tape recorded for further analysis; moreover, with any student, instructional conversations and related writing activity yield data on reading comprehension and critical thinking. With respect to writing, any student's work can be gathered into a portfolio. In math, student responses to open-ended mathematics questions are used to clarify how a student thinks through a problem, thereby indicating ability to use math. For history/social studies, performance and products related to group projects provide authentic assessment data on how well concepts about history and democratic processes are being learned. Such performance and products can be analyzed in terms of strengths and weaknesses and the strategies used to learn and solve problems and judgements about learning and future instructional planning can be made with reference to subject area, student age, and prior performance.

"Authentic assessment was developed in the arts and in apprenticeship systems, where assessment has always been based on performance. It is impossible to imagine evaluating a musician's ability without hearing her sing or play an instrument, or judging a woodworker's craft without seeing the table or cabinet the student has built. It is also impossible to help a student become a better woodworker or musician unless the instructor observes the student in the process of working on something real, provides feedback, monitors the student's use of the feedback, and adjusts instruction and evaluation accordingly. Authentic assessment extends this principle of evaluating real work to all areas of the curriculum. . . .

(Authentic) assessments can be designed to closely follow the curriculum. They provide continuous, qualitative data that can be used by teachers to help instruction. They can be used by students, who can learn to assume responsibility for their portfolios and records and thereby engage in regular self analysis of their work and progress. They provide a direct measure of achievement and therefore are worth the time spent preparing for and doing them. They also encourage an intelligent, rich curriculum rather than the dumbed-down, narrow curriculum fostered by teaching to and coaching for multiple-choice tests.

From "Authentic Assessment of Educational Achievement" a FastFacts excerpted from the FAIRTEST Examiner, The National Center for Fair & Open Testing (1991). http://www.uncg.edu/edu/ericcass/achieve/docs/auth_ass.htm

Response to Intervention

This latest incarnation of dynamic or interventionist assessment is finding its way into schools with a significant push from the federal government. Properly conceived and implemented, the strategy is expected to improve the learning opportunities for many students and reduce the number who are *inappropriately* diagnosed with learning disabilities and behavioral disorders.

The approach overlaps ideas about pre-referral interventions but is intended to be more systematically implemented with special attention to enhancing teacher capability to carry out "well-designed and well-implemented early intervention." The aim also is to improve assessment for determining whether more intensive and perhaps specialized assistance and diagnosis are required. (It is important to emphasize that the tactic involves specific and well-monitored plans for "identified" students and is not to be used as a delaying tactic related to getting students the interventions they need.)

Response to Intervention has the potential to build teacher capacity so that similar problems are prevented in the future. Implied in all this is that someone is working to ensure (1) classroom teachers have or are learning how to implement "well-designed early intervention" in the classroom, and (2) support staff are learning how to play a role, sometimes directly in the classroom, to expand the intervention strategies if needed.

Response to Intervention calls for making changes in the classroom designed to improve the student's learning and behavior as soon as problems are noted and using the student's response to such modifications as info for making further changes if needed. The process continues until it is evident that it cannot be resolved through classroom changes alone.

Through this sequential approach, students who have not responded sufficiently to the regular classroom interventions would next receive supportive assistance designed to help them remain in the regular program, and only when all this is found not to be sufficiently effective would there be a referral for special education assessment. (If the problem proves to be severe and disruptive, an alternative setting may be necessary on a temporary basis to provide more intensive and specialized assessments and assistance.)

A core difficulty here is that of mobilizing unmotivated students (and particularly those who have become actively disengaged from classroom instruction). If motivational considerations are not effectively addressed, there is no way to validly assess whether or not a student has a true disability or disorder.

If Response to Intervention is treated simply as a matter of providing more and better instruction, it is unlikely to be effective for a great many students. However, if the strategies are understood broadly and as part and parcel of a comprehensive system of classroom and school-wide learning supports, schools will be in a position not only to address problems effectively early after their onset, but will prevent many from occurring. Such a broad-based system is needed to reduce learning, behavior, and emotional problems, promote social/emotional development, and effectively reengage students in classroom learning. This will not only reduce the numbers who are inappropriately referred for special education or specialized services, it also will enhance attendance, reduce misbehavior, close the achievement gap, and enhance graduation rates.

Response to Intervention is currently being operationalized across the country. While there will be variability in practice, the tendency is to proceed as if all that is needed is more and better instruction. Clearly, this is necessary. And, the emphasis needs to go beyond direct instruction. The key is truly personalized instruction (see below). And, because the context for this is a school, instruction must be supported by school-wide interventions focusing on enhancing supports for transitions and crisis events and home and community involvement.

But, there will be students for whom all this is insufficient. In such cases, some other forms of supportive assistance must be added to the mix – inside and, as necessary, outside the classroom. As we have stressed throughout this unit, referral for special education assessment only comes after all this is found inadequate.

To reiterate the sequential and hierarchical process involves:

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

The first emphasis is on *motivation*. Thus:

Step 1a stresses use of motivation-oriented strategies to (re)engage the student in classroom instruction. This step draws on the broad science-base related to human motivation, with special attention paid to research on intrinsic motivation and psychological reactance. The aim is to enhance student perceptions of significant options and involvement in decision making.

The next concern is *developmental capabilities*. Thus:

Step 1b stresses use of teaching strategies that account for current knowledge and skills. In this respect, the emphasis on tutoring (designated as "Supplemental Services" in Title I) can be useful if the student perceives the tutoring as a good fit for learning.

Then, if necessary, the focus expands to encompass *special assistance*. Thus:

Step 2 stresses use of special assistance strategies to address any major barriers to learning and teaching, with an emphasis on the principle of using the least intervention needed (i.e., doing what is needed, but no more than that). In this respect, the range of strategies referred to as "Prereferral Interventions" and the programs and services that constitute student/learning supports are of considerable importance. (Again, the impact depends on the student's perception of how well an intervention fits his or her needs.)

Note: Prereferral interventions identify regular classroom problems, identify the source of the problems (student, teacher, curriculum, environment, etc.), and take steps to resolve the problems within the regular classroom. See the Center's Practice Notes on Prereferral Intervention (<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/prereferral.pdf>).

Providing nurturing feedback

As anyone who has been evaluated knows, feedback can enhance one's sense of well-being, but too often it is devastating. Relatedly, when rewards and punishment are tied to feedback, they can complicate the situation greatly. In both cases, the impact can be negative (e.g., too great an emphasis on extrinsic rewards and punishment can be counterproductive to

maintaining and enhancing intrinsic motivation). For these reasons, great care must be taken in providing information on progress; procedures that may be perceived as efforts to entice and control should be avoided. As much as feasible, we emphasize success, including feedback on effectiveness in making decisions and underscore how well the outcomes match the student's intrinsic reasons for pursuing them. And, with a view to enhancing positive attitudes, feedback is conveyed in ways that nurture the student's feelings about self, learning, school, and teachers. *Handled well, the information should contribute to students' feelings of competence, self-determination, and relatedness and should clarify directions for future progress.*

A good context for providing feedback is a student conference, formal or informal. At such times, products and work samples can be analyzed; the appropriateness of current content, outcomes, processes, and structure can be reviewed; agreements and schedules can be evaluated and revised as necessary. Staff-student dialogues and group open-discussions often are the easiest and most direct way to find out learners' views of the match between themselves and the program.

Regardless of the format in which feedback is given, the point is to maintain student motivation and feelings of well-being while providing appropriate information to improve learning. For students who make many errors, this means providing support and guidance that anticipates and strives to prevent errors and also gives feedback selectively. In this last respect, the emphasis is on errors that must be reviewed because they are most relevant to planning the next instructional encounter. Others can be ignored until a later time. In all this, student self-monitoring, record keeping, and self-evaluation are especially helpful; close supervision and external rewards are used sparingly.

> *Teacher-student dialogues and group open-discussions are the easiest and most direct way to know about learners' views of the match between themselves and the program. Many students are ready to evaluate and say what's working well for them and what isn't.*

Some students, of course, have yet to develop the ability to self-evaluate to a satisfactory degree; others are motivated to make excuses, to overstate how well they are doing, or to avoid discussing the matter at all. The presence of students who have trouble with self-evaluation is not a reason to return to procedures that stress close supervision and decision-making by others. Rather, the problems these students are experiencing become an important focus for intervention.

When students are not motivated to be appropriately self- evaluative and self-directive, they need opportunities to find out how personally valuable these "basic skills" can be to them. Sometimes all they need is to feel that it's safe to say what's on their minds. If they already feel safe and just haven't acquired the skills, self-monitoring and regular record keeping provide a good framework for learning such competence.

Many students are ready to evaluate and say what's working well for them and what isn't; others need to develop the ability to do so. This is especially so for those motivated to make excuses, to overstate how well they are doing, or to avoid discussing the matter at all. The presence of students who have trouble with self-evaluation is not a reason to return to procedures that stress close supervision and unilateral adult decision-making. When students

are not motivated to appropriately self-evaluate and be self-directive, they need opportunities to find out how personally valuable these "basic skills" can be. Sometimes all they need is to feel it's safe to say what's on their minds. If they already feel safe and just haven't acquired the skills, self-monitoring and regular record keeping provide a good framework for learning such competence. (See the Exhibit below for more on evaluative feedback.)

Exhibit
Evaluative Feedback and Variations in Perception

Why do people arrive at different conclusions about progress and about the reasons for ongoing problems? Sometimes because they perceive events differently.

For example, social psychologists interested in the "attributions" people make about the causes of behavior have stressed that there are some systematic ways that people differ in their perceptions. Research has shown that there is a general tendency for observers to perceive the behavior of others in terms of internal dispositions or traits. "He failed the test because he's lazy (or stupid)." "She's a success because she works very hard (or because she's very smart)." Referring to the same actions, the people carrying out the behavior have a tendency to blame problems they experience on factors in the environment (e.g., poor teaching, hard tasks, bad luck) and to credit their successes to their effort or ability.

Why? Theorists suggest that sometimes it is because people are operating on the basis of different information. This is especially true when one person has information not available to the other, as is often the case for observers as contrasted to those who are actively involved in an event. For instance, when you do poorly on a test because you didn't have time to study, you may be the only one who knows the reason. Others may think it was because you didn't care to put in the time or that you have difficulty understanding the material. In this instance, the observers lack a key bit of information.

However, the different information affecting perceptions may also be due to the perceiver's level of competence and particular philosophical or political interests. That is, people often are selective in what they see because of their motivation or their capacity to understand.

In general, then, differences in evaluation of progress and problems may reflect differences in the information that is actually available to the decision makers or differences in what information they choose to notice and stress. Understanding such factors can be helpful.

Let's take an example.

> Matt wants to improve his spelling. From various options, he has chosen to learn five interesting words each day, which he will pick for himself from his experiences at school or at home. He agrees to bring a list of his five chosen words to school each day.
>
> On the first day, Matt shows up without his list. "I lost it," he explains. The next day, still no list. "We had to go visit my grandmother she's sick."
>
> Naturally, Ms. Evans, his teacher, is suspicious. She knows that many students with learning problems use elaborate excuses and blame everything but themselves for their poor performance. Her first thought is: Matt is telling tales. He really doesn't want to work on his spelling. He's lazy. Probably I should assign his spelling words.
>
> But then she thinks: Suppose he's telling the truth. And even if he isn't, what will I accomplish by accusing him of lying and by going back to procedures that I know were unsuccessful in working with him before. I must work with what he says and try to help him see that there are other ways to cope besides saying he will do something and then giving excuses for not following through.
>
> Ms. Evans tells Matt: "I want you to think about your program. If you don't want to work on spelling, that's O.K. Or if you want to choose another way to work on it, we can figure out a new way. I won't check up on what you do. When we meet, you can just let me know how you're doing and what help you want."
>
> Matt seemed greatly relieved by this. The next day he told Ms. Evans that he'd decided to find his five words at school each day, and he'd like some help in doing so.

e) About Instructional Techniques to Enhance Learning

As discussed above, some degree of structure is inherent in all planned activities. To enhance student engagement and guide learning and performance, teachers often want to make activities more attractive and accessible and to minimize interfering factors (factors that lead to avoidance and distraction). This is accomplished through various techniques.

Techniques alter the structure provided for an activity. The same activity can be pursued with different degrees of support and direction by varying the amount of cueing and prompting. Some variations are "built in" when an activity is developed (such as special formatting in published materials); others are added as the activity is pursued. Practice activities present a special concern because they often involve the type of drill that people find dull and prefer to avoid.

From a psychological perspective, techniques are intended to enhance

- motivation (attitudes, commitment, approach, follow-through),
- sensory intake (perceptual search and detection),
- processing and decision making (evaluation and selection), and
- output (practice, application, demonstration).

For our purposes, we group techniques into two sets: (1) techniques to enhance motivation and (2) those used to guide performance and learning. All such techniques can enhance a student's feelings of competence, self-determination, and connectedness and minimize threats to such feelings.

Using techniques to enhance motivation. The foundation for enhancing student motivation is establishing a classroom climate that students experience as caring, supportive, and interesting, and as a place where they feel competent, valued, and respected. This involves

- a degree of nurturance on the part of school staff
- creating an atmosphere that encourages exploration and change
- ensuring a sense of protection related to such exploration and change.

It also involves providing support and guidance that facilitates effectiveness.

In terms of valuing, the focus can be on intrinsics, extrinsics, or both. However, as we have stressed, care must be taken not to overrely on extrinsics. Efforts to enhance relevance (e.g., making tasks authentic, stressing their personal meaning and value) are consistent with an emphasis on intrinsic motivation, as are strategies that emphasize use of novelty to stimulate curiosity. Specific examples of techniques for use in enhancing motivation are listed in the following Exhibit.

Exhibit

Some Techniques that Nurture and Encourage Exploration for Learning

A. *Nurturing Learning* (including positive regard, acceptance and validation of feelings, appropriate reassurance, praise, and satisfaction)

Specific examples:

- eliciting and listening to problems, goals, and progress
- making statements intended to reassure students that change is possible
- increasing the number of interpersonal, but nonauthoritarian and nonsupervisary, interactions
- increasing the frequency of positive feedback and positive public recognition
- reducing criticism, especially related to performance
- avoiding confrontations

B. *Creating an Atmosphere for exploration and change* (including encouragement and opportunity)

Specific examples:

- increasing availability of valued opportunities
- establishing and clarifying appropriate expectations and "set"
- modeling expression of affect (self-disclosing) when relevant
- encouraging pursuit of choices and preferences
- reducing demand characteristics such as expanding behavioral and time limits, reducing the amount to be done

C. *Ensuring a Sense of Protection for exploration and change* (including principles and guidelines – rights and rules – to establish "safe" conditions)

Specific examples:

- reducing exposures to negative appraisals
- providing privacy and support for "risk taking"
- making statements intended to reassure learners when risk taking is not successful
- reducing exposure to negative interactions with significant others through eliminating inappropriate competition and providing privacy
- establishing nondistracting and safe work areas
- establishing guidelines, consistency, and fairness in rule application
- advocating rights through statements and physical actions

Also important, of course, are techniques that provide support and guidance to facilitate effectiveness. Such techniques are outlined in the Exhibit on the next page.

Using techniques to support and guide performance and learning. In designing curricula and instruction, techniques are used to support and guide performance and learning by enhancing *sensory intake, processing, decision making, and output.* All this is accomplished through techniques that (a) stress meaning, (b) provide appropriate structure, (c) encourage active contact and use, and (d) offer appropriate feedback. Specific examples are highlighted in the Exhibit on the next page.

The concept of *scaffolding* provides a good example of combining several techniques to guide and support student performance and learning (Hogan & Pressley, 1997). Scaffolding requires awareness of students' capabilities and cognitive and affective states of being. The objective is to create a good match with learner capabilities and motivation. Scaffolding uses explanations, invites student participation (often using a Socratic style of interaction), verifies and clarifies student understandings, models and coaches thinking processes and desired behaviors, invites students to contribute clues through use of cues and prompts, and provides feedback in ways that nurture students and encourages them to summarize what they have learned and to self-evaluate progress. Clearly, scaffolding is a tool for improving the match (enhancing "fit," working in the "zone of proximal development"), thereby enabling personalized instruction.

> *All techniques to enhance motivation and guide and support learning must be used in ways that maximize a student's feelings of competence, self-determination, and connectedness and minimize threats to such feelings. This means ensuring that teachers work closely with students whenever the need is evident, encourage cooperative group learning as indicated, and allow students to pursue learning activity independently as often as it is feasible and appropriate.*

Exhibit

Some Techniques that Help Guide and Support Learning

A. *Meaning* (including personal valuing and association with previous experiences)
Specific examples:
- using stimuli of current interest and meaning
- introducing stimuli through association with meaningful materials, such as analogies and pictorial representation of verbal concepts, stressing emotional connections
- presenting novel stimuli
- participating in decision making

B. *Structure* (including amount, form, sequencing and pacing, and source of support and guidance)
Specific examples:
- presenting small amounts (discrete units) of material and/or information
- increasing vividness and distinctiveness of stimuli through physical and temporal figure-ground contrasts (patterning and sequencing), such as varying context, texture, shading, outlining, use of color
- varying levels of abstraction and complexity
- using multisensory presentation
- providing models to emulate, such as demonstrations, role models
- encouraging self-selection of stimuli
- using prompts, cues, and hints, such as color coding, directional arrows, step-by-step directions
- using verbally mediated "self “-direction ("stop, look, and listen")
- grouping material
- using formal coding/decoding strategies such as mnemonic devices, word analysis and synthesis
- rote use of specified study skill and decision-making sequences
- allowing responses to be idiosyncratic with regard to rate, style, amount, and quality
- reducing criteria for success
- using mechanical devices for display, processing, and production, such as projectors, tape recorders, and other audio visual media, typewriters, calculators, computers
- using person resources such as teachers, aides, parents, peers to aid in displaying, processing, and producing

C. *Active contact and use* (including amount, form, and sequencing, and pacing of interaction with relevant stimuli)
Specific examples:
- using immediate and frequent review
- allowing for self-pacing
- overlearning
- small increments in level of difficulty, such as in "errorless training"
- using play, games, and other personally valued opportunities for practice
- role playing and role taking
- using formal reference aids, such as dictionaries, multiplication charts
- using mechanical devices and person resources to aid in interactions

D. *Feedback* (including amount, form, sequencing and pacing, and source of information/ rewards)
Specific examples:
- providing feedback in the form of information/rewards
- immediate feedback provided related to all processes and/or outcomes or provided on a contingency basis (reinforcement schedules or need)
- peer and/or self-evaluation
- using mechanical monitoring and scoring

4) Volunteers as an Invaluable Resource

As noted throughout and as summarized in the following Exhibit, volunteers can be a multifaceted resource in a classroom and throughout a school. For this to be the case, however, the school staff must value volunteers and learn how to recruit, train, nurture, and use them effectively. When implemented properly, school volunteer programs can enable teachers to individualize instruction, free teachers and other school personnel to meet students' needs more effectively, broaden students' experiences through interaction with volunteers, strengthen school-community understanding and relations, enhance home involvement, and enrich the lives of volunteers. In the classroom, volunteers can provide just the type of extra support teachers need for conferencing and working with students who require special assistance.

Volunteers may help students on a one-to-one basis or in small groups. Group interactions are especially important in enhancing a student's cooperative interactions with peers. One-to-one work is often needed to develop a positive relationship with a particularly aggressive or withdrawn student and in fostering successful task completion with a student easily distracted by peers.

Volunteers can help enhance a student's motivation and skills and, at the very least, can help counter negative effects that arise when a student has difficulty adjusting to school. They can be especially helpful working under the direction of the classroom teacher to establish a supportive relationship with students who are having trouble adjusting to school.

Volunteers Helping with Targeted Students

Every teacher has had the experience of planning a wonderful lesson and having the class disrupted by one or two unengaged students. Properly trained volunteers are a great help in minimizing such disruptions and reengaging an errant student. When a teacher has trained a volunteer to focus on designated students, the volunteer knows to watch for and move quickly at the first indication that the student needs special guidance and support. The strategy involves the volunteer going to sit next to the student and quietly trying to reengage the youngster. If necessary, the volunteer can take the student to a quiet area in the classroom and initiate another type of activity or even go out for a brief walk and talk if this is feasible. None of this is a matter of rewarding the student for bad behavior. Rather, it is a strategy for avoiding the tragedy of disrupting the whole class while the teacher reprimands the culprit and in the process increases that student's negative attitudes toward teaching and school. This use of a volunteer allows the teacher to continue teaching, and as soon as time permits, it makes it possible for the teacher to explore with the student ways to make the classroom a mutually satisfying place to be. Moreover, by handling the matter in this way, the teacher is likely to find the student more receptive to discussing things than if the usual "logical consequences" have been administered (e.g., loss of privileges, sending the student to time-out or to the assistant principal).

Exhibit

The Many Roles for Volunteers in the Classroom and Throughout the School

I. Welcoming and Social Support

A. In the Front Office
1. Greeting and welcoming
2. Providing information to those who come to the front desk
3. Escorting guests, new students/families to destinations on the campus
4. Orienting newcomers

B. Staffing a Welcoming Club
1. Connecting newly arrived parents with peer buddies
2. Helping develop orientation and other information resources for newcomers
3. Helping establish newcomer support groups

II. Working with Designated Students in the Classroom

A. Helping to orient new students

B. Engaging disinterested, distracted, and distracting students

C. Providing personal guidance and support for specific students in class to help them stay focused and engaged

III. Providing Additional Opportunities and Support in Class and on the Campus as a Whole

Helping develop and staff additional

A. Recreational activity

B. Enrichment activity

C. Tutoring

D. Mentoring

IV. Helping Enhance the Positive Climate Throughout the School -- including Assisting with "Chores"

A. Assisting with Supervision in Class and Throughout the Campus

B. Contributing to Campus "Beautification"

C. Helping to Get Materials Ready

Volunteers can be recruited from a variety of sources: parents and other family members; others in the community such as senior citizens and workers in local businesses; college students; and peers and older students at the school. *Schools committed to enhancing home and community involvement in schooling find that an effective volunteer program is an excellent element in their efforts to do so.*

To amplify a bit on a few of the functions outlined in the preceding Exhibit:

Tutoring. One of the most direct and effective ways to provide extra instructional assistance is through individual and small group tutoring. Volunteer tutors (including peer tutors and cross-age tutors) provide a way to make such assistance feasible on a large scale. Volunteers who are bi-lingual provide a special resource for student with limited English skills. They not only can help students with lessons but also can assist with development of English language skills, and can help the teacher communicate with family members. In the case of students tutoring other students, various benefits may accrue for the tutor in terms of enhanced knowledge, skills, attitudes, and behavior.

Planning and Implementing Instruction. As the teacher develops lesson plans and prepares instructional activities, volunteers can help gather resources and contribute any special knowledge and skills they have acquired. During class, they can help support and guide the work of small groups.

Social support. Throughout any school day and at critical times throughout the school year, students require social as well as academic support. Who needs social support? New students and their families; students who are shy; those who are uncertain about how to make friends; those who feel alienated; those experiencing temporary emotional upsets; those who misbehave; students making the transition to a new grade and classroom; students transitioning back from special education; and many others. Here, too, peer volunteers can be used. For example, trained "peer buddies" may commit to a buddy for several weeks -- eating lunch together, participating in various activities, and facilitating connections with other students.

Mentoring. It is well known that a good relationship with a caring adult is a fundamental ingredient in helping children succeed. In one form or another, all children need role models and advocates. Ideally, family members fulfill this role; teachers and others who work with young people can do so as well. To expand the range of role models and to ensure all youngsters do have an advocate, volunteers can be recruited as mentors. Mentoring is another tool in efforts to provide social support and a sense of future options and hope, develop positive behavior and skills, increase engagement in school and life, and reduce school dropout.

Few teachers have the time to recruit and train a cadre of volunteers. Teachers can work with the school administration and support service staff to set up a volunteer program for the school. Initially, a small group of volunteers can be recruited and taught how to implement and maintain the program (e.g., recruit a large pool of volunteers, help train them, nurture them, work with them to recruit replacements when they leave).

The cost of volunteer programs is relatively small compared to the impact they can have on school climate and the quality of life for students and school staff.

Concluding Comments

As a leading writer of the twentieth century, John Steinbeck (1955) was asked to address a convention of teachers. Part of what he said to them was:

> School is not easy and it is not for the most part very much fun, but then, if you are very lucky, you may find a teacher. Three real teachers in a lifetime is the very best of luck. My first was a science and math teacher in high school, my second a professor of creative writing at Stanford and my third was my friend and partner, Ed Rickets.
>
> I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. It might even be the greatest of the arts since the medium is the human mind and spirit.
>
> My three had these things in common – they all loved what they were doing. They did not tell – they catalyzed a burning desire to know. Under their influence, the horizons sprung wide and fear went away and the unknown became knowable. But most important of all, the truth, that dangerous stuff, became beautiful and very precious.

It is well to acknowledge that great teaching rises to the level of art. At the same time, we all want to understand as much about the process as can be learned through daily practice, theory, and sound research.

Regardless of curriculum content, the process of teaching starts with mobilizing the learner. This involves providing for (1) a broad range of content, outcomes, and procedural options – including personalized structure, (2) learner decision making, and (3) ongoing information about learning and performance. These are all encapsulated into personalized instruction.

What does it take to personalize a classroom? First of all, we must expect and value individual differences in students' motivation, as well as their capacities. We must also be willing to engage students in a dialogue about their expectations and what interests them and, then, help them make decisions about a learning agenda that they perceive as a good match. And, as new information is acquired about what is and isn't a good match, we must be willing to change the agenda.

Beyond having potential for preventing and correcting a full range of learning and behavior problems, the personalized, sequential, and hierarchical approach outlined here and in the next unit is seen as having promise for identifying different types of learning and behavior problems and for detecting errors in diagnosis. For example, when only personalized instruction is needed to correct a learning and/or behavior problem, it seems reasonable to suggest that the individual does not have a learning *disability* or ADHD. At the same time, when a highly mobilized individual still has extreme difficulty in learning, the hypothesis that the person has a disability seems safer. Thus, we suggest that personalization is a necessary first step in facilitating valid identification of different types of learning and behavior problems. We now turn to the second step, providing special assistance.

Stop, think, discuss

Write out a plan for a lesson that incorporates the strategies for facilitating motivated performance and practice that you have learned in this Unit.

Father: (in a helpful tone) *James don't forget that 4 o'clock is homework time.*

James: *O.K., but if I don't remember, go ahead without me.*

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*In addition, go to the Quick Find and other search features on the Center's website, and you will find many relevant resources to topics discussed in this Unit. From the Center website, you can also access other resource centers through the feature "A Gateway to a World of Resources."

Appendix

A Few Excerpts from Relevant Research

From: School Reform Proposals: *The Research Evidence* (2002), Alex Molnar (Ed), Education Policy Studies Laboratory/Education Policy Research Unit, Arizona State University

Grouping Students for Instruction

Ability grouping has been found to have few benefits and many risks. When homogeneous and heterogeneous groups of students are taught identical curricula, there appear to be few advantages to homogeneous grouping in terms of academic achievement. More able students make greater academic progress when separated from their fellow students and given an accelerated course of study. Less able students who are segregated from their more able peers are at risk of being taught an inferior curriculum and consigned to low tracks for their entire academic career. Teachers assigned to higher tracks and parents of bright students prefer ability grouping. Teachers in lower tracks are less enthusiastic and need support in the form of materials and instructional techniques to avoid the disadvantages of tracking.

Recommendations

- Mixed or heterogeneous ability or achievement groups offer several advantages:
  1) less able pupils are at reduced risk of being stigmatized and exposed to a "dumbed down" curriculum;
  2) teachers' expectations for all pupils are maintained at higher levels;
  3) opportunities for more able students to assist less able peers in learning can be realized.
- Teachers asked to teach in a "de tracked" system will require training, materials and support that are largely lacking in today's schools.
- Administrators seeking to "detrack" existing programs will require help in navigating the difficult political course that lies ahead of them

http://www.asu.edu/educ/epsl/EPRU/documents/EPRU%202002-101/Chapter%2005-Glass-Final.htm

Converging Findings on Classroom Instruction

The past 30 years have seen major advances in research on cognitive processing; in studies of teachers whose classes made the highest achievement gains compared to other classes; and in research on helping students learn and apply cognitive strategies in their learning. The research on cognitive processing underlies a major goal of education: helping students develop well organized knowledge structures. A number of strategies have been found that consistently help students effectively acquire strong knowledge structures.

Recommendations

- Present new material in small steps to that the working memory does not become overloaded.
- Help students develop an organization for the new material.
- Guide student practice by supporting students during initial practice, and providing for extensive student processing.

- When teaching higher level tasks, support students by providing them with cognitive strategies.
- Help students learn to use the cognitive strategies by providing them with procedural prompts and modeling the use of these procedural prompts.
- Provide for extensive student practice.

http://www.asu.edu/educ/epsl/EPRU/documents/EPRU%202002-101/Chapter%2009-Rosenshine-Final.htm

Class Size Reduction in Grades K-3

Reducing class size in Grades K 3 has been found to have academic benefits in all subject areas, especially for children living in poverty. Studies published since the mid 1980s show that classroom behavior and test scores improve while students are in small classes. Further, the improvement persists through the middle school and high school years, even though students return to full size classes. To reap the full range of benefits, it is important that pupils enter small classes in the early years (Grades K or 1) and continue in small classes for three or more years. Students who attend small classes are also more likely to take college entrance examinations; this is especially true for minority students.

Recommendations

- Resources should be provided to schools and districts serving low income pupils to restrict class sizes in the primary grades to no more than 18 pupils.
- To ensure that the research documented benefits of small classes are realized, policies for implementing small classes should include the following provisions:
  - >Begin class size reduction in K 1 and add additional grades in each subsequent year.
  - >Use the reduced class model supported by the research – one teacher in a classroom with 18 or fewer pupils. Pupils assigned to small classes should represent a cross section of students in the school, not just difficult to manage students.
  - >Plan for class size reduction in advance, hiring fully qualified teachers.
- Additionally, some programs of professional support and development are likely to be helpful.
- Systems should be established to monitor class size reduction initiatives continually and closely, providing feedback to administrators, policy makers, and parents about the successes of the program. Teachers should be afforded opportunities to discuss problems as they arise, and to have them addressed by the school administration.

http://www.asu.edu/educ/epsl/EPRU/documents/EPRU%202002-101/Chapter%2002-Finn-Final.htm

Small Schools

Research on school size points to several conclusions about the benefits of smaller schools. Smaller school size has been associated with higher achievement under certain conditions. Smaller schools promote substantially improved equity in achievement among all students, and smaller schools may be especially important for disadvantaged students. Many US schools are too large to serve students well, while smaller schools, especially in impoverished communities, are widely needed. The evidence favoring the benefits of small schools, however, cannot be generalized to so called "Schools Within Schools," which to date lack a substantial research base supporting the belief that they provide benefits equivalent to smaller schools.

Recommendations

Policy makers should:

- Find ways to sustain existing small schools, especially in impoverished rural and urban communities,
- Acknowledge an upper limit for school size, acknowledgment that means many schools should be much smaller than the upper limit.
- Not design, build, or sustain mega schools serving upwards of 500 to 2,000 students, depending on educational level and grade span configuration.
- Design, build, and sustain much smaller schools in impoverished districts or districts with a mixed social class composition. In very poor communities, design, build, and sustain the smallest schools.
- Not oversell smaller schools. Operating smaller schools in impoverished communities is good policy, but it is not a "magic bullet."
- Not believe that mega schools serving affluent areas are necessarily excellent or even very good. Most accountability schemes obscure this fact because they do not generally take socio economic status into account.
- Recognize that smaller schools in impoverished settings accomplish miracles even when test their scores are about average.

http://www.asu.edu/educ/epsl/EPRU/documents/EPRU%202002-101/Chapter%2003-Howley-Final.htm

Unit II D: Special Classroom Assistance to Engage, Guide, and Support Those Students Who Need More

Objectives

The intent in this Unit is to help you learn more about:

(1) *levels of special assistance* (After going over the material, be sure you can outline three levels, how they differ, and how you will incorporate special assistance into your classroom.)

(2) *why the different level of special assistance should be used in a sequential way* (After going over the material, be sure you can explain the concept of using the least intervention needed.)

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Outline for Unit II D

1) Special Assistance in and out of the Classroom

    a) Prereferral Intervention

    b) Sequence and Hierarchy

    c) Remediation

    d) Learning Supports Outside the Classroom

2) Developing Prerequisites

3) Addressing Factors Interfering with Learning

4)Addressing Behavior Problems

    a) Discipline in the Classroom

    b) Logical Consequences

    c) Being Just and Fair

    d) Is the Answer Social Skills Training?

    e) Addressing Underlying Motivation

Some References Related to Providing Special Assistance in the Classroom

A Few Related References

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One teacher recounts this experience with a new sixth grader:

I have a note for you from my old teacher.
It's not on paper though; it's in my head.
She wanted me to tell you
how lucky you are to have me in class!

Unit II D

Special Classroom Assistance to Engage, Guide, and Support Those Students Who Need More

Many learning and behavior problems can be alleviated and others prevented through optimal use of the types of general strategies covered in Unit C.

When general strategies are not enough, it is time to move on to approaches that provide a student with special classroom assistance. Such assistance often is just an extension of general strategies; sometimes something more is called for. In either case, the process objectives are the same -- to improve the match between the program and a learner's current levels of motivation and capability.

The capability of providing effective special assistance in the classroom is the key to reducing the number of students who are retained and/or referred to special education.* Effective special assistance in the classroom also can help reduce misbehavior, suspensions, expulsions, and dropouts.

*Students labeled as having Learning Disabilities (LD) are the biggest single group in special education across the country. (Almost half of all students in special education are categorized as LD.) The vast majority of those currently so-labeled are commonplace learning problems who probably would not have been referred to special education if special assistance in the regular classroom had been provided at the first indications of problems.

If we learn from our mistakes,
then today should have made me pretty smart.

When personalized classroom instruction is not enough to enable learning, some form of special assistance is necessary. As stressed in Unit c, special assistance combines with personalized instruction as a second step in a sequential approach to addressing learning, behavior, and emotional problems. Using effective special assistance is fundamental to reducing misbehavior, suspensions, expulsions, grade retention, referrals to special education, and dropouts.

Note: Use of special assistance is *not* the same as inappropriately adopting a deficit view of the learner. And, because the term *remediation* has become controversial in recent years, it is important to understand the term is used in this unit to refer to forms of special assistance that may be necessary to enable productive learning.

Special assistance is an essential aspect of revamping classroom systems to address the needs of *all* learners. The assistance often is just an extension of general strategies; sometimes, however, more specialized interventions are needed. In either case, the process objectives are the same – to improve the match between the program and a learner's motivation and capabilities.

Special assistance is provided in the classroom and in some instances outside the classroom. Any student who is not learning as well as *most* others in the classroom is a candidate for special assistance.

The first criteria for offering special assistance are straightforward indications of learning, behavior, and emotional problems. There is little difficulty identifying those who are extremely poor learners. It is particularly poignant to see a student who is working hard, but learning little, retaining less, and clearly needs special help. A bit harder to identify may be those doing mostly satisfactory work but not quite performing up to standards in one area of instruction. Students who are disruptive or harmful to self and/or others almost always are readily identified, as are those who appear to be extremely disinterested and disengaged.

> *Most teachers and many parents have little difficulty identifying students who need special assistance. More difficult is determining what type of assistance to provide and how to provide it.*

1) Special Assistance in and out of the Classroom

The ability of school staff to intervene appropriately, of course, depends on the availability and accessibility of an effective array of interventions in and out of the classroom (see Exhibit on the next page). However, even with a good array, remember sound practice requires intervening only as necessary and when the benefits significantly outweigh the costs.

As with personalization, special assistance must focus on motivation systematically and comprehensively. This involves (a) assessing motivation about classroom learning and other school related concerns, (b) overcoming negative attitudes, (c) enhancing motivational readiness for classroom learning, (d) maintaining motivation throughout the learning process, and (e) nurturing the type of intrinsic motivation that results in youngsters choosing to apply what they have learned. Attending to these matters is the key to maximizing maintenance, generalization, and expansion of learning. Ignoring such matters means intervening with passive (and often hostile) learners. When motivation considerations are given short shrift, assessments and diagnoses are confounded, and intervention may just as readily exacerbate as correct students problems.

In the classroom, special assistance is an extension of general efforts to facilitate learning. It is the struggle to find an appropriate match for learners having problems that mainly differentiates special classroom assistance from regular teaching. Because the science-base is still limited, a great deal of the process remains a matter of trial and appraisal.

All who are available to work with the youngster in the classroom (e.g., teachers, aides, volunteers, resource teachers, student support staff) must take the time to develop an understanding of students who are not learning well. This encompasses an appreciation of strengths as well as weaknesses (including missing prerequisites and interfering behaviors and attitudes, limitations, likes, dislikes). This is not a matter of requesting formal assessment (e.g., testing).

Before requesting formal assessment, extensive efforts must be made to ensure students are mobilized to learn and that instruction is appropriately designed to accommodate their capabilities. Accomplishing this requires access to, control over, and willingness to use a wide range of learning options and accommodations. And, it may be necessary to reduce levels of abstraction, intensify the way stimuli are presented and acted upon, and increase the amount and consistency of guidance and support.

a) Prereferral Intervention

Prereferral interventions are a form of special assistance. The intent is to reduce unnecessary referrals for *specialized services*, such as counseling or special education programs. At the same time, students' responses to such interventions provide assessment and diagnostic data about the need for referral. Without a strong emphasis on providing this form of special assistance, referral systems become flooded and help for many students with learning, behavior, and emotional problems grinds to a halt.

Exhibit

Array of Special Assistance

Level of Concern	*In the Classroom*	*Outside the Classroom*
Observable Factors Required for Effective Learning at School Special assistance encompasses what often is called "prereferral" intervention and highly structured instruction. In a broad sense, it encompasses the approach referred to as *response to intervention.* The instruction remains focused on *directly* enabling acquisiton of the basic knowledge, skills, and interests with which students appear to have difficulty as they pursues age-appropriate life and learning tasks (e.g., reading, writing, inter- and intra-personal problem solving, positive attitudes).	Where feasible, special assistance should be implemented in the classroom. This may require the addition of an aide or mentor and the use of specialist staff at specific times during the school day. Essentially, at Level A, special assistance in the classroom involves *reteaching* – but not with the same approach that has failed. Alternative strategies must be used for students having difficulty. The approach involves further modification of activities to improve the match with the learners' current levels of motivation and capability. Teachers can use a range of environmental factors to influence the match, as well as techniques that enhance motivation, sensory intake, processing and decision making, and output.	As necessary, added assistance is provided outside class. Special attention is given to both external and internal barriers to learning and performance. Examples at this level include outside tutoring, supportive and stress reduction counseling for the student, and parent training related to supporting student learning and performance.
Missing Prerequisites **(i.e., the readiness gap)** Special assistance at this level focuses on identifying and *directly* enabling acquisition of missing prerequisites (knowledge, skills, attitudes) in order to fill the readiness gap.	The more that youngsters have missed key learning opportunities, the more likely they will have gaps in the knowledge, skills, and attitudes needed for succeeding in the current grade. If the readiness gap is not filled, it grows. Thus, it is all too common to have high school students who can barely read. Where a readiness gap exists, teaching staff must be able to take the time to address the gap by identifying missing prerequisites and ensuring students acquire them. Procedures are the same as those used in facilitating learning related to current life tasks.	Examples at this level also are outside tutoring, supportive and stress reduction counseling for the students, and parent training related to supporting student learning and performance. In addition, students may need additional counseling to restore feelings of competence and efficacy.
Underlying Problems and Interfering Factors Special assistance at this level focuses on identifying and then overcoming underlying deficiencies by directly correcting the problems (if feasible) or indirectly compensating for possible underlying problems interfering with learning and performance (e.g., major motivational problems – including disengagement from classroom learning; serious social and emotional problems, faulty learning mechanisms).	Special assistance in the classroom at this level involves assessment of underlying problems and/or serious interfering factors and use of remedial, rehabilitative, and/or compensatory strategies.	At this level, the need is for intensive interventions designed to address barriers related to a host of external and internal risk factors and interventions for promoting healthy development (including a focus on resiliency and protective factors). See examples in text. In extreme cases, full time outside interventions may be required for a limited period of time.

Reducing unnecessary referrals requires enhancing the capacity of classroom staff to assess problems and implement special assistance. Student support staff can play critical roles in helping build such capacity and implementing prereferral interventions.

Adding learning options and broadening accommodations

Everyone knows classroom programs must offer variety to mesh with student interests. And, more variety seems necessary for some students. This is especially so for those with low motivation for or negative attitudes about school. For such individuals, few currently available options may be appealing. How much greater the range of options must be depends primarily on the strength of their avoidance tendencies. Determining what will engage them is a major teaching challenge and an immediate focus for prereferral intervention.

Besides adding options, it is imperative to accommodate a wider range of behavior than usually is tolerated. For example, environments can be changed to better account for youngsters who are very active and/or distractable. For some students, initially certain behavioral expectations and standards must be relaxed a bit. This means widening limits for a time so that certain behaviors are not an infringement of the rules. *Accommodative strategies are intended to affect students' motivation by involving them in activities they value and believe are attainable with appropriate effort* (see Exhibit).

Remember that, in general, the initial focus in working with students with low motivation or negative attitudes is on ensuring programs are a good fit. This requires dialoguing with them and facilitating their efforts to

- identify a range of learning options they perceive as of considerable personal value and as attainable with an appropriate amount of effort (including, as necessary, alternatives to established curriculum content and processes);

- make personal and active decisions.

A note about learner decision making.

Key to the success of prereferral interventions is the involvement of students in making decisions from valued options. Fostering student perceptions of real choice (e.g., being in control of one's destiny, being self-determining) can help counter perceptions of coercion and control. Shifting such perceptions can reduce reactance and enhance engagement in classroom learning.

It is worth reiterating an earlier point here: Before some students will decide to participate in a proactive way, they have to perceive the learning environment as positively different – and quite a bit so – from the one in which they had so much trouble. In specific cases, this may mean *temporarily* putting aside established options and standards and focusing on the most fundamental choice: Do they want to participate or not?

Exhibit

Accommodations

If students seem *easily distracted*, the following might be used:

identify any specific environmental factors that distract students and make appropriate environmental changes

have students work with a group that is highly task-focused

let students work in a study carrel or in a space that is “private” and uncluttered

designate a volunteer to help whenever students becomes distracted and/or start to misbehave, and if necessary, to help them make transitions

allow for frequent "breaks"

interact with students in ways that will minimize confusion and distractions (e.g., keep conversations relatively short; talk quietly and slowly; use concrete terms; express warmth and nurturance)

If students *need more support and guidance*, the following might be used:

develop and provide sets of specific prompts, multisensory cues, steps, etc. using oral,written, and perhaps pictorial and color-coded guides as organizational aids related to specific learning activities, materials, and daily schedules

ensure someone checks with students frequently throughout an activity to provide additional support and guidance in concrete ways (e.g., model, demonstrate, coach)

support student efforts related to self-monitoring and self-evaluation and provide nurturing feedback keyed to student progress and next steps

If students have *difficulty finishing tasks* as scheduled, try the following:

modify the length and time demands of assignments and tests

modify the nature of the process and products (e.g., allow use of technological tools and allow for oral, audio-visual, arts and crafts, graphic, and computer generated products)

Steps to guide the process

The following is one example of steps and tasks to guide the prereferral intervention process:

(1) Formulate an initial description of the problem. Get youngsters' views of what's wrong and, as feasible, explore the problem with the family. As every teacher knows, the causes of learning, behavior, and emotional problems are hard to analyze. What looks like a learning disability or an attentional problem may be emotionally-based. Misbehavior often arises in reaction to learning difficulties. What appears as a school problem may be the result of problems at home. The following can help school staff find out more about the causes of youngsters' problems and what interventions to try.

- Through enhanced personal contacts, build a positive working relationship with youngsters and their families.
- Focus first on assets (e.g. positive attributes, outside interests, hobbies, what youngsters like at school and in class).
- Ask about what youngsters don't like at school.
- Explore the reasons for "dislikes" (e.g., Are assignments seen as too hard? as uninteresting? Are youngsters embarrassed because others will think they don't have the ability to do assignments? Are youngsters picked on? rejected? alienated?)
- Clarify other likely causal factors.
- Explore what youngsters and those in the home think can be done to make things better (including extra support from a volunteer, a peer, friend, etc.).
- Discuss some new things youngsters and those in the home would be *willing* to try to make the situation better.

(2) Try new strategies in the classroom – based on what has been discovered so far. Enhance student engagement through (a) an emphasis on learning and enrichment options that students indicate they want to and can pursue and (b) a temporary deemphasis on areas that are not of high interest.

(3) Related to the above, it may be important to find ways for students to have special, positive status in class and/or in others arenas around the school/community. (This helps counter a negative image students may have created among peers and negative feelings about themselves which, in turn, helps work against students' tendencies to pursue negative behaviors.)

(4) Enhance use of aides, volunteers, peer tutors/coaches, mentors, those in the home, etc. not only to help support student efforts to learn and perform, but to enhance students' social support networks.

(5) If the new strategies don't work, it is time to reach out for support/mentoring/ coaching and to request additional staff development for working with such youngsters.

(6) After trying all the above, add some tutoring specifically designed to enhance student engagement in learning and to facilitate learning of specific academic and social skills that still appear to be interfering with effective classroom performance and learning.

Only after all this is done and has not worked is it time to use the school's referral processes to ask for additional support services. As such services are added, of course they must be coordinated with what is going on in the classroom, school-wide, and at home.

b) Sequence and Hierarchy

Thinking about intervening sequentially and hierarchically provides a helpful perspective in implementing the principle of least intervention needed.. Before providing special assistance on a person-by-person basis, the logical first step is to ensure that general environmental causes of problems are addressed and that the environment is enriched. In regular classrooms this first step usually requires some redesign to personalize instruction (again see Unit C). Where redesign is unlikely, students experiencing problems should be moved to classrooms where instruction is personalized.

By improving the fit between classroom instruction and individual differences in motivation and capability, most students should be mobilized to try harder. A few, however, may continue to have significant learning and behavior problems (e.g., those whose difficulties are the result of interfering internal factors such as specific vulnerabilities or a major disability). The second step involves providing these students with special assistance, perhaps including specialized practices, but only for as long as necessary.

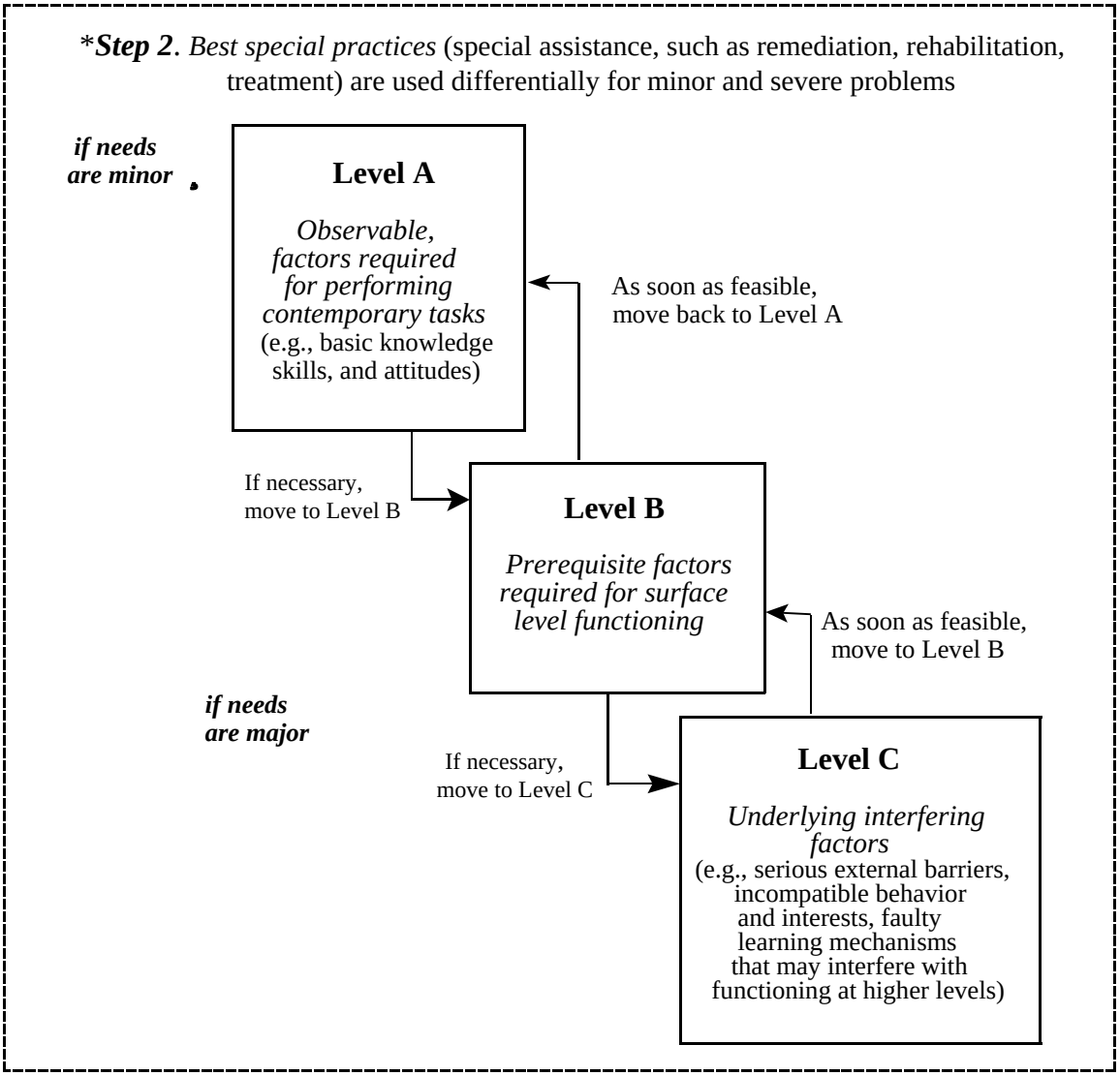
As discussed above, special assistance is provided in the classroom and in some instances outside the classroom. Depending on problem severity and pervasiveness, the assistance involves one (or more) of three levels of intervention (outlined in the Figure in Unit C – the relevant portion of which is reproduced on the following page).

- Level A focuses on *observable factors* required for learning effectively at school (direct assistance with immediate problems related to successful pursuit of age-appropriate life and learning tasks).

- Level B focuses on *missing prerequisites* necessary for pursuing age-appropriate tasks.

- Level C is concerned with *underlying problems* and factors that interfere with classroom learning (major external and internal "barriers"). As discussed in Part I, these barriers may be related to neighborhood, home, school, peer, and personal factors; personal factors include disabling conditions, avoidance motivation, and serious interfering behaviors sometimes related to emotional disorders.

Sequence and Hierarchy of Special Assistance



The concept of using the least intervention needed applies to decisions about intervening at Levels A, B, or C. The point is to ensure the right amount of assistance is provided so that first and foremost students' needs are addressed. At the same time, the idea is to keep interventions from becoming too intrusive and to ensure the costs and benefits are appropriately balanced.

Specific needs are determined initially and on an ongoing basis by assessing students' responses to intervention efforts, supplemented with formal assessment instruments if necessary. The initial level of intervention and changes in level are determined by assessing external and internal factors that can interfere with student learning. *Specific objectives* at any level are formulated initially through dialogue with the learners (and key family members) to identify processes and outcomes that students value and perceive as attainable. All changes result from ongoing dialogues that are informed by analyses of task performance.

When special assistance is indicated, the teacher may focus on any of the three levels. However, the sequence and level differ depending on whether students have minor and occasional problems or have severe and pervasive problems. For learners with minor or occasional problems, the initial focus is on directly facilitating learning related to immediate tasks and interests and on expanding the range of interests. The procedures involve (1) continued adaptation of methods to match and enhance levels of motivation and development and (2) reteaching specific skills and knowledge when students have difficulty.

If problems continue, the focus shifts to assessment and development of missing prerequisites (Level B) needed for functioning at the higher level. Again, procedures are adapted to improve the match, and reteaching is used when the learner has difficulty. If missing prerequisites are successfully developed, the focus returns to observable factors (Level A).

The intent in proceeding in this sequential and hierarchical way is to use the simplest and most direct approaches first whenever problems appear minor. However, if available data indicate the presence of severe and pervasive motivation or developmental problems, instruction for missing prerequisites (Level B) is begun immediately.

If help in learning missing prerequisites (Level B) is not effective, the focus shifts to underlying interfering factors (Level C). Only at this level is the emphasis on factors that may interfere with functioning (i.e., incompatible behaviors and interests and/or dysfunctional learning mechanisms).

In pursuing underlying interfering factors (Level C), there is increased and intensified use of a wide range of instructional techniques. As soon as feasible, the focus shifts back to prerequisites (Level B) and then on to current tasks and interests (Level A). The special strategies are used whenever and as long as necessary.

c) Remediation

As discussed, a significant number of learning and behavior problems may be corrected and others prevented through optimal, nonremedial intervention. There does come a time, however, when remediation is necessary for some individuals.

Remediation is not synonymous with all special assistance, special education, or special placements. For our purposes, remediation fits under the term special assistance. Concerns include: Do staff have the ability to personalize instruction, structure teaching, and provide special assistance in ways that account for the range of individual differences and disabilities? Are they accounting for differences in *both* motivation and capability and implementing special practices when necessary? Does the student-staff ratio ensure the necessary time required for personalizing instruction, implementing special assistance, and providing enrichment? Is there a full array of programs and services designed to address factors interfering with learning and teaching? Is there an appropriate curriculum – one that attends to students' strengths and weaknesses and not only addresses potentially unlearned prerequisites and underlying factors that may interfere with learning, but also offers enrichment opportunities?

Remediation generally is used when students have difficulty learning or retaining what they have learned. Most of these students will not have learning problems in all areas. Therefore, most of their instruction can continue to use nonremedial approaches.

Techniques and materials designated as remedial often appear quite different from those used in regular teaching. However, the differences may not be as great as appearance suggests. Some remedial practices are simply adaptations of regular procedures. This is even the case with some packaged programs and materials especially developed for problem populations.

A great many regular and remedial procedures draw on the same instructional models and basic principles. Thus, the question is frequently asked: *What makes remedial instruction different?* The answer involves the following factors:

- *Sequence of application.* Remedial practices are pursued after the best available nonremedial practices prove inadequate.
- *Level of intervention focus.* Specialized psychoeducational procedures to facilitate learning may be applied at any of three levels noted above.
- *Staff competence and time.* Probably the most important feature differentiating remedial from regular practices is the need for a competent professional who has time to provide one-to-one intervention. While special training does not necessarily guarantee such competence, remediation usually is done by staff who have special training. Establishing an appropriate match for learners with problems is difficult and involves a great deal of trial and appraisal. Additional time is essential in developing an understanding of the learner (strengths, weaknesses, limitations, likes, dislikes).
- *Content and outcomes.* Along with basic skills and knowledge, special assistance often adds other content and outcome objectives. These are aimed at overcoming missing prerequisites, faulty learning mechanisms, or interfering behaviors and attitudes.
- *Instructional and other intervention processes.* Remediation usually stresses an extreme application of instructional principles. Such applications may include reductions in levels of abstraction, intensification of the way stimuli are presented and acted upon, and increases in the amount and consistency of direction and support – including added reliance on other resources. This may include in-classroom use of paid aides, resource personnel, and volunteer and peer tutors. (Again, we stress that use of special settings outside regular classrooms are a last resort.) There must also be access to a wide range of other intervention options for addressing barriers to learning.
- *Resource costs.* Because of the factors described above, remediation is more costly than regular teaching (allocations of time, personnel, materials, space, and so forth).
- *Psychological Impact.* The features of remediation are highly visible to students, teachers, and others. Chances are such features are seen as "different" and stigmatizing. Thus, the psychological impact of remediation can have a negative component. The sensitive nature of remediation is another reason it should be implemented only when necessary and in ways that strive to produce positive perceptions all around.

Case Examples

The experiences of Larry and Joan may clarify matters a bit more. In Larry's case, the need was to address a minor reading problem. Joan's problem was somewhat more severe.

> Mr. Johnston's first efforts to help Larry improve his reading skills involved a variety of reteaching strategies. The activity focused on current reading tasks in which Larry had indicated an interest. The reteaching strategies were not simply a matter of trying more of the same -- more drill, for example. He tried alternative procedures ranging from commonly used explanations, techniques, and materials (such as another example or analogy, a concrete demonstration, a memorization strategy) to less common, specialized, *remedial* techniques (such as a multisensory method). After working on this level for a week, Mr. Johnston found that over the preceding years, Larry had not learned a number of prerequisites widely viewed as reading-readiness skills. For example, Larry had difficulty following directions involving more than one point at a time, and he had problems ordering and sequencing events described to him. He also seemed to have little awareness of the relationship between the spoken and the printed word. As he assessed these problems in his daily work with Larry, Mr. Johnston pointed them out, and they agreed to include them as a major focus of instruction. As had happened with other students, Mr. Johnston found that once the missing prerequisites were learned, Larry had little problem learning basic reading skills.
>
> Joan's situation, however, proved to be more difficult. Because her problem was more severe, Mr. Johnston focused from the start on absent reading prerequisites. As he worked with her over a period of several weeks, he found she had trouble learning most of the prerequisites he taught her and retained only a small amount of what she learned. Thus, he moved on to try to detect any dysfunctional learning mechanisms that might be interfering with her learning. Over a period of weeks, it became clear that Joan was having widespread difficulty discriminating sounds and was continuing to have severe trouble recalling what she had learned the day before. Rather than have her continue to experience failure, Mr. Johnston shifted the focus of instruction. The time usually spent on reading instruction was devoted to helping overcome factors interfering with her learning. Activities she wanted to do were identified; as she had trouble, he worked with her using techniques that stressed multisensory involvement. To improve her retention, he encouraged her to take smaller amounts, and together they identified a variety of interesting activities with which she could immediately apply and practice what she was learning. At first, Joan was hesitant to try things that she had failed at previously. Mr. Johnston did not push. He followed her lead and, at the same time, increasingly encouraged her to risk exploring new things. It should be noted that one of Mr. Johnston's goals with Joan was to help her increase her feelings of competence. When he first began working with her, however, she perceived the special help as another sign of her lack of competence, and this made her feel worse. Such a reaction is common. In the end, as was usually the case with such students, Mr. Johnston found Joan's progress to be slow but steady.

In sum, what makes remedial strategies appear different is their rationale, the extreme degree and consistency with which they must be applied, and their application on levels of functioning other than current life tasks. What may make a remedial procedure work is how different it is from practices students have already experienced and found ineffective. Novel procedures can have motivational and attention-inducing value.

In most instances, however, learning and behavior problems and learning disabilities and ADHD aren't corrected by a specific teaching method or technique. Teachers and support staff must draw on a wide range of materials and techniques and be imaginative and flexible in using them to personalize instruction and provide special assistance.

A cautionary note

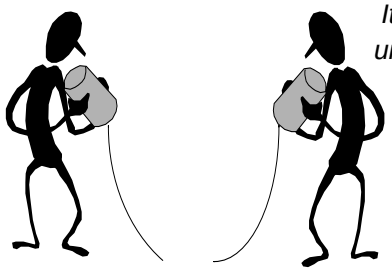
Too many schools tend to redefine and constrict the curriculum for individuals identified as needing special assistance. For example, remedial programs often focus primarily on students deficits. Always working on one's problems and trying to catch up can be grueling. Students must be tremendously motivated to keep working on their "problems" day in and day out.

Concerns arise particularly about research applications that encourage an overemphasis on assessing and remedying students' problems. For example, applied ideas for assessing and fostering development of language and cognitive abilities (e.g., phonological, executive function, writing, and mathematics skills) are appropriate and invaluable; however, an overemphasis on remedying these areas of development could have the same unfortunate consequences as the historic overemphasis on remedying problems related to visual-spatial abilities. When specific areas for remediation are overstressed, other areas tend to be deemphasized, resulting in a narrowing of curriculum and a fragmentation of instruction.

Limiting the focus to special assistance presumes the learner cannot learn when motivated to do so and risks making the whole curriculum rather deadening. Broadening the focus to an increased range of developmental tasks and enrichment activities not only can balance the picture, but also may be key to finding better ways to help individuals overcome their problems.

A comprehensive curriculum also is essential to minimizing delays in the degree to which students accomplish major developmental tasks not affected by the factors causing them problems. Even among those with pervasive and severe problems, areas are likely in which their learning problems are not severely handicapping. In these areas, learning can proceed without special assistance or, at least, the focus can be on missing prerequisites or observable factors. In such cases, individuals pursue learning at several levels at once.

Isn't the human brain amazing?



It sure is. Mine produces the most fantastic ideas – until the teacher calls on me in class.

A Note About Inclusion

Special classrooms tend to segregate "handicapped" persons from others. For this reason, the law in the U.S.A. requires placement in the "least restrictive environment" of all students with disabilities. This is meant to ensure that they are educated in a regular environment along with students who do not have disabilities and in the school they would regularly attend – unless there is a compelling educational reason for not doing so.

The idea that such students should be educated as much as is feasible with students who do not have disabilities often is called *mainstreaming* or "inclusive education". The point is to keep these students in the mainstream of public education rather than segregate them in special classes and special institutions.

To help in applying the idea of placing individuals in the least restrictive environment, lists have been formulated describing a continuum of placements ranging from least to most restrictive. (By law in the U.S.A., schools must have a *continuum of alternative placements* for students with disabilities.) Not surprisingly, the least restrictive placement usually is described as keeping people in normal situations and using special assistance only to the degree needed. Thus, for example, a decision to place a student in a special class is viewed as somewhat more restrictive than keeping the individual in a regular class. And, a full-day placement in a special class is viewed as even more restrictive. The most restrictive placement usually is viewed as assignment to a special school or institution..

With the policy emphasis on “inclusion” in regular classes of students who are designated with special education labels, new challenges and opportunities confront the regular classroom teacher. The challenge, of course, is to change the regular classroom so that students with diverse needs are taught effectively. The opportunity is to learn from the experience of those who have special expertise in working with students with learning, behavior, and emotional problems and to use the additional resources that inclusion brings into the regular classroom (e.g., additional aides).

d) Learning Supports Outside the Classroom

One reason out-of-the-classroom assistance is requested so often is because so many individuals with learning problems also manifest behavior problems. Such individuals are frequently described not only as having learning disabilities, but as hyperactive, distractable, impulsive, emotionally and behaviorally disordered, and so forth. Their behavior patterns can interfere with efforts to remedy their learning problems. When this is the case, the interfering behavior must be eliminated or minimized in order to pursue remediation. In addition to direct behavior control, programs are used to alter deviant and devious behavior by improving impulse control, selective attention, sustained attention and follow-through, perseverance, frustration tolerance, and social awareness and skills.

Added assistance outside class must be provided whenever necessary, but only when necessary. Special attention is given to both external and internal barriers to learning and performance. Examples include outside tutoring, supportive and stress reduction counseling for the student, and training for parents to support student learning and performance. If prerequisites are missing, students also may be offered counseling to restore feelings of competence and efficacy. For underlying interfering factors, intensive interventions address barriers related to a host of external and internal risk factors (including a focus on resiliency and protective factors). In extreme cases, full time outside interventions are provided for a limited period of time.

Stop, think, discuss

Observe a classroom. Identify a student who appears to be having difficulty. After observing for a while, write down

(a) your views about why the student is having difficulty,
(b) what was tried in an effort to help,
(c) what seemed to help and why,
(d) what didn't work and why.

A Note About Using the Least intervention needed

The principle of "least intervention needed" and the related idea of placement in the "least restrictive environment" are intended to provide a guideline related to such decision making. The guideline can be stated as,

> *Do not disrupt or restrict a person's opportunity for a normal range of experiences more than is absolutely necessary.*

The guideline recognizes that interventions that are very disruptive or restrictive tend to narrow an individual's immediate and future options and choices. The negative results can include poor self-concept, social alienation, and loss of career and other life opportunities.

There has been a great deal of positive support for the principle of least intervention needed and for descriptions of what types of placements are seen as least restrictive. There are, however, some problems. In particular, what is considered the least restrictive setting may be the most restrictive in the long run if it cannot meet the needs of the individual placed there.

> Take the case of Joel and his friend Jesse. In sixth grade, they were in the same class and were both behind in their reading. It was decided to keep them in a regular sixth-grade classroom and provide them with special in-class tutoring for an hour a day. Joel has a learning disability and is reading at no better than the second-grade level; Jesse has no disability and is reading at the fifth-grade level. Both respond reasonably well to the tutoring. Jesse also begins to perform satisfactorily during other times of the day. Joel continues to have trouble learning at other times, and he also tends to be a behavior problem.

What do you think about this?

Clearly, the tutoring keeps both students in the mainstream. However, someone is bound to ask:

> *"Might it not be better to place Joel temporarily in a special classroom that can be more responsive to his educational needs so that he can overcome his problems and then return to perform successfully in the mainstream?*"
>
> "*After all,"* the argument continues, *"isn't it much **less restrictive** in the long run to get intensive treatment so the problem might be overcome as quickly as possible? In so many cases, what might seem like the less restrictive approach may mean added years of involvement in special treatments, and the results may not even be as good."*

The assumption of the principle of least intervention needed is that placement will be in the least restrictive, but also most effective environment. A short stay in a more restrictive placement may be more effective than a long stay in a minimally restrictive but less effective program. In general, the relatively small number of individuals with severe problems are the most likely candidates for the more restrictive placements.

2) Developing Prerequisites

Some students may not have acquired certain "readiness" skills or attitudes that are prerequisites for effectively learning to read, do math, understand science, and negotiate other subjects. Individuals who have not learned to order and sequence events, follow learning directions, and so forth need to develop such skills to enable success with basic academics. Similarly, if students don't see much point in learning the three Rs or other school subjects, motivational readiness must be engendered.

The Exhibit on the next page outlines a set of prerequisites relevant to the process of teaching basic academics. Special assistance at this level remains necessary only for the time required to facilitate acquisition of specific missing prerequisites. Another set of prerequisites needed to engage students in positive classroom learning and enhance their progress, of course, includes factors interfering with learning. We turn to this topic now.

Exhibit

Prerequisites for Classroom Learning

In general, individuals should have the following important prerequisites if they are to benefit appropriately from instruction in the three Rs.

Language

1. Expressive – working vocabulary and ability to speak clearly and plainly enough to be understood
2. Receptive – ability to understand what is said
3. Use – ability to use at least simple sentences and to express ideas, thoughts, and feelings; understanding of the relationship between spoken and written language

Perception

1. Visual discrimination – ability to discriminate differences and similarities in letters,words, numbers, and colors and to see the relationship of a part to a whole
2. Auditory discrimination -- ability to discriminate differences and similarities in sounds of letters

Cognition and Motivation (including attentional, memory, and conceptual skills)

1. Interest in what is being taught
2. Ability and desire to follow simple directions
3. Ability and desire to stay at one's desk for sufficient periods of time to complete a simple classroom task
4. Ability and desire to remember simple facts
5. Ability and desire to answer questions about a simple story
6. Ability and desire to tell a story from a picture (i.e., associate symbols with pictures, objects, and facts)
7. Ability and desire to stay focused on material (pictures, letters, words) presented to the class by the teacher
8. Ability and desire to solve simple task oriented problems
9. Ability and desire to tolerate failure sufficiently to persist on a task
10. Ability and desire to make transitions from one activity to another
11. Ability and desire to carry on with a task over several days
12. Ability and desire to accept adult direction without objection or resentment
13. Ability and desire to work without constant supervision or reminders
14. Ability and desire to respond to normal classroom routines
15. Ability and desire to suppress tendencies to interrupt others

3) Addressing Factors Interfering with Learning

If individuals have trouble learning and behaving appropriately in a personalized learning environment even after special assistance has engaged them and missing prerequisites are addressed, it is time to explore the possibility of major interfering problems. Of concern are addressing any external and/or internal barriers interfering with classroom learning and performance.

At this level of intervention, the focus shifts to more intensive special assistance designed to help individuals overcome underlying problems. These include, for example, clinical remediation, psychotherapy and behavior change strategies, and/or social services. Clearly, the complexity of this type of work is great and can only be touched on here.

Basically, efforts to deal with interfering factors involve

- direct actions to address major external/internal barriers to learning and behaving
- helping students strengthen themselves in areas where they have weaknesses or vulnerabilities
- helping students learn ways to compensate, as necessary, when confronted with barriers or areas of weaknesses
- special accommodations.

For school staff, direct action at this level mainly encompasses a continuous process of trial and appraisal to find the best ways to help. This includes working with involved others such as family members, peers, and other school staff – counseling them away from actions that interfere with students' progress and guiding them to helpful strategies. Compensatory approaches may be used. These involve efforts to both enhance students' (families') motivation for addressing barriers and teaching specific strategies for circumventing barriers that can't be overcome.

In addition to direct and systematic teaching and behavior management, intervention strategies may draw on a variety of other teaching models and learning principles, as well as on psychotherapeutic principles. Practices encompass rapport building to reduce anxiety and increase positive involvement, mastery learning, instruction in using cognitive and general learning strategies, use of multisensory approaches, greater use of specific techniques to enhance engagement and guide and support learning, greater emphasis on facilitating social interactions, and so forth.

Technology can help in many ways. In particular, computers are a major compensatory tool for many students. Using a keyboard to write, for example, compensates for poor handwriting, which is especially important for students with weak fine motor abilities; various software programs help compensate for poor language skills.

Experienced practitioners often pursue "clinical teaching." This day-by-day process involves (1) assessment to provide information for planning the day's work, (2) formulation of the day's plan, (3) carrying it out, and (4) evaluating the effects (positive and negative). Evaluation findings are supplemented with additional assessment if necessary, and these data provide much of the bases for planning the next session. Over time, staff using this cycle acquire an appreciation of what is likely to work or will not work with a specific individual.

As discussed earlier in this unit, accommodations help establish a good match for learning. For students with significant learning, behavior, and emotional problems, interveners use many special accommodations. In fact, federal law (Section 504 of the Rehabilitation Act of 1973) encourages schools to pursue a range of such accommodations when students' symptoms significantly interfere with school learning but do not qualify them for special education (see Exhibit).

The concept of "looping" illustrates another form of accommodation some schools employ (Burke, 1997). Looping involves the teacher moving with students from one grade to the next for one or more years. The intent is to enhance teacher and student opportunities to work together in addressing learning, behavior, and emotional problems. This accommodation can reduce student apprehension about a new school year and enables schools to provide more time for slower students, which counters the need for retention. And, it ensures more time for relationship and community building and bonding between teachers and students and teachers and parents and among students. Both academic and social benefits are reported for this practice.

Exhibit

504 Accommodation Checklist

Various organizations concerned with special populations circulate lists of 504 accommodations. The following is one that was downloaded from website of a group concerned with Fetal Alcohol Syndrome (see http://www.come-over.to/FAS/IDEA504.htm).

Physical Arrangement of Room

- C seating student near the teacher
- C seating student near a positive role model
- C standing near student when giving directions/ presenting lessons
- C avoiding distracting stimuli (air conditioner, high traffic area)
- C increasing distance between desks

Lesson Presentation

- C pairing students to check work
- C writing key points on the board
- C providing peer tutoring
- C providing visual aids, large print, films
- C providing peer notetaker
- C making sure directions are understood
- C including a variety of activities during each lesson
- C repeating directions to student after they are given to the class: then have him/her repeat and explain directions to teacher
- C providing written outline
- C allowing student to tape record lessons
- C having child review key points orally
- C teaching through multi-sensory modes, visual, auditory, kinestetics, olfactory
- C using computer-assisted instruction
- C accompany oral directions with written directions for child to refer to blackboard or paper
- C provide model to help students, post the model, refer to it often
- C provide cross age peer tutoring
- C to assist the student in finding the main idea underlying, highlighting, cue cards, etc.
- C breaking longer presentations into shorter segments

Assignments/worksheets

- C giving extra time to complete tasks
- C simplifying complex directions
- C handing worksheets out one at a time
- C reducing the reading level of the assignments
- C requiring fewer correct responses to achieve grade (quality vs. quantity)
- C allowing student to tape record assignments/ homework
- C providing a structured routine in written form
- C providing study skills training/learning strategies
- C giving frequent short quizzes and avoiding long tests
- C shortening assignments; breaking work into smaller segments
- C allowing typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed.
- C using self-monitoring devices
- C reducing homework assignments
- C not grading handwriting
- C student not be allowed to use cursive or manuscript writing
- C reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for corrections
- C do not require lengthy outside reading assignments
- C teacher monitor students self-paced assignments (daily, weekly, bi-weekly)
- C arrangements for homework assignments to reach home with clear, concise directions
- C recognize and give credit for student's oral participation in class

Test Taking

- C allowing open book exams
- C giving exam orally
- C giving take home tests
- C using more objective items (fewer essay responses)
- C allowing student to give test answers on tape recorder
- C giving frequent short quizzes, not long exams
- C allowing extra time for exam
- C reading test item to student
- C avoid placing student under pressure of time or competition

(cont.)

Organization

- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have an extra set of books at home
- sending daily/weekly progress reports home
- developing a reward system for in-schoolwork and homework completion
- providing student with a homework assignment notebook

Behaviors

- use of timers to facilitate task completion
- structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
- praising specific behaviors
- using self-monitoring strategies
- giving extra privileges and rewards
- keeping classroom rules simple and clear
- making "prudent use" of negative consequences
- allowing for short breaks between assignments
- cueing student to stay on task (nonverbal signal)
- marking student's correct answers, not his mistakes
- implementing a classroom behavior management system
- allowing student time out of seat to run errands, etc.
- ignoring inappropriate behaviors not drastically outside classroom limits
- allowing legitimate movement
- contracting with the student
- increasing the immediacy of rewards
- implementing time-out procedures

4) Addressing Behavior Problems

Because of the frequency with which students may be misbehaving, teachers often feel they must deal directly with the behavior problem before they can work on engagement and accommodation. A closer look at this matter is in order.

As we have suggested, in their effort to deal with deviant and devious behavior and create safe environments, teachers and other school staff increasingly have adopted social control practices. These include some *discipline* and *classroom management* practices that model behaviors which foster (rather than counter) development of negative values.

As discussed in Unit B, many school staff are moving beyond overreliance on punishment. From a prevention viewpoint, there is widespread awareness that application of consequences is an insufficient step in preventing future misbehavior. It also is recognized that program improvements can reduce behavior and learning problems significantly.

From both a prevention and corrective perspective, prevailing interventions include an ongoing emphasis on *social skills training*, programs for *character education*, *emotional "intelligence" training*, and positive behavior support initiatives. More fundamentally, a growing group believes behavior problems will diminish markedly by transforming classroom and school climate through enhancing caring, cooperative learning, and a sense of community that embraces a holistic and family-centered orientation.

Desired student outcomes include enhancing personal responsibility (social and moral), integrity, self-regulation/self-discipline, a work ethic, appreciation of diversity, and positive feelings about self and others (Sapon-Shevin, 1996; Slavin, 1994). Embedded throughout are calls for more home involvement, with emphasis on enhanced parent responsibility for their children’s behavior and learning.

With all this in mind, interventions for misbehavior are outlined in the following Exhibit in terms of:

- efforts to prevent and anticipate misbehavior
- actions to be taken during misbehavior
- steps to be taken afterwards.

Exhibit
Dealing with Misbehavior

I. Preventing Misbehavior

A. Expand Social Programs
1. Increase economic opportunity for low income groups
2. Augment health and safety prevention and maintenance (encompassing parent education and direct child services)
3. Extend quality day care and early education

B. Improve Schooling
1. Personalize classroom instruction (e.g., accommodating a wide range of motivational and developmental differences
2. Provide status opportunities for nonpopular students (e.g., special roles as assistants and tutors)
3. Identify and remedy skill deficiencies early

C. Follow-up All Occurrences of Misbehavior to Remedy Causes

1. Identify underlying motivation for misbehavior
2. For unintentional misbehavior, strengthen coping skills (e.g., social skills, problem solving strategies)
3. If misbehavior is intentional but reactive, work to eliminate conditions that produce reactions (e.g., conditions that make the student feel incompetent, controlled, or unrelated to significant others)
4. For proactive misbehavior, offer appropriate and attractive alternative ways the student can pursue a sense of competence, control, and relatedness
5. Equip the individual with acceptable steps to take instead of misbehaving (e.g., options to withdraw from a situation or to try relaxation techniques)
6. Enhance the individual's motivation and skills for overcoming behavior problems (including altering negative attitudes toward school)

II. Anticipating Misbehavior

A. Personalize Classroom Structure for High Risk Students

1. Identify underlying motivation for misbehavior
2. Design curricula to consist primarily of activities that are a good match with the identified individual's intrinsic motivation and developmental capability
3. Provide extra support and direction so the identified individual can cope with difficult situations (including steps that can be taken instead of misbehaving)

B. Develop Consequences for Misbehavior that are Perceived by Students as Logical (i.e., that are perceived by the student as reasonable fair, and nondenigrating reactions which do not reduce one' sense of autonomy)

(cont.)

III. During Misbehavior

A. Try to base response on understanding of underlying motivation (if uncertain, start with assumption the misbehavior is unintentional)

B. Reestablish a calm and safe atmosphere

1. Use understanding of student's underlying motivation for misbehaving to clarify what occurred (if feasible involve participants in discussion of events)
2. Validate each participant's perspective and feelings
3. Indicate how the matter will be resolved emphasizing use of previously agreed upon logical consequences that have been personalized in keeping with understanding of underlying motivation
4. If the misbehavior continues, revert to a firm but nonauthoritarian statement
5. As a last resort use crises back-up resources
   a. If appropriate, ask student's friends to help
   b. Call for help from identified back-up personnel
6. Throughout the process, keep others calm by dealing with the situation with a calm and protective demeanor

IV. After Misbehavior

A. Implement Discipline -- Logical Consequences/Punishment

1. Objectives in using consequences
   a. Deprive student of something s/he wants
   b. Make student experience something s/he doesn't want
2. Forms of consequences
   a. Removal/deprivation (e.g., loss of privileges, removal from activity)
   b. Reprimands (e.g., public censure)
   c. Reparations (e.g., of damaged or stolen property)
   d. Recantations (e.g., apologies, plans for avoiding future problems)

B. Discuss the Problem with Parents

1. Explain how they can avoid exacerbating the problem
2. Mobilize them to work preventively with school

C. Work Toward Prevention of Further Occurrences (see I & II)

a) Discipline in the Classroom

As stressed in Unit B, 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*. The following Exhibit includes an overview of prevailing discipline practices.

It is worth noting that a large literature points to the negative impact of various forms of parental discipline on internalization of values and of early harsh discipline on child aggression and formation of a maladaptive social information processing style. And, a significant correlation is found between corporeal punishment of adolescents and depression, suicide, alcohol abuse, and domestic violence. Yet, many people still see punishment as the primary recourse in dealing with misbehavior. They use the most potent negative consequences available to them in a desperate effort to control someone and make it clear to others that acting in such a fashion is not tolerated.

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

Most school guidelines for managing misbehavior emphasize that discipline should be reasonable, fair, and nondenigrating. This suggests that the practices should be experienced by recipients as legitimate reactions that neither denigrate their sense of worth nor reduce their sense of autonomy. Given such a perspective, classroom management practices usually stress use of *logical consequences.* This idea is generalized from situations with naturally-occurring consequences (e.g., touch a hot stove, get burned).

Exhibit

Defining and Categorizing Discipline Practices

The two mandates that shape much of current practice are: (1) schools must teach self-discipline to students; and (2) teachers must learn to use disciplinary practices effectively to deal with misbehavior.

Knoff (1987) offers three definitions of discipline as applied in schools:

> "(a) ... punitive intervention; (b) ... a means of suppressing or eliminating inappropriate behavior, of teaching or reinforcing appropriate behavior, and of redirecting potentially inappropriate behavior toward acceptable ends; and (c) ... a process of self-control whereby the (potentially) misbehaving student applies techniques that interrupt inappropriate behavior, and that replace it with acceptable behavior". In contrast to the first definition which specifies discipline as punishment, Knoff sees the other two as nonpunitive or as he calls them "positive, best-practices approaches."

Hyman, Flannagan, & Smith (1982) categorize models shaping disciplinary practices into 5 groups: psychodynamic-interpersonal models, behavioral models, sociological models, eclectic-ecological models, and human-potential models

Wolfgang & Glickman (1986) group disciplinary practices in terms of a process-oriented framework:

- relationship-listening models (e.g., Gordon's Teacher Effectiveness Training, values clarification approaches, transactional analysis)
- confronting-contracting models (e.g., Dreikurs' approach, Glasser's Reality Therapy)
- rules/rewards-punishment (e.g., Canter's Assertive Discipline)

Bear (1995) offers 3 categories in terms of the goals of the practice – with a secondary nod to processes, strategies and techniques used to reach the goals:

- preventive discipline models (e.g., models that stress classroom management, prosocial behavior, moral/character education, social problem solving, peer mediation, affective education and communication models)
- corrective models (e.g., behavior management, Reality Therapy)
- treatment models (e.g., social skills training, aggression replacement training, parent management training, family therapy, behavior therapy)

b) Logical Consequences

In classrooms, there may be little ambiguity about the rules; unfortunately, the same often cannot be said about "logical" penalties. Even when the consequence for rule infraction is specified ahead of time, the logic may be more in the mind of the school staff than in the eyes of the students. In the recipient's view, any act of discipline may be experienced as punitive – unfair, unreasonable, denigrating, disempowering.

Consequences run the gamut of depriving students of things they want to making them experience something they don't want. Consequences take the form of (a) removal/deprivation (e.g., loss of privileges, exclusion from an activity, suspension from school), (b) reprimands (e.g., public censure), (c) reparations (e.g., to compensate for losses caused by misbehavior), and (d) recantations (e.g., apologies, plans for avoiding future problems).

For instance, teachers commonly deal with acting out behavior by removing a student from an activity. Often described as "time out," such a response may be a logical way to stop students from disrupting others by isolating them, or the logic may be that students sometimes need a cooling off period. It may be reasoned that (a) by misbehaving students show they do not deserve the privilege of participating (assuming the activity is liked) and (b) the loss will lead to improved behavior in order to avoid future deprivation. Students we talk to seldom perceive "time out" in this way. Neither do those of us concerned with re-engaging students in classroom learning as the best way to reduce misbehavior.

Most people have little difficulty explaining their reasons for using a consequence. However, if the intent really is to have students perceive consequences as logical and nondebilitating, it seems logical to determine whether recipients perceive the discipline as a legitimate response to their misbehavior. Moreover, it is well to recognize the difficulty of administering consequences in a way that minimizes the negative impact on students' perceptions of self. Although the intent usually is to stress how bad the misbehavior and its impact are, students can too easily experience the process as characterizing them as bad people.

Organized sports such as youth basketball and soccer offer a prototype of an established and accepted set of consequences administered with recipients' perceptions given major consideration. In these arenas, referees are able to use the rules and related criteria to identify inappropriate acts and apply penalties; moreover, they are expected to do so with positive concern for maintaining youngsters' dignity and engendering respect for all.

If discipline is to be perceived as a logical consequence, steps must be taken to convey that a response is not a personally motivated act of power (e.g., an authoritarian action) and, indeed, is a rational and socially agreed upon reaction. Also, if the intent is long-term reduction in future misbehavior, it probably is necessary to take time to help students learn right from wrong, to respect others rights, to accept responsibility, and to re-engage with valued learning opportunities.

From a motivational perspective, logical consequences must be reflect understanding of students' perceptions and used in ways that minimize negative repercussions. To these ends: (a) consequences that are established publically are more likely to be experienced as socially just (e.g., reasonable, firm but fair) and (b) such consequences should be administered in ways that allow students to maintain a sense of integrity, dignity, and autonomy. All this is best achieved under conditions where students are "empowered" to make improvements and avoid future misbehavior and have opportunities for positive involvement and reputation building at school.

c) Being Just and Fair

In responding to misbehavior, school staff must be just and fair. But what does that mean? Fair to whom? Fair according to whom? Fair using what criteria and procedures? What is fair for one person may cause an inequity for another.

Should staff treat everyone the same? Should they respond in ways that consider cultural and individual differences and needs? Should past performance be a consideration?

When students have similar backgrounds and capabilities, the tendency is to argue that an egalitarian principle of distributive justice should guide efforts to be fair. However, when there are significant disparities in background and capability, different principles may apply. Students who come from a different culture, students who have significant emotional and/or learning problems, young vs. older students, students who have a history of good behavior – all these matters suggest that fairness involves consideration of individual differences, special needs, and specific circumstances.

Sometimes fairness demands that two students who break the same rule should be handled differently. To do otherwise with a student who has significant learning, behavior, and emotional problems may result in worsening the student's problems and eventually "pushing" the student out of school.

If our aim is to *help* all students have an equal opportunity to succeed at school, then we must avoid the trap of pursuing the all-too-simple *socialization* solutions of "no exceptions" and "zero tolerance" when enforcing rules. Society's obligation is to do more than exert power to control and punish. Social institutions, such as schools, must balance socialization interventions with interventions that help individuals in need. It is unfortunate whenever a school's role in socializing the young comes into conflict with the school's role in helping students who have problems.

In adopting a broad set of principles to guide fairness, the opportunity arises for teaching all students why there are exceptions. A caring school community teaches by example and by ensuring the principles being modeled are well-understood. Staff in a caring school go beyond exercising social control and socialization)training. They integrate a comprehensive focus on promoting healthy social and emotional development in all their interactions with every student.

In discussing her early frustrations with the need to discipline students, one teacher 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." (Metzger, 2002).

d) Is the Answer Social Skills Training?

Suppression of undesired acts does not necessarily lead to desired behavior. How about social skills training? After all, poor social skills are identified as a symptom (a correlate) and contributing factor in a wide range of educational, psychosocial, and mental health problems.

Programs to improve social skills and interpersonal problem solving are described as having promise both for prevention and correction. However, reviewers of research over the past few decades are only cautiously optimistic. Conclusions stress that individual studies show effectiveness, but outcomes continue to lack generalizability and external validity. The range of skills acquired remain limited and generalizability and maintenance of outcomes are poor. This is the case for training of specific skills (e.g., what to say and do in a specific situation), general strategies (e.g., how to generate a wider range of interpersonal problem-solving options), as well as efforts to develop cognitive-affective orientations (e.g., empathy training). While the focus of studies generally is on social skills training for students with emotional and behavior disorders, the above conclusions hold for most populations.[4]

Specific discipline practices and social skills training programs ignore the broader picture that all school staff must keep in mind. The immediate objective of stopping misbehavior must be accomplished in ways that maximize the likelihood that students engage/reengage in instruction and positive learning.

e) Addressing Underlying Motivation

Beyond discipline and skills training is a need to address the roots of misbehavior, especially the underlying motivational bases. Consider students who spend most of the day trying to avoid all or part of the instructional program. An intrinsic motivational interpretation of the avoidance behavior of many of these youngsters is that it reflects their perception that school is not a place where they experience a sense of competence, autonomy, and/or relatedness to others. Over time, these perceptions develop into strong motivational dispositions and related patterns of misbehavior.

Remember: Misbehavior can reflect *approach* or *avoidance motivation*. Noncooperative, disruptive, and aggressive behavior patterns that are *proactive* tend to be rewarding and satisfying because the behavior itself is exciting or because the behavior leads to desired outcomes (e.g., peer recognition, feelings of competence or autonomy). Intentional negative behavior stemming from approach motivation can be viewed as pursuit of deviance.

Misbehavior in the classroom also often is *reactive*, stemming from avoidance motivation. That is, the behavior may be a protective reaction stemming from motivation to avoid and protest against situations in which the student is coerced to participate or cannot cope effectively. For students with learning, behavior, and emotional problems, teaching and therapy situations may be perceived in this way. Under such circumstances, individuals can be expected to react by trying to protect themselves from the unpleasant thoughts and feelings the situations stimulate (e.g., feelings of incompetence, loss of autonomy, negative relationships). In effect, the misbehavior reflects efforts to cope and defend against aversive experiences. The actions may be direct or indirect and include defiance, physical and psychological withdrawal, and diversionary tactics.

Interventions for reactive and proactive behavior problems begin with major program changes. From a motivational perspective, the aims are to (a) prevent and overcome negative attitudes toward school and learning, (b) enhance motivational readiness for learning and overcoming problems, (c) maintain intrinsic motivation throughout learning and problem solving, and (d) nurture continuing motivation so students engage in activities away from school that foster maintenance, generalization, and expansion of learning and problem solving. *Failure to attend to motivational concerns in a comprehensive, normative way results in approaching passive and often hostile students with practices that instigate and exacerbate problems.*

After making broad programmatic changes to the degree feasible, intervention with a misbehaving student involves remedial steps directed at underlying factors. For instance, with intrinsic motivation in mind, the following assessment questions arise:

- Is the misbehavior unintentional or intentional?
- If it is intentional, is it reactive or proactive?
- If the misbehavior is reactive, is it a reaction to threats to self-determination, competence, or relatedness?
- If it is proactive, are there other interests that might successfully compete with satisfaction derived from deviant behavior?

In general, intrinsic motivational theory suggests that corrective interventions for those misbehaving reactively require steps designed to reduce reactance and enhance positive motivation for participating in an intervention. For youngsters highly motivated to pursue deviance (e.g., those who proactively engage in criminal acts), even more is needed. Intervention might focus on helping these youngsters identify and follow through on a range of valued, socially appropriate alternatives to deviant activity. Such alternatives must be capable of producing greater feelings of self-determination, competence, and relatedness

than usually result from the youngsters' deviant actions. To these ends, motivational analyses of the problem can point to corrective steps for implementation by teachers, clinicians, parents, or students themselves.

Referral When Necessary

When it is necessary to seek specialized services for a student and/or their family, it is essential that a sound referral process is in place at the school. If such a process is not in place, you will want to advocate for development of student and family assistance programs that weave together relevant school and community resources to help meet the need.

It is important to remember that referral is an intervention in and of itself. It conveys that there are problems beyond those you can address in the context of regular classroom activity. When the referral is for learning and/or behavior problems, it should signify that you have done everything feasible to address the problem prior to the referral.

Referral Intervention Guidelines

A referral intervention should minimally

- provide readily accessible basic information about all relevant sources of help
- help the student/family appreciate the need for and value of referral
- account for problems of access (e.g., cost, location, language and cultural sensitivity)
- aid students/families to review their options and make decisions in their own best interests
- provide sufficient support and direction to enable the student/family to connect with an appropriate referral resource
- follow-up with students (and with those to whom referrals are made) to determine whether referral decisions were appropriate.

Concluding Comments

As the world around us is changing at an exponential rate, so must the way we approach problems in school. Everyday, our society is called upon to do something about the many individuals who have trouble learning academic skills and whose behavior is disruptive. In responding to this call, we must be prepared to go beyond the narrow perspective of direct instruction of observable skills and related assessment practices.

Those concerned with improving interventions for learning, behavior, and emotional problems must at the very least broaden their view of teaching; optimally, they need to expand their view beyond teaching. It is time for school staff to enhance their focus on motivation as a primary intervention concern and personalized instruction as a foundation upon which to engage and re-engage students in classroom learning. When more is needed, a sequential and hierarchical approach to special assistance is indicated. In all cases, the process objectives are the same – to improve the match with a primary emphasis on motivational concerns.

It's funny and poignant.

In describing anatomy, one 7th grader wrote:

> Anatomy is the human body made up of three parts, the head, the chest, and stummick. The head holds the skull and the brains if there is any. The chest holds the liver, and the stummick holds the vowels which are a, e, i, o, u, and sometimes w and y.

Stop, think, discuss

Here is what a student wrote in class one day.

I am 13 years old and learning disabled. I have had problems along time. People say I am smart but I lak eng ability and I am tired of trying. My parrents tryed to help me, but I dont deserve there supp ort or concern, I am just not worth if I do not get allong with people eneywhere and never have bren able to. I am affraid of everyone and hate being told to wake up or come out of my dreem worl d. I dont know how to deel with eneything eneywhere.

Make some notes about what you think should be done and then discuss your ideas with your study group.

Some References Related to Providing Special Assistance in the Classroom

In addition to the references already cited, the following is intended as a beginning resource list to guide you to books that can help in designing classrooms to be a better match for the full range of learners who are enrolled.

I. Classrooms for All Students

A. **Encouraging Learning Autonomy**

Doorways to Decision Making: A Handbook for Teaching Decision Making Strategies.
J.D. Casteel & R.J. Stahl. Waco, TX: Prufrock Press, 1996

Learner-centered teaching: Five key changes to practice.
M. Weimer. San Francisco: Jossey-Bass, 2002.

Nurturing independent learners: Helping students take charge of their learning.
D. Meichenbaum & A. Biemiller. Boston: Brookline Books, 1998.

Learner Autonomy : A Guide to Developing Learner Responsibility.
A. Scharle, A. Szabo, & P. Ur (Eds). Cambridge: Cambridge University Press, 2000.

The parallel curriculum: A design to develop high potential and challenge high-ability learners.
C.A. Tomlinson, S/N/ Kaplan, J.S. Renzulli, et al. Thousand Oaks, CA: Corwin. 2002.

Cooperative Learning in the Classroom.
D.W. Johnson, R.T. Johnson, & E. J. Holubec. Alexandria, VA: Association for Supervision & Curriculum Development, 1994.

Cooperative learning: Theory, research, and practice (2nd ed.).
R.E. Slavin. Boston: Allyn & Bacon, 1994.

Cooperative work groups: Preparing students for the real world.
S.M. Manel. Thousand Oaks, CA: Corwin, 2003.

B. Appreciating Divesity

An introduction to multicultural education. (3rd ed.)
J.A. Banks. Boston: Allyn & Bacon, 2001.

Effective Programs for Latino Students.
R.E. Slavin & M. Calderon (Eds.). Mahwah, NJ: Erlbaum, 2001.

Teaching English language learners K-12: A quick-start guide for the new teacher.
J. Jesness. Thousand Oaks, CA: Corwin, 2004.

Children with limited English: Teaching strategies for the regular classroom. (2nd ed.)
E. Kottler & J.A. Kottler. Thousand Oaks, CA: Corwin, 2002.

All Children Read: Teaching for Literacy in Today's Diverse Classrooms.
CA. Temple, D. Ogle, A. Crawford, & P. Freppon. Boston: Allyn & Bacon, 2003.

What every teacher should know about special learners.
D.W. Tileston. Thousand Oaks, CA: Corwin, 2004.

(cont.)

Best teaching practices for reaching all learners: What award-winning classroom teacher do.
R. Stone. Thousand Oaks, CA: Corwin, 2004.

Inclusive Schooling Practices: Pedagogical and Research Foundations : A Synthesis of the Literature That
Informs Best Practice About Inclusive Schooling.
G. McGregor & R.T.Vogelsberg. Baltimore: Paul H Brookes Pub Co; Spiral edition, 1999.

Technology for the diverse learner; A guide to classroom practice.
M. Bray, A. Brown, & T.D. Green. Thousand Oaks, CA: Corwin, 2004.

C. Addressing Problems

Learning disabilities: The interaction of learner, task, and setting, 4th Edition.
C.R. Smith. Needham Heights, MA: Allyn & Bacon, 1997.

Differentiating instruction for students with learning disabilities.
W.N. Bender. Thousand Oaks, CA: Corwin, 2002.

*Teaching students with learning problems.(*6th ed.)
C.D. Mercer & A.R. Mercer. NJ: Prentice Hall, 2000.

Learning disabilities: Theories, diagnosis & teaching strategies, 9th Edition.
J. Lerner. Boston:Houghton-Mifflin, 2003.

Inclusion strategies that work! Research-based methods for the classroom.
T.J. Karten, Thousand Oaks, CA: Corwin, 2004.

Teaching kids with learning difficulties in the regular classroom.
S. Winebrenner. Minneapolis, MN: Free Spirit Publishing, 2002.

Rethinking Classroom management: Strategies for prevention, intervention, and problem solving.
P.S. Belvel & M.M. Jordan. Thousand Oaks, CA: Corwin, 2003.

Breaking the culture of bullying & disrespect, Grades K-8:Best practices and successful strategies.
M.N. Beaudoin & M. Taylor. Thousand Oaks, CA: Corwin, 2004.

Antisocial behavior in schools: Strategies and best practices.
H. M. Walker, G. Colvin, & E. Ramsey. Pacific Grove, CA: Brooks/Cole, 1995.

Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment.
D.A. Crone & R. Horner. NY: Guilford Press, 2003

Positive behavioral support: Including people with difficult behavior in the community
L.K. Koegel, R.L. Koegel, & G. Dunlap (Eds.) Baltimore: Paul H. Brookes, 1996.

A guide to co-teaching: Practical tips for facilitating student learning.
R.A. Villa, J.S. Thousand, & A.I. Nevin. Thousand Oaks, CA: Corwin, 2004.

The block scheduling handbook.
J.A. Queen. Thousand Oaks, CA: Corwin, 2002.

Best practices in school psychology - IV.
A. Thomas & J. Grimes (Eds.), Washington, DC: National Association of School Psychologists, 2002.

Practical teaching methods K-6: Sparking the flame of learning.
P.F. Wilkinson, M.A. McHutt, & E.S. Friedman. Thousand Oaks, CA: Corwin, 2003.

(cont.)

II. Methods for Specific Areas of School Functioning

Some of the above basic texts provide overviews of each area. The following offer more depth.

A. Reading and Language

A Balanced Approach to Beginning Reading Instruction: A Synthesis of Six Major U.S. Research Studies
J.E. Cowen. Newark, DE:International Reading Association, 2003.

Teach them all to read.
E.K. McEwan. Thousand Oaks, CA: Corwin Press, 2002

Reading engagement: Motivating readers through integrated instruction.
J.T. Guthrie & A. Wigfield (Eds.). Newark, DE: International Reading Association, 1997.

Reading for academic success: Powerful strategies for struggling, average, & advanced readers, grade 7-12.
Strong, R.W., Perini, M.J., Silver, H.F., Tuculescu, G.M. Thousand Oaks, CA: Corwin Press, 2002

Teaching children with reading problems to decode: Phonics and "not-phonics" instruction.
S.A. Stahl. *Reading and Writing Quarterly*, 14, 165-188, 1998.

Differentiated instructional strategies for reading in the content areas.
C. Chapman & R. King. Thousand Oaks, CA: Corwin, 2003.

Differentiated instructional strategies for writing in the content areas.
C. Chapman & R. King. Thousand Oaks, CA: Corwin, 2003.

B. Math

Teaching number: Advancing children's skills and strategies.
R.J. Wright, J. Martland, A.K. Stafford, & G. Stanger. Thousand Oaks, CA: Corwin Press, 2002

Mathematics education for students with learning disabilities: Theory to Practice
D.P. Rivera. Austin, TX: PRO-ED, 1998.

Teaching mathematics to students with learning disablilities. (4th ed.)
N.S. Bley & C.A. Thorton (3rd ed.). Austin, TX: PRO-ED, 2001.

Fostering Children's Mathematical Power: An Investigative Approach to K-8 Mathematics Instruction
A.J. Baroody & R.T. Coslick. NJ: LEA, 1998.

Math Smart!: Over 220 Ready-to-Use Activities to Motivate & Challenge Students, Grades 6-12.
J.A. Muschla & G.R. Muschla. San Francisco: Jossey-Bass, 2002.

C. Cognitive Prerequisites, Learning Strategies, and Higher Order Thinking

Blueprint for student success; A guide to research-based teaching practices K-12.
S.J. Jones. Thousand Oaks, CA: Corwin, 2003.

Teaching adolescents with Learning Disabilities (3rd ed.).
D.D. Deshler, E.S. Ellis, & B.K. Lenz. Denver: Love Pub., 2003.

Concept-based curriculum and instruction: Teaching beyond the facts.
H.L. Erickson. Thousand Oaks, CA: Corwin, 2002.

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Language acquisition and conceptual development.
M. Bowerman & S.C. Levinson (Eds.). Cambridge, MA: Cambridge University Press, 2001.

Inquiry-based learning using everyday objects: Hands-on instructional strategies that promote active learning in Grades 3-8.
A.E. Alvarado & P.R. Herr. Thousand Oaks, CA: Corwin, 2003.

How children learn the meanings of words (learning, development, and conceptual change)
P. Bloom. Cambridge, MA: MIT Press, 2002.

Tips for the science teacher: Research-based strategies to help students learn.
H.J. Hartman, N.A. Glasgow. Thousand Oaks : Corwin Press, Inc., 2002.

Improving science instruction for students with disabilities.
G.P. Stefanich & J. Egelston-Dodd (Eds.). Proceedings of the working conference on science for persons with disabilities. Anaheim, CA:. ERIC Document Reproduction Service No. ED 399 724, 1995.

Problem-based learning in middle & high school classrooms: A teacher's guide to implementation.
A. Lambros. Thousand Oaks, CA: Corwin, 2004.

Problem-based learning in K-8 classrooms: A teacher's guide to implementation.
A. Lambros. Thousand Oaks, CA: Corwin, 2002.

D. Social and Emotional Functioning, Motivation, and Interfering Behavior

Building Learning Communities with Character: How to Integrate Academic, Social, and Emotional Learning
B. Novick, J.S. Kress, & M.J. Elias. Arlington, VA: Association for Supervision and Curriculum Development, 2002.

Emotional intelligence.
D. Goleman. New York: Bantam Books, 1995.

Relationship-driven classroom management: Strategies that promote student motivation.
J.M. Vitto. Thousand Oaks, CA: Corwin, 2003..

Intrinsic motivation and self determination in human behavior.
E.L. Deci & R.M. Ryan. New York: Plenum Press, 1985.

Motivation to learn: From theory to practice (3rd ed.)
D.J. Stipek. Boston: Allyn & Bacon, 1998.

Engaging schools: Fostering high school students' motivation to learn.
National Research Council, 2004.

What every teacher should know about student motivation.
D.W. Tileston. Thousand Oaks, CA: Corwin, 2004.

What every teacher should know about media and technology.
D.W. Tileston. Thousand Oaks, CA: Corwin, 2004.

Preventing problem behaviors: A handbook of successful prevention strategies.
Algozzine, B. & Kay, P. (Ed.) Thousand Oaks, CA: Corwin Press, Inc., 2002.

Emotional and behavioral problem: A handbook for understanding and handling students.
P. Zionts, L. Zionts, & R.L. Simpson. Thousand Oaks, CA: Corwin, 2002.

E. Motoric Development

Physical activities for improving children's learning and behavior.
B.A. Cheatum & A.A. Hammond..Champaign: ILL: Human Kinetics Pub., 2000

Children With Developmental Coordination Disorder: Strategies for Success.
C. Missiuna. Bingingham, NY: Haworth Press, 2001.

Advances in motor learning and control.
H.N. Zelaznik (Ed.). Champaign: ILL: Human Kinetics Pub., 1996.

Perceptual-motor lessons plans, Level 1: Basic and "practical" lesson plans for perceptual-motor program in preschool and elementary grades.
J. Capon & F. Alexander. Discovery Bay, CA: Front Row Experience, 1998.

III. Assessment

Assessment strategies for self-directed learning.
A.L. Costoa & B. Kallick. Thousand Oaks, CA: Corwin, 2004.

Dynamic testing: The nature and measurement of learning potential.
R.J.Sternberg, E.L. Grigorenko Cambridge, MA: Cambridge University Press, 2002.

Educational assessment of students (3rd Edition)
A.J. Nitko. Englewood Cliffs, NJ: Prentice Hall College Division, 2002.

Assessing students in groups: Promoting group responsibility and individual accountability.
D.W. Johnson & R.T. Johnson, Thousand Oaks, CA: Corwin, 2004.

Assessing to address barriers to learning (Introductory Packet)
Center for Mental Health in Schools at UCLA. Download from http://smhp.psych.ucla.edu

A resource aid packet: screening/assessing students: indicators and tools,
Center for Mental Health in Schools at UCLA. Download from http://smhp.psych.ucla.edu

Differentiated assessment strategies: One tool doesn't fit all.
C. Chapman & R. King. Thousand Oaks, CA: Corwin, 2004.

Assessment.
J. Salvia & J.E. Ysseldyke. Houghton Mifflin Co.; Boston, MA: 2001.

What every teacher should know about student assessment.
D.W. Tileston. Thousand Oaks, CA: Corwin, 2004.

Assessment for Equity and Inclusion: Embracing All Our Children.
A.L. Goodwin. London: Routledge, 1997.

Testing students with disabilities: Practical strategies for complying with district and state requirements.
M.L. Thrulow, J.L. Elliott, & J.E. Ysseldyke. Thousand Oaks, CA: Corwin, 2003.

Specific learning disabilities and difficulties in children and adolescents: Psychological assessment and evaluation.
A.S. Kaufmann & N.L. Kaufmann (Eds.). Cambridge, MA: Cambridge University Press, 2001

ADHD in the schools: Assessment and intervention strategies (2nd ed.).
G.J. DuPaul & G.D. Stoner. New York: Guilford Press, 2004.

See Center list of special resources related to the above matters available at no cost.

A Few Related References*

The following have either been cited in this unit or are basic references for ideas explored.

Adelman, H.S., & Taylor, L. (1993). *Learning problems and learning disabilities: Moving forward*. Pacific Grove, CA: Brooks/Cole.

Angle, B. (1996). 5 steps to collaborative teaching and enrichment remediation. *Teaching Exceptional Children, 29*, 8-10.

Baas, A. (1991). *Promising Strategies for At-Risk Youth.* ERIC Digests Series. ERIC Identifier: ED328958.

Bear, G.G. (1995). Best practices in school discipline. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology -- III*. Washington, DC: National Association of School Psychologists.

Burke, D. (1997). *Looping: Adding time, strengthening relationships*. ERIC DIGEST, ERIC Identifier: ED414098.

Churton, M.W., Cranston-Gingras, A., & Blair, T.R. (1998). *Teaching Children with Diverse Abilities.* Boston, MA: Allyn & Bacon.

Elias, M.J., & Clabby, J. (1992). *Building SocialProblem Solving Skills: Guidelines from a School-Based Program.* San Francisco: Jossey-Bass.

ERIC Digest #E521. (1993)., *Including Students with Disabilities in General Education Classrooms*. ERIC Identifier: ED358677.

ERIC Digest Series. (1997). *From At-Risk to Excellence: Principles for Practice.* ERIC Identifier: ED413765.

Falvey, M.A. (Ed.) (1995). *Inclusive and Heterogeneous Schooling: Assessment, Curriculum, and Instruction.* Baltimore, MD: Paul Brookes Publishing Co.

Fitzgerald, G.E. (1994). Using the computer with students with emotional and behavioral disorders. *Technology & Disability, 3,* 87-99. (Theme issue: Special education).

Gresham, F. M. (1995). Best Practices in Social Skills Training in A. Thomas and J. Grimes (Eds.) *Best Practices in School Psychology-III* (pp. 1021-1030). Washington, D.C.: The National Association of School Psychologists.

Hammill. D.D., & Bartel, N. (1995). *Teaching students with learning and behavior problems.* Austin, TX: pro-ed.

Harris, A.J.,, & Sipay, E.R. (1990). *How to increase reading ability: A guide to developmental and remedial methods.* 9th ed. NY: Longman.

Hyman, I., Flanagan, D., & Smith, K. (l982). Discipline in the schools. In C.R. Reynolds & T.B. Gutkin (Eds.), *The handbook of school psychology* (pp. 454-480). New York: Wiley.

Knoff, H.M. (l987). School-based interventions for discipline problems. In C.A. Maher & J.E. Zins (Eds.), *Psychoeducational interventions in the schools* (pp. 118-140). New York: Pergamon.

Lindsey, J.D. (Ed). (1993). *Computers for exceptional individuals*. Second edition. Austin, TX. pro-ed.

Male, M. (1994). *Technology for inclusion: Meeting the special needs of all students*. Second edition. Needham Heights, MA Allyn & Bacon.

McCarney, S.B., Wunderlich, K.C., & Bauer, A.M. (1993). *The pre-referral intervention manual.* Hawthorne Educational Services.

Meichenbaum, D. & Biemiller, A. (1998). *Nurturing Independent Learners: Helping Students Take Charge of Their Learning.* Boston, MA: Brookline Books.

Metzger, M. (2002). Learning to discipline. *Phi Delta Kappan online*, www.pdkintl.org/kappan/k0209met.htm

Miller, L., & Newbill, C. (1998). *Section 504 in the classroom: How to design and implement accommodation plans.* Austin, TX: pro-ed.

Putnam, J.W. (1993). *Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom.* Baltimore: Paul H. Brookes.

Ripley, S. (1997). Collaboration between General and Special Education Teachers. *ERIC Digest.* ERIC Identifier: ED409317.

Sapon-Shevin, M. (1996). Celebrating diversity, creating community: Curriculum that honors and builds on differences. In S.B. Stainback & W.C. Stainback (Eds.), *Inclusion: A guide for educators*. Baltimore, MD: Paul H. Brookes.

Slaven, R.E. (1990). *Cooperative learning: Theory, research, and practice.* Englewood Cliffs, NJ: Prentice-Hall.

Willis, S. (1996). Managing today's classroom: Finding alternatives to control and compliance. *Education Update, 38.* http://www.ascd.org

Winebrenner, S. (1996). *Teaching Kids with Learning Difficulties in the Regular Classroom.* Minneapolis, MN: Free Spirit Publishing.

Wolfgang, C.H. & Glickman, C.D. (l986). *Solving discipline problems: Strategies for classroom teachers* (2nd ed.). Boston: Allyn & Bacon.

Working Forum on Inclusive Schools (1994). *Creating Schools for All Our Students: What 12 Schools Have to Say.* Reston, VA: Council for Exceptional Children.

York-Barr, J., Kronberg, R., & Doyle, M.B.(1996). *Creating Inclusive School Communities: A Staff Development Series for General and Special Educators.* Baltimore, MD: Paul H. Brookes.

Yoshimoto, R (2000). Celebrating Strengths And Talents Of Dyslexic Children: An Educational Model. See http://www.ldonline.org/ld_indepth/abilities/celebrating_strengths.html

*In addition, go to the Quick Find and other search features on the Center's website, and you will find many relevant resources to topics discussed in this Unit. From the Center website, you can also access other resource centers through the feature "A Gateway to a World of Resources."

Unit II E: Capitalizing on Technology

Objectives

The intent in this Unit is to help you learn more about:

(1) *the many ways technology can be used beneficially in the classroom and some cautions and caveats* (After going over the material, be sure you can describe how you plan to enhance the use of technology in your classroom and indicate the benefits you expect will result from doing so.)

(2) *how technology can support efforts to provide students with special assistance and enhance access to and by the student's home* (After going over the material, be sure you can discuss at least three ways you plan to use technology for these purposes.)

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Outline for Unit II E

1) Technology in the Classroom – A Big PictureOverview
2) Applications and Benefits of Technology in the Classroom
   a) Uses and Benefits
   b) Caveats and Cautions
3) Supporting Special Assistance
4) Access to and By the Home
5) Some Websites for Classroom Resources and a Few References on Using Technology

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A Few Maxims for the Internet age:

>The modem is the message.
>Don't byte off more than you can view.
>What boots up must come down.
>Virtual reality is its own reward.
>Give students a fish and you feed them for a day; teach them to use the Net and they won't bother you for weeks.

Unit E
Capitalizing on Technology

Just as technology is reshaping other institutions, it has the potential to reshape education, ending the disjunction between school and the broader society. Technology offers unlimited ways of learning, of teaching, and of running schools. It provides new ways for everyone involved in education to be openly accountable to parents, to communities, and to students.

From: "Reinventing Schools: The Technology is Now!" (1995).
National Academy of Sciences and National Academy of Engineering.
http://www.nap.edu/readingroom/books/techgap/welcome.html

". . . Technological literacy – meaning computer skills and the ability to use computers and other technology to improve learning, productivity, and performance – has become as fundamental to a person's ability to navigate through society as traditional skills like reading, writing, and arithmetic. Yet, for the most part, these new technologies are not to be found in the nation's schools. Students make minimal use of new technologies for learning, typically employing them for only a few minutes a day. Indeed, the hard realities are that only 4 percent of schools have a computer for every five students (a ratio deemed adequate to allow regular use) and only 9 percent of classrooms are connected to the Internet. In schools with large concentrations of low-income students, the numbers are often even lower. Research and the experiences of schools in the forefront of the current "digital revolution," however, underscore the enormous learning opportunities available through technology . . . ."

R. Riley, M. Kunin, M. Smith, & L. Roberts (1996). "Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge. A Report to the Nation on Technology and Education."
U.S. Department of Education.

. . . Teachers receive less technical support than does any other group of professionals. Computers occupy the desktops of most professionals in the United States, but not in the classrooms; there, computers are often used exclusively by students . . . .

From: "Reinventing Schools: The Technology is Now!" (1995).
National Academy of Sciences and National Academy of Engineering.
http://www.nap.edu/readingroom/books/techgap/welcome.html

Much has been written about how the computer will revolutionize what happens in the classroom. Our position is that the classroom teachers will continue to be central in the instructional process, and that computers provide one more resource, in some cases a unique resource, for enabling learning to take place.

Donald Hammill & Nettie Bartel

Stop, think, discuss

Make a list of all the ways you can think of for using technology to enable learning in the classroom.

The central importance of the classroom teacher as the key to student success seems to us especially clear when it comes to students whose functioning is associated with disengagement from formal instruction.

At the same time, we believe that computers and other technological advancements offer tools for improving almost every facet of efforts to address barriers to learning and promote healthy development. Available software programs, databases, and telecommunications have opened the world to all students who have access to a computer. And, fortunately, access is increasing. Useful Websites and listservs are growing at an exponential rate. Email, bulletin boards, and chat rooms provide intriguing possibilities when used appropriately. And, ironically, the potential benefits of television programs, video and audio libraries and recording capabilities, and other familiar audio-visual aids have yet to be realized.

Every teacher needs to understand how advanced technologies can help transform classroom learning, "homework," and home involvement in schooling. Then, we all need to expand our capability to integrate this understanding effectively and appropriately into daily learning and teaching activity.

As with all learning, it is important to remember that the key to effective use of technology is found in the concept of a good match with the learner's motivation and capabilities.

The Exhibit on the next page provides a glimpse at how technology will increasingly aid in efforts to teach the young and build communities of understanding.

Exhibit

Using Technology to Build Communities of Understanding

(Excerpt from: YEAR 2005: A Report to the U.S. Congressional Office of Technology Assessment
Prepared by: Center for Technology in Learning – SRI International)*

. . . in our vision . . ., digital technologies are used [increasingly] to create a web of relationships, engagement, and participation that transforms the educational enterprise and makes it the center of community life. Today, schools, homes, and workplaces function separately – connected by geography and circumstances but infrequently by common purpose and collaborative action. But in our vision of communities of understanding, digital technologies are used to interweave schools, homes, workplaces, libraries, museums, and social services to reintegrate education into the fabric of the community. Learning is no longer encapsulated by time, place, and age but has become a pervasive activity and attitude that continues throughout life and is supported by all segments of society. Teaching is no longer defined as the transfer of information, learning no longer as the retention of facts. Rather, teachers challenge students to achieve deeper levels of understanding and guide students in the collaborative construction and application of knowledge in the context of authentic situations and tasks. Education is no longer the exclusive responsibility of teachers but benefits from the participation and collaboration of parents, business people, scientists, seniors, and, of course, students of all ages.

How can technology support this transformation? First of all, the emerging information superhighway will connect schools with each other and with businesses, libraries, museums, and community resources. The connections between schools and homes will help students to extend their academic day, allow teachers to draw on significant experiences from students' everyday lives, and allows parents to become more involved in the education of their children and to have extended educational opportunities of their own. Connections between school and work will allow students to learn in the context of real-life problems, allow teachers to draw on the resources of technical and business experts, and allow employers to contribute to and benefit from the fruits of an effective educational system. Connections between schools, homes, and the rest of the community will enable students to relate what is happening in the world outside to what is happening in school, will allow teachers to coordinate formal education with informal learning, and will allow the community to reintegrate education into its daily life.

To make these connections pay off, this infrastructure will be filled with effective and engaging materials and tools that challenge students, afford new activities, and motivate learning. When users access the superhighway, they will find rich, multimedia resources in mathematics, sciences, and humanities and rich contexts of authentic situations and tasks. They will have access to tools that allow them to communicate and collaborate with others, consider ideas from multiple perspectives, express their ideas in multiple ways, build models, and explore simulations....

*SRI international, 333 Ravenswood Ave. Menlo Park, CA 94025-3493 Ph: 415/326-6200.

Advanced technology offers tools for improving almost every facet of efforts to address barriers to learning and promote healthy development

1) Technology in the Classroom – A Big Picture Overview

Most of us already are familiar with the many ways the personal computer has increased access to the "information highway," as well as its contributions as an instructional tool. But these are only the tip of the iceberg. Besides a multitude of other Internet applications and computer assisted interventions, there is growing use of telecommunications to provide distance learning, telelearning, and virtual classrooms for students and staff. Teacher and parents are connecting and interacting via Email; students are receiving online tutoring and mentoring; teachers are accessing online lesson plans and networking online with colleagues about various practices. DVD and multimedia technology is expanding, exponentially, the possibilities for enhancing these and other activities in diverse teaching fields such as the arts, mathematics, science, history, and sports.

On another front, the growing need for data in planning, implementing, and evaluating interventions is speeding up development of integrated information management systems.

The Exhibit on the next page highlights a range of intervention activity that can benefit from advanced technological applications and some of the categories of tools that are available.

Clearly, a brave new world has emerged. There is much for all of us to learn about advanced technological applications. We all need to grasp the big picture and develop a plan and an agenda for integrating such applications into our daily work.

Exhibit

Advanced Technology: Some Tools and Their Uses

		TOOLS				
FORMS OF INTERVENTION		***Personal Computers***	***TV/ DVD***	***Multimedia***	***Systems for Integrated, Computerized Information Management***	***Specialized Technologies for those with Disabilities***
	Information & Resource Access					
	Self-help					
	Support Groups, Networking, Conferencing					
	Assessment					
	Referral/ Triage/ Care Monitoring					
	Planning/ Implementation (instruction, enrichment, remediation, care, counseling, and treatment)					
	Accountability/ Quality Assurance/ Evaluation					
	Professional Education (including distance learning, supervision, and consultation)					

2) Applications and Benefits of Technology in the Classroom

Over the last 20 years, development and increased availability of lower-cost personal computers, the Internet, two-way audio and video, cables, fiber optics, and satellites have led to widespread use of technology in schools, homes, libraries, and neighborhoods. Increased accessibility including a growing distance learning movement has made technological tools a viable aid for all students and especially for those in remote regions of the nation and in underserved communities.

a) Uses and Benefits

As the U.S. Department of Education's Educational Technology Plan states:

> One of the most promising uses of technology in education involves teachers helping students actively engage in learning. In fact, the increasing power and versatility of computers create teaching and learning possibilities dramatically different from those that were previously available, providing teachers with opportunities to enrich their instruction and students with opportunities to contribute useful resources to others.
>
> (See *eLearning: Putting a World Class Education at the Fingertips of All Children* – http://www.ed.gov/Technology)

Use of technology helps in accommodating a wider range of student differences by enabling the teacher to vary instructional pacing, content, support, and directions. Besides directly supporting instruction, technology enhances connections and interactions among students and with a host of resources, including contact with individuals and organizations across the world through the Internet. It allows new forms of support, such as online mentoring for students and teachers. It also assists teachers in "managing" information, material resources, aides and volunteers, budget and so forth by providing secured, timely, accurate data, as well as enabling them to add data directly to management systems.

Technology, of course, also has become a fundamental content area in the curriculum. Not only are students taking courses in the subject matter, entire high school academies are devoted to this career arena.

Student #1: Where have you been?
My Email said to meet us at 10 a.m.
Student #2: My server is down; didn't you get my Fax?
Student #3: I told you we should have paged him.

When asked about the benefits of bringing advanced technology into the classroom, teachers and administrators note that it enhances ways to promote and support

- motivation
- thinking processes
- equity
- availability of and access to a wide range of learning opportunities and special assistance
- technology capability for now and as preparation for the future
- quality improvement, assurance, and accountability

Technology also is seen as making significant changes in school-wide culture and structure.

Despite all the potential benefits, sophisticated uses in the classroom are still not the norm. Most teachers have a great deal to learn about how to

- use multimedia educational software to teach facts and concepts and to enable students in practicing and presenting what they are learning
- teach students to use the Internet as a powerful new way to analyze and understand the world around them and communicate with others
- teach students computers as a content area
- use advanced technology as a continuing education and technical assistance tool.

Clearly, computers and other technological advances are changing classroom teaching practices and are revolutionizing the way schools conduct business. They provide systems for planning and managing daily work, systems for information management, and systems to aid staff to work together and work with other agencies. As a whole, technological tools represent key mechanisms to aid efforts to enhance quality, provide data on accomplishments, and facilitate accountability.

The Exhibit on the following pages provides some excerpts from documents which offer specific examples of how advanced technology can be applied and can benefit classroom instruction.

Exhibit

Applications and Benefits of Information Technology

[Excerpt from an ERIC Digest authored by J. Kosakowski (ED420302) http://eric.ed.gov]

More than three decades ago, computers and related information technologies were introduced to educators as educational tools. Today, there are computers of various descriptions in nearly all schools in the United States. Teachers, school administrators, government officials, and others faced with the costs involved in technology implementation must constantly evaluate the educational benefits of technology. Is there research or other evidence that indicates computers and advanced telecommunications are worthwhile investments for educators? This Digest summarizes the observed benefits of technology implementation. The importance of evaluating the effects of technology on learning is also addressed.

APPLICATIONS OF TECHNOLOGY TO BASIC SKILLS

Using educational technology for drill and practice of basic skills can be highly effective according to a large body of data and a long history of use (Kulik, 1994). Students usually learn more, and learn more rapidly, in courses that use computer assisted instruction (CAI). This has been shown to be the case across all subject areas, from preschool to higher education, and in both regular and special education classes. Drill and practice is the most common application of CAI in elementary education, the military, and in adult educational settings . . . .

APPLICATIONS OF TECHNOLOGY TO ADVANCED SKILLS

The application of educational technologies to instruction has progressed beyond the use of basic drill and practice software, and now includes . . . complex multimedia products and advanced networking technologies. Today, students use multimedia to learn interactively and work on class projects. They use the Internet to do research, engage in projects, and to communicate. The new technologies allow students to have more control over their own learning, to think analytically and critically, and to work collaboratively . . . .

SUPPORT FROM THE COMMUNITY.

Parents, businesses, and community members can use technology as a springboard to become more involved in the activities of neighborhood schools. All can help with wiring or technical support. Parents can use e-mail to facilitate communication with teachers and administrators. Businesses can use e-mail to help mentor students and help them prepare for the workplace.

References:

Fletcher, J.D., Hawley, D.E., & Piele, P.K. (1990). Costs, effects, and utility of microcomputer assisted instruction in the classroom. "American Educational Research Journal," 27, 783-806.

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Exhibit (cont.) **Applications and Benefits of Information Technology**

[Excerpted from: *Learning from television: A review of the research*. (1996) http://www2.edc.org/CCT/publications_policybriefs_summary.asp?numpubId=57 **]**

Traditionally, educators have perceived television as not particularly beneficial to literacy development. Concerns were fueled by findings suggesting that with the introduction of television people spend less time reading books and reading scores decline (e.g., Corteen, 1986; Robinson, 1972; Werner, 1971). However, as our society is striving to make adjustments to the decline in literacy skills and new ways of learning and teaching are being explored, educators are becoming interested in exploring the educational potential of television and video for teaching basic literary skills such as reading, writing, and math.

The interest in television as an educational medium has increased for several reasons. First, existing educational television programs that were developed to enhance the literacy development of both children (e.g., *The Electric Company*, *Sesame Street*, *Ghostwriter*) and adults (e.g., television-supported distance learning programs from the Open University in Great Britain, second language programs produced by TV Ontario) have been quite successful in achieving their intended outcomes (e.g., Bates, 1983; Bryant, Alexander, & Brown, 1983; Soudack, 1990). Second, because television is a very accessible medium, it has the potential to reach learners that have not been able to participate in traditional adult literacy programs. Television is accessible both in terms of its technology and in terms of its content. By 1985, 99% of all US households had at least one television set (Nielson Reports, 1986). Moreover, viewers are intimately familiar with the content of television and tend to associate it with pleasurable experience because of its power to entertain (Bates, 1983). Finally, the development of new visual technologies, (e.g., video recording and playback, CD-ROM and videodisk technology, multimedia computer technology) makes it possible to provide users with more control and interactivity and thus to adapt televised instruction to the needs of a variety of learners and learning styles . . . .

The research literature suggests that the content of television can have four broad types of effects on people. They include behavior, attitudes, beliefs and values, knowledge, and cognitive skills.

References:

Bates, A. W. (1983). Adult learning from educational television: The Open University experience. In M. J. Howe (Ed.), *Learning from television: Psychological and educational research.* London: Academic Press.

Bryant, J., Alexander, A., & Brown, D. (1983). Learning from educational television programs. In M. J. Howe (Ed.), *Learning from television: Psychological and educational research.* London: Academic Press.

Corteen, R. S. (1986). Television and reading skills. In T. M. Williams (Ed.), *The impact of television.* New York: Academic Press.

Moeller, B. (1996). *Learning from television: A review of the research.* Center for Children and Technology Nielsen Report on Television (1986). Northbrook, IL: A.C. Nielson Co.

Robinson, J. P. (1972). Television's impact on everyday life: Some cross national evidence. In E. A. Rubinstein, G. A. Comstock, & J.P. Murray (Eds.), *Television and social behavior: Vol. 4.Television in day-to-day life: Patterns of use* (pp.410-431). Washington, DC: U.S. Government Printing Office.

Soudack, A. (1990). *Televised second-language courses for adults: A review of relevant research*. Toronto, ON: TV Ontario Evaluation and Project Research Report No. 8-1990-91.

Werner, A. (1971). *Children and television in Norway.* Gazette, 16(3), 133-151.

Exhibit (cont.) **Applications and Benefits of Information Technology**

Example of Multiple Technological Applications in a School District

(Dallas Independent School District's Technology Strategic Plans)

The Texas State Board of Education approved a new curricular area entitled *Technology Applications within the Texas Essential Knowledge and Skills* – implemented September 1, 1998. Beginning with the class of 2001, every student must take a year-long course in Technology Applications as a prerequisite to high school graduation. Integration of appropriate technology within all levels of educational system is a primary goal . [The plan states that:] "Instructional technology and services must receive the greatest attention in the future if the vision and strategic goals for DISD are to be met. Above all, this plan must ensure equitable access by all students to both the technology and the learning resources that it provides."

The intent is to support, facilitate and enhance development and implementation of comprehensive strategies for using technology in every aspect of the educational environment. In doing so, the district staff and students will have access to global information resources, communication tools, and be able to realize "the creative potential which can be provided by technology today and in the future." Instruction is to be available to:

Any one (every student, teacher, administrator). Everything is to be available online via computer and communications technology (using leading edge computers, advanced video devices, and communications links). This school environment is to be one where every educator and student can get hands-on training and access when or where needed and where professional colleagues can access financial data and info on student performance and have the analytical tools to use that information effectively.

Any place that has a network hookup or communications access. "Every student should have the opportunity to become immersed in the sights, sounds, and languages of other countries, visit museums, explore the inner workings of a cell, or explore outer space from a virtual space suit."

Any time of the day or night, any day of the week, any week of the year. "Open entry, open exit; anytime and all the time" to free students from the limitations of traditional education and "increase their capabilities to learn and to take the courses they need when and where they need them for the rest of their lives."

Education will continue its transformation by the following:

> Curriculum organized as projects involving sustained and complex co-investigations
> Accelerated curriculum available to everyone
> Many secondary classes taught via distance education
> Media center resources distributed via network anywhere
> Student access to worldwide connectivity available anywhere, any time, for resources and interaction
> Searchable textbooks and other media resources available online
> Students access any time, anywhere, to class assignments and homework
> Specific video and audio conferences set up in advance for cooperative projects and debriefings
> Portable, interconnected, wireless computers with access to multimedia communications for all students
> Timely and convenient professional development with access to experts thru computer/ video-conferencing
> No geographical boundaries for some classes – instructional resources may be accessed all around the world
> Student scheduling online for a variety of classes on a variety of schedules
> Help Desk support for all software with dispatch ability to support and schedule every need, from software training and support to installation and ordering field services
> Complete and current financial data readily available to guide development of multiyear budget

Exhibit (cont.) **Applications and Benefits of Information Technology**

Electronic Portfolios: A New Idea in Assessment
[Excerpts from ERIC Digest.: (1995) ED390377: Anna Maria D. Lankes*]

INTRODUCTION

Teachers and administrators are showing increased interest in becoming part of a "new wave" of assessment in the classroom; assessment which includes authentic and performance-based measures. These methods of assessment allow students to demonstrate desired performance through real- life situations (Meyer, 1992). Such methods of assessment are not limited to multiple-choice and standardized tests, but include projects which require students to demonstrate their problem-solving skills as well as their skills in analyzing and synthesizing information. Several school districts across the United States have reported improved student performance associated with new assessment programs (Herman, 1992). Many schools are developing new methods for measuring students' progress in both the elementary and secondary classroom. One of these new assessment measures, the portfolio, has become increasingly popular, and technology is helping with its creation and management.

WHAT IS A PORTFOLIO?

A portfolio at the K-12 education level is essentially a collection of a student's work which can be used to demonstrate his or her skills and accomplishments. An educational portfolio is more than just a group of projects and papers stored in a file folder . . . .

TECHNOLOGY AND THE CREATION OF COMPUTER-BASED PORTFOLIOS

How to store and manage portfolio materials is a concern shared by many educators interested in implementing portfolio programs. In order to keep portfolios which would include papers, projects, and video and audio tapes for a class of students for 13 years (K-12), a school would need several additional classrooms to store this wealth of information. Many educators have been reluctant to implement portfolio assessment programs in their schools because of storage concerns like these. A likely solution to this problem is the creation and storage of portfolios using computer technology.

The terms "computer-based portfolio" and "electronic portfolio" are used to describe portfolios saved in electronic format. Electronic portfolios contain the same types of information as the portfolios discussed earlier, but the information is collected, stored, and managed electronically. Since current technology allows for the capture and storage of information in the form of text, graphics, sound, and video, students can save writing samples, solutions to mathematics problems, samples of art work, science projects and multimedia presentations in one coherent document. A single computer with a large storage capacity can store portfolios for all of the students in a class. With more students creating multimedia projects, however, a floppy or even a hard disk might not suffice for storage. An alternative is to store student portfolios on a CD-ROM (a compact disk which stores text, sound, graphics and video). A CD-ROM can store approximately 650 MB of information or 300,000 sheets of typed text. This might include all of the portfolios for an entire grade level of students. A computer-based portfolio program also allows for easy transfer of information. An individual computer disk or CD-ROM could be created to transport a student's documents from teacher to teacher or school to school . . . .

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Herman, J. L. (1992). What research tells us about good assessment. *Educational Leadership, 49*(8), 74-78. (EJ 444 324)

Meyer, C. A. (1992). What's the difference between "authentic" and "performance" assessment? *Educational Leadership, 49*(8), 39-40. (EJ 444 312)

*Available from: ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194, Center for Science and Technology, Syracuse, NY 13244-4100 e mail: eric@ericir.syr.edu http://searcheric.org/digests/ed390377.html

b) Caveats and Cautions

Ninety-nine percent of American public schools have computers, and 93 percent of students use them during the school year. But these numbers can be deceiving. Many of the computers in schools are older, cannot be networked, and cannot run the newest software. Furthermore, many of these computers are not being used in ways that exploit their full capabilities. Instead, they are being used to reinforce outdated models of education that fall far short of the goal of providing students with what they need in today's world. For networks to be used effectively in schools, a new model of education is needed. This new model goes to the heart of the educational enterprise, reshaping the roles of teachers, students, and technology.

From: "Reinventing Schools: The Technology is Now!" (1995).
National Academy of Sciences and National Academy of Engineering.
http://www.nap.edu/readingroom/books/techgap/welcome.html

"The Internet could change the lives of average citizens as much as did the telephone in the early part of the 20th century and television in the 1950s and 1960s. Researchers and social critics are debating whether the Internet is improving or harming participation in community life and social relationships. This research examined the social and psychological impact of the Internet on 169 people in 73 households during their first 1 to 2 years on-line. We used longitudinal data to examine the effects of the Internet on social involvement and psychological well-being. In this sample, the Internet was used extensively for communication. Nonetheless, greater use of the Internet was associated with declines in participants' communication with family members in the household, declines in the size of their social circle, and increases in their depression and loneliness. These findings have implications for research, for public policy, and for the design of technology."

From: *Internet Paradox* by S. Kiesler, R. Kraut, V. Lundmark et al. (1998)
in the *American Psychologist.*

There is no good evidence that uses of computers significantly improve teaching and learning, yet school districts are cutting programs--music, art, physical education-that enrich children's live's to make room for this dubious nostrum.

Todd Oppenheimer (Atlantic Monthly, July, l997)

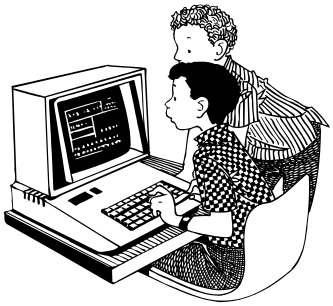
Technology is a tool, not a solution to problems.
And, it brings with it iatrogenic effects.

Most "hardware" is only as good as its "software."

Technology content and processes both convey values.

No machine can take the place of the village in raising a child.

3) Supporting Special Assistance



Given caveats and cautions, technology holds great promise for students who require special assistance – including those with disabilities. The problem, as always, is to include technology in ways that establish a good match with the learner's motivation and capabilities.

In working to develop a good match, it is essential to explore with the student when and under what conditions a tool such as the computer might be useful and how best to adapt and integrate it into what the student indicates is a good fit. For example, a youngster might consider using the computer and other technological aids as

- *a teaching aid for initial learning of curriculum concepts, facts, skills, and attitudes* (e.g., demonstrations, illustrated presentations, simulations, problem-solving projects, educational games, and other special formats to engage the student; special tutorial programs to accommodate a student's need for additional assistance, special pacing, reteaching)

- *a performance and practice aid* (e.g., using word processing and calculator functions, spread sheets; use of simulations and other special activities that provide opportunities for motivated practice)

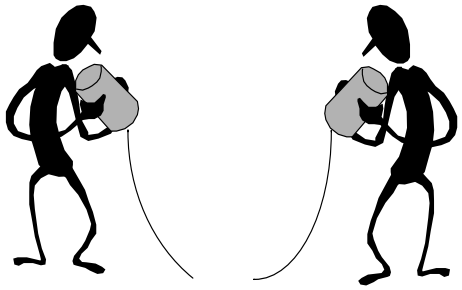
- *an evaluation aid* (e.g., a tool for test taking, record keeping, portfolio building, performance feedback)

All this can be especially important for students with specific disabilities. For example, as a 1996 report from the Center for Children & Technology notes:

> "Technology has software programs for word processing, for group conferencing, for sending and receiving electronic mail (e-mail), and for data storage and analysis (database programs). The integration of this technology into subject matter areas makes it possible for deaf students [and others in need of special assistance] to share their thoughts and ideas with teachers and other students in writing, and thus to experience written language as a tool for communication and thinking in the context of meaningful learning activities."

All in all, technology offers rich avenues for engaging students and providing them with opportunities to take the risks that are involved in learning and to do so in ways that minimize negative feelings about teachers and school.

4) Access to and by the Home



The Internet provides a major tool for connecting home and school. It can be used as a one-way communication vehicle from school-to-home, or it can be an interactive tool for engaging parents and other caretakers with the teacher.

In the first instance, schools already are using the Internet (both Email and Websites) to send homework assignments, data on progress, grades, attendance records, concerns about disciplinary incidents, updates on immunization records, and other school-related information directly to the home. Many parents see the Internet as a major tool for becoming involved in their children's education because it provides them with greater access to teachers and resources to help their youngsters.

> *A survey by the National School Boards Foundation reports that the main reason parents cite for buying home computers and obtaining home Internet access is for their children's learning/education.*

As an interactive tool, those in the home are starting to use Email as a way to communicate with teachers. This is especially important for parents whose situation makes it difficult to get to the school and for parents and teachers who need to be in frequent communication with each other related to a student's special assistance needs. It also provides teachers with a means for contacting the home that is less time consuming than telephone conversations. This allows for greater communication about positive accomplishments, as well as when problems must be addressed.

> *In the near future, schools will need to plan time for teachers to pursue Email interactions as a major strategy for enhancing home involvement in schooling.*

Student: The teacher said I should bring you this report on my progress.
Father: What she says is you're not trying hard enough.
You're grounded until she sends us a report saying you're doing well.
Student: There you go again – blaming the messenger!

One Elementary Teacher's Experiences

VaReane Heese notes in a recent commentary:
(see *tech LEARNING* – www.techlearning.com):

What if you have only one computer in your classroom with Internet access? What if your students can't read yet?

Start simply. Choose a curricular area you are familiar with and be sure to visit the Website(s) in advance so you are acquainted with the content.

We use picture books with infants; we encourage young children to draw with picture clues. Think of graphics on the Internet in the same mode. Take your class to a weather site with great graphics and let them discuss, infer, and predict. Take them to a WebCam site and do the same. No need to write if they are not capable. Primary fieldtrips provide many discussions. Internet fieldtrips can do the same.

Second graders and older can go one step further. Send them to the computer with a partner, paying attention to cooperative skills and ability levels, of course. Provide a bookmarked site and tell them they will need to write down something they have seen, done, or learned at this site. Make questions more precise as student ability increases. You can also require higher order thinking skills by using open-ended questions if you feel your students are capable.

I like to keep these questions and their answers in an Internet Fieldtrip Book for primary students. Each entry is dated and it becomes a nice tool for use at conferences. Parents can see how their child's sentence structure, punctuation, and written expression have improved since the beginning entry. Navigation skills will certainly increase and student discussions with a partner will enable the pair to complete the written record with little or no difficulty. Eventually, you can encourage more inferences and predictions. At times, let them copy a graphic off a visited site and paste it into a drawing document so it can be printed, cut, and pasted into their report.

Another method of taking advantage of this technology might be something as simple as a worksheet with URLs at the top to type. These can, of course, be bookmarked ahead of time. Students are required to find fact answers to a set of questions. One way to introduce this is as a "Treasure Hunt."

Lessons involving performance both at and away from the computer are my favorite. Even primary students can complete some tasks if they are designed correctly. Just as they would have children take part in many activities revolving around a favorite book, teachers can decide upon different facets to include. They can be integrated into any subject area that applies. Two examples can be found at Education World under Teacher Lesson Plans: "Reading Without Seeing: Louis Braille and the Braille Alphabet" and "If I Had Been At Ellis Island."

Some of these types of lessons may even be classified as WebQuests. WebQuests are structured with a goal and focus, and can be designed for students of any age. A primary

(cont.)

(cont.)

group may embark on one as a class. The teacher chooses a curricular area and objective, and sets up a related series of sequential components that correspond to appropriate learning steps. WebQuests also focus on specific Internet resources that the teacher has selected. These sites may be bookmarked or URLs provided to students in written or electronic form. Some may be optional while others require a visit.

"A Taxonomy of WebQuests", written by Bernie Dodge of San Diego State University, is an excellent article that is available online. To make WebQuests more fun, students may be assigned or asked to assume roles. Another resource, outlined on Technology and Learning's Well Connected Educator Web site, is "Take a Cruise On The Internet". This simulation is also available in detail from Interact Publishers of Carlsbad, CA.

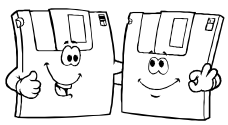
WebQuests can be short-term and occupy one to three class periods. Longer quests may take from a week to a month. Even if you are using a quest developed by someone else, you can tailor it to your needs or computer availability.

There is no reason why you cannot design your own WebQuest. Keep in mind that the task must be achievable and that students may use non-Web resources as well. They will need some guidance on how to organize and how the project will be evaluated. Some possibilities are a rubric or benchmarks to follow. Be sure to allow time for reflection and application to real life. In my opinion, much of the fun in designing your own WebQuest is the product choice. Perhaps students will create a debate, diary, or scrapbook. Maybe they will write a news article, poem, or play. They might choose to develop a Hyperstudio Stack or electronic slideshow. Be sure to involve them in making these choices.

TrackStar is an on-line interface that helps instructors organize and annotate Web sites (URLs) into lessons. It is ideal for designing your own WebQuest. LightSpan also has a Web Trip Maker that allows students to submit answers as they progress. You can evaluate the more open-ended questions yourself. You will find templates for WebQuests at the following San Diego University site: WebQuest Templates.

Of course, there are many wonderful WebQuests already designed and waiting for your students. Look at some of them before creating your own. You will probably find several to fit your curriculum and student abilities. These two sites contain some of my favorites: Dr. Alice Christie's Matrix of WebQuests and Learning With WebQuests.

The Internet can extend and enhance classroom resources as well as make education more fun for everyone involved!



5) Some Websites for Classroom Resources and a Few References on Using Technology

As part of our Center's online clearing house we have developed a Quick Find search feature. One of the topics is ***Technology as an Intervention Tool.***

This Quick Find provides ready access to various resources from our center and others across the country. Go to http://smhp.psych.ucla.edu/qf/techschool.htm

One of the Center documents cited is a technical assistance sampler entitled: ***Using Technology to Address Barriers to Learning.*** This containsa sampling of advanced technological applications and tools. It can be downloaded directly at no cost. Go to http://smhp.psych.ucla.edu/pdfdocs/Sampler/technology/techno.pdf

The following are a sampling of websites of use to classroom teachers:

www.webteacher.org/ – webTeacher is a self-paced Internet Tutorial offering both basic and in-depth info about the World Wide Web. E-mail, video conferencing, chat rooms, Web page design, curriculum searches -- choose a topic you want to explore, choose your own pace, choose the depth of knowledge you desire. Then, because webTeacher is an interactive guide, you put your new knowledge to work immediately through online exercises and activities. webTeacher can be used alone or for group instruction.

www.lightspan.com – is a free education portal for educators, parents, and students, providing a large range of resources, research tools, and grade-specific activities. It includes collaborative learning projects, lesson plan "search and share," a hook-up with Family PC for advice on software, hardware and Internet projects, and a partnership with Top Tutor for one-on-one tutoring opportunities with a "live" teacher.

www.bigchalk.com – offers a variety of resources for the teacher, including lesson plans, information and links to tutorials on a multitude of topics, imaginative learning adventures, and connection to its partners (e.g., HomeworkCentral.com and MediaSeek Technologies)

www.classroom.com – offers lessons plans investigating a variety of topics; has live and archived Web adventures, provides opportunities for students to interact in real time with teams of researchers in Africa and South America.

www.riverdeep.net – online simulations for math and science instruction.

www.ala.org/parentspage/greatsites/amazing.html – the American Library Association provides access to" 700+ great sites for kids and their caregivers."

www.smithsonianeducation.org – Smithsonian Education are a set of special pages within the Smithsonian Institution's Website designed just for educators. It contains lesson plans and a section for professional development.

www.americaslibrary.gov/cgi-bin/page.cgi – This is the Library of Congress' special pages for kids and families (and teachers). Of course, the rest of the site is a great info resource for students and teachers.

www.ed.gov/Technology/ – The U.S. Dept. of Education's Office of Education Technology site has been described as the mother-lode of info on education/technology.

www.techlearning.com/content/reviews/articles/choice.html – The *Teachers' Choice* page is designed to provide and get recommendations of Webster for classroom use and for professional development. Allows for keyword searches to find sites that meet your needs.

www.dlrn.org – This Distance Learning Resource Network is operated by WestEd.

www.edc.org/FSC/NCIP/ – The National Center to Improve Practice in Special Education Through Technology, Media and Materials seeks to improve educational outcomes for students with disabilities by promoting the effective use of assistive and instructional technologies among educators and related personnel serving these students.

www.thegateway.org – is a gateway, with links to lesson plans, curriculum units and other educational resources for teachers.

www.coreknowledge.org/CKproto2/resrcs/index.htm – conducts research on curricula, develops books and other materials for parents and teachers, offers workshops for teachers, and serves as the hub of a growing network of Core Knowledge schools.

www.k12tlc.org – The K-12 Teaching & Learning Center provides free public guide to the best educational content on the internet.

www.eduref.org/cgi-bin/printlessons.cgi/virtual/lessons/computer_science/ED10007.html – Technology Centers for the Integrated Technology Classroom provides ideas for "theme" based activities across the curriculum that incorporate technology.

www.lessonplanet.com/search/Math/Problem_Solving/ – Education Planet provides educator-approved resources and services for teachers, students and parents.

http://intranet.cps.k12.il.us – Instructional Intranet contains information useful for developing develop lessons, units, and assessments, and contains educational and technical resources used in forming lesson plans.

www.youthcitizenship.org – The Center for Youth Citizenship offers programs for students in grades K-12, trains educators, and promotes cooperative partnerships between business, education, and government.

www.teachers.net – Teachers.net has many resources available to teachers and educators who wish to form lesson plans.

www.teacherlink.usu.edu – TeacherLINK is a free resource to public educators and students. Their web site contains links to educational resources, lesson plans, classroom activities, teacher materials and more.

www.education.thelinks.com – Education.TheLinks.com contains a list of educational links for students, teachers, home schoolers, and others.

www.middleweb.com/CSLV2ConfIdeas.html – The following website has specific information about parent-teacher conferences.

www.edu.gov.mb.ca/metks4/tech/currtech/imym/authentic.html – This web site has information about books related to authentic assessment.

http://curry.edschool.virginia.edu/curry/centers/partnership/assessment.htm – This site has authentic assessment guidelines for students in grades 2, 7, 10, and in high school, in certain subjects.

www.ascd.org – Association for Supervision and Curriculum Development (ASCD) provides professional development in curriculum and supervision; initiates and supports activities to provide educational equity for all students; and serves as a world-class leader in education information services.

www.ehhs.cmich.edu– Education Central is an electronic communication and resource center for professional educators.

www.getty.edu/education – ArtsEdNet contains art-related curriculum ideas, lesson plans, image galleries and exhibitions, reading rooms and publications, and links to other educational art sites on the internet.

Obviously, there are more sites you will find over time.

There are also some you can look at for some cautions on problems related to introducing technology to schools and potential misuses of technology. For example, see:

www.benton.org/ -- The Benton Foundation, a nonprofit group provides an overview of problems related to introducing technology to schools.

www.realworld.org/ -- Learning in the Real World is a California-based not-for-profit group dedicated to promoting intelligent skepticism about technology's role in teaching.

www.netfuture.org -- In NETFUTURE, Steve Talbott, a book editor, urges consideration of the pernicious effects of computers on our lives in general and education in particular.

Exhibit
The Alphabet Superhighway

Under sponsorship of the U.S. Department of Education's READ*WRITE*NOW! Initiative, this site assists secondary and upper elementary students to create, locate, and communicate info through active learning, guided discovery, mentoring, competitions, and other on-line activities. It provides state-of-the-art educational experiences through libraries, schools, and even home computers that are linked to the World Wide Web.

The site is a resource for teachers to find materials and ideas for teaching almost any part of the curriculum; it is a place for students to browse for ideas and materials for reports and for in depth info on topics, for classes to build exhibits on problem based projects, for challenges, and for fun. And it is a place where students can improve their writing and information representation skills through writing for the Cyberzine and building exhibits.

How is it organized?

At the heart of the site are places for students to display their work--The Cyberzine and Exhibit Center , and facilities for finding information--the Library and the Smart Searcher, and for learning and reinforcing skills and topics-- the Traveling Tutor and the Challenge Chaser. The Traveling Tutor presents mini-lessons on a variety of topics: how to draw graphs and diagrams, how to write better reports, and more. The Challenge Chaser presents challenges for students to work: essay writing, information searches, spelling words and word puzzles. Smart Searcher helps you find information, either within the Alphabet Superhighway or on the WWW. Assisting teachers and parents in using site resources are a Teachers' Lounge and a Parents' Place. Within the Library, Exhibit Center, Teachers' Lounge, and Parents' Place, info is organized around Knowledge Neighborhoods, where general topics such as space, earth, peoples and cultures, and technology can be browsed.

The Cyberzine is an on-line magazine that offers topical articles, interviews, cartoons, news flashes, and more, all generated by upper elementary and high school students. The Library has bibliographies, links to other relevant Web sites, addresses where free materials can be obtained, and other age-appropriate resource materials. Teachers, parents, and librarians can visit the Teachers' Lounge to find lesson plans, curriculum guides, teaching tips, and links to other WWW instructional resources.

Exhibits, which are located in the Exhibit Center, are student-constructed displays of information on issues such as "Why did the dinosaurs disappear so suddenly?", "What did Ghengis Khan, Joan of Arc, and Abraham Lincoln eat for breakfast?", and "Why do people in Boston speak differently from people in Philadelphia?" Visit the top floor of the Exhibit Center and view the issues suggested for exhibits. The Newsgroup within the Teachers' Lounge will lead you to classes around the world that may be interested in cooperating on building exhibits. Then, browse the Teachers' Guide for Constructing Exhibits, found in the Teachers' Lounge, for suggestions on how to organize a class for doing an exhibit.

Exhibits and articles in the Cyberzine are developed by secondary and upper elementary classes, using templates and other resources that are available from the main site.

How can my class become involved?

If you would like to involve your class, club, or organization in building an exhibit, send an Email message to hwy@diderot.eds.udel.edu telling us who you are, what subject and issue you are interested in, and what access you have to the web. But first, browse the ASH and read some of the suggested issues for exhibits. These are, of course, only suggestions. The ASH is meant to support the school curriculum so pick a topic and set of issues that fit into your plans for the semester or year. Check out the Teachers' Guide for Constructing Exhibits in the Teacher's Lounge for suggestions on managing the activities leading to ASH exhibits. Your class might want to build one or more exhibits, or perhaps do a Cyberzine.

Stop, think, discuss

Access the Internet and explore a sample of the various resource sites listed above.

Home is where you hang your @.
Fax is truly stranger than fiction.
There is no place like *http://www*.**home**.*com*

Remember when:

a computer was something on a TV science fiction show ...
a window was something you hated to clean ...
a cd was a bank account ...
a web was a spider's home ...
and ram was the cousin of a goat.

A Few Related References*

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Duff, C. (2000). Online mentoring. *Educational Leadership, 58,* 49-52.

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Lindsey, J.D. (Ed). (1993). *Computers for exceptional individuals*. Second edition. Austin, TX. pro-ed.

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Means, B., & Olson, K. (1999). Technology's role in student-centered classrooms. In H. Walberg & H. Waxman (Eds.), *New directions for teaching practice and research.* Berkeley, CA: McCutchan.

Penuel, W.R., Means, B., & Simkins, M. (2000). The multimedia challenge. *Educational Leadership, 58,* 34-38.

Roschelle, J., Hoadley, C., Pea, R., Gordin, D., & Means, B. (2000). Changing how and what children learn in school with computer-based technologies. *The Future of Children, 10.* 76-101.

*In addition, go to the Quick Find and other search features on the Center's website, and you will find many relevant resources to topics discussed in this Unit. From the Center website, you can also access the ERIC system and other resource centers through the feature "A Gateway to a World of Resources."

Digital Directions Newsletter – Trends and advice for K-12 technology leaders

The Digital Directions monthly e-newsletter provides updates on news developments, trends, and practical advice in the world of educational technology.
http://www.edweek.org/dd/articles/2008/06/09/01networks.h02.html

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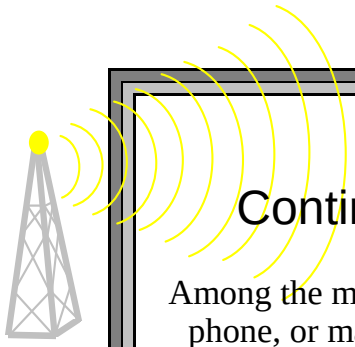


Using Our Center for Continuing Education & Distance Learning

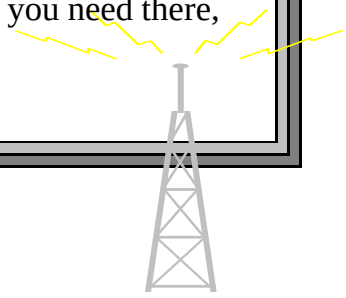
Among the many resources you can access from our Center by computer, phone, or mail are:

> *our Website* -- http://smhp.psych.ucla.edu – where you will find a wealth of downloadable materials (including guidebooks), a gateway map of links to other key sites, access to our consultation cadre, organized responses to inquiries about topics related to addressing barriers to student learning and promoting healthy development, etc.;

> *newsletters* -- a quarterly thematic hardcopy newsletter which is archived on the Website; a monthly electronic newsletter *(ENEWS)* – which can be subscribed to by Email -- listserv@listserv.ucla.edu (Leave the subject line blank, and in the body of the message type: subscribe mentalhealth-L);

> *networking* -- we help interested individuals to develop networks and then establish listservs and other forms of communication with each other for purposes of learning and mutual support;

> *technical assistance* -- when you are having trouble finding info on providing special assistance for youngsters and their families or about systemic changes in schools related to addressing barriers to student learning and promoting healthy development, try our Website (e.g., see our Quick Find search feature). If you can't find what you need there, contact us by Email, phone, or mail.



Glossary

Address, E-mail
A combination of an individual username and domain name necessary for electronic messages to be routed to the proper computer system and placed in the proper e-mail box. The two names are separated by an '@'.

Address, Internet
Four numbers separated by dots ('dotted quad') which uniquely identifies a computer system connected to the Internet. For each address there is a domain name. Either the address or the domain name can be used to access an Internet host for remote login (telnet) or file transfer (ftp).

ASCII (American Standard Code for Information Interchange)
In word processing, it is used to refer to the Text Only life format, and is the most universal method for importing and exporting text between software programs.

BBS (electronic Bulletin Board System)
An announcement and conferencing facility implemented in hundreds of software packages and run on thousands of computers both individual and networked.

Browsability
Ability to move easily throughout a web site. As the information on the site grows so should the organization and classification of the items in the collection. (i.e., table of contents)

CGI (Common Gateway Interface)
CGI scripting has been around for a long time in Internet terms. When a Web user's computer (the client) contacts a server by typing in a URL, the server must respond in a standard way. This means that all servers must share a common language, CGI enables you to run programs, or offer access to images or information that are not part of its own programming.

Conferencing, Electronic
Any means of discussion among two or more people undertaken via computer and communication media. This includes video conferencing

Cyberspace
Used by networkers to refer to the vast, worldwide reservoir of information being transmitted or stored by internetworked computers.

Database, network
Any electronically stored and network-accessible collection of information.Network databases include collections of full-text documents, tables, lists, graphics, programs, etc.

Distance Learning
In its broader context, distance learning is a term used to describe instruction where teachers are physically or geographically separated from their students. Cable companies, instructional television stations and electronic transmissions via phone lines are all systems that currently deliver distance learning opportunities into the nation's classrooms. More commonly, satellite technology is used to deliver accredited courses where participants watch and interact with the programs via a television set in their school, classroom or home.

E-mail (Electronic mail)
Written messages transmitted across networks (or within the same computer) and usually accessible only by the addressee either by using an online mail user agent (mail reader) or by downloading for reading and other processing offline. Each message contains a header with routing, date and subject information and a body containing the message. Mail is sent from computer to computer via telecommunications media. E-mail packages available on the University systems include WebMail (for students), GroupWise (for departments with a Novell local area network), and Pine (mallard IT Sun server). Employees are encouraged to check with their Administrative Computing Coordinator or departmental Network Administrator for advice on choosing a mail package. WebMail on the IT Sun (Mallard) is generally recommended for students.
ERIC (Educational Resources Information Center)

A federally-funded national information system that provides access to an extensive body of education-related literature and bibliography. ERIC provides access via e-mail query, gopher server, telnet sites, and anonymous ftp sites.

FAQ (Frequently Asked Questions)
A compilation of the most often asked questions and answers on the topic covered by the newsgroup which maintains and updates the FAQ.

Font
Another name for a single typeface style. Several fonts can be part of a typeface family.

FTP (File Transfer Protocol)
The command (and process) for moving files or programs across the Internet from a remote server to your own host.

Freeware
Software you can download from the Web or FTP (File Transfer Protocol) site that doesn't require registration.

GIF (Graphics Interface Format)
A picture file compressed for fast downloading and uploading on the Internet.

Gopher
A text-only online information retrieval system on the Internet that has been widely replaced by the World-Wide Web. Software which permits searching files on remote hosts using layered menus. Text from these files can be read online or the files can be transferred to your computer.

HTML (HyperText Markup Language)
A text coding language for tagging text and graphics on a Web page. It identifies what's on a web page and how it will be rendered.

Information System
Any collection of organized value added data (i.e., books, billboards, libraries, world wide web server, etc.)

Inline plug-in
Software that adds something functional to another program, but can't stand alone as an application. it is external to your browser's own code, and is written by the companies that want their software readable on many platforms. A plug-in displays the work inside the browser, rather than in a separate viewer window.

Internet Service Provider
Also known as ISP, this can be any business or enterprise that acts as a middleman between the Internet and the connecting individual or agency. ISPs are usually geographically close to the connecting site and could vary from a commercial organization to a university. The ISP will assign the user an Internet "address" attaching their own domain name to the end of the code. It is this address which enables a user to receive mail.

ISP (Internet Service Provider)
Offer connections and services to the Internet and the World Wide Web. many providers offer free disk space on their servers, and you can use this storage option to upload your own Web site to the Internet.

Interactive Assistance
Customized help for particular users in particular situations beyond on-line help and how to's.

Interactive Technology
Refers to computer-based media that enable users to access information and services of interest, control how the information is presented, and respond to information and messages in the mediated environment (e.g., answer questions, send a message, take action in a game, receive feedback or a response to previous actions.)

Internet
A collection of networks and gateways around the world communicating via TCP/IP. Auburn University

is connected to the Internet via the Alabama Research and Education Network.

Internet-ready
Refers to a computer which is not just capable of but actually connected to the Internet via a World-Wide Web browser.

Intranet
Set up by companies or organizations for their own internal use, and aren't open to the public. Intranets operate like the Internet and World Wide Web, but the content is specific to, and controlled by, the company that runs it.

IP address (Internet Protocol address)
The location of a particular connection to the Internet, expressed as four series of digits separated by dots. A computer connection registered with the DNS has a domain name associated with its IP address.

ISP(Internet Service Provider)
A company which offers dialup communication, including software for such services as e-mail, ftp, telnet, news, and Web browsing and publishing.

Java
Java, unlike JavaScript, is a complex, platform-independent programming language with built-in security and network communications capabilities which requires fairly extensive programming expertise to master. Java programs, or applets, can be launched from a Web browser, or run on a Web server, or may operate independently from the Web. Java is also increasingly being used for application programs, such as word processors, spreadsheets, and database front-ends and "push" media. See Miva.

JavaScript
JavaScript, unlike Java, is a simple scripting language for Netscape Navigator that allows Webspinners to easily add such interactive features as input checking, personalization, current date and time, and other special effects to their Web pages. JavaScript requires no development tools, can be combined with HTML and is interpreted directly by the browser without burdening the resources of the server. Both Java and JavaScript are object-oriented languages.

List server
An electronic mailing list. Everyone on the list receives every message that is sent by any of the subscribers. Instructors often use list servers to facilitate communication among participants in a class.

Mailists
A conference/discussion group in which all messages are sent to one e-mail address from which they are redistributed to the e-mail boxes of everyone who has subscribed. All messages are expected to pertain to a specific topic. If moderated, messages will be reviewed before distribution.

Meta-search engines
Internet applications that allow you to input queries into a field, select various databases, and submit your query.

Modem
A device which connects between a computer and a phone line to translate between the digital signal of the computer and the analog signal required for telephone transmission.

Multimedia
The use of computers to present text, graphics, video, animation, and sound in an integrated way. Long touted as the future revolution in computing, multimedia applications were, until the mid-90s, uncommon due to the expensive hardware required. With increases in performance and decreases in price, however, multimedia is now commonplace. Nearly all PCS are capable of displaying video, though the resolution available depends on the power of the computer's video adapter and CPU. Because of the storage demands of multimedia applications, the most effective media are CD-ROMs.

Netscape
A World Wide Web browser

Newsgroup
An online forum for discussion of related topics, accessible by a newsreader. Some newsgroups allow postings or messages from anyone, while others are moderated (postings are screened).

Password
A code known only to the user ID owner which verifies his or her identity to a computing resource system. This code is usually 6-8 characters in length and should be a mix of numbers and letters (lower and upper case). The purpose of a password is to authenticate the user before gaining system access.

PDF
Portable Document Format. The file format of documents viewed and created by Adobe Acrobat software, developed as a standard format for Internet documents. Advantages of PDF are that it is totally "cross-platform" (viewable by computers on all operating systems) and that all graphics, formatting and page layout are faithfully preserved.

Readability
Connotes well-implemented graphic design and visual appeal or practicality.

Searchability
The function of a search is similar to the index of a book. The downside is that search engines require the users to articulate their information need in the terms of the system's query language.

Shareware
Low-cost software applications that you can download from the Web and FTP sites. These time limited demos require registration and payment of fees for long-term use.

SMTP (Simple Mail Transfer Protocol)
The Internet standard protocol for transferring electronic mail messages from one computer to another. SMTP specifies how two mail systems will interact and the format of control messages they exchange when transferring mail. It defines the details needed for e-mail servers around the world to communicate with each other.

Telecommunications
Long distance communications using electromagnetic systems - including wire (e.g. telephone or telegraph) and broadcast transmission (e.g. radio, television, or satellite).

URL (Uniform Resource Locator)
The electronic address for an information source on the Internet, such as an ftp site, gopher server, or Web page The format for specifying the address of an Internet document. The URL is made up of three parts: the Protocol *http*, the server name *www.company.com*, and the path of the document */ example/doc.html*

World-Wide Web (WWW or W3)
Avast collection of interconnected files and programs spanning the globe and retrievable via a client-server system utilizing hypertext. The Web is accessed by programs called browsers (e.g., Netscape or Internet Explorer). Users navigate the Internet by following links from document to document on computers located anywhere in the world. Web files are represented as hypertext (in HTML format) and linked to other documents by their URLs. The Web encompasses not only its native http protocol, but also ftp, nntp (news), gopher, and telnet. Newer browsers can deliver not only text and pictures, but sound, animation, and multimedia applications.

Glossary References:

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by Eric Morgan.
Libraries of the Future, September 1997. pp 31-33.

Web Animation for Dummies
by Renee Le Winter & Cynthia L. Baron.
1997 IDG Books Worldwide.

California Department of Education
K-12 Network Technology Planning Guide
http://www.cde.ca.gov/ls/et/rd/ntpg.asp

Module III Beyond the Classroom: Roles Teachers Must Play in Enhancing a Comprehensive Approach for Addressing Barriers to Learning

Objectives

The intent in this Unit is to help you learn more about:

(1) *what must be accomplished school-wide to address barriers to learning and teaching* (After going over the material, be sure you can identify five aspects involved in enhancing a school-wide enabling component.)

(2) *why school-community partnerships are needed* (After going over the material, be sure you can offer at least three reasons effective school-community partnerships are in a teacher's best interests.)

(3) *how boards of education deal with policies and practices for addressing barriers to students learning* (After going over the material, be sure you can describe why school boards need to pay more attention to this matter.)

There is no way to avoid the fact that better achievement requires more than good instruction and well-managed classrooms and schools.

Module III:

Beyond the Classroom: Roles Teachers Must Play in Enhancing a Comprehensive Approach for Addressing Barriers to Learning

As should be evident by now, schools are concerned not only with promoting development and learning. To accomplish their educational mission, they must participate in efforts to prevent problems, respond quickly when problems first appear, and help those students who have severe, pervasive, and chronic problems.

Obviously, addressing barriers to learning and promoting healthy development is not the sole responsibility of the teacher. Indeed, as teachers learn more about how best to support and guide students who manifest commonplace behavior, learning, and emotional problems, the involvement of the school as a whole, the home, and the surrounding community is essential. Thus, teachers need to learn how to play a role in mobilizing such involvement.

The wise teacher advocates for and participates in planning and developing a comprehensive, multifaceted, and integrated approach at the school for addressing barriers to learning and promoting healthy development. As stated in Module I, this involves establishment of a fully functioning enabling component.

In this module, we cover the following topics. They are designed to help you think about your role in ensuring your school develops the type of school-wide enabling component that is essential to the success of your efforts in the classroom.

A. Needed: A School-Wide Enabling Component

1) Policy and Standards

2) Planning and Decision Making Tables

3) Infrastructure

4) Establishing School-Wide Program Priorities

5) Expanded Framework for School Accountability

B. Needed: School-Community Partnerships

C: Needed: Better Attention from the Board of Education on Addressing Barriers to Learning

D. Concluding Comments

Stop, think, discuss

What do you want the school as a whole to do to address factors that interfere with student learning and your efforts to teach?

A. Needed: A School-Wide Enabling Component

Although there are various other stakeholders involved, it is unlikely that a fully functioning enabling component can be developed at a school unless teachers really want it. It should be evident, by this point, why teachers should want such a component. But wanting is not enough.

The following pages offer a brief discussion of the role teachers need to play in ensuring systems beyond the classroom are doing what they should do. The discussion focuses on the role of teachers in

(1) convincing school decision makers to establish policy and standards for such a component and provide the resources for its development

(2) ensuring that an enabling component is given appropriate attention in the school's improvement plan and at decision making tables

(3) establishing the necessary infrastructure for the successful daily operation and ongoing development of an enabling component

(4) participating in establishing priorities and partnering in development of specific programs related to the six areas of an enabling component

(5) clarifying the importance of an expanded framework for school accountability that evaluates not only achievement, but personal and social development and efforts to address barriers to learning and does so in the context of indicators of community status.

1) Policy and Standards

Question:

Do schools need to do more to address barriers to learning so all children succeed?

Obvious answer:

Yes, BUT . . .

The *Yes* reflects the fact that schools have long recognized that their mission's success requires that they play a role in dealing with factors that interfere with youngsters' learning and performance.

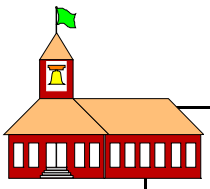
The *BUTs* are . . .

There's too much to do already and too little to do it with . . . .

There's never enough money . . . .

There's never enough staff to do what needs to be done, never enough space to house all we might want to do, and never enough time.

These concerns are all real. AND, schools still must find ways to do more and better in order to enhance educational results. Teachers are critical to the process. Their vision and commitment to new directions is essential. Their willingness to use existing resources in better ways also is essential.



If the school is to have a comprehensive enabling component, teachers must play a role in convincing school decision makers to establish policy and standards for such a component and provide the resources for its development.

All of this means changes in current policy at various levels – especially at the school level. As noted in Module I, current school reforms do not effectively address barriers to learning and teaching. Schools must quickly move to embrace new school-wide and community-oriented models for dealing with factors that interfere with learning and performance. Then, they must restructure use of existing education support personnel and resources in ways that ensure the new models are carried out effectively.

Teachers can help shape the necessary policies at their schools by stressing the need and proposing specific policy changes to meet the need.

As an aid, the Center has designed an online toolkit a range of resources to aid in school improvement planning designed to develop a comprehensive system of learning supports to address barriers to learning and teaching. Included in the toolkit are examples of policy formulations for learning supports at school, district, county, and state levels. See, for instance, the following:

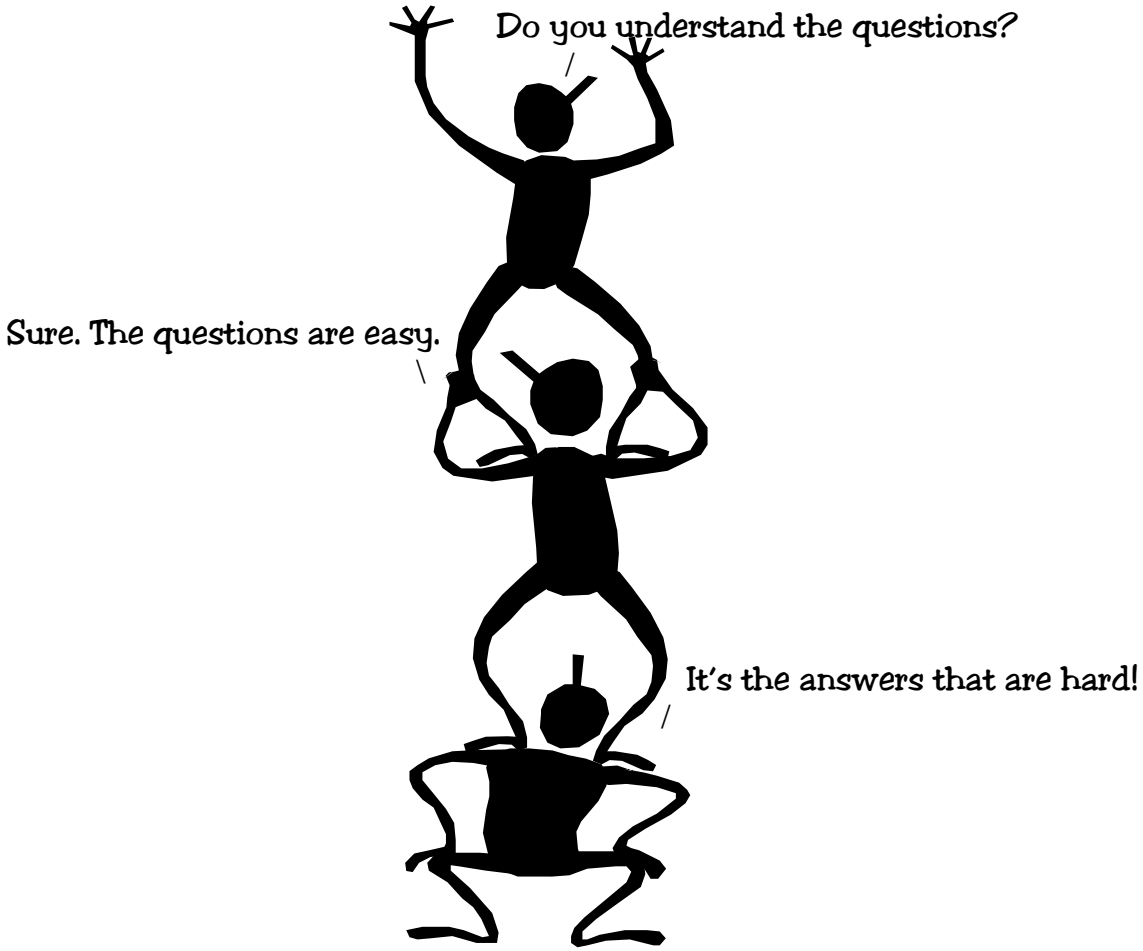
- Policy Resolution for *Learning Support* Proposed to and Passed by the Los Angeles Unified School District's Board of Education in 1998
- Policy memorandum for *Learning Supports* passed by the Multnomah Education Service District in Oregon formulated in July 2004
- Policy and guidelines for *Universal Learning Supports* passed by Berkeley Unified School District School Board in California approved in 2008
- Hawai`i Legislation passed in 1999
- California Legislation as proposed in 2007

These all can be accessed from the Center's wesbite. Go to:
http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aida.pdf

Given that school-reform across the country is "standards-based," it is imperative that school-wide approaches for addressing factors interfering with student learning delineate a set of standards and integrate them with instructional standards. Indeed, establishing *standards* for an enabling component is another facet of ensuring high levels of attention and support for development of a comprehensive, multifaceted approach for addressing barriers to learning.

As an aid in accomplishing this, see the guidelines appended to Module I and the Center document entitled *Expanding Standards and Accountability to Encompass a Student Support Component to Address Barriers and Enable Learning*
http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidc.pdf

Once the standards are formulated, they must be thoroughly incorporated in every school's improvement plan. This is a necessary step toward making the policy commitment visible at every school, and it establishes the framework for ensuring relevant accountability.



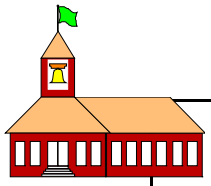
2) Planning and Decision Making Tables

With increasing recognition of the essential nature of developing a comprehensive, multifaceted approach for addressing barriers to learning, teachers and their representatives are realizing how marginalized education support programs have been. Establishing policy for an enabling component clearly is a necessary step teachers can take in changing this status.

Another task involves being certain that the agenda for every school planning and decision making session includes items related to the school's enabling component. Currently, such agendas focus mainly on instruction and sometimes on school governance and resource management. It is in every teacher's and student's interest to broaden these agendas.

The process for doing so is a straight forward one. What teachers can do is strongly indicate that planning agendas at the school must include a focus on developing strategic plans related to an enabling component. And, whenever there are discussions of priorities and resource allocation and reallocation, teachers must resist the temptation to undermine the strategic plan. That is, the temptation will be to think primarily in terms of classroom priorities and not about school-wide programs that enable teachers to do their job more effectively. Your understanding of the value of a school-wide enabling component makes you a critical person for helping others at the school maintain a balanced perspective as agenda items are discussed.

You will also be a key person in helping to expand the stakeholders who are participating at the relevant planning and decision making tables. Every school has some personnel whose job in some way affects how the schools addresses barriers to learning (e.g., pupil service personnel, student support staff). Such personnel rarely are invited to the table. This means their special expertise is missing in planning discussions. It also means that key advocates for essential programs are absent when decisions are made. Here, too, the task is straight forward. It involves teachers strongly indicating that such personnel should be invited to the table.



If the school is to have a comprehensive enabling component, teachers must play a role in ensuring that such a component is given appropriate attention in the school's improvement plan and at decision making tables.

3) Infrastructure

To ensure development of essential programs for addressing barriers to learning and teaching, the necessary infrastructure must be put in place. In most settings, this can be done through proper redeployment and restructuring of existing resources (see ***Infrastructure*** online at http://smhp.psych.ucla.edu/pdfdocs/infra small school notes.pdf).

One way to conceive the infrastructure is in terms of key personnel and teams. For example, most schools do not have an administrator whose job definition outlines the leadership role and functions necessary for developing a comprehensive approach for addressing barriers to learning. This is not a role for which most principals have time. Thus, teachers who want a school-wide enabling component will find it imperative to advocate for a *site administrative leader* for this component. Such a role may be created by redefining a percentage (e.g., 50%) of a vice/assistant principal's day or, in schools that are too small to have such personnel, the principal might delegate some administrative responsibilities to a coordinator.

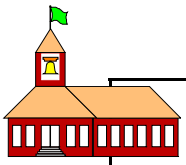
A *staff lead* is also useful. Such a person can be identified from the cadre of line staff who have expertise with respect to addressing barriers to student learning. If a site has a Center facility (e.g., Family or Parent Resource Center or a Health Center), the Center coordinator might fill this role.

Besides facilitating the development of a potent component to address barriers to learning, both the administrative and staff lead play key roles in daily implementation, monitoring, and problem solving.

Most schools have a team that focuses on individual students who are having problems. (Such a team may be called a student study team, student success team, student assistance team, teacher assistance team, and so forth.) In addition to this type of a team, a separate on-site organizational mechanism for resource coordination is needed to address overall cohesion among programmatic areas. Such a school-based *Learning Supports Resource Team* can reduce fragmentation and enhance cost-efficacy of enabling activity by ensuring all such activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner. Properly constituted, this group also provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

> Both the *administrative lead* and the *staff lead* must sit on the Learning Supports Resource Team. The former must then represent and advocate the team's recommendations whenever the school's administrative team meets. Both *leads* must advocate for the team's recommendations at governance body meetings when decisions are made regarding programs and operations -- especially decisions about use of space, time, budget, and personnel.

Finally, development of specific programs requires the attention of *school-based program work groups.* The functions of such work groups are to ensure systemic program approaches are well-planned, implemented, evaluated, maintained, and evolved. In forming such groups, identifying and deploying enough committed and able personnel may be difficult. Initially, a couple of motivated and competent individuals can lead the way in a particular program arena – with others recruited over time as necessary and/or interested. Some work "groups" might even consist of one individual. In some instances, one team can address more than one program arena or may even serve more than one school. Many schools, of course, are unable to simultaneously establish "teams" to cover all six arenas of an enabling component. As discussed next, such schools must establish priorities and plans for how they will phase in their enabling programs. (Again for a sense of the six arenas, see Module I and the surveys in the resource aid packet that accompanies these continuing education modules.)



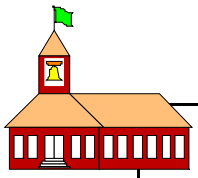
If the school is to have a comprehensive enabling component, teachers must play a role in ensuring that establishing the necessary infrastructure for the successful daily operation and ongoing development of such a component.

4) Establishing School-Wide Program Priorities

It is evident that developing a comprehensive, school-wide enabling component requires patience and perserverance. In phasing in such a component, program development priorities must be established. The initial emphasis, of course, should be on meeting the school's most pressing needs.

You will want to play a very active role in developing such priorities.

The Exhibit on the following pages lists some examples of arenas that you may want to consider first. These reflect what other teachers have found to be important priorities.



If the school is to have a comprehensive enabling component, teachers must play a role in participating in establishing priorities and partnering in developing specific programs related to the six arenas of such a component.

Exhibit

Examples of Arenas Teachers Might Want to Designate as First Priorities in Developing an Enabling Component

(1) *Classroom-Focused Enabling*

Clearly the primary focus in addressing barriers to student learning is on ongoing inservice for teachers -- as reflected in this set of continuing education modules.

With respect to the other five programmatic areas, the efforts of a classroom teacher can be greatly enhanced by setting as priorities development of the following:

(2) *Support for Transitions*

Many schools need to enhance their positive "climate" for everyone – students, staff, families, others in the community. In particular, they can significantly reduce learning, behavior, and emotional problems by ensuring three types of transition programs are well developed.

>Welcoming and Social Support Programs for Everyone

The greater the rate of student and staff mobility, the greater the priority for pursuing strategies to enhance welcoming and social support. A positive welcome is desirable at the various initial encounters school staff have with a new student and family, a new staff member, and all visitors. Each point of contact represents an opportunity and a challenge to positively assimilate newcomers into the school -- welcoming them, linking them with appropriate social supports, assisting them to make successful transitions, and identifying and providing additional assistance for those who are having difficulty adjusting. It is risky business for a school not to have programs that fully orient newcomers (students, family, staff), connect them with specific peers (e.g., peer buddies), orchestrate their entrance into ongoing groups and activities, and so forth (see the Center's introductory packet entitled: *What Schools Can Do to Welcome and Meet the Needs of All Students and Families*).

>Articulation Programs

Many students have difficulty making the transition from grade-to-grade and many more have difficulty going from elementary to middle school or from middle to high school. Indeed, many "dropouts" occur during transitions to high school. Programs are needed that (a) provide all students with opportunities to prepare themselves psychologically for such changes and (b) identify and intervene on behalf of any student who is having difficulty during the actual period of transition. Comparable programs are useful for family members and new staff.

>Before, During, and After School Recreation, Academic Support, & Enrichment

Many schools have significant problems with tardies, bullying, substance abuse, and other forms of behavior that contribute to poor student performance. Well-designed and structured recreation and enrichment are basic to encouraging proactive behavior. Offered before school they 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, and paired with positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have learning problems.

(cont.)

Exhibit (cont.)

Examples of Areas Teachers Might Want to Designate as First Priorities in Developing an Enabling Component

(3) ***Home Involvement in Schooling***

Besides what the school already is doing to enhance home involvement, there should be an intensive, proactive, positive outreach program aimed at families housing students who are experiencing learning, behavior, and emotional problems. Such activity should be accompanied by a commitment to minimizing negative contacts with family members (blaming and finger-waving).

>***Programs to strengthen the family***

It is rarely a mystery as to what family members need and would value from the school. In outreaching to attract family members to the school, the first priority should be development of programs and services related to the area of Student and Family Assistance (see below).

(4) ***Emergency/Crisis Response and Prevention***

>***Response Plan & Crisis Team***

Every school probably has a written crisis response plan. For such a plan to be viable and in order to pursue an enhanced focus on preventing crises, a strong priority should be to establish and build the capability of a Crisis Team.

(5) ***Student and Family Assistance***

While a wide range of assistance programs and services can be developed over the years, the first priorities in this area are:

>***Establishing access to emergency assistance for basic life needs*** (e.g., food, clothes, shelter, safety, emergency health care and dentistry, legal aid)

This usually involves identifying appropriate referral agencies and establishing direct links to them to facilitate family access.

>***Literary and extra academic support program*** (e.g., family literacy, tutors, GED preparation, ESL classes, related software for computers)

>***Social and emotional counseling*** (support groups, individual and group counseling)

(6) ***Community Outreach***

>***Volunteer recruitment program*** (e.g., parents, college students, senior citizens, mentors from the business community)

5) Expanded Framework for School Accountability

As with many other efforts to push reforms forward, policy makers want a quick and easy recipe to use. Most of the discussion around accountability is about making certain that program administrators and staff are held accountable. Little discussion wrestles with how to maximize the benefits (and minimize the negative effects) of accountability efforts. As a result, in too many instances the tail is wagging the dog, the dog is getting dizzy, and the public is not getting what it needs and wants.

School accountability is a good example of the problem. Policy makers want schools, teachers, and administrators (and students and their families) held accountable for higher academic achievement.

As measured by what?

As everyone involved in school reform knows, the only measure that really counts is achievement test scores. These tests drive school accountability, and what such tests measure has become the be-all and end-all of what school reformers attend to. This produces a growing disconnect between the realities of what it takes to improve academic performance and where many policy makers and school reformers are leading the public.

This disconnect is especially evident in schools serving what are now being referred to as "low wealth" families. Such families and those who work in schools serving them have a clear appreciation of many barriers to learning that must be addressed so that the students can benefit from the teacher's efforts to teach. They stress that, in many schools, major academic improvements are unlikely until comprehensive and multifaceted programs/services to address these barriers are developed and pursued effectively.

At the same time, it is evident to anyone who looks that there is no direct accountability for whether these barriers are addressed. To the contrary, when achievement test scores do not reflect an immediate impact for the investment, efforts essential for addressing barriers to development and learning often are devalued and cut.

Thus, rather than building the type of comprehensive, multifaceted, and integrated approach that can produce improved academic performance, prevailing accountability measures are pressuring schools to maintain a narrow focus on strategies whose face validity suggests a direct route to improving instruction. The implicit underlying assumption of most of these teaching strategies is that students are motivationally ready and able each day to benefit from the teacher's instructional efforts. The reality, of course, is that in too many schools the *majority* of youngsters are not motivationally ready and able and thus are not benefitting from the instructional improvements. For many students, the fact remains that there are a host of external interfering factors.

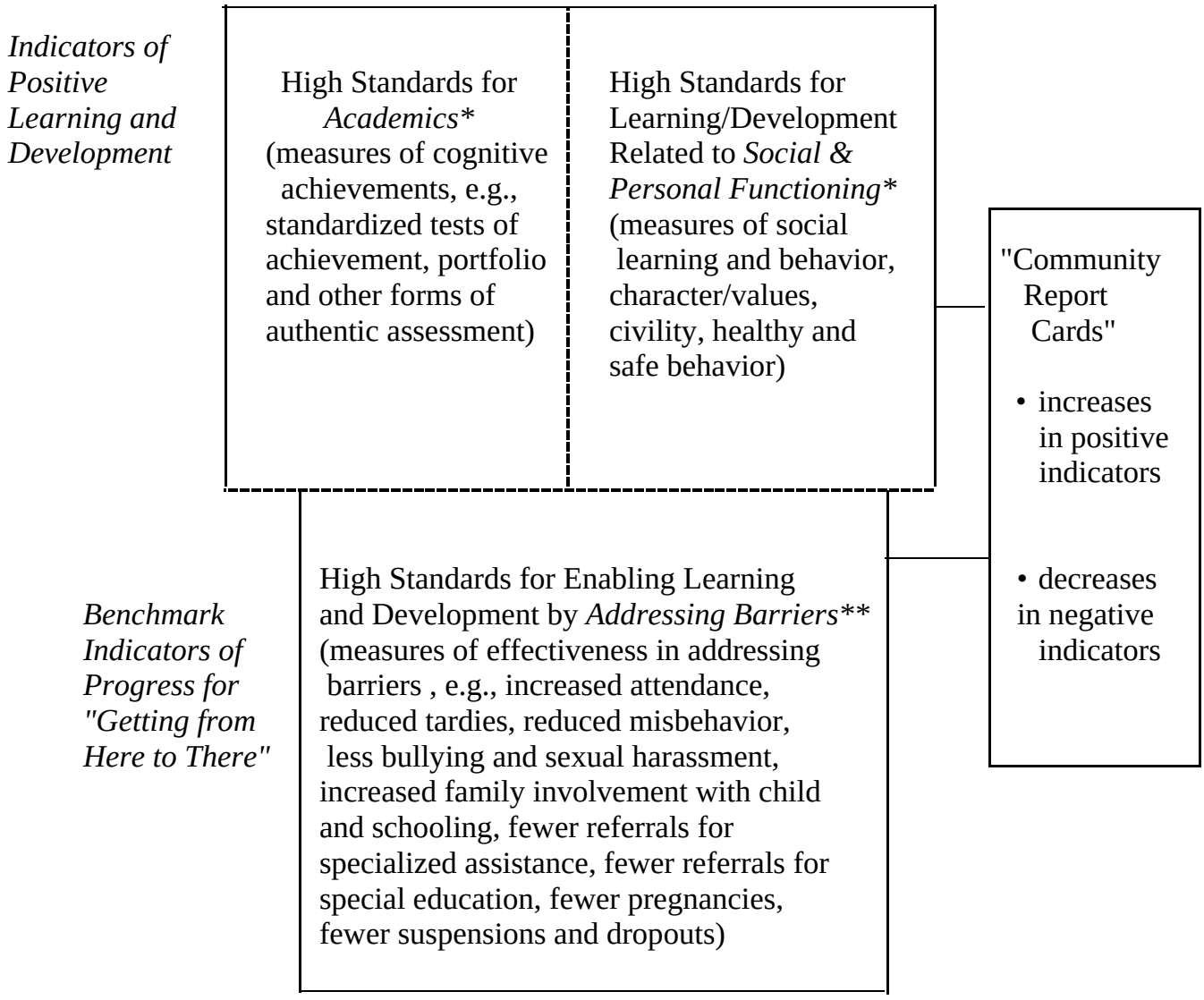
Logically, well designed, systematic efforts should be directed at addressing such factors. However, current accountability pressures override the logic and result in the marginalization of almost every initiative that is not seen as directly (and quickly) leading to academic gains.

Ironically, not only does the restricted emphasis on achievement measures work against the logic of what needs to be done, it works against gathering evidence on how essential and effective it is to address barriers to learning directly.

All this leads to an appreciation of the need for an expanded framework for school accountability. A framework that includes direct measures of achievement and much more. The figure on the following page highlights such an expanded framework.

Stand still and silently wait for the world to go by – and it certainly will!

Figure: ***Expanding the Framework for School Accountability***



*Results of interventions for directly facilitating development and learning.

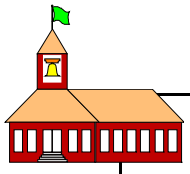
**Results of interventions for addressing barriers to learning and development.

Few would argue with the notion that ultimately school reform must be judged in terms of whether the academic performance of students improves significantly (approaching "high standards"). At the same time, it is essential that accountability encompasses all facets of a comprehensive and holistic approach to facilitate and enable development and learning.

Such an approach comprises programs designed to achieve high standards for learning related to social and personal functioning and those designed to address barriers to student learning. Currently, efforts in these arenas are given short shrift because they are not part of the accountability framework.

To be more specific, it is clear that concerns about social learning and behavior, character/values, civility, healthy and safe behavior, and other facets of youth development are not included when school accountability is discussed. Similarly, school programs/services designed to address barriers to student learning are not attended to in a major way in the prevailing accountability framework.

We suggest that "getting from here to there" in improving academic performance also requires expanding the accountability framework to include high standards and related accountability for activity to enable learning and development by addressing barriers. Among the accountability indicators ("benchmarks") for such programs are increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, and fewer pregnancies, suspension, and dropouts.



If the school is to have a comprehensive enabling component, teachers must play a role in clarifying the importance of an expanded framework for school accountability that evaluates not only achievement, but personal and social development and efforts to address barriers to learning and does so in the context of indicators of community status.

B. Needed: School-Community Partnerships

Learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. Anyone in the community who wants to facilitate learning might be a contributing teacher. This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, college students, etc. They all constitute what can be called the teaching community. When a school successfully joins with its surrounding community, everyone has the opportunity to learn and to teach.

Most schools do their job better when they are an integral and positive part of the community. Unfortunately, schools and classrooms often are seen as separate from the community in which they reside. This contributes to a lack of connection between school staff, parents, students, and other community residents and resources. For schools to be seen as an integral part of the community, steps must be taken to create and maintain collaborative partnerships. Potential benefits include enhanced community participation, student progress, and community development.

> *For teachers, it is in their best interests to advocate for greater outreach to community resources. At the same time, the emphasis in doing so should always be on those resources that can help fill gaps in programs the school has set as priorities.*

As already stressed, a good place to start is with community volunteers. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and helps increase home and community involvement in schools and schooling. Thus, a major emphasis in joining with the community is establishment of a program that effectively recruits, screens, trains, and nurtures volunteers. In addition, we all must work toward increased use of school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need.

> David Hornbeck was quite effective in increasing volunteerism and community support during his tenure as Superintendent of Schools in Philadelphia. When asked how he had done it, he stated: "We used three primary strategies: a) we simply asked people to help us; b) we had training for the volunteers; and c) we had important things for the volunteers to do."

Exhibit

About School-Community Collaborations

In recent years, there has been increasing interest in school-community collaborations as one way to provide more support for schools, students and families. This interest is bolstered by the renewed policy concern about countering widespread fragmentation of community health and social services and by the various initiatives for school reform, youth development, and community development. In response to growing interest and concern, various forms of school-community collaborations are being tested, including statewide initiatives in California, Florida, Kentucky, Missouri, New Jersey, Ohio, and Oregon, among others. This movement has fostered such concepts as school linked services, coordinated services, wraparound services, one-stop shopping, full service schools, and community schools.

The contemporary literature on school-community collaborations is heavy on advocacy and prescription and light on data. Each day brings more reports from projects such as New Jersey's School-Based Youth Services Program, the Healthy Start Initiative in California, the Children's Aid Society Community Schools and the Beacons Schools in New York, Communities-in-Schools, Caring Communities in Missouri, and the Family Resource and Youth Services Centers in Kentucky. Not surprisingly, the reports primarily indicate how hard it is to establish collaborations. Still, a reasonable inference from available data is that school-community collaborations can be successful and cost effective over the long-run.

By placing staff at schools, community agencies make access easier for students and families, especially those who usually are underserved and hard to reach. Such efforts not only provide services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and greater family involvement. Analyses of these programs suggest better outcomes are associated with empowering children and families, as well as with having the capability to address diverse constituencies and contexts. Families using school-based centers are described as becoming interested in contributing to school and community by providing social support networks for new students and families, teaching each other coping skills, participating in school governance, and helping create a psychological sense of community. It is evident that school-community collaborations have great potential for enhancing school and community environments and outcomes.

(Note: For more on this, see the Center's *School-Community Partnerships: A Guide* http://smhp.psych.ucla.edu/qf/Commout_tt/School-Com2-8.pdf *)*

C. Needed: Better Attention from the Board of Education on Addressing Barriers to Learning

For too long, school board's have dealt with barriers to learning on an ad hoc and often emergency basis. The result is a hodge-podge of fragmented and marginalized policies that reduce the impact of programs and services designed to enable learning and promote healthy development.

School boards need to revisit all this;
and encouraging them to do so is in teachers' best interests.

Our Center has produced a report entitled *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning*. The report incorporates lessons learned from a unique standing committee established by the Los Angeles Unified School District's Board of Education in the mid 1990s.

The following brief excerpt from the report is intended to help you think about what you might propose to your board. *One way to do this is to obtain a copies of this report from our Center to share with other stakeholders and to send to members of the school board.*

"The Board meeting is called to order:
the problem for today is whether
to hire 3 security guards or 2 teachers."

Rethinking a School Board's Current Committee Structure

Excerpt from: *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning*
http://smhp.psych.ucla.edu/pdfdocs/boardexsumm.pdf

Most school boards do not have a standing committee that gives full attention to the problem of how schools address barriers to learning and teaching. This is not to suggest that boards are ignoring such matters. Indeed, items related to these concerns appear regularly on every school board's agenda. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in most districts is not organized in ways that coalesce its various functions (programs, services) for addressing barriers. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains the fragmented policies and practices that characterize efforts to address barriers to student learning.

Analyzing How the Committee Structure Handles Functions Related to Addressing Barriers

Given that every school endeavors to address barriers to learning/teaching, school boards should carefully analyze how their committee structure deals with these functions. Because boards already have a full agenda, such an analysis probably will require use of an ad hoc committee. This committee should be charged with clarifying whether the board's structure, time allotted at meetings, and the way the budget and central administration are organized allow for a thorough and cohesive overview of all functions schools pursue to enable learning and teaching. In carrying out this charge, committee members should consider the work of all pupil services staff (e.g., psychologists, counselors, nurses, social workers, attendance workers), compensatory and special education, safe and drug free schools programs, dropout prevention, aspects of school readiness and early intervention, district health and human service activities, initiatives to link with community services, and more. Most boards will find (1) they don't have a big picture perspective of how all these functions relate to each other, (2) the current board structure and processes for reviewing these functions do not engender a thorough, cohesive approach to policy, and (3) functions related to addressing barriers to learning are distributed among administrative staff in ways that foster fragmentation.

> *If this is the case, the board should consider establishing a standing committee to focus indepth and consistently on the topic of how schools in the district can enhance their efforts to improve instruction by addressing barriers in more cohesive and effective ways.*

(cont).

Excerpt (cont.)

What a Standing Committee Can Do

The primary assignment for the committee is to develop a comprehensive policy framework to guide reforms and restructuring so that *every school* can make major improvements in how it addresses barriers interfering with the performance and learning of its students. Developing such a framework requires revisiting existing policy with a view to making it more cohesive and, as gaps are identified, taking steps to fill them.

Current policies, practices, and resources must be well-understood. This requires using the lens of addressing barriers to learning to completely map all district owned programs, services, personnel, space, cooperative ventures with community agencies, and so forth. The mapping process should differentiate between (a) regular, long-term programs and short-term projects, (b) those that have the potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit all or most students at every school site and those designed to serve a small segment of the district's students. In looking at income, in-kind contributions, and expenditures, it is essential to distinguish between "hard" and "soft" money (e.g., the general funds budget, categorical and special project funds, other sources that currently or potentially can help underwrite programs). It is also useful to differentiate between long- and short-term soft money. It has been speculated that when the various sources of support are totaled in certain schools as much as 30% of resources may be going to address barriers to learning. Reviewing the budget through this lens is essential in moving beyond speculation about such matters.

Because of the fragmented way policies and practices have been established, there is inefficiency and redundancy, as well as major gaps in efforts to address barriers. Thus, a logical focus for analysis is how to reduce fragmentation and fill gaps to increase effectiveness and efficiency. Another aspect of the analysis involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

A framework that clarifies the district's total approach for addressing barriers to learning should be formulated to guide long-term strategic planning. A well-developed framework is an essential tool for evaluating all proposals in ways that minimize fragmented and piecemeal approaches. It also provides guidance in outreaching to link with community resources in ways that fill gaps and complement school programs and services. That is, it helps avoid creating a new type of fragmentation by clarifying cohesive ways to weave school and community resources together.

The above tasks are not simple ones. And even when they are accomplished, they are insufficient. The committee must also develop policy and restructuring proposals that enable substantive systemic changes. These include capacity building strategies (e.g., administrative restructuring, leadership development, budget reorganization, creating stakeholder readiness for changes, well-trained change agents, strategies for dealing with resistance to change, initial and ongoing staff development, monitoring and accountability).

(cont.)

Excerpt (cont.)

To achieve economies of scale, proposals can capitalize on the natural connections between a high school and its feeders (or a "family" of schools). Centralized functions should be redefined and restructured to ensure that central offices/units support what each school and family of schools is trying to accomplish.

The nature of the work calls for a committee that includes

- one or more board members who chair the committee (all board members are welcome and specific ones are invited to particular sessions as relevant)
- district administrator(s) in charge of relevant programs (e.g., student support services, Title I, special education)
- several key district staff members who can represent the perspectives of principals, unions, and various other stakeholders
- nondistrict members whose jobs/expertise (e.g., in public and mental health, social services, recreation, juvenile justice, post secondary schools) make them invaluable contributors to the tasks at hand .

To be more specific:

It helps if more than one board member sits on the committee to minimize proposals being contested as the personal/political agenda of a particular board member.

Critical information about current activity can be readily elicited through active participation of a district administrator (e.g., a deputy or associate superintendent) responsible for student "support" programs or other district programs that address barriers to learning.

Similarly, a few other district staff usually are needed to clarify how efforts are playing out at schools across the district and to ensure that site administrators, line staff, and union concerns are discussed. Also, consideration should be given to including representatives of district parents and students.

Finally, the board should reach out to include members on the standing committee from out-side the district who have special expertise and who represent agencies that are or might become partners with the district in addressing barriers to learning. For example, in the Los Angeles Unified School District, the committee included key professionals from post secondary institutions, county departments for health and social services, public and private youth development and recreation organizations, and the United Way. The organizations all saw the work as highly related to their mission and were pleased to donate staff time to the committee.

The committee's efforts will be for naught, however, if their work is not a regular topic on the board's agenda and a coherent section of the budget. Moreover, the board's commitment must be to addressing barriers to learning in powerful ways that enable teachers to be more effective -- as contrasted to a more limited commitment to providing a few mandated services or increasing access to a few more services through developing coordinated/ integrated school-linked services.

Concluding Comments

In many schools, major improvements in students' achievement continue to be hampered by the deficiencies of school-wide approaches for addressing barriers to learning and teaching. Clearly, establishment of *comprehensive, multifaceted, and integrated* school-wide approaches is not an easy task. Indeed, it is likely to remain an insurmountable task until school reformers accept the reality that a comprehensive enabling component is essential and does not represent an agenda separate from a school's instructional mission. In terms of policy, practice, and research, all enabling activity, including the many categorical programs funded to deal with designated problems, must be seen as embedded in a cohesive continuum of interventions that provide the foundation for this essential component of school and community reforms.

With appropriate policy in place, work can advance with respect to *restructuring, transforming, and enhancing* school-owned programs and services and community resources, and include mechanisms to coordinate and eventually integrate it all. To these ends, the focus needs to be on *all* school resources (e.g., compensatory and special education, support services, adult education, recreation and enrichment programs, facility use) and *all* community *resources* (e.g., public and private agencies, families, businesses; services, programs, facilities; volunteers, professionals-in-training).

The ultimate aim is to weave all resources together into the fabric of every school and evolve a comprehensive component that effectively addresses barriers to development, learning, and teaching. Once policy makers recognize the essential nature of such a component, it will be easier to weave together all efforts to address barriers and, in the process, elevate the status of programs to enhance healthy development. Furthermore, when resources are combined properly, the *end product* can be cohesive and potent *school-community partnerships*. Such partnerships seem essential if we are to strengthen neighborhoods and communities and create caring and supportive environments that maximize learning and well-being.

> *As we have stressed in this Module, teachers at every school can and should play a major role in ensuring their school and utlimately their school district establishes policy for development of an effective component to address barriers to student learning.*

We must indeed all hang together,

or most assuredly we shall all hang separately.

Benjamin Franklin

Stop, think, discuss

Discuss ways you can play a role in influencing how your school works to enhance a comprehensive approach for addressing barriers to student learning.

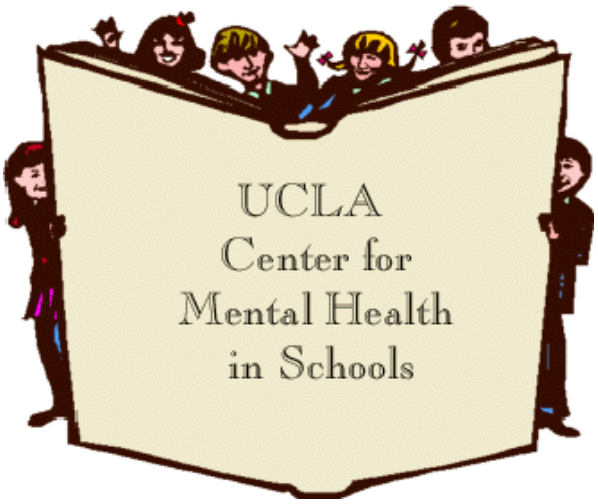
If you want to read a bit more about the matters discussed, see the brief set of readings that have been included in the accompanying materials and/or see the Center Resource List at the end of this document.

Treat people as if they were
what they ought to be
and you help them become
what they are capable of being.

Goethe.

From the Center's Clearinghouse ...

Catalogue of Resources & Publications



Most resources developed by the Center can be downloaded at no cost at: http://smhp.psych.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.

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email: smhp@ucla.edu -- website: http://smhp.psych.ucla.edu

Some opportunities the Center Offers You

(1) Join the Practitioner Listserv

This listserv networks those working at school sites (those who are school-employed and those mental health practitioners who work for community agencies at school sites). It also provides a link with the Center's ongoing technical assistance and the Consultation Cadre. It enables sharing, supports efforts to enhance school priorities for MH, provides mechanisms for addressing issues, etc.

If you or any colleagues want to be added to this electronic network send us an email at smhp@ucla.edu or indicate below and fax or mail back this form.

_____ Please add me to the *Practitioner Listserv* (provide email address below)

Also add the following individuals:

(2). Want to join the **Consultation Cadre?**

(See the Center Website for a description of this Group - http://smhp.psych.ucla.edu)

____ Please contact me about the ***Consultation Cadre***.

(3) Want to Join the ***Policy Leadership Cadre for Mental Health in Schools?***

(See the Center Website for a description of this Group)

____ Please contact me about the ***Policy Leadership Cadre***.

(4) Want to receive our free **Newsletters**?

____ Send me the monthly electronic *ENEWS* (provide email address below)

____ Send me the quarterly topical *Addressing Barriers to Learning* (sent via email) (provide email mailing address below)

(5) Want Technical Assistance or specific resources?

Indicate what you need below and we will contact you.

(6) As always, we welcome your feedback on any facets of the Center's 0perations.

Name _____ *Title* _____

*Agency*_____

Address _____

City _____ *State* _____ *Zip* _____

*Phone (_____)*_____ *Fax (_____)*_____

*Website*_____*Email:*_____

Return this form by fax to (310)206-8701 or mail to the address listed below.

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.

For further information, you can contact the center at:
School Mental Health Project/Center for Mental Health in Schools, Box 951563, Department of Psychology, UCLA,
Los Angeles, CA 90095-1563 Ph: (310) 825-3634 | Toll Free: (866) 846-4843 | Fax: (310) 206-5895
E-mail: smhp@ucla.edu Website: http://smhp.psych.ucla.edu/

Resource & Publications

UCLA Center for Mental Health in Schools

Online the Resources & Publications can be accessed by format or topic. (http://smhp.psych.ucla.edu)

Formats

Books & Monographs

Recent Chapters

Selected Journal Articles

Policy & Program Reports & Briefs

Featured Articles in Center Newsletter/journal

Guides to Policy and Program Development/practice

> Guidebooks
> Guidance Notes
> Practice Notes
> Tools

Training & Presentation Resources

> Continuing Education Modules
> Quick Training Aids & Tutorials
> Fact & Information Resources
> Presentations Handouts/slides

Resource Packets

> Introductory Packets on System, Program/process Concerns, & Psychosocial Problems
> Resource and Technical Aids

Initiative & Center Reports

> Reports from the National Initiative: New Directions for Student Support
> Reports from the Policy Leadership Cadre for Mental Health in Schools
> Reports from the Coalition for Cohesive Policy in Addressing Barriers to Development & Learning
> Center Impact Evaluation Report

Online Clearinghouse Quick Find Topics

Note: Items indicating **(SP)** are available in both English and Spanish.

Topics

As a first step in looking for our resources & publications on a given topic, go to our QUICK FIND search drop down menu. This evolving tool for accessing our Online Clearinghouse provides information on a growing range of topics. Use it for easy access to resources & publications from our Center and for direct links to resources & publications from other sources.

Alternatively, go to the following:

I. Systemic Concerns

A. Policy Issues & Research Base
1. The Concept of MH in Schools
2. Addressing Barriers to Student Learning
3. MH in Schools & School Reform and Restructuring
4. Research Base
5. Rethinking Student Support
6. Integrating School and Community

B. Systemic Changes & Enhancing and Sustaining Systems/Programs/Services
1. Collaborative Teams
2. Mapping and Analyzing Resources
3. School-Community-Family Connections
4. Restructuring Student Support Programs
5. Financial Strategies
6. Evaluation, Quality Control, and Standards
7. Sustainability and Scale-Up
8. Reframing Staff Roles and Functions

C. Developing Comprehensive, Multifaceted, and Integrated Approaches

D. Building System Capacity and Networking

II. Program/Process Concerns

A. Program Areas
1. Classroom Enhancement & Youth Development
2. Support for Transitions
3. Crisis Response and Prevention
4. Home Involvement
5. Student and Family Assistance
6. Community Outreach (including Volunteer Participation)

B. Processes to Develop Comprehensive Approaches & School-Community Connections
1. Enabling Component
2. School-Based Health Centers
3. Financing

C. Staff Development Tools

III. Psychosocial & Mental Health Concerns

CATALOGUE OF RESOURCES & PUBLICATIONS BY FORMAT

BOOKS & MONOGRAPHS

Center for Mental Health in Schools. (2008). Mental Health in Schools and School Improvement: Current Status, Concerns, and New Directions. Los Angeles, CA: Author.

Adelman, H.S. & Taylor, L. (2006). The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning. Thousand Oaks, CA: Corwin Press.

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POLICY & PROGRAM REPORTS & BRIEFS

I. Mental Health in Schools

> Youth Risk Taking Behavior: The Role of Schools
> Building Collaboration for Mental Health Services in California Schools: What Will be Built?
> Suicide Prevention in Schools
> Should Policy Specify a Formal Role for Schools Related to Mental Health?
> Screening Mental Health Problems in Schools
> The Current Status of Mental Health in Schools: A Policy and Practice Analysis
> Diversity Competence for Psychological Practitioners: Eliminating Disparities in Psychological Practices
> Integrating Agenda for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health
> Gap Analysis of the Resource Synthesis Related to integrating Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health
> Mental Health of Children and Youth: The Important Role of Primary Care Health Professionals
> Mental Health of Children and Youth and the Role of Public Health Professionals
> Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together
> Youngsters' Mental Health and Psychosocial Problems: What are the Data?
> Financing Mental Health for Children & Adolescents
> The Maternal and Child Health Bureau's Initiative for Mental Health in Schools
> Mental Health in Schools: Reflections on the Past, Present, and Future

II. School Improvement and Restructuring Related to Addressing Barriers to Student Learning

A. Policy & Practice Analysis

> Integration of Schools and Mental Health Systems: An Overview of the State Grants from the U.S. Department of Education Program
> Youth Gangs and Schools
> School Attendance Problems: Are Current Policies & Practices Going in the Right Direction?
> Preschool Programs: A Synthesis of Current Policy Issues
> Grade Retention: What's the Prevailing Policy and What Needs to be Done?
> Early Development and School Readiness from the Perspective of Addressing Barriers to Learning

> Addressing Barriers to Student Learning & Promoting Healthy Development
> Introduction to a component for Addressing Barriers to Student Learning
> Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships
> Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice
> Schools as Caring, Learning Communities
> Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions
> Designing Schoolwide Programs in Title I Schools: Using the Non-Regulatory Guidance in Ways that Address Barriers to Learning and Teaching
> Legislation in Need of Improvement: Reauthorizing the No Child Left Behind Act to Better Address Barriers to Learning
> For Consideration in Reauthorizing the No Child Left Behind Act . . . Promoting a Systematic Focus on Learning Supports to Address Barriers to Learning and Teaching
> School Improvement Planning: What's Missing?
> Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development
> Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component
> Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base
> Example of a Formal Proposal for Moving in New Directions for Student Support

B. Concept Papers and Proposals for Restructuring
(see also Books, Chapters, and Articles and Other Center Resources)

> New Directions for Student Support (Concept Paper)
> Assuring No Child is Left Behind
> Two Examples of White Papers to Inform and Guide Policy Makers
> So you Want Higher Achievement Scores? It's Time to Rethink Learning Supports
> Q & A Talking Points
> What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School?
> Guidelines for a Student Support Component
>> Full Document and Summary Outline
> Where's It Happening? New Directions for Student Support
> Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports
> Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning
>> Full Report and Executive Summary
> Framing New Directions for School Counselors, Psychologists, & Social Workers

C. Calls to Action to Advance Efforts to Address Barriers to Student Learning:

> An Open Letter to Congress: Reauthorizing the Elementary and Secondary Education Act to Better Address Barriers to Learning and Teaching
> An Open letter To Mayors: discussion of a mayor’s role in public education
> School Improvement? . . . fully addressing barriers to learning and teaching is the next step!
> Student Support Staff: Moving in New Directions through School Improvement

D. Systemic Change and Sustainability

> New Directions for Student Support: Current State of the Art

> Toward a School District Infrastructure that More Effectively Addresses Barriers to Learning and Teaching
> New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going- to-Scale
> Systemic Change for School Improvement: Designing, Implementing, and Sustaining Prototypes and Going to Scale
>> Full Report and Executive Summary
> Organization Facilitators: A Key Change Agent for Systemic School and Community Changes
> Toward Enhancing Resource Center Collaboration

FEATURED ARTICLES IN CENTER NEWSLETTER/JOURNAL

> Mental Health in Schools: Much More than Services for the Few (Fall, ‘07)
> Evidence-Based Practices in Schools: Concerns About Fit and Implementation (Summer '07)
> Engaging the Strengths of Families, Youth, and Communities in Rebuilding Learning Supports (Spring '07)
> Open Letter to the Mayor (Winter '07)
> Response to Intervention (Fall '06)
> School Improvement: Where's Student Support? (Summer '06)
> Concerns=Opportunities: Addressing Student Disengagement, Acting Out, and Dropouts by Moving in New Directions (Spring '06)
> Working in Schools: Q and A (Winter '06)
> Mental Health in Schools: An Opportunity to Influence Change in a Period of Transformation (Fall '05)
> Complex Problems, Limited Solutions (Summer '05)
> Who at the School Addresses Barriers to Learning and Teaching? (Spring '05)
> Bullying and Addressing Barriers to Learning (Winter '05)
> Sustainability & Scale-up: It's About Systemic Change (Fall '04)
> Beyond Positive Behavior Support Initiatives (Summer '04)
> Diversity and Professional Competence in Schools... a mental health perspective (Spring '04)
> Integrating Agendas for Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health (Winter '04)
> Natural Opportunities to Promote Social-Emotional Learning and MH (Fall '03)
> New Directions: Where's it Happening? (Summer, '03)
> Safe Students/Healthy Schools: A Collaborative Process. (Spring, '03)
> Needed: A Greater Role for Learning Support Staff in Inservice at Every School. (Winter, '03)
> Summit on New Directions for Student Support. (Fall, '02)
> Revisiting Learning Problems and Learning Disabilities.(Summer, '02)
> School Staff Burnout. (Spring, '02)
> Re-engaging Students in Learning at School. (Winter, '02)
> Comprehensive & Multifaceted Guidelines for Mental Health in Schools. (Fall, '01)
> CSSS - Hawai`i's Comprehensive Student Support System... a multifaceted approach that encompasses & enhances MH in schools. (Summer, '01)
> Opening the Classroom Door (Spring, 01)
> Mechanisms for Delivering MH in Schools (Winter, '01)
> Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base (Fall, '00)
> Substance Abuse Prevention: Toward Comprehensive, Multifaceted Approaches (Summer,'00)
> Expanding the Framework for School Accountability (Spring, '00)
> Connecting Counseling, Psychological, & Social Support Programs to School Reform (Winter, ‘00)
> Promoting Youth Development and Addressing Barriers (Fall, ‘99)
>Youth Suicide/Depression/Violence (Summer, ‘99)
> Expanded School Reform (Spring, ‘99)
> School-Community Partnerships from the School's Perspective (Winter, ‘99)
> Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning (Fall, ‘98)

> Open Letter to the Secretary of Education, Richard Riley (Summer ‘98)
> Enabling Learning in the Classroom: A Primary Mental Health Concern(Spr98)
> Accountability: Is it Becoming a Mantra? (Winter ‘98)
> Easing the Impact of Student Mobility: Welcoming & Social Support (Fall ‘97)
> Addressing Barriers to Learning: Closing Gaps in Policy & Practice (Sum ‘97)
> Behavior Problems: What's a School to Do? (Spring ‘97)
> Comprehensive Approaches & Mental Health in Schools (Winter ‘97)
> Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions (Fall ‘96)
> Labeling Troubled Youth: The Name Game (Summer ‘96)
> School-Linked Services and Beyond (Spring ‘96)
> Mental Health in Schools: Emerging Trends (Winter ‘96)

GUIDES TO POLICY AND PROGRAM DEVELOPMENT/PRACTICE

I. Guidebooks (also see Books)

> Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching
> Fostering School, Family, and Community Involvement. Guidebook in series, Safe and Secure: Guides to Creating Safer Schools (Guide 7). Portland, OR: Northwest Regional Educational Laboratory
> Sustaining School and Community Efforts to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit
> School-Community Partnerships: A Guide
> What Schools Can Do to Welcome and Meet the Needs of All Students and Families (SP)
> Mental Health and School-Based Health Centers
> Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment
> New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning
> Getting from Here to There: A Guidebook for the Enabling Component
> A Guide to the Enabling Component (one of the New American School Models)

II. Guidance Notes

> Turning a Project or Pilot into a Catalyst for Systemic Change and Sustainability
> Is the School Year Off to a Good Start?
> Addressing School Adjustment Problems
> Dropout Prevention
> Homework is a Mental Health Concern
> Gateways to Resources for Enhancing Positive Outcomes for all Students
> Integrating Learning Supports into the Infrastructure of a Small School
> The Relationship of Response to Intervention and Systems of Learning Supports
> Fully Integrating Student/Learning Supports into the School Improvement Agenda
> Pursuing Opportunities for Moving Proactively from the Margins into the Mainstream of School Improvement
> Life Beyond the "Project" — Fully Integrating the Effort into the School Improvement Agenda
> What will it cost? - No New Dollars!
> Infrastructure for Learning Supports at District, Regional, and State Offices
> About Planning and Action for the Mental Health Needs of Students and School Staff in the Aftermath of a Natural Disaster

III. Practice Notes

> Notes on Transition Planning for College
> Volunteers as an Invaluable Resource

> Guiding and Supporting Volunteers
> Turning Big Classes into Smaller Units
> Response to Intervention
> About Motivation
> Addressing School Adjustment Problems
> Bullying: A Major Barrier to Student Learning
> Common Behavior Problems at School: A Natural Opportunity for Social and Emotional Learning
> Countering the Over-pathologizing of Students' Feeling & Behavior: A Growing Concern Related to MH in Schools
> Developing Systems at a School for Problem Identification, Triage, Referral, and Management of Care
> Grief and Loss
> Involving Parents in Counseling
> Making MOUs Meaningful
> Natural Opportunities to Promote Social-Emotional Learning and MH
> Obesity and Mental Health
> Prereferral Interventions
> Prescription Drugs Abuse Among Youth
> School Response to Natural Disasters
> Suicidal Crisis
> Supporting Successful Transition to Ninth Grade
> Welcoming Strategies for Newly Arrived Students & Their Families
> When a Student Seems Dangerous to Self or Others
> Working with Disengaged Students

IV. Tools

Toolkit: Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching - (http://smhp.psych.ucla.edu/toolkit.htm)

This kit is divided into five sections.

Section A contains a set of brief documents clarifying the imperative for rebuilding and providing a big picture for policy makers, administrators, and other stakeholders. These include: briefs clarifying the rationale and frequently asked questions about rebuilding student supports; examples of policy formulations; prototypes of guidelines and standards; and a prototype for a school district proposal

Section B describes some planning tools for initial and ongoing planning of the rebuilding process. These include: reframing intervention; reworking infrastruction; and capacity building.

Section C includes tools related to phasing-in the new system such as: planning phase-in; and ongoing capacity building.

Section D contains some considerations about systemic change.

Section E highlights a topical Quick Find Clearinghouse that is readily accessed through a menu (direct website addresses are provided). The menu of over 130 specific Quick Finds covers topics related to disaster response, classroom management, motivation (including engagement and re-engagement in classroom learning), social and emotional development, and much more. Some of the Quick Finds provide links directly to staff/stakeholder development and training aids and tutorials and continuing education modules

TRAINING & PRESENTATION RESOURCES

I. Continuing Education Modules (also see Books, Chapters, and Articles)

> Leadership Training: Moving in New Directions for Student Support
> Revisiting Learning & Behavior Problems: Moving Schools Forward
> Addressing Barriers to Learning: New Directions for Mental Health in Schools
> Addressing Barriers to Learning: A Comprehensive Approach to Mental Health in Schools

> Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling
  >> Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling
> Enhancing School Staff Understanding of MH and Psychosocial Concerns: A Guide
> About Infrastructure Mechanisms for a Comprehensive Learning Support Component
> Developing Resource-Oriented Mechanisms to Enhance learning Supports
> Mental Health in Schools: New Roles for School Nurses

II. Quick Training Aids & Tutorials

> Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component
> Assessing & Screening (SP)
> Attention Problems in School
> Behavior Problems at School
> Bullying Prevention
> Case Management in the School Context
> Classroom Changes to Enhance and Re-engage Students in Learning
> Community Outreach: School-Community Resources to Address Barriers to learning
> Confidentiality (SP)
> Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning
> Crisis Assistance and Prevention: Reducing Barriers to Learning
> Financing Strategies to Address Barriers to Learning
> Home Involvement in Schooling
> Re-engaging Students in Learning
> School-Based Crisis Intervention (SP)
> School Interventions to Prevent and Respond to Affect and Mood Problems
> School Staff Burnout
> Students & Family Assistance Programs and Services to Address Barriers to Learning
> Suicide Prevention
> Support for Transitions to Address Barriers to Learning
> Violence Prevention

III. Fact & Information Resources

> Many Schools, Many Students: Equity in Addressing Barriers
> Data Related to the Need for New Directions for School Improvement
> Data on the Plateau or Leveling Off Effect of Achievement Test Scores
> *Diffusion of Innovations and Science-Based Practices to Address Barriers to Learning & Improve Schools: A Series of Information Resources on Enabling System Change*
  >> Brief Overview of Major Concepts from E.M. Rogers' Work on Diffusion of Innovations
  >> Some Key Terms Related to Enabling System Change
  >> Systemic Change for School Improvement
  >> Change Agent Mechanisms for School Improvement: Infrastructure not Individuals
  >> Policy Implications for Advancing Systemic Change for School Improvement
  >> Some Key References Related to Enabling System Change
  >> Brief Overview of Malcolm Gladwell's Concept of the Tipping Point
  >> Systemic Change and Empirically-Supported Practices: The Implementation Problem
> Costs of Not Addressing Barriers to Learning
> Some Base Line Data on School Mental Health Services
> Why Address What's Missing in School Improvement Planning?
> Frequently Asked Questions About Mental Health in Schools
> The School's Role in Addressing Psychological Reactions to Loss
> About Positive Psychology
> About Empirically Supported Therapeutic Relationships

> Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning (e.g., Creating a Cohesive System of Learning Supports)
> New Directions for Student Supports: Some Resources
> Resources for Planning Mental Health in Schools
> What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School
> What is a Learning Support Resource Team?
> Financing Mental Health for Children & Adolescents
> Annotated "lists" of Empirically Supported/Evidence Based Interventions for School-aged Children and Adolescents
> About School Engagement and Re-Engagement

IV. Presentation Handouts/Slides

> Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap
>Youth Suicide Prevention: Mental Health and Public Health Perspectives (SP)

RESOURCE PACKETS

I. Introductory Packets on System, Program/Process Concerns, & Psychosocial Problems

A. System Concerns

> Financial Strategies to Aid in Addressing Barriers to Learning
> Evaluation and Accountability: Getting Credit for All You Do
> Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections
> About Mental Health in Schools.

B. Program/Process Concerns

> Violence Prevention and Safe Schools (SP)
> Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs
> Parent and Home Involvement in Schools (SP)
> Confidentiality and Informed Consent (SP)
> Understanding and Minimizing Staff Burnout
> Assessing to Address Barriers to Learning
> Cultural Concerns in Addressing Barriers to Learning
> Early Development and Learning from the Perspective of Addressing Barriers
> Transitions: Turning Risks into Opportunities for Student Support

C. Psychosocial Problems

> Dropout Prevention
> Learning Problems and Learning Disabilities
> Teen Pregnancy Prevention and Support
> Attention Problems: Intervention and Resources
> Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth
> Social and Interpersonal Problems Related to School Aged Youth
> Affect and Mood Problems Related to School Aged Youth
> Conduct and Behavior Problems in School Aged Youth

II. Resource and Technical Aids

A. Resource Aid Packets & Tools

> Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching

> Frameworks for Systemic Transformation of Student and Learning Supports
> Screening/Assessing Students: Indicators and Tools (SP)
> Responding to Crisis at a School (SP)
> Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs
> Students and Psychotropic Medication: The School's Role
> Substance Abuse (SP)
> Clearinghouse Catalogue (On-line)
> Consultation Cadre (On-line)
> Gateway of Internet Sites Relevant to Mental Health in Schools (On-line)
> Organizations with Resources Relevant to Addressing Barriers to Learning: A Catalogue of Clearinghouse, Technical Assistance Centers, and Other Agencies
> Where to Get Resource Materials to Address Barriers to Learning (includes a range of sample materials)
> Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List
> Improving Teaching and Learning Supports by Addressing the Rhythm of a Year
> Guidelines for a Student Support Component
> Resource Synthesis to Help Integrate Mental Health in Schools into the Recommendations of the President's New Freedom Commission on Mental Health (see also Gap Analysis Report)
> New Directions for Student Support: Rethinking Student Support to Enable Students to Learn and Schools to Teach
> Catalogue of Internet Sites Relevant to Mental Health in Schools
> Standards for an Enabling or Learning Supports Component
> Standards & Quality Indicators for an Enabling or Learning Supports Component

B. Technical Aid Packets

> School-Based Client Consultation, Referral, and Management of Care
> School-Based Mutual Support Groups (For Parents, Staff, Older Students) (SP)
> Volunteers to Help Teachers and School Address Barriers to Learning
> Welcoming and Involving New Students and Families (SP)
> Guiding Parents in Helping Children Learn (SP)
> After-School Programs and Addressing Barriers to Learning
> Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change
> Evaluation and Accountability Related to Mental Health in Schools
> Autism Spectrum Disorders and Schools

C. Technical Assistance Samplers

> Thinking About and Accessing Policy Related to Addressing Barriers to Learning
> Behavioral Initiatives in Broad Perspective
> School-Based Health Centers
> Protective Factors (Resiliency)
> School Interventions to Prevent Youth Suicide
> A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning (also see policy brief entitled: Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base)

> Using Technology to Address Barriers to Learning
> Sexual Minority Students

Initiative & Center Reports

I. Reports from the *National Initiative: New Directions for Student Support*

In addition to the items below, other resources for the *Initiative* and reports on individual state activity are online at: http://smhp.psych.ucla.edu/summit2002/ndannouncement

A. Report from the National Meeting on Pioneer Initiatives to Reform Education Support Programs (May, 2000)

> Center Report: Pioneer Initiatives to Reform Education Support Programs
> Executive Summary: Pioneer Initiatives to Reform Education Support Programs
> Resource Materials

B. National Summit New Directions for Student Support

> Executive Summary and Full Report

II. Reports from the *Policy* Leadership Cadre for Mental Health in Schools

> Expanding Policy Leadership for Mental Health in Schools
> Report from the Regional Conferences
> Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations
> Report from the Texas Leadership Institute for Mental Health in Schools
> An Initial Look at Texas Policy Related to Mental Health in Schools

III. Reports from the *Coalition for Cohesive Policy in Addressing Barriers to Development & Learning*

> Organizing Framework: Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
> Initial Tasks and Guiding Frameworks: Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
> The Policy Problem and a Resolution to Guide Organizations Working toward Policy Cohesion
> Proposal for Policy Legislation: Restructuring Student Support Resources and Enhancing Their Connection with Community Resources

IV. *Center Impact Evaluation Report*

Current QuickFind Topics

The QuickFind search feature on our website provides easy access to resources from our Center and direct links to other resources. A topical menu is provided. Each QuickFind reflects a response to a technical assistance request on a given topic. The following are a recent list of topics, but additions are made regularly.

- Abuse (Including Sexual Assault & Harassment)
- After-School Programs (and Evaluation)
- Alternative Schools and Alternative Education
- Anger Management
- Anxiety
- Assessment & Screening
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism: Educating Children
- Barriers to Learning
- Behavior and Mass Media
- Behavior Problems and Conduct • Disorders
- Bullying
- Burnout
- Business Support for Schools
- Case/Care Management
- Change Agent/Organizational Facilitator
- Child Abuse and Neglect
- Child Traumatic Stress
- Children and Poverty
- Children of Alcoholics & Substance Abusers
- Childhood Development
- Chronic Illness: Information and Coping
- Classroom Climate/Culture
- Classroom Management
- Classroom-focused Enabling
- Collaboration- School, Community, Interagency
- Community Outreach for Involvement and Support
- Conduct Disorders and Behavior Problems
- Confidentiality (incl. Interagency Release Forms)
- Conflict Resolution in Schools
- Cost-Benefit Analysis Relevant to • Addressing Barriers to Learning
- Crisis Prevention and Response
- Cultural Competence and Related Issues
- Data Management Systems for Schools and Clinics
- Day Treatment
- Depression
- Disciplinary Practices
- Discipline Codes and Policies
- Domestic Violence
- Dropout Prevention
- Early Childhood Development
- Early Intervention
- Eating Disorders
- Education, Health, and Mental Health Reports
- Emotionally Disturbed Children
- Empirically-Supported Interventions for Children's Mental Health
- Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed
- Environments that Support Learning
- Ethical/Legal/Consumer Issues
- Evaluation of programs addressing barriers to learning
- Fact Sheets related to MH in Schools and Addressing Barriers to Learning
- Family Counseling and Support
- Financing and Funding - general material
- Funding Sources - Surfin' for Funds (a pdf document)
- Foster Care
- Gangs
- Gay, Lesbian, Bisexual Issues
- Grade Retention/Social Promotion
- Grief and Bereavement
- Group Counseling
- Guidelines, Frameworks, Standards
- Hate Groups: Helping Students and Preventing Hate Crime
- Homeless Children and Youth - Education
- Homework Help for Educators, Students, Parents
- Hotlines
- Hyperactivity
- IDEA and Accommodations/Inclusion
- Immigrant Students and Mental Health
- Impulse Control
- International links to Mental Health in Schools
- Involving Stakeholders
- Juvenile Justice Systems - Mental Health Needs
- Learning Supports: Addressing Barriers to Learning by Enabling Students to Succeed
- Legal and Ethical Issues in School Health/Mental Health
- Legislation Related to Student Support & Mental Health in Schools
- Mapping Existing School and Community Resources for Addressing Barriers to Learning
- Media's Effect on Behavior
- Medicaid and Managed Care for School Based Mental Health
- Medication (see Psychotropic Medication)
- Memoranda of Agreements (including joint agency agreements, MOU's)
- Mental Health Curriculum
- Mental Health in Schools -- A Sampling of References
- Mental Health in Schools in Other Countries
- Mental Health Related Software & Multimedia
- Mentoring
- Model Programs Information
- Motivation
- Native American Students
- Needs and Assets Assessment and Mapping
- Oppositional Defiant Disorder
- Parent/Home Involvement in Schools
- Parenting Skills and Parenting Education
- Peer Relationships and Peer Counseling
- Physical and Somatic Complaints
- Policy Related to MH in Schools and Addressing Barriers to Learning
- Post-traumatic Stress
- Poverty
- Prevention for Students "At Risk"
- Psychotropic Medications
- References for Mental Health in Schools
- Resilience/Protective Factors
- Response to Intervention (RTI)
- Rural School Mental Health
- Safe Schools and Violence Prevention
- School and Community Collaboration
- School Avoidance
- School-Based Health Centers
- School Climate/Culture
- School Improvement Planning - Analyses from the UCLA Center
- School-Linked Services
- Self-Esteem
- Small Class Size
- Social Promotion/Grade Retention
- Social and Emotional Development and Social Skills
- Staffing Student Support Services: New Directions
- Stakeholders, Involving
- Standards (Guidelines, Frameworks related to Addressing Barriers to Learning)
- Statistical Information on Health, Mental Health, and Education Related Topics
- Stigma Reduction
- Student and Family Assistance Programs and Services - Outcomes
- Substance Abuse
- Suicide Prevention
- Support for Transitions (see: Transition Programs/Grade Articulation/Welcome)
- Sustainability of Initiatives
- Systemic Change and Schools
- Systems of Care
- Technology as an Intervention Tool
- Teen Pregnancy
- Therapeutic Specialties
- Threat Assessment: Resources and Cautions
- Tolerance
- Transition Programs/Grade Articulation/Welcome
- Traumatic Brain Injury - Implications for School
- Tutoring
- Violence Prevention and Safe Schools
- Visually/Aurally Impaired Students and Mental Health
- Volunteers in Schools
- Youth Development
- Zero Tolerance