



## ***Leadership Institute***

### **Mental Health in Schools: Becoming an Integrated Part of the School Improvement Agenda**

- I     Why Mental Health *in Schools*?
- II    What's the Current Status of Mental Health in Schools?
- III   About Mental Health in Schools & School Improvement Policy and Practice
- IV    Becoming an Integrated Part of School Improvement

The national Center for Mental Health in Schools at UCLA is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project in UCLA's Dept. of Psychology.

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## ***Part IV***

### **Becoming an Integrated Part of School Improvement**

- >Joining the Process for Developing a Comprehensive System of Learning Supports
- >Fundamental, Interrelated Concerns
  - >>Intervention Framework
  - >>Infrastructure Framework
  - >>Policy Framework
- >Note About Moving Forward



## **Joining the Process for Developing a Comprehensive System of Learning Supports**

As noted in Session III:

- >Schools are not in the mental health or social services business.
- >Their mandate is to educate.
- >Thus, they tend to view any activity not directly related to instruction as a side show.

To counter all this and end the marginalization of mental health in schools, those interested in enhancing the role schools play in addressing mental health concerns must join with others in pursuing

(1) all MH and psychosocial interventions under an umbrella concept

(2) new directions that lead to development of a comprehensive, multifaceted, and cohesion system for learning supports that is fully integrated into school improvement policy and practice.

Such a system focuses on:

- >all students (not just some students)
- >addressing barriers to learning and teaching (not just safety and health; a comprehensive focus on addressing barriers to student learning creates safe and healthy schools and students)
- >re-engaging students in classroom learning (not just minimizing behavior problems)

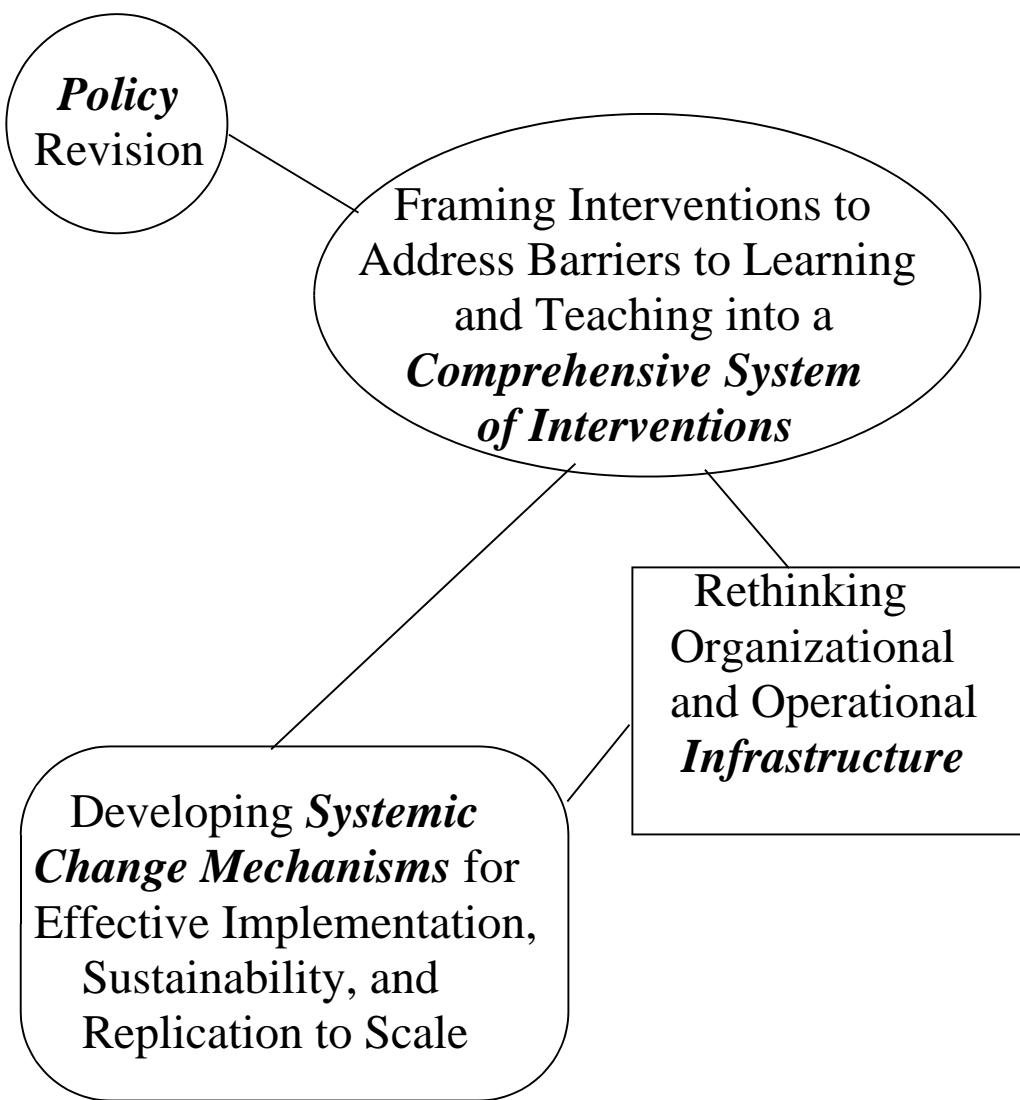
Developing such a system requires weaving together the resources of the school and community (including the home) to establish an enabling or learning supports component that at all schools.

In the process, all narrow-band and clinical approaches are embedded within broad frameworks that expand current thinking about policy, research, and practice.

This session highlights three such frameworks that are shaping efforts to move in new directions.

# Developing a System to Address Barriers to Learning and Teaching and Re-engage Students in Classroom Instruction

## ***Four Fundamental and Interrelated Concerns***



Additionally, because of the overemphasis on using extrinsic reinforcers in all aspects of efforts to improve schools, we find it essential to re-introduce a focus on ***intrinsic motivation***.

It should be noted at the outset that developing a comprehensive system for addressing barriers to learning and teaching requires

- more than *outreach* to link with *community resources* (and certainly more than adopting a school-linked services model)
- more than *coordination* of *school-owned services*
- more than *coordination* of *school and community services*
- more than *Family Resource Centers* and *Full Service School*.

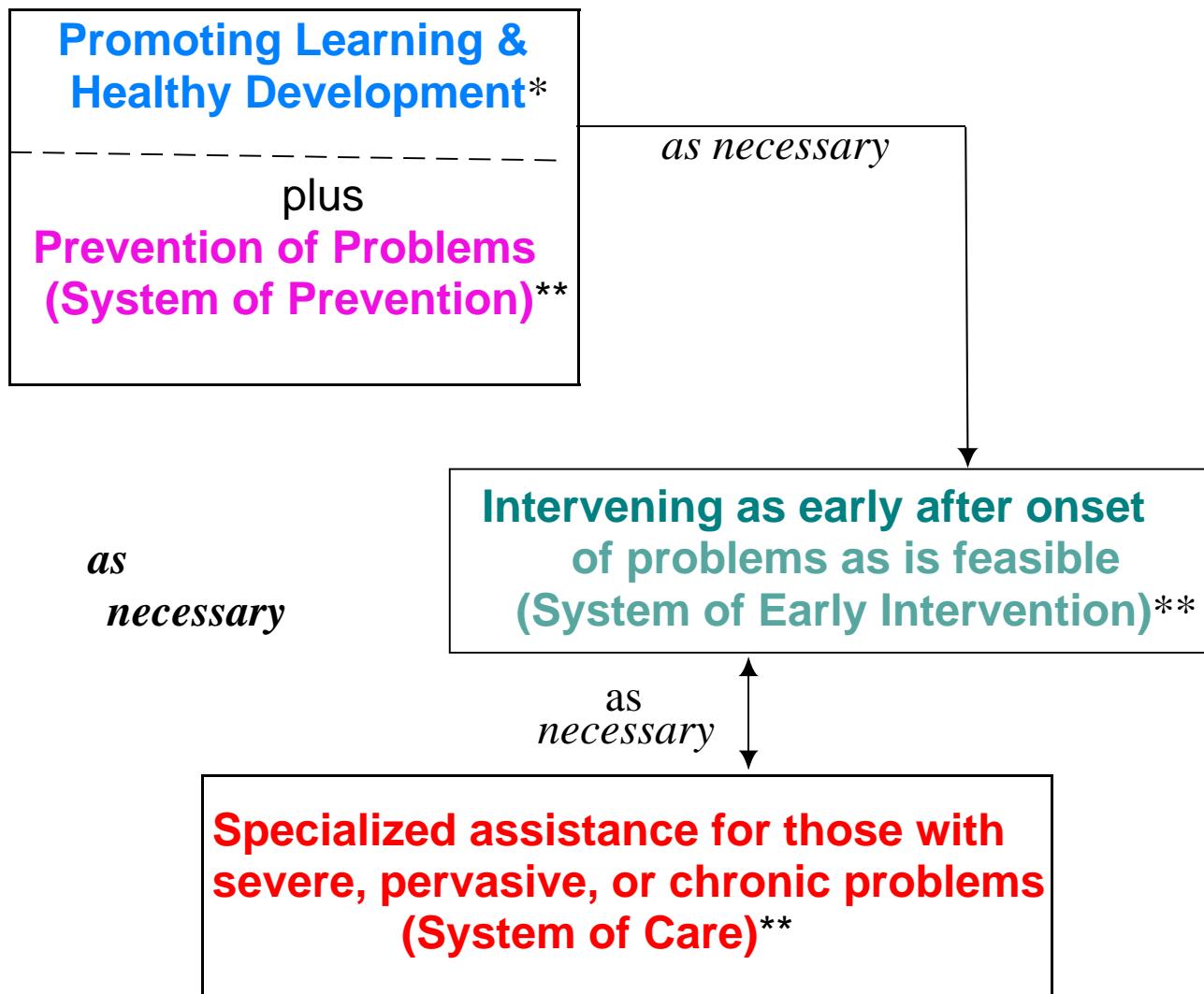
## **Intervention Framework**

- >A Sequential Approach
- >Defining Learning Supports
- >Framing a Comprehensive *System of Learning Supports*
- >Major Examples of Intervention Activity in Content Arenas
- >Combined Continuum and Content Arenas

## An Integrated Sequence of Interventions

Meeting the needs of all students requires promotion of assets, prevention of problems, & addressing problems in keeping with the principle of least intervention needed.

As illustrated below, this translates into a sequential approach that at its foundation involves enhancing the focus on promoting healthy development and preventing problems.



\*Interventions to directly facilitate development and learning.

\*\*Interventions that combine to establish a full continuum for addressing barriers to learning and development.

## Defining learning supports

To accomplish the essential public education goal of enabling all students to have an equal opportunity for success at school, research indicates the need for developing a comprehensive, multifaceted, and cohesive system of learning supports.

Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to directly address barriers to learning and teaching and re-engage disconnected students.

A comprehensive system of learning supports provides supportive interventions in classrooms and schoolwide and is fully integrated with efforts to improve instruction and management at a school.

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# Framing a Comprehensive *System of Learning Supports* to Address Barriers to Learning

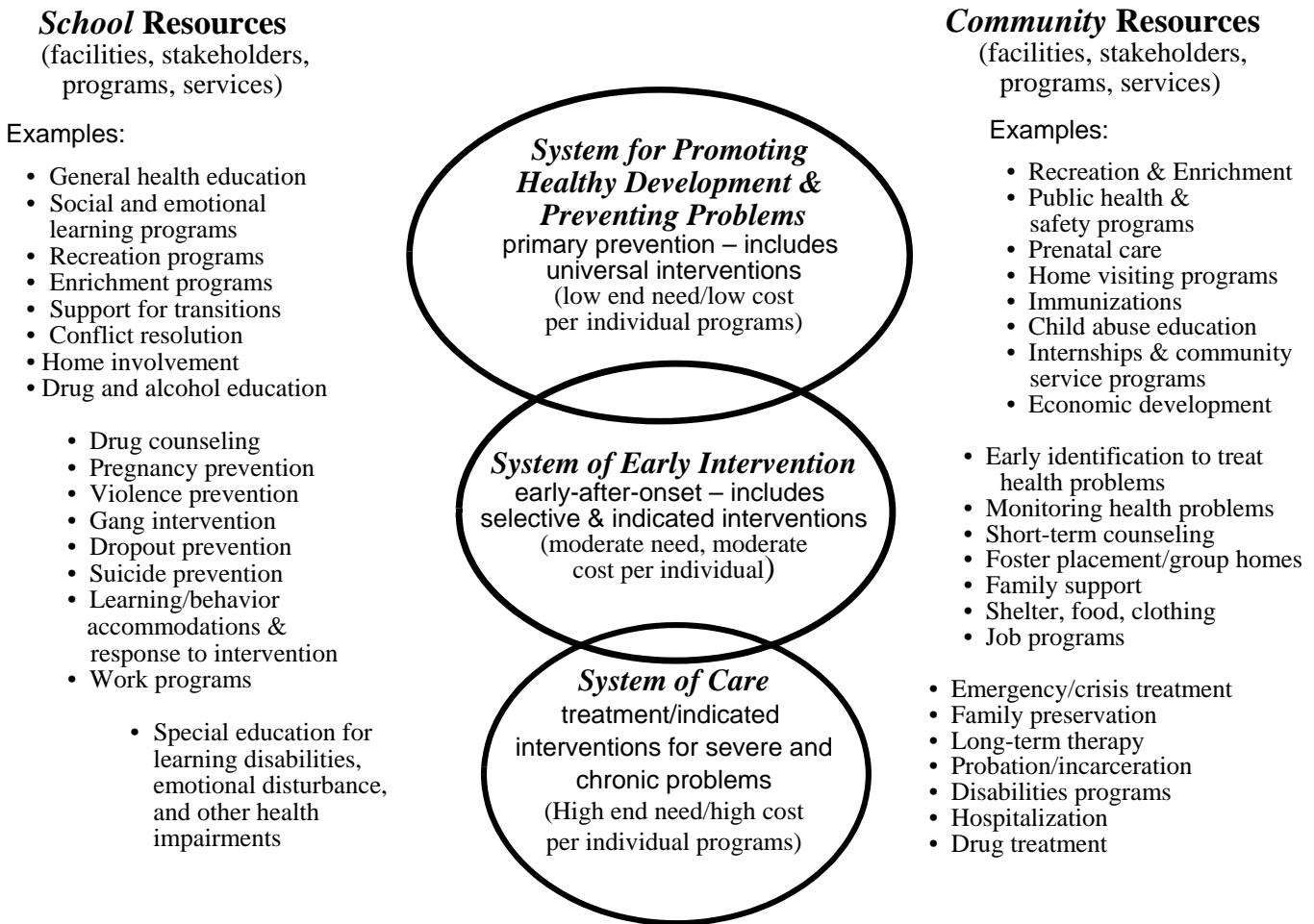
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***Intervention Continuum  
& Content***

# Levels of Intervention:<sup>\*</sup>

## Connected Systems for Meeting the Needs of All Students

### One Key Facet of a Learning Supports Component



Systemic collaboration is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems for promoting healthy development and preventing problems*, *systems of early intervention*, and *systems of care*.

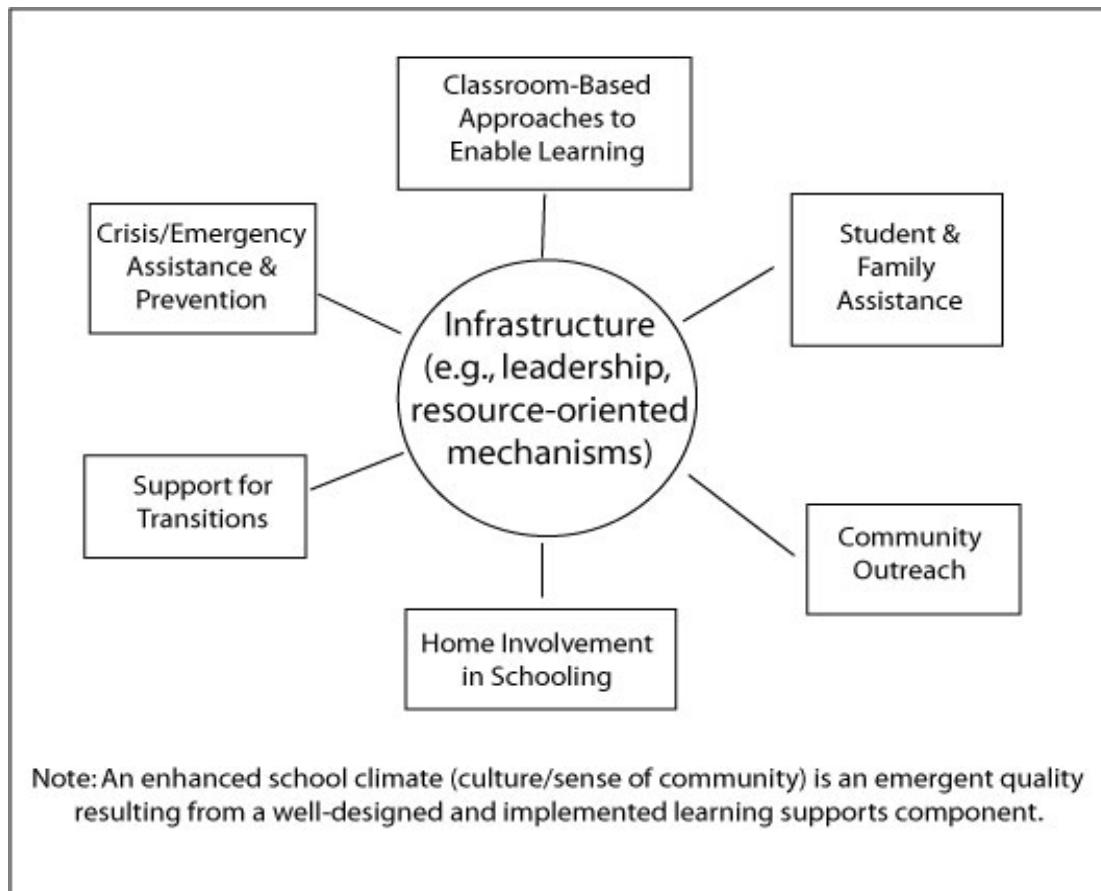
Such collaboration involves horizontal and vertical restructuring of programs and services

- (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

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\*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.

# Categories of *Basic Content Arenas* for Learning Supports Intervention

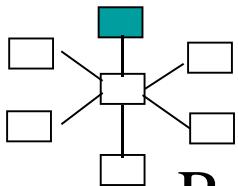


Adapted from Adelman, H.S. & Taylor, L. (1994). On understanding intervention in psychology and education. Westport, CT: Praeger.

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.

## **Major Examples of Activity in Each of the Six Basic Content Arenas**



# Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

## \**Classroom based efforts to enable learning*

- >> Prevent problems; intervene as soon as problems are noted
- >> Enhance intrinsic motivation for learning
- >> Re-engage students who have become disengaged from classroom learning

## *C Opening the classroom door to bring available supports in*

- T** Peer tutors, volunteers, aids (trained to work with students-in-need)
- T** Resource teachers and student support staff

## *C Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals*

- T** Personalized instruction; special assistance as necessary
- T** Developing small group and independent learning options
- T** Reducing negative interactions and over-reliance on social control
- T** Expanding the range of curricular and instructional options and choices
- T** Systematic use of prereferral interventions

## *C Enhancing and personalizing professional development*

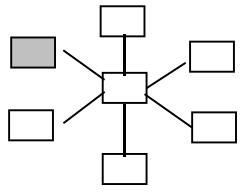
- T** Creating a Learning Community for teachers
- T** Ensuring opportunities to learn through co-teaching, team teaching, mentoring
- T** Teaching intrinsic motivation concepts and their application to schooling

## *C Curricular enrichment and adjunct programs*

- T** Varied enrichment activities that are not tied to reinforcement schedules
- T** Visiting scholars from the community

## *C Classroom and school-wide approaches used to create and maintain a caring and supportive climate*

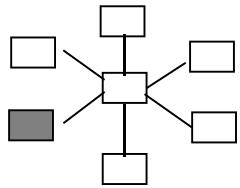
- T** Emphasis is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings



## Crisis Assistance and Prevention

\*School-wide and classroom-based efforts for  
>>responding to crises  
>>minimizing the impact of crises  
>>preventing crises

- Ensuring immediate assistance in emergencies so students can resume learning
- Providing Follow up care as necessary
  - 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
  - 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
- Staff/stakeholder development focusing on the role and responsibility of all in promoting a caring and safe environment



## Support for Transitions

- \*School-wide and classroom-based efforts to
  - >>enhance acceptance and successful transitions
  - >>prevent transition problems
  - >>use transition periods to reduce alienation
  - >>use transition periods to increase positive attitudes/motivation toward school and learning

### *C Welcoming & social support programs for newcomers*

- T** Welcoming signs, materials, and initial receptions
- T** Peer buddy programs for students, families, staff, volunteers

### *C Daily transition programs for*

- T** Before school, breaks, lunch, afterschool

### *C Articulation programs*

- T** Grade to grade (new classrooms, new teachers)
- T** Elementary to Middle School; Middle to High School
- T** In and out of special education programs

### *C Summer or intersession programs*

- T** Catch-up, recreation, and enrichment programs

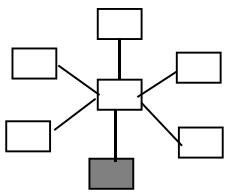
### *C School-to-career/higher education*

- T** Counseling, pathway, and mentor programs

### *C Broad involvement of stakeholders in planning for transitions*

- T** Students, staff, home, police, faith groups, recreation, business, higher educ.

### *C Staff/stakeholder development for planning transition programs/activities*



# Home Involvement in Schooling

\*School-wide & classroom-based efforts to engage the home in

- >>strengthening the home situation
- >>enhancing problem solving capabilities
- >>supporting student development and learning
- >>strengthening school and community

## C *Addressing specific support and learning needs of family*

- T** Support services for those in the home to assist in addressing basic survival needs and obligations to the children
- T** Adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation

## C *Improving mechanisms for communication and connecting school and home*

- T** 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
- T** Phone calls from teacher and other staff with good news
- T** Frequent and balanced conferences (student-led when feasible)
- T** Outreach to attract hard-to-reach families (including student dropouts)

## C *Involving homes in student decision making*

- T** Families prepared for involvement in program planning and problem-solving

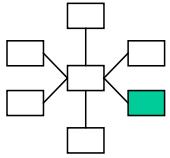
## C *Enhancing home support for learning and development*

- T** Family Literacy, Family Homework Projects, Family Field Trips

## C *Recruiting families to strengthen school and community*

- T** Volunteers to welcome and support new families and help in various capacities
- T** Families prepared for involvement in school governance

## C *Staff/stakeholder development to broaden awareness of and plan programs to enhance opportunities for home involvement*



## Community Outreach for Involvement and Support (including Volunteers)

\*Building linkages and collaborations to strengthen students, schools, families, and neighborhoods

### *C Planning and Implementing Outreach to Recruit a Wide Range of Community Resources*

- ✓ Community resources such as public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional orgs.; service, volunteer, and faith-based organizations
- ✓ Community policy and decision makers

### *C Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement*

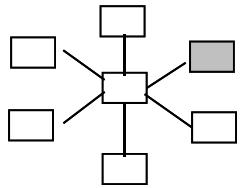
- ✓ mechanisms to orient and welcome
- ✓ mechanisms to enhance the volunteer pool,
- ✓ mechanisms to maintain current involvements; enhance sense of comm.

### *C Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts*

### *C Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community*

### *C Capacity Building to Enhance Community Involvement & Support*

- ✓ policies/mechanisms to enhance & sustain school-community involvement
- ✓ staff/stakeholder development on the value of community involvement
- ✓ “social marketing”



## Student and Family Assistance

\*Specialized assistance provided through personalized health and social service programs

- *Providing support as soon as a need is recognized and doing so in the least disruptive ways*
  - Preferral interventions in classrooms
  - Problem solving conferences with parents
  - Open access to school, district, and community support programs
- *Referral interventions for students & families with problems*
  - Screening, referrals, and follow-up – school-based, school-linked
- *Enhancing access to direct interventions for health, mental health, and economic assistance*
  - School-based, school-linked, and community-based programs
- *Follow-up assessment to check whether referrals and services are adequate and effective*
  - School-based and linked, feeder family of schools, community-based programs
- *Enhancing stakeholder awareness of programs and services*
- *Involving community providers to fill gaps and augment school resources*
- *Staff/stakeholder development to enhance effectiveness of student and family assistance systems, programs, and services*

**For more specific examples and mapping and analysis self study surveys for each arena, see the Center's online resource aid:**

***Guide to resource mapping and management to address barriers to learning:  
An intervention for systemic change***

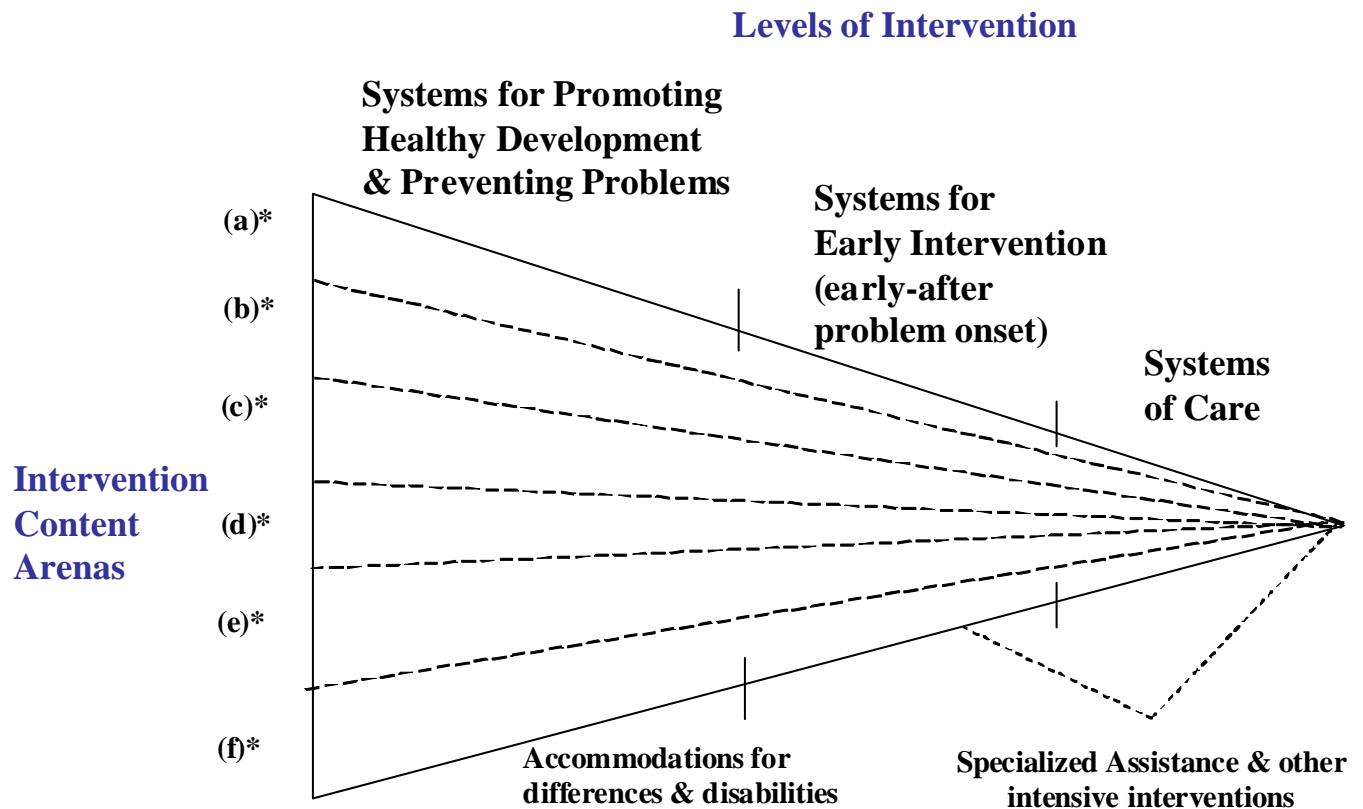
<http://smhp.psych.ucla.edu/pdfdocs/resourcемapping/resourcемappingandmanagement.pdf>

**Combined Continuum and Content Arenas**  
**Provides the Framework for a Comprehensive System of Learning Supports**  
**(an Enabling Component\*)**

		<b>Levels of Intervention</b>		
		Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
<b>Intervention Content Arenas</b>	Classroom- Focused Enabling			
	Crisis/ Emergency Assistance & Prevention			
	Support for transitions			
	Home Involvement in Schooling			
	Community Outreach/ Volunteers			
	Student and Family Assistance			
	Accommodations for differences & disabilities		Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)	

\*Note: Various venues, concepts, and initiatives will fit into several cells of the matrix. Examples include venues such as day care centers, preschools, family centers, and school-based health centers, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to interventions, and the coordinated school health program. Most of the work of the considerable variety of personnel who provide student supports also fits into one or more cells.

# **System of Learning Supports is Designed to Produce a Declining Proportion of Students Needing Special Assistance**



- (a) = Classroom-focused enabling**
- (b) = Support for transitions**
- (c) = Home involvement in schooling**
- (d) = Community outreach/volunteers**
- (e) = Crisis/ emergency assistance and prevention**
- (f) = Student and family assistance**

## **About Accommodations**

***If a student seems easily distracted, the following might be used:***

- identify any specific environmental factors that distract the student and make appropriate environmental changes
- have the student work with a group that is highly task-focused
- let the student work in a study carrel or in a space that is “private” and uncluttered
- designate a volunteer to help the student whenever s/he becomes distracted and/or starts to misbehave, and if necessary, to help the student make transitions
- allow for frequent "breaks"
- interact with the student 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)

## **Accommodations (cont.)**

***If a student needs more direction, 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 the student frequently throughout an activity to provide additional support and guidance in concrete ways (e.g., model, demonstrate, coach)
- support student's efforts related to self-monitoring and self-evaluation and provide nurturing feedback keyed to the student's progress and next steps

***If the student has difficulty finishing tasks as scheduled, the following might be used:***

- 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)



The framework is intended to guide development of a *comprehensive system of learning supports* in ways that make it a primary and essential component of school improvement.

Such an enabling component is meant to:

(1) address interfering factors

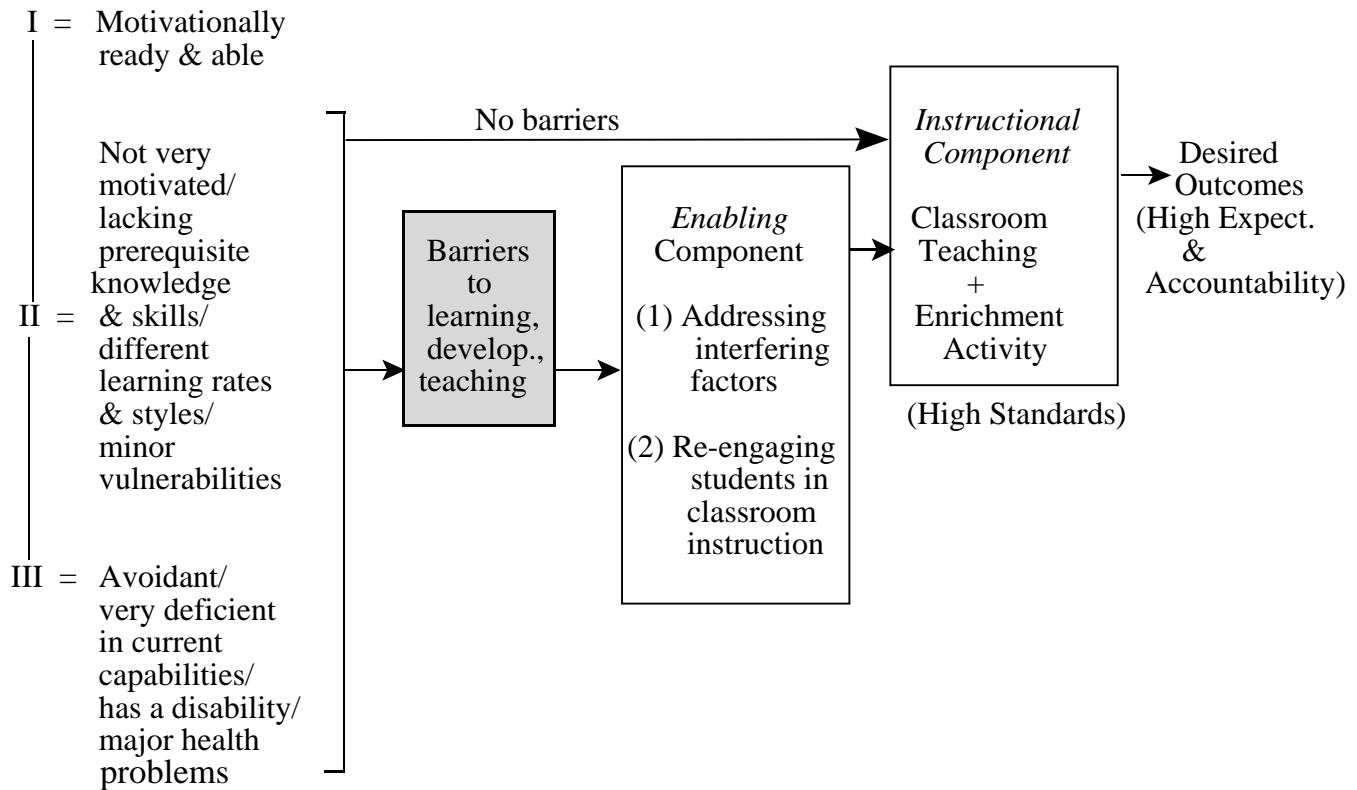
**and**

(2) re- engage students in classroom instruction



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

Range of Learners  
(categorized in terms of their response to academic instruction at any given point in time)



\*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.

## To Recap:

- School improvement planning for developing a comprehensive system of learning supports to address barriers to learning and teaching requires:
  - (1) adoption of a umbrella framework that can unify current efforts
  - (2) expansion of the framework for school accountability to account for efforts to enhance social and personal functioning and address barriers to learning and teaching
- A comprehensive framework to guide development of an enabling/learning supports component combines a continuum of intervention with a discrete set of content arenas. The resulting matrix provides a mapping tool and a planning guide for developing a comprehensive set of learning supports.

## *Study Questions*

- < What constitutes a full continuum of interventions in providing learning supports?
- < Why don't most schools strive to develop a comprehensive system of learning supports?

### *Activity*

**Looking at the schools you know –**

***How close are they to having a comprehensive system of learning supports?***

**To answer this, see the tool for mapping  
& analyzing Learning Supports –**

**Online at**

**[http://smhp.psych.ucla.edu/summit2002/  
tool%20mapping%20current%20status.pdf](http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf)**

## **Some Relevant References & Resources**

- < *Frameworks for Systemic Transformation of Student and Learning Supports*

<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.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>

**Next:**

**An overview of  
operational infrastructure considerations**

## *Infrastructure Framework*

- >**Levels for Infrastructure Development**
- >**Key Mechanisms for a Component**
- >**What the infrastructure look like at most schools**
- >**Example of an Integrated Infrastructure at the School Level**
- >**Connecting the Feeder Pattern**
- >**School District Infrastructure**
- >**Developing a Learning Supports Resource Team**
- > **About an Effective School-Community**



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)**

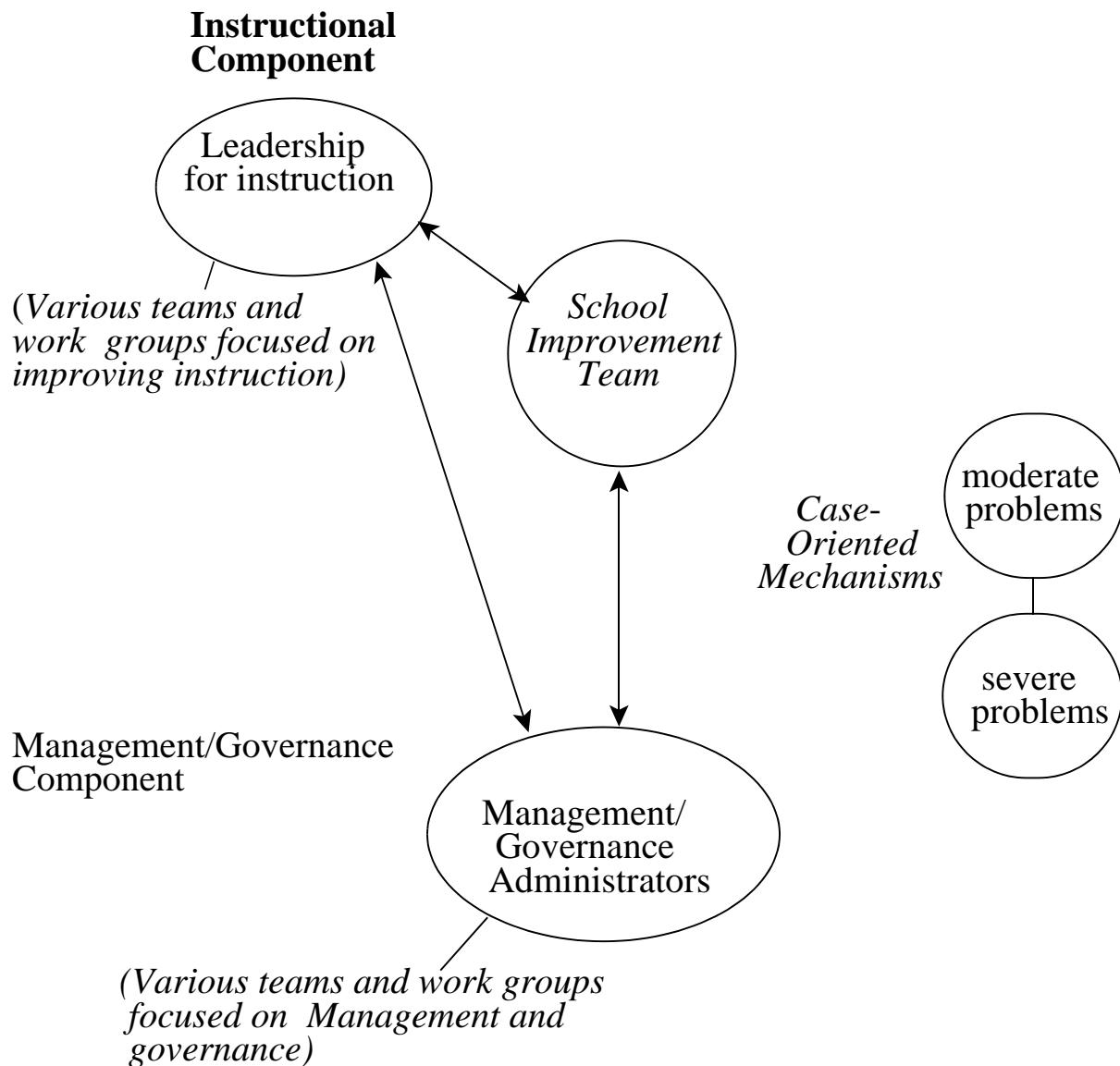
- **school-community collaboratives**
- **school-community collaboratives**
- **departments of state and USDOE**

In reworking infrastructure, it is essential to remember

*Structure  
Follows  
Function!*



## What the Student Support Infrastructure Look like at Most Schools

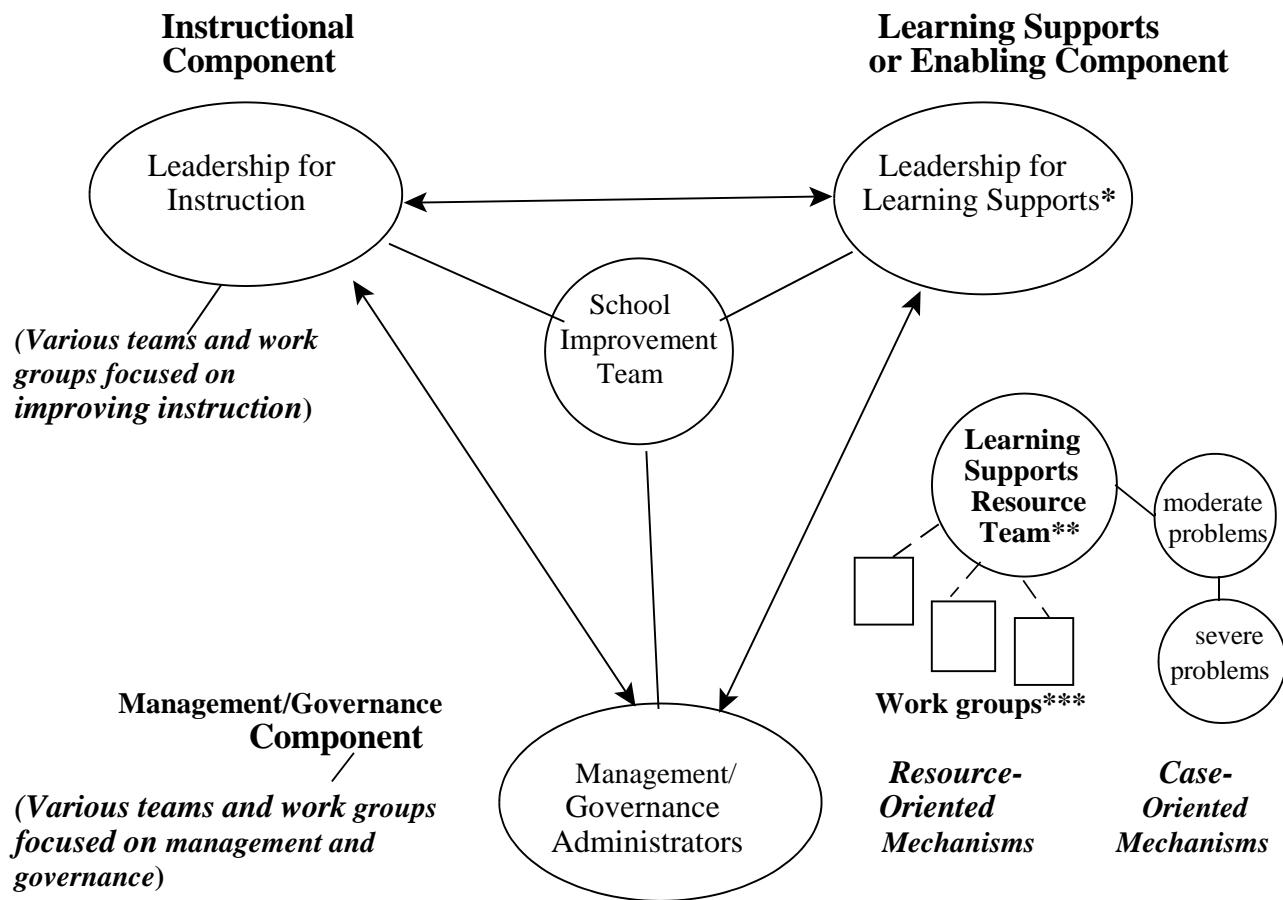


## **School Mechanisms for a Enabling or Learning Supports Component**

- Administrative Leader  
(e.g., 50% FTE devoted to component)
  
- Staff Lead for Component
  
- 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



\*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>

## **Leadership Beyond the School for Enhancing a System of Learning Supports**

*For a family of schools (e.g., feeder pattern)*

- 1-2 representatives from each School-Based Resource Team
- Facilitator for a Multi-site Resource Council

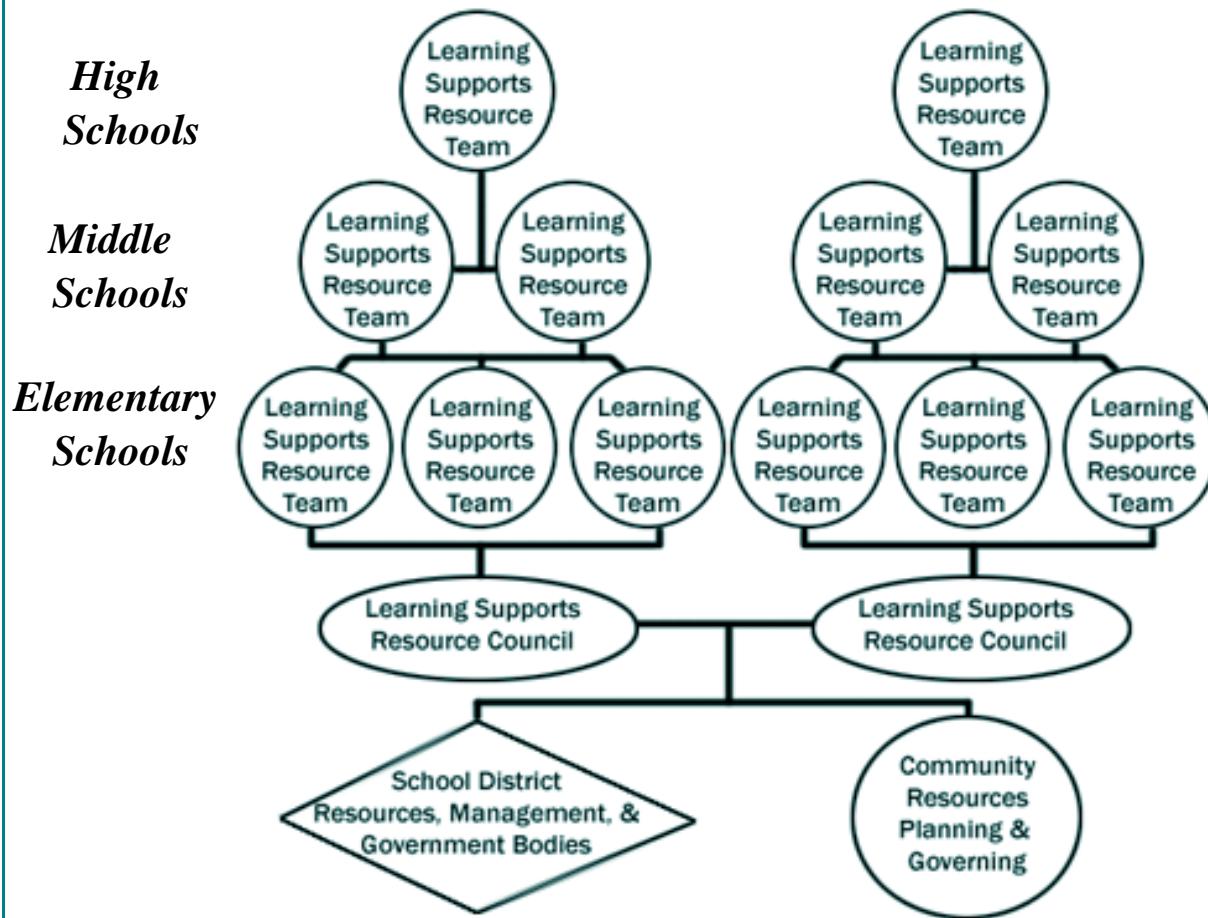
*At the district Level*

- 1-2 representatives from each Complex Resource Council
- High Level District Administrator
- School Board Subcommittee Chair

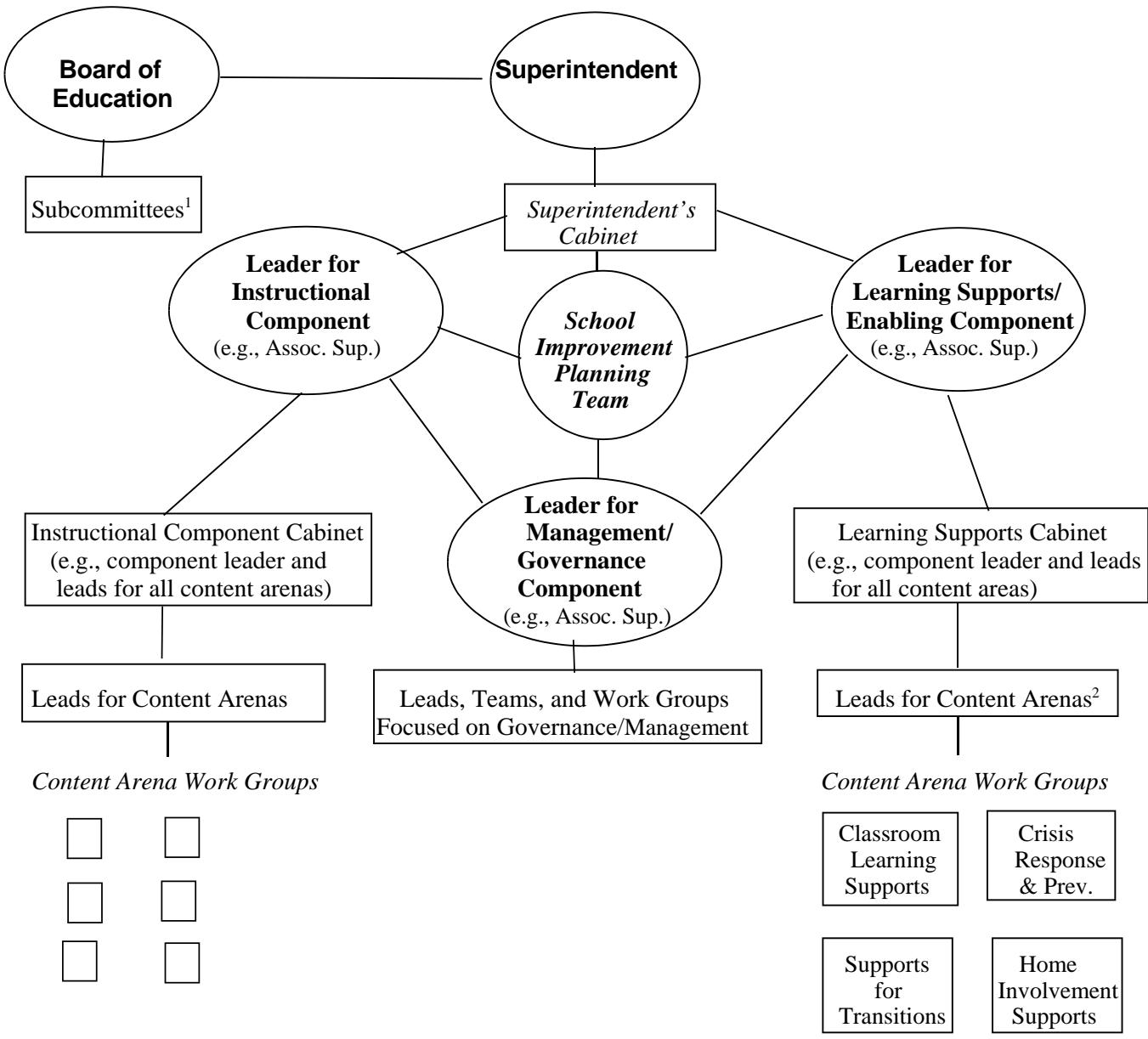
*(Comparable leadership at county, state, and federal levels)*

## *Enhancing a system of learning supports by connecting resources across*

- *a family of schools*
- *a district*
- *community-wide*



## Prototype for an Integrated Infrastructure at the District Level with Mechanisms for Learning Supports That Are Comparable to Those for Instruction



### Notes:

1. If there isn't one, a board subcommittee for learning supports should be created to ensure policy and supports for developing a comprehensive system of learning supports at every school(see Center documents *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning* <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf> and *Example of a Formal Proposal for Moving in New Directions for Student Support* <http://smhp.psych.ucla.edu/pdfdocs/newdirections/exampleproposal.pdf> )

2. All resources related to addressing barriers to learning and teaching (e.g., student support personnel, compensatory and special education staff and interventions, special initiatives, grants, and programs) are integrated into a refined set of major content arenas such as those indicated here. Leads are assigned for each arena and work groups are established.

**Assign Leadership  
and Developing a**  
***Learning Supports Resource Team***

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## 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*

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# A Learning Support Resource Team?????

*“We already have a team”* – But is it **Resource-oriented**

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"



## About Developing an Effective School-Community Collaborative

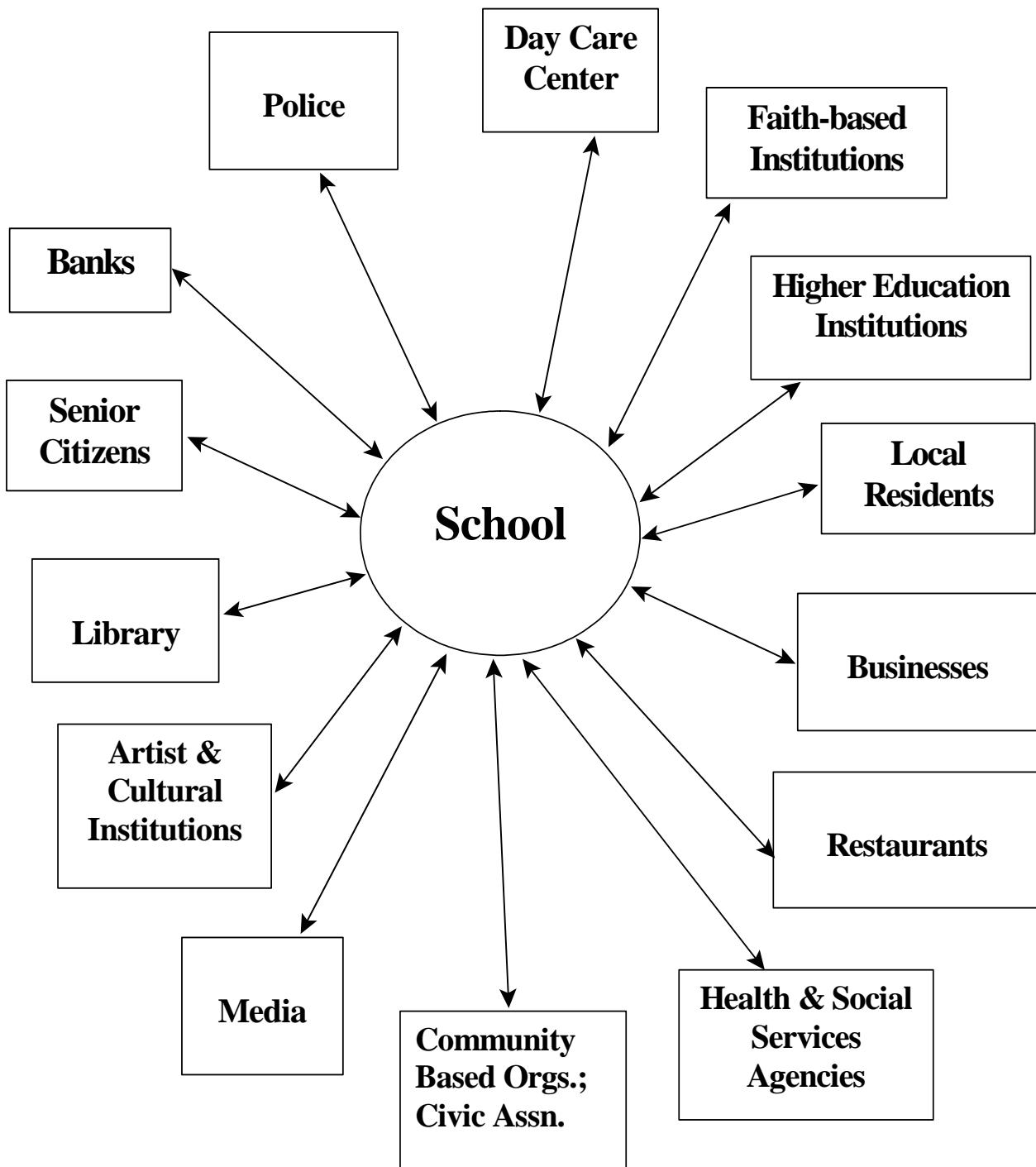
- 〔 Too often, what is described as a collaborative amounts to little more than a monthly or quarterly meeting of a small and not very empowered group of stakeholders.
- 〔 The meeting involves sharing, discussion of ideas, and expression of frustrations. Then, everyone leaves and little is done between meetings.
- 〔 Collaboration is not about meeting. It is about pursuing specific functions and accomplishing essential tasks.
- 〔 For a school-community collaborative to be meaningful, it must be organized with full understanding of where schools fit in strengthening the community and where the community fits in strengthening the school.
- 〔 And, the collaborative must establish an effective infrastructure (remembering that *structure follows function*).

***Some Key Tasks for a School and Community Collaborative When  
the Vision (Primary Function) is to Develop a Comprehensive,  
Multifaceted, and Cohesive Intervention System***

- *aggregating data from schools and neighborhood to analyze system needs*
- *mapping resources (not just services)*
- *analyzing resources*
- *program & system planning/development -- including emphasis on setting priorities and developing capacity for establishing a comprehensive, multifaceted, and cohesive set of interventions to meet needs of school and community*
- *redeploying resources*
- *enhancing resource use and seeking additional resources*
- *coordinating-integrating resources*
- *social “marketing”*

## **Who in the Community Might “Partner” with Schools?**

- County Agencies & Bodies
- Municipal Agencies & Bodies
- Physical and Mental Health & Psychosocial Concerns
- Facilities/Groups
- Mutual Support/Self-Help Groups
- Child Care/Preschool Centers
- Post Secondary Education Institutions/Students
- Service Agencies
- Service Clubs and Philanthropic Organizations
- Youth Agencies and Groups
- Sports/Health/Fitness/Outdoor Groups
- Community Based Organizations
- Faith Community Institutions
- Legal Assistance Groups
- Ethnic Associations
- Special Interest Associations and Clubs
- Artists and Cultural Institutions
- Businesses/Corporations/Unions
- Media
- Family Members, Local Residents, Senior Citizens Groups



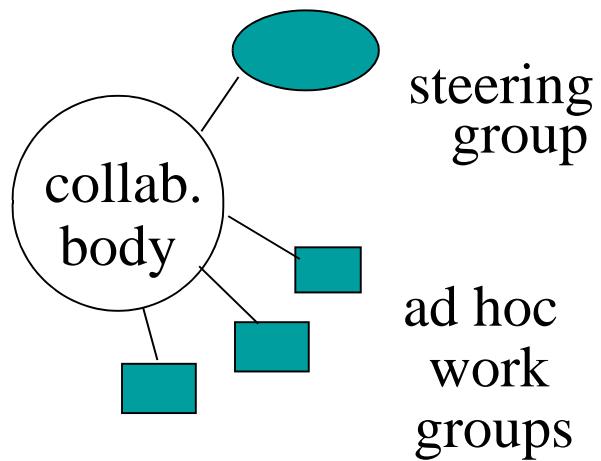
Excerpted from: J. Kretzmann & J. McKnight (1993). *Building Communities from the Inside out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago: ACTA Publications.

# About Collaborative Infrastructure

## *Basic Collaborative Infrastructure*

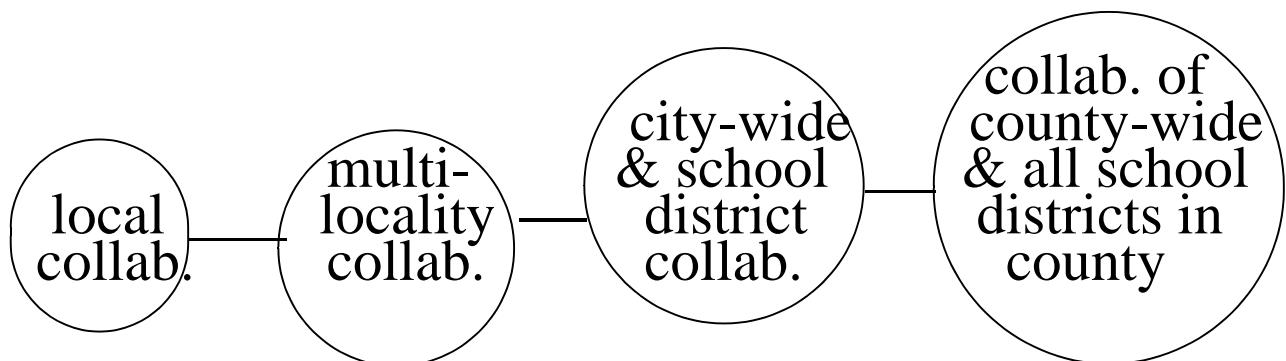
Who should be at the table?

- >families
- >schools
- >communities



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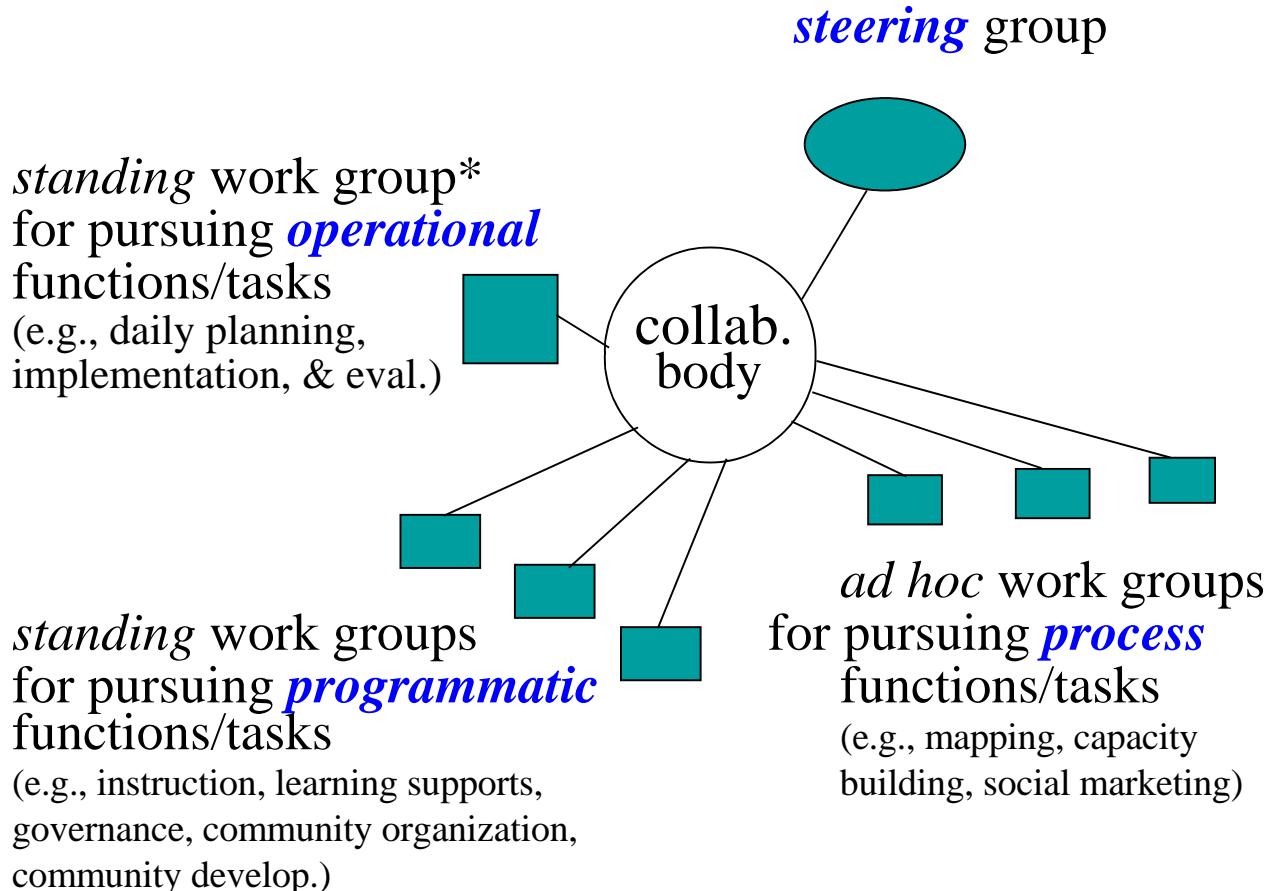
## Connecting Collaboratives at All Levels\*



# Collaborative Infrastructure

Who should be at the table? *families,<sup>1</sup> schools,<sup>2</sup> communities<sup>3</sup>*

## *Basic Collaborative Infrastructure*<sup>4</sup>

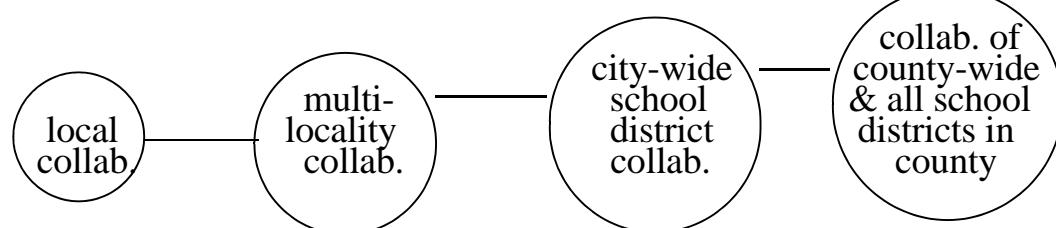


\*If feasible, there should be formal staffing to ensure operational functions and tasks are carried out effectively and efficiently (e.g., an Executive Director, also, invaluable would be an Organization Facilitator/change agent).

(See other notes on next page)

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## *Connecting Collaboratives at All Levels\**



## *Notes for Collaborative Infrastructure:*

<sup>1</sup>*Families.* It is important to ensure that all who live in an area are represented – including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

<sup>2</sup>*Schools.* This encompasses all institutionalized entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

<sup>3</sup>*Communities.* This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to outreach to disenfranchised groups.

<sup>4</sup>Collaborations can be organized by any group of stakeholders. Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services. At the multi-locality level, efficiencies and economies of scale are achieved by connecting a complex (or “family”) of schools (e.g., a high school and its feeder schools). In a small community, such a complex often is the school district. Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.

## 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](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>

**Next:**

A policy perspective

## *Policy Framework*

- >**Expanding School Improvement Policy to Encompass an Enabling or Learning Supports Component**
  
- > **Expanding School Accountability to Encompass an Enabling or Learning Supports Component**

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

*But . . .*

*when the need directly affects learning,*

*the school must meet the challenge.*

Carnegie Task Force on Education



The Council of Chief State School Officers has adopted the following as the organization's mission statement:

**CCSSO, through leadership, advocacy,  
and service, assists chief state school  
officers and their organizations in**

*achieving the vision of an  
American education system that  
enables all  
children to succeed in school,  
work, and life.*



***How Does School Improvement  
Policy and Practice  
Need to be Expanded?***

## A Brief Overview

Schools and communities increasingly are being called on to meet the needs of all youngsters – including those experiencing behavior, learning, and emotional problems.

The challenge for us all is to collaborate and maximize resources to strengthen young people, their families, and neighborhoods.

Currently, the situation is one where there is a considerable amount of promising activity, but it is implemented in fragmented and often highly competitive ways.

Of even greater import is the fact that most of this activity is *marginalized in policy and practice, especially at school sites.*

The need is to enhance policy and practice based on a *unifying framework that is comprehensive, multifaceted, and integrated.*

For schools and communities, this means developing, over time, a full continuum of systemic interventions (not just integrated, school-linked services) that encompass the *three intervention levels*

>*systems for promoting healthy development and preventing problems*

>*systems for responding to problems as soon after onset as is feasible*

>*systems for providing intensive care*

And, that encompasses *content* that

- >**enhances classroom-based efforts to enable learning**
- >**responds to and prevents crises**
- >**provides support for transitions**
- >**increases home involvement in schooling**
- >**outreaches to increase community involvement & support**
- >**provides prescribed student and family assistance**



- Building all this requires fully integrating the above learning support frameworks into policy and practice for school improvement.
- **It also requires rethinking infrastructure at all levels.**

C And, financing all this requires

(a) weaving together school-owned resources

and

(b) enhancing programs by integrating school and community resources



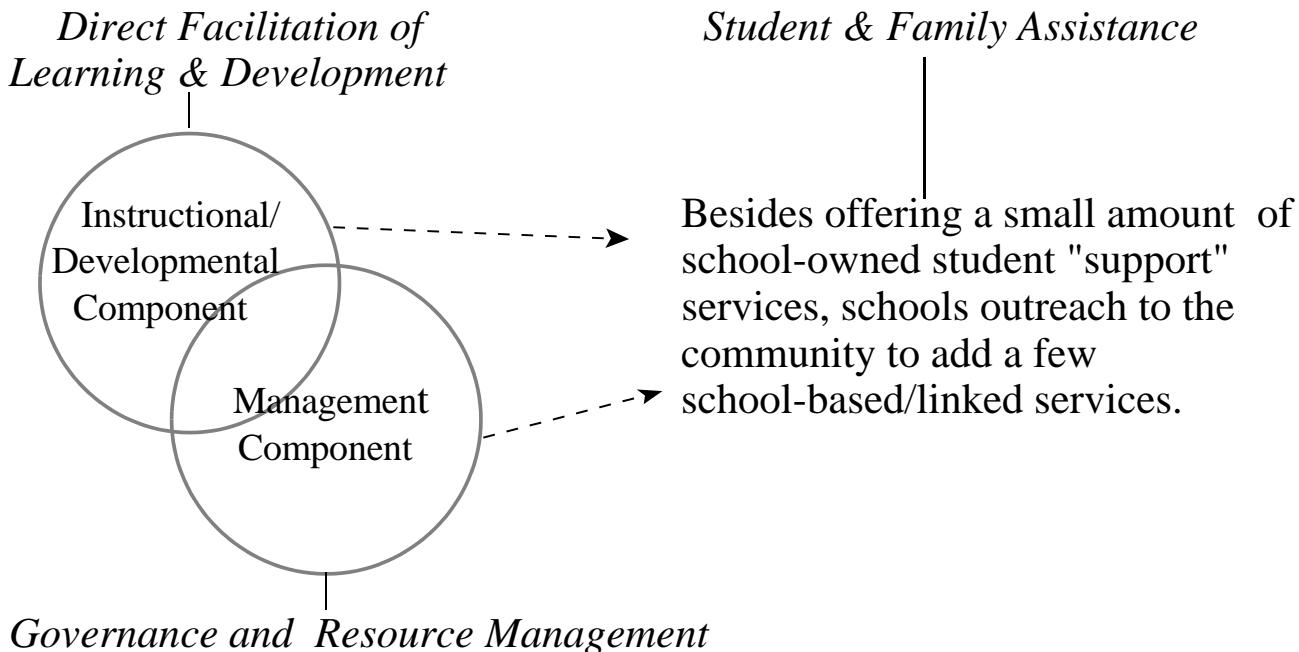
The end product will be a fundamental transformation of how the community and its schools address barriers to learning and enhance healthy development.

And this should result in

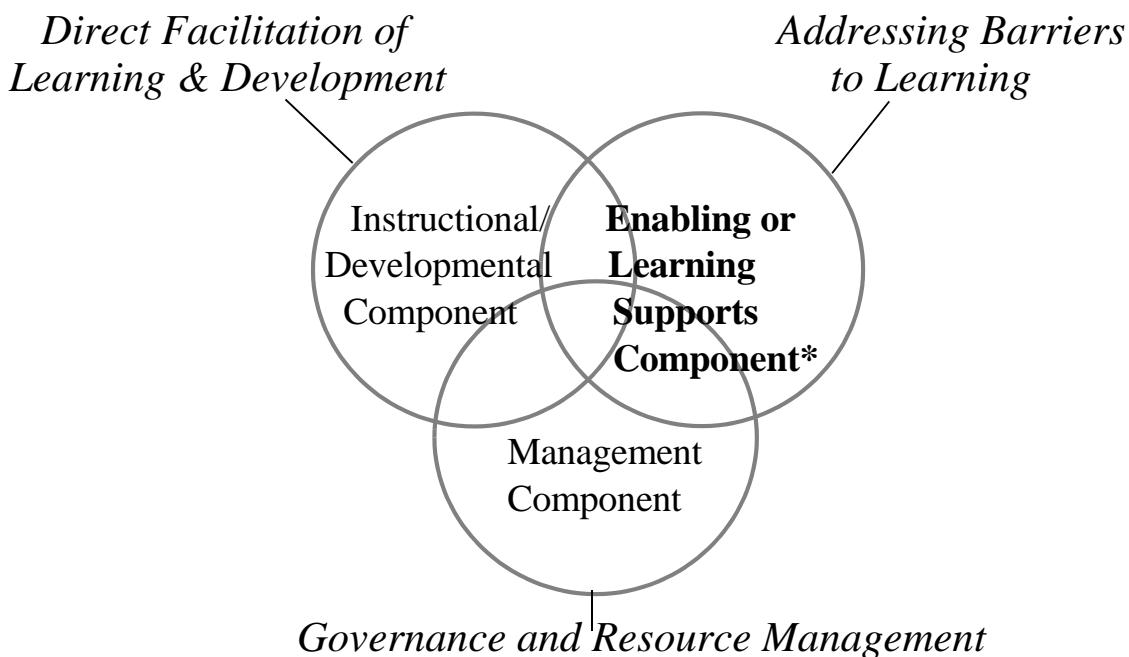
- >better achievement for all,
- >a closing of the achievement gap,
- >schools being viewed as key hubs in their neighborhood.

# Moving from a Two- to a Three-component Framework for School Improvement

## Current State of Affairs



## Moving toward a **Comprehensive System of Learning Supports**



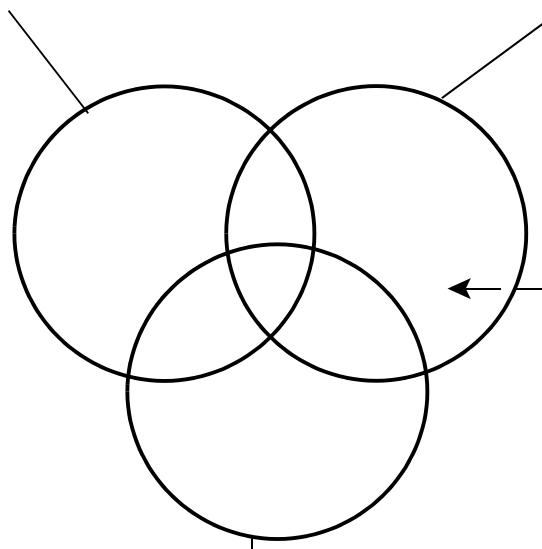
\*The Learning Supports Component is designed to enable learning by addressing factors that interfere with learning and teaching. It is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

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## Policy Umbrella for School Improvement Planning Related to Addressing Barriers to Learning

Direct Facilitation of Learning  
*(Instructional Component)*



Addressing Barriers to Learning/Teaching  
*(Enabling or Learning Supports Component –*  
an umbrella for ending marginalization by  
unifying the many fragmented efforts and  
evolving a comprehensive approach)

*Examples of Initiatives, programs and services*

- >positive behavioral supports
- >programs for safe and drug free schools
- >full service community schools & Family Resource Ctrs
- >*Safe Schools/Healthy Students*
- >*School Based Health Center* movement
- >Coordinated School Health Program
- >bi-lingual, cultural, and other diversity programs
- >re-engaging disengaged students
- >compensatory education programs
- >special education programs
- >mandates stemming from the No Child Left Behind Act & other federal programs
- >And many more activities by student support staff

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Governance and Resource Management  
*(Management Component)*

An expanded framework for school accountability that encompasses an *Enabling* or *Learning Supports Component*

*Indicators of Positive Learning and Development*

**High Standards for Academics\***

measures of  
 cognitive achievements and related skills (e.g., standardized tests of achievement, portfolio and other forms of authentic assessment)

**High Standards for Learning/  
Development Related to  
*Social & Personal Functioning\****

measures of  
 social learning & beh.  
 character/values  
 civility  
 healthy & safe behavior  
 engagement in learning

"Community Report Cards"

Increases in positive indicators

*Benchmark Indicators of Progress for Getting from Here to There*

**High Standards for Enabling Learning and Development by  
*Addressing Barriers\*\****

measures of effectiveness in addressing barriers, such as  
 increased attendance  
 reduced tardies  
 re-engagement in classroom learning  
 reduced misbehavior  
 less bullying and sexual harassment  
 increased family involvement with child and schooling  
 fewer inappropriate referrals for specialized assistance  
 fewer inappropriate referrals for special education  
 fewer pregnancies  
 fewer suspensions  
 fewer dropouts

Decreases in negative indicators

\*Results of interventions for directly facilitating development and learning.

\*\*Results of interventions for addressing barriers to learning and development.



## In sum:

Schools and communities increasingly are being called on to meet the needs of all youngsters – including those experiencing behavior, learning, and emotional problems. The challenge for us all is to collaborate and maximize resources to strengthen young people, their families, and neighborhoods. Currently, the situation is one where there is a considerable amount of promising activity, but it is implemented in fragmented and often highly competitive ways. Of even greater import is the fact that most of this activity is *marginalized* in policy and practice, especially at school sites.

The need is to enhance policy and practice based on *unifying frameworks* that are *comprehensive, multifaceted, and integrated*. For schools and communities, this means developing, over time, a full continuum of systemic interventions (not just integrated, school-linked services) that encompass

- >systems for promoting healthy development and preventing problems
- >systems for responding to problems as soon after onset as is feasible
- >systems for providing intensive care

At schools and for school complexes and their neighborhoods, the need is to develop, over time, clusters of programmatic activity that address barriers to learning and enhance healthy development. Based on analyses of school and community activity, such activity can be grouped into six basic areas of function (“curricular areas”) to enable every school to:

- |  |  |
|--|--|
| >enhance classroom-based efforts to<br>enable learning | >increase home involvement in schooling                  |
| >respond to and prevent crises                         | >outreach to increase community involvement<br>& support |
| >provide support for transitions                       | >provide prescribed student and family assistance        |

Building all this requires connecting with the agenda for school improvement. Financing all this requires (a) weaving together school-owned resources and (b) enhancing programs by integrating school and community resources (including increasing access to community programs and services by integrating as many as feasible to fill gaps in programs and services). Accomplishing all this will *transform* how the community and its schools address barriers to learning and enhance healthy development and should result in schools being seen as key hubs in their neighborhood.



## *Study Question*

To what degree does the current policy and practice framework for student/learning supports marginalize the work and contribute to ad hoc and fragmented planning and development?

### *Activity*

Analyze current school improvement guidelines to clarify what is and isn't included to address barriers to learning and teaching.

How marginalized and fragmented is the focus on student/learning supports?

## **Some Relevant References & Resources**

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

<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemctransformation.pdf>

>Policy section of the toolkit

<http://smhp.psych.ucla.edu/toolkita.htm>

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

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

## **Notes About Moving Forward**

Developing a comprehensive, multifaceted, & integrated approach for addressing barriers to learning requires

- moving beyond piecemeal and fragmented activity
- working to restructure, transform, and enhance
  - >school-owned programs and services  
and
  - >community resources
- weaving school & community resources together

In doing so, the emphasis needs to be on:

- all school resources (e.g., compensatory education, special education, general funds, community resources)
- all community resources (e.g., public and private agencies, families, businesses; services, programs, facilities; volunteers, professionals-in-training)
- blending resources together in ways that evolve a comprehensive, integrated approach that can enhance effectiveness in addressing barriers to learning at a school
- enhancing the role schools play in strengthening neighborhoods and communities

The *end products* are cohesive and potent *school-community partnerships* that create caring and supportive environments that maximize learning and well-being.

*The real difficulty in changing  
the course of any enterprise lies  
not in developing new ideas  
but in escaping old ones.*

John Maynard Keynes

# How do we get from here to there?

*Is this your systemic change process?*



To get beyond the miracle, see

*Systemic Change for School Improvement*  
<http://smhp.psych.ucla.edu/pdfdocs/systemic/systemicchange.pdf>