Mental Health in Schools Program and Policy Analysis+
UCLA Center

Leadership Institute

Addressing Barriers to Learning and Teaching to Enhance School Improvement

Session Topics:

I. Ensuring All Students Have an Equal Opportunity to Succeed at School

  A. What's Being Done and What's Missing?
  B. What are Major Barriers to Learning and Teaching?
  C. What's Needed to Address Barriers?

II. Toward a Comprehensive *System* of Learning Supports

  A. How Does School Improvement Policy and Practice Need to be Expanded?
  B. What are the Implications for Framing a Comprehensive System for
     Addressing Barriers to Learning and Teaching?

III. Next Steps

  A. Rework Infrastructure
  B. Assign Leadership and Develop a Learning Supports Resource Team
  C. Expand School Improvement Guidance and Planning to Focus on Developing
     a Comprehensive System of Learning Supports
  D. Use of the Center's Free Resources (e.g., toolkit, distance coaching)

Note: Most of the handouts from this presentation are included
     on the Center website in both powerpoint & PDF formats.

Session III

III. Next Steps

  A. Rework Infrastructure

  B. Assign Leadership and Developing a
      Learning Supports Resource Team

  C. Expand School Improvement Guidance and
      Planning to Focus on Developing a
      Comprehensive System of Learning Supports

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  (e.g., toolkit, distance coaching)

Rework Operational Infrastructure

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Developing a Comprehensive System of Learning Supports (an Enabling Component) involves reworking the organizational and operational infrastructure for

> **< schools**

> **< feeder patterns**

> **< districts (and departments of education)**
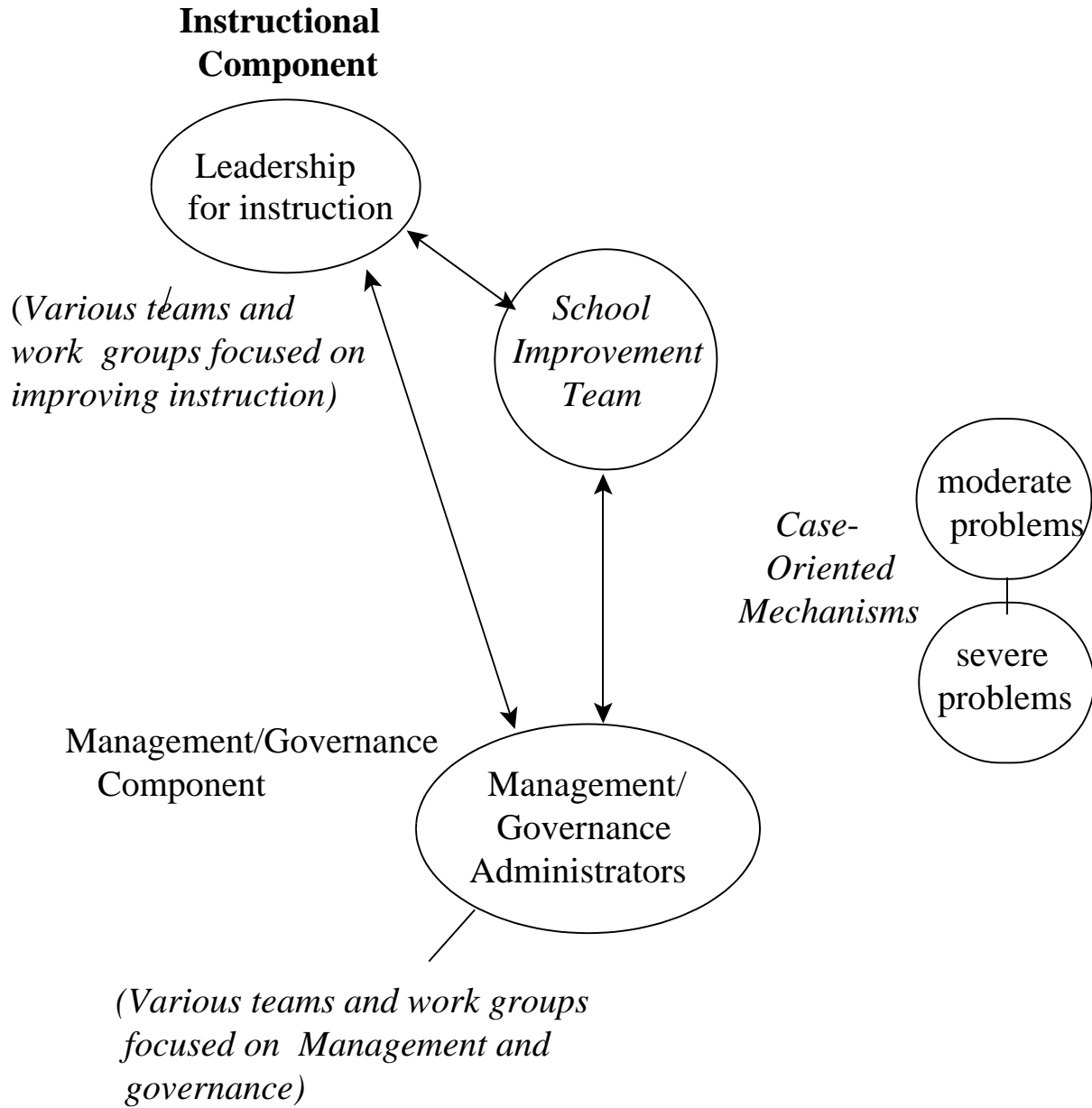
> **< school-community collaboratives**

> **< school-community collaboratives**

> **< departments of state and USDOE**

In reworking infrastructure, it is essential to remember
Structure
Follows
Function!

◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇◇

What the Student Support Infrastructure
Look like at Most Schools

**Instructional
Component**

Leadership
for instruction

*(Various teams and
work groups focused on
improving instruction)*

School
Improvement
Team

*Case-
Oriented
Mechanisms*

moderate
problems

severe
problems

Management/Governance
Component

Management/
Governance
Administrators

*(Various teams and work groups
 focused on Management and
 governance)*

School Mechanisms for a Enabling or Learning Supports Component
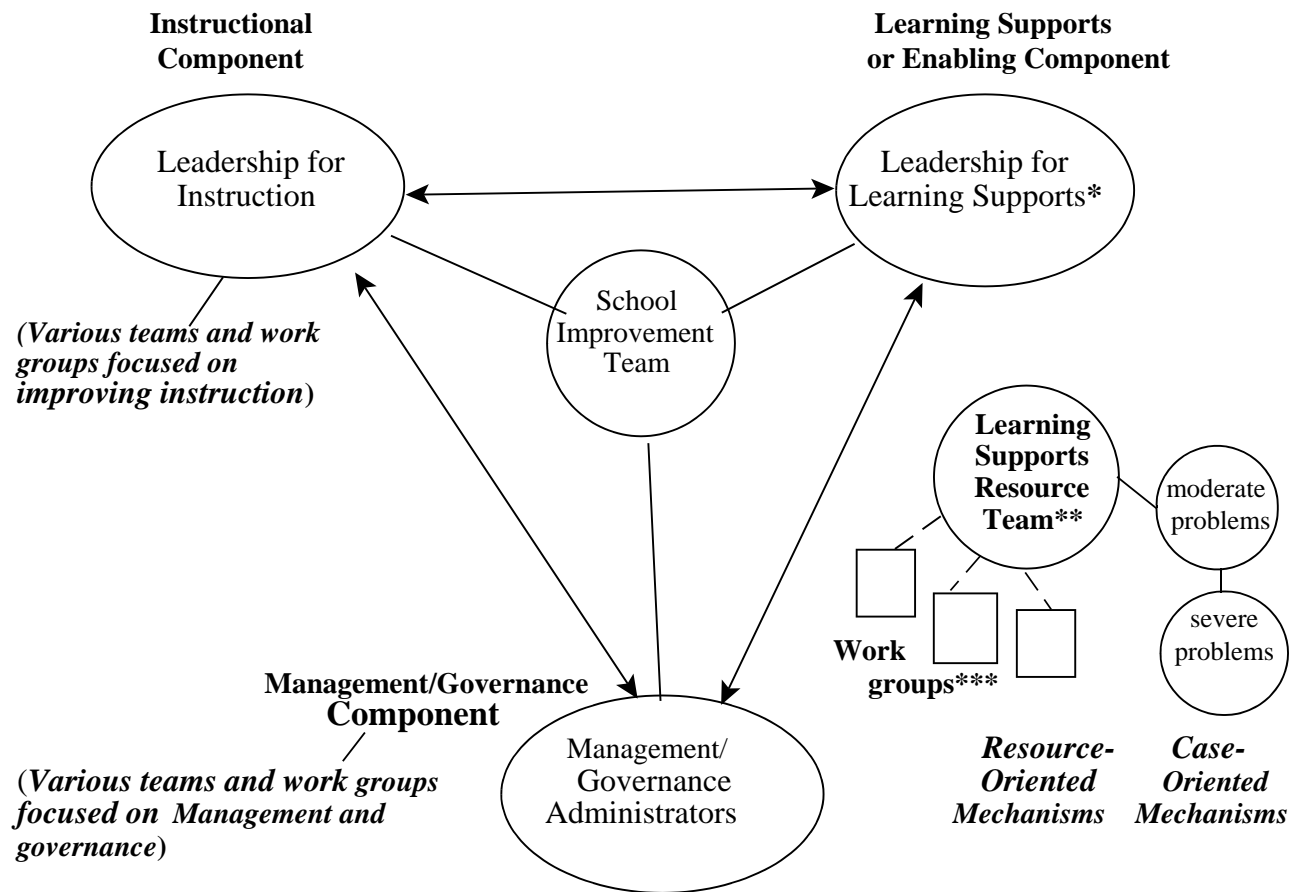
C   Administrative Leader
    (e.g., 50% FTE devoted to component)

C   Staff Lead for Component

C   Staff Workgroups*

*A key infrastructure mechanism for ensuring continuous analysis, planning, development, evaluation and advocacy is a *Learning Supports Resource Team*

Example of an integrated infrastructure at the school level

Instructional Component

Learning Supports or Enabling Component

Leadership for Instruction

Leadership for Learning Supports*

(Various teams and work groups focused on improving instruction)

School Improvement Team

Learning Supports Resource Team**

moderate problems

Work groups***

severe problems

Management/Governance Component

(Various teams and work groups focused on Management and governance)

Management/ Governance Administrators

Resource-Oriented Mechanisms

Case-Oriented Mechanisms

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*Learning Supports or Enabling Component Leadership consists of an administrator and other advocates/champions with responsibility and accountability for ensuring the vision for the component is not lost. The administrator meets with and provides regular input to the Learning Supports Resource Team.

**A Learning Supports Resource Team ensures component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance.
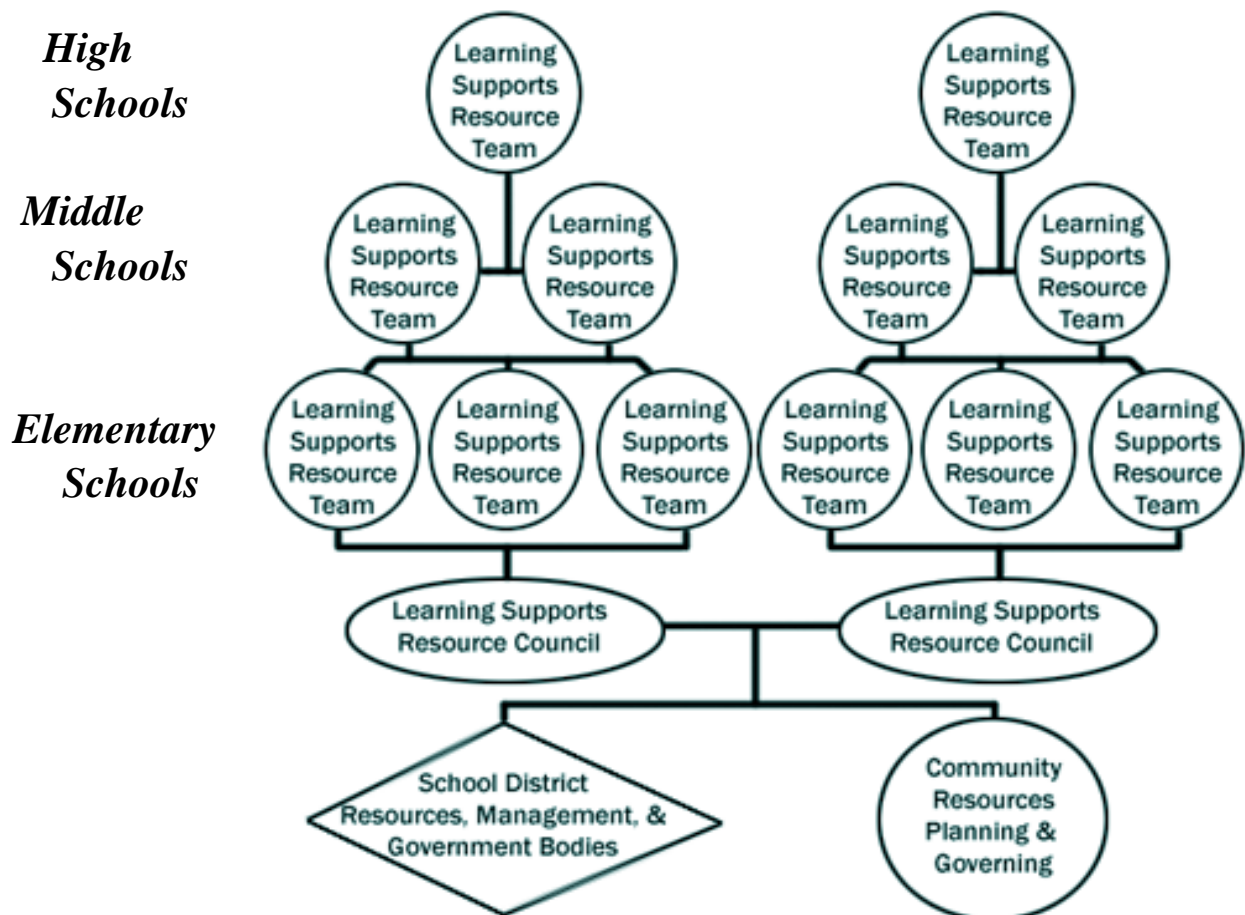
***Ad hoc and standing work groups – Initially, these are the various "teams" that already exist related to various initiatives and programs (e.g., a crisis team) and for processing "cases" (e.g., a student assistance team, an IEP team). Where redundancy exists, work groups can be combined. Others are formed as needed by the Learning Supports Resource Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with such a team's functions.

For more on this, see
>http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf
>http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidk.pdf

Enhancing a system of learning supports by connecting resources across
- ### *a family of schools*
- ### *a district*
- ### *community-wide*

High Schools

Middle Schools

Elementary Schools

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Team

Learning Supports Resource Council

Learning Supports Resource Council

School District Resources, Management, & Government Bodies

Community Resources Planning & Governing

Assign Leadership
and Developing a
Learning Supports Resource Team

Who's at a School?

Often, schools have not generated a "map"
of the staff who are trying to address barriers
to student learning.

(1) Adapt the following form to fit a specific
school and then fill it out.

(2) Share the final version with teachers, parents,
and other concerned stakeholders.

The staff listed all are potentially

invaluable members of a school's

Learning Support Resource Team

Learning Supports Staff at a School*

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

Administrative Leader for Learning Supports
_____

School Psychologist _____
  times at the school _____

  C Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
    times at the school_____
    C Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor
_____
  times at the school _____

  C Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities**.**

Social Worker _____
  times at the school _____

  C Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors   times at the school
_____   _____
_____   _____

  C General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordinator
  _____
  times at the school _____

  C Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators
_____
_____

  C Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers
  _____
  _____
  _____
  times at the school _____

  C Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team **(list by name/title)**
_____/_____
_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners
_____/_____
_____/_____
_____/_____

Community Resources

  C Providing school-linked or school-based interventions and resources

<u>Who</u>   <u>What they do</u>   <u>When</u>

_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____

*Examples of job descriptions for a learning support component's leadership at a school site are online at   http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidd.pdf

A Learning Support Resource Team?????
"We already have a team" – But is it *Resource-oriented*

What you probably have is *a Case-Oriented Team*	What you also need is a *a Resource-Oriented Team*
(Focused on specific *individuals* and discrete *services*)	(Focused on **all** students and the **resources, programs, and systems** to address barriers to learning & promote healthy development)

What you probably have is *a Case-Oriented Team*

(Focused on specific *individuals* and discrete *services*)

Sometimes called:
- Child/Student Study Team
- Student Success Team
- Student Assistance Team
- Teacher Assistance Team
- IEP Team

EXAMPLES OF *FUNCTIONS:*
> *triage*
> *referral*
> *case monitoring/ management*
> *case progress review*
> *case reassessment*

What you also need is a *a Resource-Oriented Team*

(Focused on **all** students and the **resources, programs, and systems** to address barriers to learning & promote healthy development)

Possibly called:
- Resource Coordinating Team
- Resource Coordinating Council
- School Support Resource Team
  - Learning Support Resource Team

EXAMPLES OF *FUNCTIONS:*
> *aggregating data across students & from teachers to analyze school needs*
> *mapping resources*
> *analyzing resources*
> *enhancing resources*
> *program and system planning/ development – including emphasis on establishing a full continuum of intervention*
> *redeploying resources*
> *coordinating-integrating resources*
> *social "marketing"*

Expand School Improvement
Guidance & Planning:
Be a Catalyst for Systemic Change

*All school improvement guidelines planning
(e.g., current Title I guidelines) provide ample
opportunity to expand school improvement
guidance and planning to develop a
comprehensive system of learning supports*

Taking Action

The Center has developed and continues to develop and evolve resources to support action.

See for example:

- *Steps and Tools to Guide Planning and Implementation of a Comprehensive System to Address Barriers to Learning and Teaching*
  http://smhp.psych.ucla.edu/pdfdocs/stepsandtoolstoguideplanning.pdf

- *Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching* (Toolkit)
  http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

- *Sustaining and Scale-up: It's About Systemic Change*
  http://smhp.psych.ucla.edu/pdfdocs/Newsletter/Fall04.pdf

- *Also see complete List of Resources & Publications*
  http://smhp.psych.ucla.edu/selection.html

To Recap:

- Operational infrastructure at all levels needs to be reworked to effectively plan, develop, and implement a comprehensive system of learning supports

- Current school improvement guidelines provide opportunities to expand planning to focus on development of a comprehensive system of learning supports

- Planning means little if there is no dedicated leadership and workgroup mechanisms to carry out the work on a regular basis

Study Question

What changes in current operational infrastructure
would enhance efforts to develop
a comprehensive system of learning supports?

Activity

Looking at the schools you know –

*What Does the Operational Infrastructure
Look Like?*

In thinking about this, see the tool entitled:
    "Infrastructure: Is What We Have What We Need?"

Online at

http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf

Some Relevant References & Resources

>*Frameworks for Systemic Transformation of Student and Learning Supports*

http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf

>*Infrastructure for Learning Supports at District, Regional, and State Offices*

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

>*Developing Resource-Oriented Mechanisms to Enhance Learning Supports*

http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

>*The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning*

http://www.corwinpress.com/book.aspx?pid=11343

We can help ...

and we want to ...

and there are no fees!

Access the Center website at http://smhp.psych.ucla.edu/

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What the best and wisest parents want

    for their own children,

that must the community want for

    all its children.

Any other idea . . .

    is narrow and unlovely.

acted upon, it destroys our democracy.

<div align="right">

John Dewey

(updated)

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Never doubt that a small group

of thoughtful, committed people

can change the world.

  Indeed, it is the only thing that ever has.

Margaret Mead