



A Center Quick Training Aid

*Addressing Barriers to Learning:
Overview of the Curriculum
for an Enabling (or Learning Supports)
Component*



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, Los Angeles, CA 90095-1563 Phone: (310) 825-3634.

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Quick Training Aids



Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component

Periodically, windows of opportunities arise for providing inservice at schools about mental health and psychosocial concerns. When such opportunities appear, it may be helpful to access one or more of our Center's *Quick Training Aids*.

Each of these offers a brief set of resources to guide those providing an inservice session. (They also are a form of quick self-tutorial and group discussion.)

Most encompass

- key talking points for a short training session
- a brief overview of the topic
- facts sheets
- tools
- a sampling of other related information and resources

In compiling resource material, the Center tries to identify those that represent "best practice" standards. If you know of better material, please let us know so that we can make improvements.


This set of training aids was designed for free online access and interactive learning. It can be used online and/or downloaded at <http://smhp.psych.ucla.edu> – go to Quick Find and scroll down in the list of “Center Responses” to *Enabling Component*. Besides this Quick Training Aid, you also will find a wealth of other resources on this topic.

Guide for Suggested Talking Points

Page


I. Brief Overview

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- A. Present main points from: Introduction to a component for addressing barriers to student learning  - Center for Mental Health in Schools at UCLA

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Emphasize: To reach academic goals such as reducing the achievement gap and leaving no child behind, schools must include a focus on addressing barriers to students learning to ensure all youngsters have an equal opportunity to succeed at school. Such a focus requires a high level policy commitment to establishing an “enabling component.”

- B. An Integrated Framework for Addressing Barriers to Learning and Enhancing Healthy Development at a School Site: A Six Area Curriculum  - (Center for Mental Health in Schools at UCLA)

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Emphasize: Operationalizing an enabling component requires

(a) formulating a delimited framework of basic program areas and then

(b) creating an infrastructure to restructure and enhance existing resources The 6 area curriculum consists of:

- Classroom-Focused Enabling
- Crisis/Emergency Assistance & Prevention
- Support for Transitions
- Home Involvement in Schooling
- Community Outreach/Volunteers
- Student & Family Assistance

II. Fact Sheets/ Practice Notes

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The need for and the content of an Enabling Component.

- A. Keeping Kids in School: Lessons from Research about Preventing Dropouts (Source: The Center for Public Education)
<http://www.centerforpubliceducation.org>

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- B. “Costs” related to lack of success in schools (Source: “Paying Now or Paying Later,” Center for Effective Collaboration and Practice.)
<http://cecp.air.org/resources/schfail/paying.asp>

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Note: When students don’t succeed in school the costs to them and to society are enormous; a cost effective solution is to address barriers to learning in a comprehensive, multifaceted and integrated way.

- C. Framing an Enabling Component for a School Site: Overview of activity Related to the 6 Curriculum Areas. Source: Center for Mental Health in Schools at UCLA.

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Provides a quick overview of each area to clarify the nature and scope of activity.

III. Tools/Handouts 33

- A. Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base. (Center Newsletter: Addressing Barriers to Learning Fall 2000) 34

This brief presentation shares an analysis organized around the six area curriculum for an Enabling Component. It reviews an extensive body of research on supportive programs and services that address barriers to learning and promote healthy development and indicates the value of a comprehensive, multifaceted, and integrated approach for improving readiness for school and improving achievement.

- B. Self Study Surveys Related to Addressing Barriers to Student Learning* 38

Each of the following includes a brief introduction and a set of activities:

- Classroom-Based Approaches 39
- Crisis/Emergency Assistance & Prevention 44
- Support for Transitions 48
- Home Involvement in Schooling 52
- Community Outreach/Volunteers 58
- Student & Family Assistance 63
- Survey of System Status 69
- School-Community Collaboration 73

(*From: *Addressing Barriers to Learning A Set of Surveys to Map What a School Has and What It Needs* – Center for Mental Health in Schools at UCLA)

IV. Continuing Education Modules and Training Tutorials: Other Self-Directed Opportunities to Learn 79

See the following *Training Tutorials* (which are self directed opportunities for in-depth learning and a guide for training others – <http://smhp.psych.ucla.edu>).

- Classroom Changes to Enhance & Re-engage Students in Learning
- Crisis Assistance and Prevention: Reducing Barriers to Learning
- Support for Transitions to Address Barriers to Learning
- Home Involvement in Schooling
- Community Outreach: School-Community Resources to Address Barriers to Learning
- Students & Family Assistance Programs and Services to Address Barriers to Learning
- Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning

V. Additional Resources

- A. See the *QuickFind* (<http://smhp.psych.ucla.edu>) on the “Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed.” This has direct links to a number of resources and references. 81

VI. Originals for Overheads

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A. Barriers to Learning and Development

While some students are able to profit from the improvements in instruction, many hit barriers; here are examples of external and internal barriers.

B. School Reform: What's Missing?

Figure highlights that something is missing when the reform focus is only on instructional changes and management.

C. Talk About Fragmented?

Two figures highlighting that most schools address barriers with small, separate programs that are created in an ad hoc, piecemeal, and fragmented manner and that are marginalized in school policy and practice (i.e., carried out on the margins at schools and in school districts)

D. Moving to a Three Component Model

Figure illustrates the three component model of school reform with its component for addressing barriers to development and learning (to enable all students to have an equal opportunity to succeed at school).

E. An Enabling Component to Address Barriers to Learning and Enhance Healthy Development


Figure underscores the role of the Enabling Component in addressing barriers by providing programs in six areas.

F. Major Examples of Activity in Each of the 6 Curriculum Areas.

Six overheads, each citing specific examples for one of the "curriculum" area.

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Note: Documents in PDF format (identified with a ) require Adobe Reader 3.0 or higher to view. If you don't have this program, you can download it for free from Adobe.

I. Brief Overview

Introduction to a component for Addressing
Barriers to Student Learning

An Integrated Framework for Addressing Barriers
to Learning and Enhancing Healthy Development
at a School Site: A Six Area Curriculum



A Center Brief . . .

Introduction to a component for

Addressing Barriers to Student Learning

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.
Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095- 1563
Phone: (310) 825-3634 | Fax: (310) 206-5895 | E-mail: smhp@ucla.edu |
Website: <http://smhp.psych.ucla.edu>

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**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 accountability 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 reforms fail to address such barriers in comprehensive and multifaceted ways, especially in schools where large proportions of students are not doing well,

it will remain a myth to think that achievement test score averages can be meaningfully raised by focusing mainly on curriculum and instructional concerns and classroom management techniques.

The notion of barriers to learning encompasses external and internal factors. 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. 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. As a result, some youngsters at every grade level come to school unready to meet the setting's demands effectively.

Youngsters' problems are exacerbated as they 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.

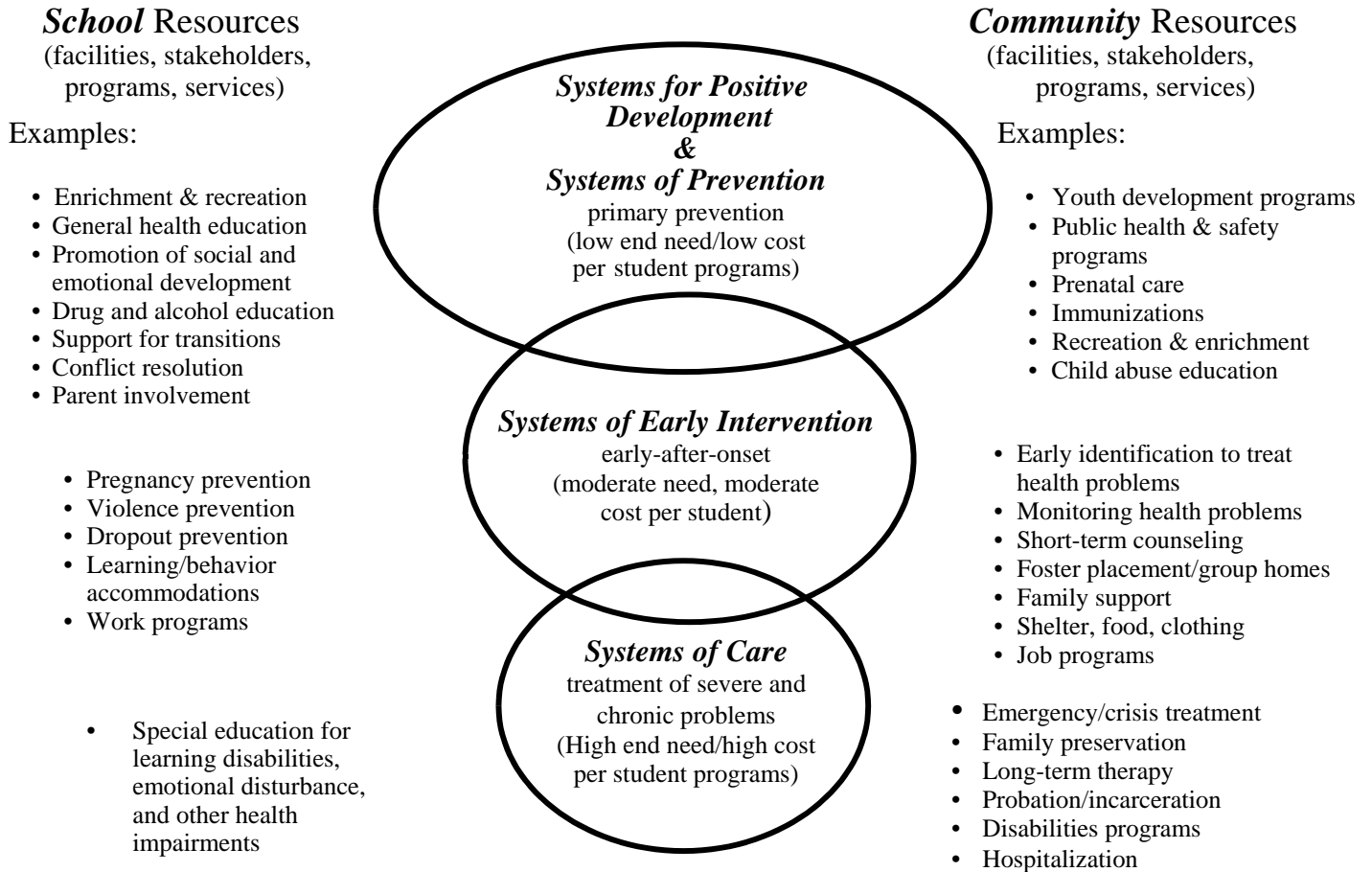
In some schools and classrooms, the number of referrals is dramatic. Where special teams have been established to review teacher requests for help, the list grows as the year proceeds. The longer the list, the longer the lag time for review – often to the point that, by the end of the school year, the 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.

Ultimately, of course, addressing barriers to learning must be approached from a societal perspective and requires fundamental systemic reforms designed to improve efforts to support and enable learning. This calls for developing a continuum of community and school programs (see Figure 1).

Needed: A Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning and Promoting Healthy Development

Figure 1.

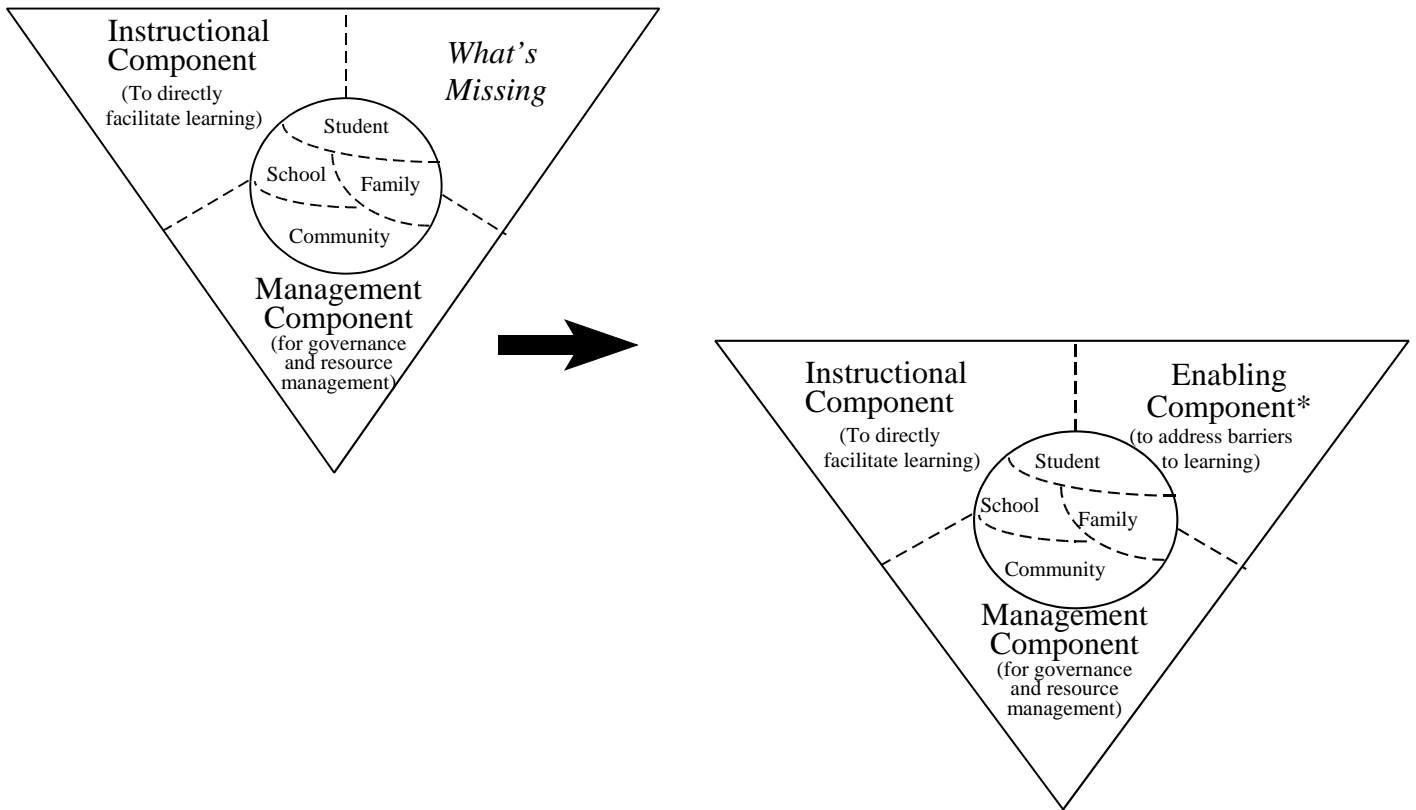


Such a continuum must be *comprehensive, multifaceted, and integrated* and woven into three overlapping systems: systems of prevention, systems of early intervention to address problems as soon after onset as feasible, and systems of care for those with chronic and severe problems.

Moving to a 3 Component Model for School Reform

With the full continuum in mind, 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 reform. That is, it underscores that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately (see Figure 2).

Figure 2. Moving from a two to a three component model for reform and restructuring



*The third component (an enabling 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.

A three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform.

We call this third component an *Enabling Component*.

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, integrated continuum 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.”

**A Framework
for an
Enabling
Component at
a School Site**

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 well integrated with the other two components.

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and then (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity used to address barriers to learning, we cluster enabling activity into six interrelated areas (see Figure 3).

As can be seen in Figure 3, the six areas are concerned with:

- (1) enhancing the classroom teacher's capacity to address problems and foster social, emotional, intellectual and behavioral development,
- (2) enhancing the capacity of schools to handle the many transition concerns confronting students and their families,
- (3) responding to, minimizing impact, and preventing crises,
- (4) enhancing home involvement,
- (5) outreaching to the surrounding community to build linkages, and
- (6) providing special assistance for students and families.

Each of these are briefly highlighted in Table 1.

Figure 3. An enabling component to address barriers to learning and enhance healthy development at a school site.

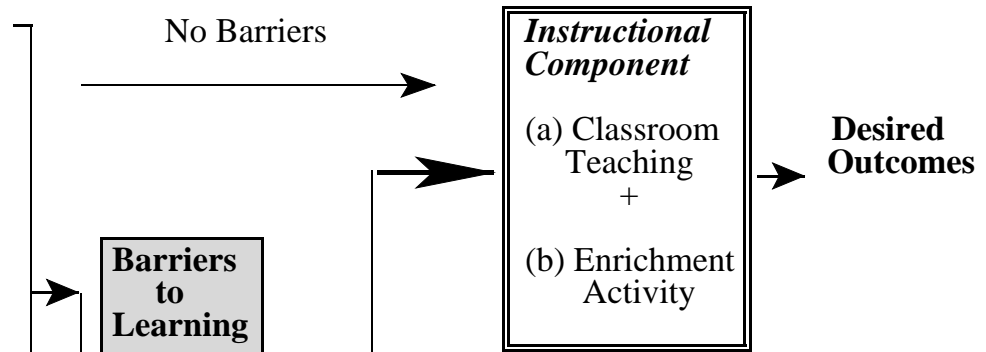
Range of Learners

(categorized in terms of their response to academic instruction)

I = Motivationally ready & able

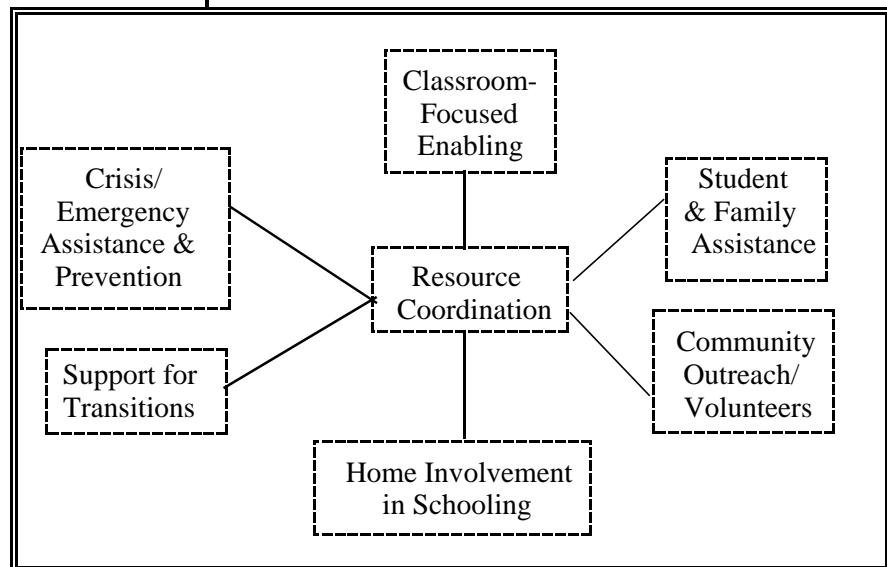
II = Not very motivated/
lacking prerequisite knowledge & skills/
different learning rates & styles/
minor vulnerabilities

III = Avoidant/
very deficient in current capabilities/
has a disability/
major health problems



**The Enabling Component:
A Comprehensive, Multifaceted Approach for
Addressing Barriers to Learning**

Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for *all* students.



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

Table 1

“Curriculum” Areas for an Enabling Component

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. 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. It is essential to equip teachers to respond to garden variety learning, behavior, 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: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Responding to minimizing impact, and preventing crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

(cont.)

Table 1 (cont). “Curriculum” Areas for an Enabling Component

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school’s focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to their children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student’s basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don’t come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned, -based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

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.

Some References

- H.S. Adelman (1996). *Restructuring Education Support Services: Toward the Concept of an Enabling Component*. Kent, OH: American School Health Association.
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- L. Taylor & H.S. Adelman (2000). Connecting Schools, Families, and Communities. *Professional School Counseling*, 3, 298-307.
- L. Taylor, P. Nelson, & H.S. Adelman (1999). Scaling-Up Reforms Across a School District. *Reading & Writing Quarterly*, 15, 303-326.

Besides the above published articles, the Center has many documents designed to facilitate development of a component for addressing barriers to student learning. These include:

- *A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*
http://smhp.psych.ucla.edu/qf/crisis_tt/samplingofoutcomefindings.pdf
- *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*
<http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf>
- *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*
<http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>
- *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/policymakers/restrucguide.pdf>
- *Getting from Here to There: A Guidebook for the Enabling Component*
<http://smhp.psych.ucla.edu/pdfdocs/enabling/gettingfromhere.pdf>
- *A Guide to the Enabling Component (one of the New American School Models)*
<http://smhp.psych.ucla.edu/pdfdocs/enabling/gettingfromhere.pdf>

- *School-Community Partnerships: A Guide*
<http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf>
- *Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships*
<http://smhp.psych.ucla.edu/pdfdocs/Report/Expand.pdf>
- *Pioneer Initiatives to Reform Education Support Programs*
<http://smhp.psych.ucla.edu/pdfdocs/pioneer/fullcenterreport.pdf>
- *Organization Facilitators: A Change Agent for Systemic School and Community Changes*
<http://smhp.psych.ucla.edu/pdfdocs/Report/orgfacrep.pdf>
- *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*
http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf
- *New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale*
<http://smhp.psych.ucla.edu/pdfdocs/briefs/sustainbrief.pdf>
- *Framing New Directions for School Counselors, Psychologists, & Social Workers*
<http://smhp.psych.ucla.edu/pdfdocs/Report/framingnewdir.pdf>
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling (an inservice curriculum)*
<http://smhp.psych.ucla.edu/pdfdocs/contedu/cfe.pdf>
- *Accompanying Readings & Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling*
http://smhp.psych.ucla.edu/pdfdocs/contedu/ce-cfe_reading.pdf

In addition, the Center has a variety of packets covering related matters. For example:

- *After-School Programs and Addressing Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/afterschool/afterschool.pdf>
- *Assessing to Address Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/barriers/barriers.pdf>
- *Attention Problems: Intervention and Resources*
<http://smhp.psych.ucla.edu/pdfdocs/Attention/attention.pdf>
- *Behavioral Initiatives in Broad Perspective*
<http://smhp.psych.ucla.edu/pdfdocs/behavioral/behini.pdf>
- *Conduct and Behavior Problems in School Aged Youth*
<http://smhp.psych.ucla.edu/pdfdocs/conduct/CONDUCT.pdf>
- *Cultural Concerns in Addressing Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/cultural/culture.pdf>
- *Dropout Prevention*
<http://smhp.psych.ucla.edu/pdfdocs/DropoutPrev/dropout.pdf>
- *Early Development and Learning from the Perspective of Addressing Barriers*
<http://smhp.psych.ucla.edu/pdfdocs/EarlyDevelop/earlydev.pdf>
- *Frameworks for Systemic Transformation of Student and Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>

- *Learning Problems and Learning Disabilities*
<http://smhp.psych.ucla.edu/pdfdocs/LDProbs/ldprobs.pdf>
- *Moving Toward a Comprehensive System of Learning Supports: The Next Evolutionary Stage in School Improvement Policy and Practice*
<http://smhp.psych.ucla.edu/pdfdocs/briefs/paradigmshift.pdf>
- *Protective Factors (Resiliency)*
<http://smhp.psych.ucla.edu/pdfdocs/Sampler/Resiliency/resilien.pdf>
- *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>
- *Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>
- *Transforming School Improvement to Develop a Comprehensive System of Learning Supports: What District Superintendent Say They Need to Move Forward*
<http://smhp.psych.ucla.edu/pdfdocs/superintendentsay.pdf>
- *Using Technology to Address Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/Sampler/technology/techno.pdf>
- *Volunteers to Help Teachers and School Address Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/volunteer/volunt.pdf>
- *What is a Comprehensive Approach to Student Supports?*
<http://smhp.psych.ucla.edu/pdfdocs/whatiscomp.pdf>
- *What Schools Can Do to Welcome and Meet the Needs of All Students and Families*
<http://smhp.psych.ucla.edu/welcomeguide.htm>

and much more. *See list on our website: <http://smhp.psych.ucla.edu>*

SCHOOL MENTAL HEALTH PROJECT
CENTER FOR MENTAL HEALTH IN SCHOOLS

**Where's It Happening?
Examples of
New Directions for Student Support
& Lessons Learned**

This document describes major examples of trailblazing and pioneering efforts that are playing a role in designing new directions for student support. The work is being carried out at school, district, & state levels. We provide examples of broad-based systemic designs and initiatives, and examples and lessons learned from some specific innovations reported in recent years. Other examples will be added as soon as they are identified and relevant descriptive materials are gathered.

To download the report, click [here](#). To view materials from the sites included, select the relevant link below.

To order a hard copy version of the report, contact the Center.

IOWA: A particularly important document exemplifying New Directions thinking is seen in the recent design for a system of learning supports developed by the State Department of Education in Iowa entitled: "*Developing Our Youth: Fulfilling a Promise, Investing in Iowa's Future - Enhancing Iowa's Systems of Supports for Learning and Development.*" Click [here](#) to download a Brief Summary of the document. Click on "Iowa" below for the full document. Click [here](#) to go to the Learning Supports Initiative section of the Iowa Department of Education. Click [here](#) to see excerpts from the Executive Summary of an American Institutes for Research (AIR) evaluation that gathered data related to Iowa's first implementation steps.

Compendium of Initiative Materials

After reading the overview about a particular place (see above [report](#)), take a look at the related materials provided by each.

Examples of Broad-based Systematic Designs and Initiatives

- [Urban Learning Center Design](#) (a comprehensive school reform model included as part of a federal initiative)
- [Hawai'i](#) (at state, district, school levels)
- Iowa (state department of education initiative)
 - [Iowa Design for a "System of Learning Supports"](#)
 - [Implementing Learning Supports: An Action Framework](#)
- Ohio (state department of education)
 - [A Comprehensive System of Learning Supports Guidelines](#)
- Berkeley, CA (at district and school levels)
 - [Universal Learning Supports System](#) (Board Policy-5030 & District Guidelines) - February, 2008
 - [Documents previously prepared by the Berkeley Integrated Resources Initiative](#) (January 2007)
- [Harrisburg, PA](#) (at district and school levels)

- [Madison, WI](#) (at district and school levels)
- [St. Paul, MN](#) (at district and school levels)
- California
 - [Proposed legislation for a comprehensive pupil learning supports system](#)
 - [Prevention and Early Intervention School Initiative, Mental Health Services Act](#)
- [Multnomah, OR](#) (at district and school levels)
- New York (state department of education)
 - [Making a Case for Supportive Learning Environments](#) (Supportive Learning Environment standards)
 - Also See: [Toward Safe and Supportive Learning Environments](#)
- Minnesota (Department of Education)
 - [Learning Support Topics](#)

Examples of Places Where Specific Innovations Have Been Reported in Recent Years

- [California](#) (at the state level)
- [Washington](#) (at the state level)
- [Los Angeles, CA](#) (at district and complex levels)
- [Detroit, MI](#) (at district and school levels)
- [Somerset County, MD](#) (at the school level)
- [Richland 2, Columbia, SC](#) (at the district level)

Example of a Formal Proposal for Moving in New Directions

(e.g., proposal to a Superintendent, Student Support Director, Principal, Board, etc. about Integrating a Comprehensive Approach for Addressing Barriers to Learning into School Improvement Planning)

Click [here](#) to download this report which provides a draft of a design proposal that emphasizes integrating a comprehensive approach for addressing barriers to learning into school improvement planning.

Two recent books to aid the New Directions for Student Support Initiative

*[The School Leader's Guide to Student Learning Supports:
New Directions for Addressing Barriers to Learning](#)*

*[The Implementation Guide to Student Learning Supports:
New Directions for Addressing Barriers to Learning](#)*

[About the National Initiative for New Directions for Student Support](#)

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An Integrated Framework for Addressing Barriers to Learning and Enhancing Healthy Development at a School Site: A Six Area Curriculum

The notion of barriers to learning encompasses external and internal factors. 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. A few children also bring with them intrinsic conditions that make learning and performing difficult. 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. The result of all this is that some youngsters at every grade level come to school unready to meet the setting's demands effectively and a cycle of failure often ensues. 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.

Ultimately, of course, addressing barriers to learning must be approached from a societal perspective and requires fundamental systemic reforms designed to improve efforts to support and enable learning. This calls for developing and weaving together a continuum of community and school interventions.

Moving from a Two- to a Three-Component Framework for School Reform

With the full continuum in mind, pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to students learning and to healthy development. These initiatives are underscoring that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately.

The three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform. We call this third component an Enabling Component. The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum 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 component 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". 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 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 well integrated with the other two components.

Framing an Enabling Component for a School Site

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and the (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity schools use to address barriers to learning, we cluster enabling activity into six interrelated areas (see Figure 3 on page 13). A brief description of the six areas is provided below.¹

(1) Classroom-Focused Enabling. This area provides a fundamental example not only of how the enabling component overlaps the instructional component, but how it adds value to instructional reform. When a teacher has difficulty working with a youngster, the first step is to address the problem within the regular classroom and involve the home to a greater extent. Through programmatic activity, classroom-based efforts that enable learning are enhanced. This is accomplished by increasing teachers' effectiveness so they can account for a wider range of individual differences, foster a caring context for learning, prevent and handle a wider range of problems when they arise, and reengage students in actively pursuing school learning. Such a focus is seen as essential to increasing the effectiveness of regular classroom instruction, supporting inclusionary policies, and reducing the need for specialized services.

Work in this area requires programs and systems designed to personalize professional development of teachers and support staff, develop the capabilities of paraeducators and other paid assistants and volunteers, provide temporary out of class assistance for students, and enhance resources. For example: Personalized help is provided to increase a teacher's array of strategies for accommodating, as well as teaching students to compensate for, differences, vulnerabilities, and disabilities. Teachers learn to target the activity of paid assistants, peer tutors, and volunteers to enhance social and academic support. (The classroom curriculum already should encompass a focus on fostering socio-emotional and physical development; such a focus is seen as an essential element in preventing learning, behavior, emotional, and health problems.) As appropriate, support *in the classroom* also is provided by resource and itinerant teachers and counselors. This involves restructuring and redesigning the roles, functions, and staff development of resource and itinerant teachers, counselors, and other pupil service personnel so they are able to work closely with teachers and students in the classroom and on regular activities. All this provides the teacher with the knowledge and skills to develop a classroom infrastructure that transforms a big classroom into a set of smaller ones.

(2) Crisis Assistance and Prevention. Schools must respond to, minimize the impact of, and prevent crises. This requires systems and programs for (a) emergency/crisis response at a site, throughout a school complex, and community-wide (including a focus on ensuring follow-up care) and (b) prevention at school and in the community to address school safety and violence reduction, suicide prevention, child abuse prevention and so forth.

Desired outcomes of crisis assistance include ensuring provision of immediate emergency and follow-up care so students are able to resume learning without undue delay. Prevention activity outcomes are reflected in indices showing there is a safe and productive environment and that students and their families have the type of attitudes and capacities needed to deal with violence and other threats to safety.

A key mechanism in this area often is development of a crisis team. Such a team is trained in emergency response procedures, physical and psychological first-aid, ensuring aftermath needs are addressed, and so forth. The team also can take the lead in planning ways to prevent certain crises by facilitating the development of programs for conflict mediation and enhancing human relations and a caring school culture.

(3) *Support for Transitions.* Students and their families are regularly confronted with a variety of transitions (e.g., changing schools, changing grades, and encountering a range of other daily hassles and major life demands). Many of these can interfere with productive school involvement.

A comprehensive focus on transitions requires systems and programs designed to (a) establish school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support, (b) provide counseling and articulation strategies to support grade-to-grade and school-to-school transitions, moving to and from special education, going to college, and moving to post school living and work, and (c) organize before and after-school and intersession activities to enrich learning and provide recreation in a safe environment. Anticipated outcomes are reduced alienation, enhanced positive attitudes toward school and learning, and increased involvement in school and learning activities. Outcomes related to specific programs in this area can include reduced tardies as the result of participation in before-school programs and reduced vandalism, violence, and crime at school and in the neighborhood as the result of involvement in after-school programs and increased experiencing of school as a caring place. There also are suggestions that a caring school climate can play a significant role in reducing student transiency. Articulation problems can be expected to reduce school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work.

(4) *Home Involvement in Schooling.* This area expands concern for parent involvement to encompass anyone in the home who plays a key role in influencing the student's formal education. In some cases, parenting has been assumed by grandparents, aunts, or older siblings. In many cases, older brothers and sisters are the most significant influences on a youngster's life choices. Thus, schools and communities must go beyond focusing on parents in their efforts to enhance home involvement.

This area includes systems and programs to (a) address the specific learning and support needs of adults in the home, such as offering them ESL, literacy, vocational, and citizenship classes, enrichment and recreational opportunities, and mutual support groups, (b) help anyone in the home learn how to meet basic obligations to a student, such as providing instruction for parenting and helping with schoolwork, (c) improve communication that is essential to the student and family, (d) enhance the home-school connection and sense of community, (e) foster participation in making decisions essential to a student's well-being, (f) facilitate home support of a student's basic learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a *parent center* (which may be part of a *Family Service Center* facility if one has been established at the site). Outcomes include indices of parent learning, student progress, and community enhancement specifically related to home involvement.

(5) Community Outreach for Involvement and Support (including a focus on volunteers).

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 for include enhanced community participation, student progress, and community development.

Outreach to the community can build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to public and private agencies, organizations, universities, colleges, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Activity includes systems and programs designed to

- recruit community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements),
- train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer-cross-age tutors and counselors, and professionals-in-training to provide direct help for staff and students -- especially targeted students),
- outreach to hard to involve students and families (those who don't come to school regularly – including truants and dropouts),
- enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs).

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 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. Another key facet is the opening up of school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need.

(6) Student and Family Assistance. Student and family assistance should be reserved for the relatively few problems that cannot be handled without adding special interventions. In effect, this one area encompasses most of the services and related systems that are the focus of integrated service models.

The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, social, physical and mental health assistance available in the school and community are used. As community outreach brings in other resources, these are linked to existing activity in an integrated manner. Additional attention is paid to enhancing systems for triage, case and resource management, direct services for immediate needs, and referral for special services and special education resources and placements as appropriate. Ongoing efforts are made to expand and enhance resources. A valuable context for providing such services is a center facility (e.g., Family/Community/Health/Parent Resource Center).

A programmatic approach in this area requires systems and activities designed to support classroom focused enabling – with emphasis on reducing teachers' need to seek special programs and services, provide all stakeholders with information clarifying available assistance and how to access help, facilitate requests for assistance and evaluate such requests (including strategies designed to reduce the need for special intervention), handle referrals, provide direct service, implement effective case and resource management, and interface with

community outreach to assimilate additional resources into current service delivery. As major outcomes, the intent is to ensure that special assistance is provided when necessary and appropriate and that such assistance is effective.

As can be seen from the above description, the enabling component framework calls for a greatly expanded role for all who are interested in mental health in schools. Only one of the areas, “special assistance for students and families,” focuses on traditional mental health treatment approaches. The other five areas encompass a wide range of prevention and early intervention programs (universal and targeted interventions that include strategies for promoting healthy social and emotional development).

A well-designed and supported *infrastructure* is needed to establish, maintain, and evolve the type of a comprehensive approach to addressing barriers to student learning outlined above. Such an infrastructure includes mechanisms for coordinating among enabling activity, for enhancing resources by developing direct linkages between school and community programs, for moving toward increased integration of school and community resources, and for integrating the developmental/instructional, enabling, and management components (Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning). It also includes reframing the roles of education support personnel (see Center for Mental Health in Schools, 2001).

1. A set of surveys covering the six areas is available from the Center for Mental Health in Schools at UCLA (see contact information at the end of the text). These surveys can be used as part of a school’s self-study or quality review processes to map what a school has and what it needs to address barriers to learning in a multifaceted and comprehensive manner.

II. Fact Sheets / Practice Notes

Reasons Students say they Dropped out of School

“Costs” related to lack of success in schools

Framing an Enabling Component for a School Site:
Overview of activity Related to the 6 Curriculum Areas.

Excerpt From:
The Center for Public Education
<http://www.centerforpubliceducation.org>

Keeping Kids in School: Lessons from Research About Preventing Dropouts

- **Most students who drop out leave school because of bad experiences in school.** Dropouts are twice as likely to say they left for school-related reasons as for family or personal circumstances (Berkthold et al. 1998), something that holds true for all demographic subgroups (Jordan et al. 1999). To identify students at risk of dropping out, schools should look for those with weak grades in core subjects, poor attendance, and little involvement in school. These factors better predict who will drop out than such characteristics as race, poverty, gender, or family background (Neild and Balfanz 2006).
- **Districts can identify a majority of eventual dropouts—up to 85 percent—by ninth grade, and many well before that.** Researchers working in Philadelphia can identify fifty percent of eventual dropouts as early as sixth grade and an additional thirty percent by ninth grade (Neild and Balfanz 2006). Researchers in Chicago have created an "on track" indicator that predicts with eighty-five percent accuracy which ninth graders will not make it to graduation (Allensworth and Easton 2005). Investing in data and good prediction up front can save districts a great deal of money in the short-term and garner better results in the long run (Jerald 2006).
- **Schools need to pay close attention to the transition grades.** Students who drop out often struggle making the shift from elementary to middle school, or middle to high school. Even students who showed no warning signs in earlier grades can suddenly see their classroom grades or their engagement in school drop off during sixth and ninth grades, putting them seriously at risk. (Roderick 1993, Neild and Balfanz 2006, Allensworth and Easton 2005). Allensworth notes that ninth grade absences are twenty times more predictive of eventual graduation than eighth grade test scores (*Education Week* 2006).

From the Center for Effective Collaboration and Practice

<http://cecp.air.org/resources/schfail/paying.html>

Paying Now or Paying Later

The cost of allowing or encouraging youth with learning and behavioral problems to drop out of school - which is enormous - can be measured in terms of both reduced economic productivity and an increased burden on the police and other local services.

Youth with learning and behavioral problems who are pushed out or otherwise do not complete high school are most likely to develop delinquent behaviors and be arrested. For example:

- The arrest rate among high school dropouts with disabilities was 56 percent, compared with 16 percent among graduates, and 10 percent among those who "aged out" of school.
- Among dropouts with serious emotional disturbances, the arrest rate was 73 percent, three to five years after secondary school (Wagner, D'Amico, Marder, Newman, and Blackorby, 1992).

In addition, the country's economic productivity is significantly reduced when high school dropouts with disabilities experience prolonged periods of unemployment or underemployment, with the accompanying loss of earned wages and fringe benefits:

- **High Unemployment.** Youth with learning disabilities who do not complete high school have unemployment rates about 30 percent higher than high school graduates with learning disabilities.
- **Low Wages.** Youth with learning disabilities who do not complete high school earn one-third less than high school graduates with learning disabilities.

If local schools do not face (and solve) problem behaviors while youth are still enrolled, local communities must shoulder extra burdens, including:

- Increased need for social services for dropouts who lack independence. Compared to high school graduates with disabilities, high school dropouts with learning and behavioral problems are
 - Less likely to attend colleges or universities,
 - Less likely to obtain vocational training, and
 - Less likely to live independently in the community.
- Increased need for prisons, because high school dropouts include approximately
 - 75 percent of youth involved with the juvenile court system,
 - 66 percent of adult inmates, and
 - 80 percent of all Federal prisoners (Office of Juvenile Justice and Delinquency Prevention, 1995).
- Increased cost of incarceration, at an average rate of \$51,000, per prisoner, per year (Federal Bureau of Prisons, 1991; US Select Committee, 1992).

Voices of Experience - A Police Chief's Warning

"We know that keeping kids off the streets and in school prevents crime.... (However), suspending or expelling students, leaving them free to roam the streets without supervision, is a prescription for increasing juvenile crime. Instead of facing students' behavioral problems and holding students accountable, it rewards students with a free pass truancy and exports the problem from the school to the larger community."

Police Chief Kevin Comerford (Buffalo, NY)
U.S. House Subcommittee Testimony
February 1997

For society, the annual cost of providing for youth who fail to complete high school and their families is \$76 billion - or approximately \$800 for each taxpayer in states and localities across the country (Joint Economic Committee, 1991).

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Wagner, M., D'Amico, R., Marder, C., Newman, L. & Blackorby, J. (1992). What happens next? Trends in post-school outcomes of youth with disabilities. The second comprehensive report from the national longitudinal transition study of special education students. SRI International. Washington, DC: US Department of Education, Office of Special Education Programs.

Framing an Enabling Component for a School Site:
Overview of activity Related to the 6 Curriculum Areas

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to students learning and to healthy development. These initiatives are underscoring that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately. They recognize that 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.

The three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform. We call this third component an Enabling Component. All three components are seen as essential, complementary, and overlapping. The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity is essential in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction.

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”. 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 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 well integrated with the other two components.

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and then (b) creating an infrastructure to restructure and enhance existing resources. Based on an extensive analysis of activity schools use to address barriers to learning, we cluster enabling activity into six interrelated areas (see Exhibit on the following pages.)¹

A well-designed and supported *infrastructure* is needed to establish, maintain, and evolve this type of comprehensive approach to addressing barriers to student learning. Such an infrastructure includes mechanisms for coordinating among enabling activity, for enhancing resources by developing direct linkages between school and community programs, for moving toward increased integration of school and community resources, and for integrating the developmental/instructional, enabling, and management components. It also includes reframing the roles of education support personnel.²

¹ Also, see the surveys covering the six areas in the tools section of this Quick Training Aid. These can be used as part of a school’s self-study or quality review processes to map what a school has and what it needs to address barriers to learning in a multifaceted and comprehensive manner.

² Documents describing infrastructure mechanisms and new roles for support staff also are available from the Center for Mental Health in Schools at UCLA and can be downloaded from the website. For example. See Training Tutorial entitled *Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning*.

Exhibit

“Curriculum” Areas for an Enabling Component

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. 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. It is essential to equip teachers to respond to garden variety learning, behavior, 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: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Responding to minimizing impact, and preventing crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

(cont.)

Exhibit (cont). “Curriculum” Areas for an Enabling Component

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school’s focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to their children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student’s basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don’t come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

III. Tools/Handouts

A. Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base.

B. Self Study Surveys Related to Addressing Barriers to Student Learning*

- *Classroom-Based Approaches*
- *Crisis/Emergency Assistance & Prevention*
- *Support for Transitions*
- *Home Involvement in Schooling*
- *Community Outreach/Volunteers*
- *Student & Family Assistance*
- *Survey of System Status*
- *School-Community Collaboration*

Addressing Barriers

to Learning



New ways to think . . .

Better ways to link

Volume 5, Number 4
Fall, 2000

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 Council Task Force (1989)

Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base

As schools evolve their improvement plans in keeping with higher standards and expectations and increased accountability, most planners recognize they must include a comprehensive focus on addressing barriers to student learning and promoting healthy development.¹⁻¹⁵ This awareness finds support in an extensive body of literature. It is illustrated by a growing volume of research on the value of schools, families, and communities working together to provide supportive programs and services that enable students to learn and teachers to teach.¹⁶⁻²² Findings include improved school attendance, fewer behavior problems, improved interpersonal skills, enhanced achievement, and increased bonding at school and at home.²³

Given the promising findings, state and local education agencies all over the country are delineating ways to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance. Among the many initiatives underway is *Success4*²⁴ spearheaded by the Iowa State Department of

Education. That department recently asked Our Center to identify for policy makers research clarifying the importance of and bases for such initiatives. The following is what we provided.

About the Research Base

At the outset, we note that research on comprehensive approaches for addressing barriers to learning is still in its infancy. There are, of course, many "natural" experiments underscoring the promise of ensuring all youngsters access to a comprehensive, multifaceted continuum of interventions. These natural experiments are playing out in every school and neighborhood where families are affluent enough to purchase the additional programs and services they feel will maximize their youngsters' well-being. It is obvious that those who can afford such interventions understand their value. And, not surprisingly, most indicators of well-being, including higher achievement test scores, are correlated with socio-economic status. Available data underscore societal inequities that can be remedied through public financing for comprehensive programs and services.

Most *formal* studies have focused on specific interventions. This literature reports positive outcomes (for school and society) associated with a wide range of interventions. Because of the fragmented nature of available research, the findings are best appreciated in terms of the whole being greater than the sum of the parts, and implications are best derived from the total theoretical and empirical picture. When such a broad perspective is adopted, schools have a large research base to draw upon in addressing barriers to learning and enhancing healthy development.

The research-base is highlighted below by organizing examples into six areas of concern: (1) enhancing classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development, (2) enhancing school capacity to handle transition concerns confronting students and their families, (3) responding to, minimizing impact of, and preventing crisis, (4) enhancing home involvement, (5) outreaching to the surrounding community

Contents

- *Need resources? technical assistance?*
See page 5.
- Pages 6-8: *Teaching Teachers to Enable Learning in the Classroom*
- On pages 9-11: *On Young Children's Social Emotional Readiness for School*

to build linkages, and (6) providing special assistance for students and families.

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. 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. It is essential to equip teachers to respond to garden variety learning, behavior, 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: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches for promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

- Many forms of *prereferral intervention programs* have shown success in reducing learning and behavior problems and unnecessary referrals for special assistance and special education.²⁵⁻³¹
- Although only a few *tutoring programs* have been evaluated systematically, available studies report positive effects on academic performance when tutors are trained and appropriately used.³²⁻³⁸
- And, of course, *programs that reduce class size* are finding increases in academic performance and decreases in discipline problems.³⁹⁻⁴³

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years, a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and in learning. Thus, schools must plan, develop, and maintain a focus on the many transition concerns confronting students and their families. Examples of relevant

practices are readiness to learn programs, before and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education), welcoming and social support programs, school-to-career programs, and programs to support moving to post school living and work. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling. For instance:

- Available evidence supports the positive impact of *early childhood programs* in preparing young children for school. The programs are associated with increases in academic performance and may even contribute to decreases in discipline problems in later school years.^{44,49}
- There is enough evidence that *before- and after-school programs* keep kids safe and steer them away from crime, and some evidence suggesting such programs can improve academic performance.⁵⁰⁻⁵³
- Evaluations show that well-conceived and implemented *articulation programs* can successfully ease students' transition between grades,⁵⁴⁻⁵⁶ and preliminary evidence suggests the promise of programs that provide *welcoming and social support* for children and families transitioning into a new school.^{57, 58}
- Initial studies of programs for transition *in and out of special education* suggest the interventions can enhance students' attitudes about school and self and can improve their academic performance.⁵⁹⁻⁶¹
- Finally, programs providing *vocational training and career education* have an impact in terms of increasing school retention and graduation and show promise for successfully placing students in jobs following graduation.⁶²⁻⁶⁶

(3) Responding to, minimizing impact, and preventing crisis. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts

include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, curriculum approaches to preventing crisis events (violence, suicide, and physical/sexual abuse prevention). Current trends stress school- and community-wide prevention programs. Most research in this area focuses on

- programs designed to ensure a *safe and disciplined school environment* as a key to deterring violence and reducing injury
- *violence prevention and resiliency curriculum* designed to teach children anger management, problem-solving skills, social skills, and conflict resolution.

In both instances, the evidence supports a variety of practices that help reduce injuries and violent incidents in schools.⁶⁷⁻⁸⁵

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (a) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (b) help those in the home meet basic obligations to the student, (c) improve systems to communicate about matters essential to student and family, (d) strengthen home-school connections and sense of community, (e) enhance participation in making decisions essential to student well-being, (f) enhance home support related to the student's basic learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from the home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site). A few examples illustrate the growing research-base for expanded home involvement.

- *Adult education* is a proven commodity in general and is beginning to be studied in terms of its impact on home involvement in schooling and on the behavior and achievement of children in the family. For example, evaluations of adult education in the form of *family literacy* are reporting highly positive outcomes with respect to preschool children, and a summary of findings on family literacy reports highly positive trends into the elementary grades.⁸⁶
- Similarly, evaluations of *parent education* classes indicate the promise of such programs with respect to improving parent attitudes, skills, and problem solving abilities; parent-child communication; and in some instances the child's school achievement.⁸⁷⁻⁹⁰ Data also suggest an impact on reducing children's negative behavior.⁹¹⁻⁹⁹
- More broadly, programs to *mobilize the home in addressing students' basic needs* effect a range of behaviors and academic performance.¹⁰⁰

(5) Outreaching to build community linkages and collaborations. The aim here is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations/groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students – especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly – including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity.

(Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

The research-base for involving the community is growing.

- A popular example are the various *mentoring and volunteer programs*. Available data support their value for both students and those from the community who offer to provide such supports. Student outcomes include positive changes in attitudes, behavior, and academic performance (including improved school attendance, reduced substance abuse, less school failure, improved grades).¹⁰¹⁻¹⁰⁵
- Another example are the efforts to outreach to the community to develop *school-community collaborations*. A reasonable inference from available data is that school-community collaborations can be successful and cost-effective over the long-run.¹⁰⁶⁻¹¹⁰ They not only improve access to services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and family involvement. A few encompass concerns for economic development and demonstrate the ability to increase job opportunities for young people.

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. School-owned, based, and linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area. For example:

- The more *comprehensive approaches* not only report results related to ameliorating

health and psychosocial problems, they are beginning to report a range of academic improvements (e.g., increased attendance, improved grades, improved achievement, promotion to the next grade, reduced suspensions and expulsions, fewer dropouts, increased graduation rates).¹¹¹⁻¹²⁰

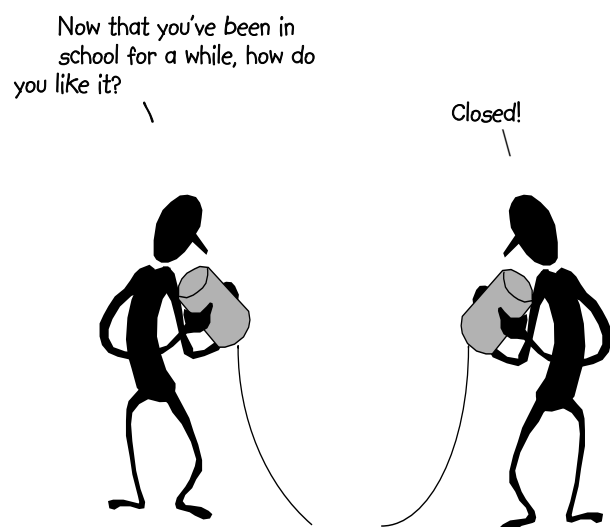
- A rapidly increasing number of *targeted interventions* are reporting positive results related to the specific problems addressed (e.g., reduced behavior, emotional, and learning problems, enhanced positive social-emotional functioning, reduced sexual activity, lower rates of unnecessary referral to special education, fewer visits to hospital emergency rooms, and fewer hospitalizations).¹²¹⁻¹²⁵

Concluding Comments

Taken as a whole, the research-base for initiatives to pursue a comprehensive focus on addressing barriers to student learning and promoting healthy development indicates a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature both provides models for the content of such activity and also stresses the importance of coalescing such activity into a comprehensive, multifaceted approach.

References Cited

Space precludes providing the list of 126 references here; they are available on our web site in the Center Brief version of this article which has the same title.



Tools/Handouts... *(continued)*

B. Self Study Surveys Related to Addressing Barriers to Student Learning*

- *Classroom-Based Approaches*
- *Crisis/Emergency Assistance & Prevention*
- *Support for Transitions*
- *Home Involvement in Schooling*
- *Community Outreach/Volunteers*
- *Student & Family Assistance*
- *Survey of System Status*
- *School-Community Collaboration*

***Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning:
A Self-Study Survey***

This arena provides a fundamental example not only of how learning supports overlap regular instructional efforts, but how they add value to prevailing efforts to improve instruction. Classroom-based efforts to enable learning can (a) prevent problems, (b) facilitate intervening as soon as problems are noted, (c) enhance intrinsic motivation for learning, and (d) re-engage students who have become disengaged from classroom learning. This is accomplished by increasing teachers' effectiveness so they can account for a wider range of individual differences, foster a caring context for learning, and prevent and handle a wider range of problems when they arise. Effectiveness is enhanced through personalized staff development and opening the classroom door to others who can help. One objective is to provide teachers with the knowledge and skills to develop a classroom infrastructure that transforms a big class into a set of smaller ones. Such a focus is essential for increasing the effectiveness of regular classroom instruction, supporting inclusionary policies, and reducing the need for specialized services.

Work in this arena requires programmatic approaches and systems designed to personalize professional development of teachers and support staff, develop the capabilities of paraeducators and other paid assistants and volunteers, provide temporary out of class assistance for students, and enhance resources. For example: personalized help is provided to increase a teacher's array of strategies for accommodating, as well as teaching students to compensate for, differences, vulnerabilities, and disabilities. Teachers learn to use paid assistants, peer tutors, and volunteers in targeted ways to enhance social and academic support.

As appropriate, support *in the classroom* also is provided by resource and itinerant teachers and counselors. This involves restructuring and redesigning the roles, functions, and staff development of resource and itinerant teachers, counselors, and other pupil service personnel so they are able to work closely with teachers and students in the classroom and on regular activities.

Classroom-based Approaches ...

Indicate all items that apply.

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

I. Opening the Classroom Door

- | | | | | |
|--|---|---|---|---|
| A. Are others invited into the classroom to assist in enhancing classroom approaches? | — | — | — | — |
| 1. aides (e.g., paraeducators; other paid assistants)? | — | — | — | — |
| 2. older students? | — | — | — | — |
| 3. other students in the class? | — | — | — | — |
| 4. volunteers? | — | — | — | — |
| 5. parents? | — | — | — | — |
| 6. resource teacher? | — | — | — | — |
| 7. specialists? | — | — | — | — |
| 8. other? (specify) _____ | — | — | — | — |
| B. Are there programs to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help? | — | — | — | — |

II. Redesigning Classroom Approaches to Enhance Teacher Capability to Prevent and Handle Problems and Reduce Need for out of Class Referrals

- | | | | | |
|---|---|---|---|---|
| A. Is instruction personalized (i.e., designed to match each student's motivation and capabilities)? | — | — | — | — |
| B. When needed, is in-classroom special assistance provided? | — | — | — | — |
| C. Are there small group and independent learning options? | — | — | — | — |
| D. Are behavior problems handled in ways designed to minimize a negative impact on student attitudes toward classroom learning? | — | — | — | — |
| E. Is there a range of curricular and instructional options and choices? | — | — | — | — |
| F. Are prereferral interventions used? | — | — | — | — |
| G. Are materials and activities upgraded to | | | | |
| 1. ensure there are enough basic supplies in the classroom? | — | — | — | — |
| 2. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)? | — | — | — | — |
| 3. include advanced technology? | — | — | — | — |
| 4. other? (specify) _____ | — | — | — | — |
| H. Are regular efforts to foster social and emotional development supplemented? | — | — | — | — |

Classroom-based Approaches (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Which of the following can teachers request as special interventions?				
1. Family problem solving conferences?	___	___	___	___
2. Exchange of students to improve student-teacher match and for a fresh start?	___	___	___	___
3. Referral for specific services?	___	___	___	___
4. Other (specify) _____	___	___	___	___
J. What programs are there for temporary out-of-class help?				
1. a family center providing student & family assistance?	___	___	___	___
2. designated problem remediation specialists?	___	___	___	___
3. a "time out" situation?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
K. 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 a 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) _____	___	___	___	___

III. Enhancing and Personalizing Professional Development

A. Are teachers clustered for support and staff development?	___	___	___	___
B. Are demonstrations provided?	___	___	___	___
C. Are workshops and readings offered regularly?	___	___	___	___
D. Is consultation available from persons with special expertise such as				
1. learning supports staff (e.g., psychologist, counselor, social worker, nurse)?	___	___	___	___
2. resource specialists and/or special education teachers?	___	___	___	___
3. members of special committees?	___	___	___	___
4. bilingual and/or other coordinators?	___	___	___	___
5. other? (specify) _____	___	___	___	___
E. Is there a formal mentoring program?	___	___	___	___
F. Is team teaching or co-teaching used as an opportunity for teachers to learn on the job?	___	___	___	___
G. Is the school creating a learning community?	___	___	___	___
H. Is there staff social support?	___	___	___	___

Classroom-based Approaches (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Is there formal conflict mediation/resolution for staff?	___	___	___	___
J. Is there a focus on learning how to integrate intrinsic motivation into teaching and classroom management?	___	___	___	___
K. Is there assistance in learning to use advanced technology?	___	___	___	___
L. Other (specify) _____	___	___	___	___

IV. Curricular Enrichment and Adjunct Programs

A. What types of technology are available to the classroom?

1. Are there computers in the classroom?	___	___	___	___
2. Is there a computer lab?	___	___	___	___
3. Is computer assisted instruction offered?	___	___	___	___
4. Are there computer literacy programs?	___	___	___	___
5. Are computer programs used to address ESL needs?	___	___	___	___
6. Does the classroom have video recording capability?	___	___	___	___
7. Is instructional TV used in the classroom?	___	___	___	___
8. Is there a multimedia lab?	___	___	___	___
9. Other? (specify) _____	___	___	___	___

B What curricular enrichment and adjunct programs do teachers use?

1. Are library activities used regularly?	___	___	___	___
2. Is music/art used regularly?	___	___	___	___
3. Is health education a regular part of the curriculum?	___	___	___	___
4. Are student performances regular events?	___	___	___	___
5. Are there several field trips a year?	___	___	___	___
6. Are there student council and other leaders 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. sports	___	___	___	___
b. clubs and similar organized activities?	___	___	___	___
c. publication of a student newspaper?	___	___	___	___
d. sales events?	___	___	___	___
e. poster contests?	___	___	___	___
f. essay contests?	___	___	___	___
g. a book fair?	___	___	___	___
h. pep rallies/contests?	___	___	___	___
i. attendance competitions?	___	___	___	___
j. attendance awards/assemblies?	___	___	___	___
k. other? (specify) _____	___	___	___	___
9. Are guest contributors used (e.g., outside speakers/performers)?	___	___	___	___
10. Other (specify)? _____	___	___	___	___

Classroom-based Approaches (cont.)

V. Classroom and School-wide Approaches Used to Create and Maintain a Caring and Supportive Climate	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there school-wide approaches for				
1. creating and maintaining a caring and supportive climate?	—	—	—	—
2. supporting high standards for positive behavior?	—	—	—	—
3. Other (specify) _____	—	—	—	—
B. Are there classroom approaches for				
1. creating and maintaining a caring and supportive climate?	—	—	—	—
2. supporting high standards for positive behavior?	—	—	—	—
3. Other (specify) _____	—	—	—	—
VI. Capacity Building for Classroom-based Approaches				
A. Are there programs to enhance broad stakeholder involvement in classroom-based approaches?	—	—	—	—
B. Programs used to meet the educational needs of personnel related to classroom-based approaches –				
1. Is there ongoing training for learning supports staff with respect to classroom-based approaches?	—	—	—	—
2. Is there ongoing training for others involved in providing classroom-based approaches (e.g., teachers, peer buddies, office staff, administrators)?	—	—	—	—
3. Other (specify) _____	—	—	—	—
C. Which of the following topics are covered in educating stakeholders?				
1. How others can work effectively in the classroom?	—	—	—	—
2. Re-engaging students who have disengaged from classroom learning	—	—	—	—
3. Personalizing instruction	—	—	—	—
4. Addressing learning, behavior, and emotional problems	—	—	—	—
5. Enriching options and facilitating student and family involvement in decision making	—	—	—	—
D. Indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.				

Indicate below any other ways used at the school to assist a teacher's efforts to address barriers to students' learning.

Other matters relevant to Classroom-based approaches are found in the surveys on
 >Support for Transitions >Home Involvement in Schooling
 >Community Involvement and Support

Crisis Assistance and Prevention: A Self-study Survey

Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based systems and programmatic approaches. Such activity focuses on (a) emergency/crisis response at a site, throughout a school complex, and community-wide (including a focus on ensuring follow-up care), (b) minimizing the impact of crises, and (c) prevention at school and in the community to address school safety and violence reduction, suicide prevention, child abuse prevention, and so forth.

Desired outcomes of crisis assistance include ensuring immediate emergency and follow-up care so students are able to resume learning without too much delay. Prevention outcome indices reflect a safe and productive environment where students and their families display the type of attitudes and capacities needed to deal with violence and other threats to safety.

A key mechanism in this arena often is development of a crisis team. Such a team is trained in emergency response procedures, physical and psychological first-aid, aftermath interventions, and so forth. The team also can take the lead in planning ways to prevent some crises by facilitating development of programs to mediate and resolve conflicts, enhance human relations, and promote a caring school culture.

Crisis Assistance and Prevention

Indicate all items that apply.

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

I. Ensuring Immediate Assistance in Emergencies/Crises :

- A. Is there a plan that details a coordinated response
 - 1. for all at the school site?
 - 2. with other schools in the complex?
 - 3. with community agencies?
- B. Are emergency/crisis plans updated appropriately with regard to
 - 1. crisis management guidelines (e.g., flow charts, check list)?
 - 2. plans for communicating with homes/community?
 - 3. media relations guidelines?
- C. Are stakeholders regularly provided with information about emergency response plans?
- D. Is medical first aid provided when crises occur?
- E. Is psychological first aid provided when crises occur?
- F. Other? (specify) _____

II. Providing Follow-up Assistance as Necessary

- A. Are there programs for *short-term* follow-up assistance?
- B. Are there programs for *longer-term* follow-up assistance?
- C. Other? (specify) _____

III. Crisis Team to Formulate Response and Prevention Plans

- A. Is there an active Crisis Team?
- B. Is the Crisis Team appropriately trained?
- C. Does the team focus on prevention of school and personal crises

IV. Mobilizing Staff, Students, & Families to Anticipate Response Plans and Recovery Efforts

With respect to planning and training for crisis response and recovery, are the following stakeholders, are there programs to involve and integrate

- A. learning supports staff?
- B. teachers?
- C. other school staff?
- D. students?
- E. families?
- F. other schools in the vicinity?
- G. other concerned parties in the community?

Crisis Assistance and Prevention (cont.)

V. Creating a Caring and Safe Learning Environment Through Programs to Enhance Healthy Development and Prevent Problems

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

- A. Are there programs for
1. promoting healthy development
 2. bullying and harassment abatement?
 3. school and community safety/violence reduction?
 4. suicide prevention?
 5. child abuse prevention?
 6. sexual abuse prevention?
 7. substance abuse prevention?
 8. other (specify) _____
- B. Is there an ongoing emphasis on enhancing a caring and safe learning environment
1. school-wide
 2. in classrooms

VI. Capacity Building to Enhance Crisis Response and Prevention

- A. Is there an ongoing emphasis on enhancing a caring and safe learning environment through programs to enhance the capacity of
1. learning supports staff?
 2. teachers?
 3. other school staff?
 4. students?
 5. families?
 6. other schools in the feeder pattern?
 7. other concerned parties in the community?
- B. Is there ongoing training for learning supports staff with respect to the area of crisis assistance and prevention?
- C. Is there ongoing training for others involved in Crisis response and prevention? (e.g., teachers, office staff, administrators)?
- D. Which of the following topics are covered in educating stakeholders?
1. anticipating emergencies
 2. how to respond when an emergency arises
 3. how to access assistance after an emergency (including watching for post traumatic psychological reactions)
 4. indicators of abuse & potential suicide & what to do
 5. how to respond to concerns related to death, dying, and grief
 6. how to mediate conflicts and minimize violent reactions
 7. other (specify) _____
- E. Indicate below other things you want the school to do in responding to and preventing crises.

Crisis Assistance and Prevention (cont.)

- Indicate below other ways the school responds to and prevents crises.

- Other matters relevant to crises response are found in the survey on student and family assistance.

Support for Transitions: A Self-study Survey

Students and their families are regularly confronted with a variety of transitions – changing schools, changing grades, encountering a range of other daily hassles and major life demands. Many of these can interfere with productive school involvement. A comprehensive focus on transitions requires school-wide and classroom-based systems and programs designed to (a) enhance successful transitions, (b) prevent transition problems, and (c) use transition periods to reduce alienation and increase positive attitudes toward school and learning. Examples of programs include school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support; counseling and articulation strategies to support grade-to-grade and school-to-school transitions and moves to and from special education, college, and post school living and work; and before and after-school and inter-session activities to enrich learning and provide recreation in a safe environment.

Anticipated overall outcomes are reduced alienation and enhanced motivation and increased involvement in school and learning activities. Examples of early outcomes include reduced tardies resulting from participation in before-school programs and reduced vandalism, violence, and crime at school and in the neighborhood resulting from involvement in after-school activities. Over time, articulation programs can reduce school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work. It is also likely that a caring school climate can play a significant role in reducing student transiency.

Support for Transitions (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
7. academic support in the form of				
>tutors	___	___	___	___
>homework club	___	___	___	___
>study hall	___	___	___	___
>homework phone line	___	___	___	___
>email and web assistance	___	___	___	___
>homework center	___	___	___	___
>other (specify) _____	___	___	___	___

III. Articulation Programs

Which of the following transition programs are in use for grade- to-grade and program-to-program articulation?

A. Are orientations to the new situation provided?	___	___	___	___
B. Is transition counseling provided?	___	___	___	___
C. Are students taken on "warm-up" visits	___	___	___	___
D. Is there a "survival" skill training program?	___	___	___	___
E. Is information available from previous teachers?	___	___	___	___
F. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
G. Other (specify) _____	___	___	___	___

IV. Vacation and Intersession Programs

Which of the following programs are offered during vacation and/or intersession?

A. recreation	___	___	___	___
B. sports	___	___	___	___
C. student and family assistance	___	___	___	___
D. youth groups	___	___	___	___
E. academic support	___	___	___	___
F. enrichment opportunities (including classes)	___	___	___	___
G. other (specify) _____	___	___	___	___

V. Transitions to Higher Education/Career

Which of the following are used to facilitate transition to higher education and post school living?

A. vocational counseling	___	___	___	___
B. college counseling	___	___	___	___
C. a mentoring program	___	___	___	___
D. college prep courses and related activity	___	___	___	___
E. job training	___	___	___	___
F. job opportunities on campus	___	___	___	___
G. a work-study program	___	___	___	___
H. life skills counseling	___	___	___	___
I. Other? (specify) _____	___	___	___	___

Support for Transitions (cont.)

VI. Capacity Building to Enhance Support for Transitions

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in transition activity?	___	___	___	___
B. With respect to programs used to meet the educational needs of personnel related to support for transitions				
1. Is there ongoing training for learning supports staff with respect to providing supports for transitions?	___	___	___	___
2. Is there ongoing training for others involved in providing supports for transitions? (e.g., teachers, peer buddies, office staff, administrators)?	___	___	___	___
3. Other (specify) _____	___	___	___	___
C. Which of the following topics are covered in educating stakeholders?				
1. understanding how to create a psychological sense of community	___	___	___	___
2. developing systematic social supports for students, families, and staff	___	___	___	___
3. how to ensure successful transitions	___	___	___	___
4. the value of and strategies for creating before and after school programs	___	___	___	___
5. Other (specify) _____	___	___	___	___

D. Indicate below other things you want the school to do in providing support for transitions.

- Indicate below other ways the school provides supports for transitions.

- Other matters relevant to support for transitions are found in the surveys on
 - >Classroom-based Approaches ...
 - >Home Involvement in Schooling
 - >Community Involvement and Support

Home Involvement in Schooling: A Self-study Survey

This arena expands concern for parent involvement to encompass anyone in the home who is influencing the student's life. In some cases, grandparents, aunts, or older siblings have assumed the parenting role. Older brothers and sisters often are the most significant influences on a youngster's life choices. Thus, schools and communities must go beyond focusing on parents in their efforts to enhance home involvement.

This arena includes school-wide and classroom-based efforts designed to strengthen the home situation, enhance family problem solving capabilities, and increase support for student well-being. Accomplishing all this requires school-wide and classroom-based systems and programs to (a) address the specific learning and support needs of adults in the home, such as offering them ESL, literacy, vocational, and citizenship classes, enrichment and recreational opportunities, and mutual support groups, (b) help those in the home improve how basic student obligations are met, such as providing guidance related to parenting and how to help with schoolwork, (c) improve forms of basic communication that promote the well-being of student, family, and school, (d) enhance the home-school connection and sense of community, (e) foster participation in making decisions essential to a student's well-being, (f) facilitate home support of student learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a *parent or family center* if one has been established at the site. Outcomes include indices of parent learning, student progress, and community enhancement specifically related to home involvement.

Home Involvement in Schooling

Indicate all items that apply.

I. Addressing Specific Learning and Support Needs of the Family

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

- | | | | | |
|---|-----|-----|-----|-----|
| A. Does the site offer adult classes focused on | | | | |
| 1. English As a Second Language (ESL)? | ___ | ___ | ___ | ___ |
| 2. basic literacy skills? | ___ | ___ | ___ | ___ |
| 3. GED preparation? | ___ | ___ | ___ | ___ |
| 4. job preparation? | ___ | ___ | ___ | ___ |
| 5. citizenship preparation? | ___ | ___ | ___ | ___ |
| 6. other? (specify) _____ | ___ | ___ | ___ | ___ |
| B. Are there groups for | | | | |
| 1. mutual support? | ___ | ___ | ___ | ___ |
| 2. discussion? | ___ | ___ | ___ | ___ |
| C. Are adults in the home offered assistance in accessing outside help for personal needs? | ___ | ___ | ___ | ___ |
| D. Which of the following are available to help those in the home meet basic survival needs and basic obligations to the student? | | | | |
| 1. Is help provided for addressing special family needs for | | | | |
| >food? | ___ | ___ | ___ | ___ |
| >clothing? | ___ | ___ | ___ | ___ |
| >shelter? | ___ | ___ | ___ | ___ |
| >health and safety? | ___ | ___ | ___ | ___ |
| >school supplies? | ___ | ___ | ___ | ___ |
| >other? (specify) _____ | ___ | ___ | ___ | ___ |
| 2. Are education programs offered on | | | | |
| >childrearing/parenting? | ___ | ___ | ___ | ___ |
| >creating a supportive home environment for students? | ___ | ___ | ___ | ___ |
| >reducing factors that interfere with a student's school learning and performance? | ___ | ___ | ___ | ___ |
| 3. Are guidelines provided for helping a student deal with homework? | ___ | ___ | ___ | ___ |
| 4. Other? (specify) _____ | ___ | ___ | ___ | ___ |

II. Improve Mechanisms for Communication and Connecting School & Home

- | | | | | |
|--|-----|-----|-----|-----|
| A. Are there periodic general announcements and meetings such as | | | | |
| 1. advertising for incoming students? | ___ | ___ | ___ | ___ |
| 2. orientation for incoming students and families? | ___ | ___ | ___ | ___ |
| 3. bulletins/newsletters? | ___ | ___ | ___ | ___ |
| 4. website | ___ | ___ | ___ | ___ |
| 5. back to school night/open house? | ___ | ___ | ___ | ___ |
| 6. parent teacher conferences? | ___ | ___ | ___ | ___ |
| 7. other? (specify) _____ | ___ | ___ | ___ | ___ |

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Is there a system to inform the home on a regular basis (e.g., regular letters, newsletters, email, computerized phone messages, website)				
1. about general school matters?	___	___	___	___
2. about opportunities for home involvement?	___	___	___	___
3. other? (specify) _____	___	___	___	___
C. To enhance home involvement in the student's program and progress, are interactive communications used, such as				
1. sending notes home regularly?	___	___	___	___
2. a computerized phone line?	___	___	___	___
3. email	___	___	___	___
4. frequent in-person conferences with the family?	___	___	___	___
5. other? (specify) _____	___	___	___	___
D. Which of the following are used to enhance the home-school connection and sense of community?				
1. Does the school offer orientations & open houses?	___	___	___	___
2. Does the school have special receptions for new families?	___	___	___	___
3. Does the school regularly showcase students to the community through	___	___	___	___
>student performances?	___	___	___	___
>award ceremonies?	___	___	___	___
>other? (specify) _____	___	___	___	___
4. Does the school offer the community	___	___	___	___
>cultural and sports events?	___	___	___	___
>topical workshops and discussion groups?	___	___	___	___
>health fairs	___	___	___	___
>family preservation fairs	___	___	___	___
>work fairs	___	___	___	___
>newsletters	___	___	___	___
>community bulletin boards	___	___	___	___
>community festivals and celebrations	___	___	___	___
>other (specify) _____	___	___	___	___
5. Is there outreach to hard to involve families, such as	___	___	___	___
>making home visits?	___	___	___	___
>offering support networks?	___	___	___	___
>other? (specify) _____	___	___	___	___
6. Other? (specify) _____	___	___	___	___

III. Involving Homes in Making Decisions Essential to the Student?

A. Families are invited to participate through personal				
1. letters	___	___	___	___
2. phone calls	___	___	___	___
3. email	___	___	___	___
4. other (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Families are informed about schooling choices through				
1. letters	___	___	___	___
2. phone calls	___	___	___	___
3. email	___	___	___	___
4. conferences	___	___	___	___
5. other (specify) _____	___	___	___	___
C. Families are taught skills to participate effectively in decision making.	___	___	___	___
D. With respect to mobilizing problem solving at home related to student needs				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	___	___	___	___
2. Is good problem solving modeled at conferences with the family?	___	___	___	___
E. Other (specify) _____	___	___	___	___
IV. Enhancing Home Support for Student Learning and Development				
A. Are families instructed on how to provide opportunities for students to apply what they are learning?	___	___	___	___
B. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	___	___	___	___
C. Are family field trips organized?	___	___	___	___
D. Are families provided space and facilitation for meeting together as a community of learners	___	___	___	___
E. Are family literacy programs available?	___	___	___	___
F. Are family homework programs offered?	___	___	___	___
G. Other? (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

V. Recruiting Families to Strengthen School and Community

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

A. For which of the following are those in the home recruited and trained to help meet school/community needs?

1. Improving schooling for students by assisting

>administrators

>teachers

>other staff

>others in the community

>with lessons or tutoring

>on class trips

>in the cafeteria

>in the library

>in computer labs

>with homework helplines

>the front office to welcome visitors and new enrollees and their families

>with phoning/emailing home regarding absences

>outreach to the home

>other? (specify) _____

2. Improving school operations by assisting with

>school and community up-keep and beautification

>improving school-community relations

>fund raising

>PTA

>enhancing public support by increasing political awareness about the contributions and needs of the school

>school governance

>advocacy for school needs

>advisory councils

>program planning

>other? (specify) _____

3. Establishing home-community networks to benefit the community

4. Other? (specify) _____

VI. Capacity Building to Enhance Home Involvement

A. Are there programs to enhance broad stakeholder involvement in efforts in enhancing home involvement in schools?

B. With respect to programs used to meet the educational needs of personnel related to home involvement

1. Is there ongoing training for learning supports staff with respect to enhancing home involvement?

2. Is there ongoing training for others involved in enhancing home involvement? (e.g., teachers, parent peer buddies, office staff, administrators)?

3. Other (specify) _____

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. Which of the following topics are covered in educating stakeholders?				
1. how to facilitate family participation in decision making meetings	___	___	___	___
2. designing an inclusionary "Parent Center"	___	___	___	___
3. overcoming barriers to home involvement	___	___	___	___
4. developing group-led mutual support groups	___	___	___	___
5. developing families as a community of learners	___	___	___	___
6. available curriculum for parent education	___	___	___	___
7. teaching parents to be mentors & leaders at the school	___	___	___	___
8. Other (specify) _____	___	___	___	___
D. Indicate below other things you want the school to do in enhancing home involvement.	___	___	___	___

- Indicate below other ways the school enhances home involvement.

- Other matters relevant to home involvement are found in the surveys on
 - >Classroom-based Approaches ...
 - >Support for Transitions
 - >Community Involvement and Support
 - >Student and Family Assistance

Community Outreach for Involvement and Support: A Self-study Survey

Schools can do their job better when they are an integral and positive part of the community. For example, it is a truism that 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.

Another key facet of community involvement is opening up school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need. This encompasses outreach to the community to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. In this respect, increasing attention is paid to interventions to promote healthy development, resiliency, and assets.

For schools to be seen as an integral part of the community, outreach steps must be taken to create and maintain linkages and collaborations. The intent is to maximize mutual benefits, including better student progress, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhoods. Outreach focuses on public and private agencies, organizations, universities, colleges, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling. Over time, this area can include systems and programs designed to (a) recruit a wide range of community involvement and support, (b) train, screen, and maintain volunteers, (c) reach out to students and families who don't come to school regularly – including truants and dropouts, (d) connect school and community efforts to promote child and youth development, and (e) enhance community-school connections and sense of community.

Community Outreach for Involvement and Support

Indicate all items that apply.

I. Planning and Implementing Outreach to Recruit a Wide Range of Community Resources

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

A. From which of the following sources are participants recruited?

- | | | | | |
|---|-----|-----|-----|-----|
| 1. public community agencies, organizations, facilities, and providers | ___ | ___ | ___ | ___ |
| 2. private community agencies, organizations, facilities, and providers | ___ | ___ | ___ | ___ |
| 3. business sector | ___ | ___ | ___ | ___ |
| 4. professional organizations and groups | ___ | ___ | ___ | ___ |
| 5. volunteer service programs, organizations, & clubs | ___ | ___ | ___ | ___ |
| 6. universities and colleges | ___ | ___ | ___ | ___ |
| 7. other (specify) _____ | ___ | ___ | ___ | ___ |

B. Indicate current types of community involvement at the school

- | | | | | |
|---|-----|-----|-----|-----|
| 1. mentoring for students and families | ___ | ___ | ___ | ___ |
| 2. volunteer functions | ___ | ___ | ___ | ___ |
| 3. a community resource pool that provides expertise as requested, such as | | | | |
| >artists | ___ | ___ | ___ | ___ |
| >musicians | ___ | ___ | ___ | ___ |
| >librarians | ___ | ___ | ___ | ___ |
| >health and safety programs | ___ | ___ | ___ | ___ |
| >other (specify) _____ | ___ | ___ | ___ | ___ |
| 4. formal agency and program linkages that result in community health and social services providers coming to the site, such as | | | | |
| >after school programs coming to the site | ___ | ___ | ___ | ___ |
| >services programs providing direct access to referrals from the site | ___ | ___ | ___ | ___ |
| >other (specify) _____ | ___ | ___ | ___ | ___ |
| 5. formal arrangements that involve community agents in | | | | |
| >school governance | ___ | ___ | ___ | ___ |
| >advocacy for the school | ___ | ___ | ___ | ___ |
| >advisory functions | ___ | ___ | ___ | ___ |
| >program planning | ___ | ___ | ___ | ___ |
| >fund raising | ___ | ___ | ___ | ___ |
| >sponsoring activity (e.g., adopt-a-school) | ___ | ___ | ___ | ___ |
| >creating awards and incentives | ___ | ___ | ___ | ___ |
| >providing job-shadowing opportunities | ___ | ___ | ___ | ___ |
| >creating jobs | ___ | ___ | ___ | ___ |
| >other (specify) _____ | ___ | ___ | ___ | ___ |
| 6. formal arrangements that connect school and community for enhancing child and youth development | ___ | ___ | ___ | ___ |

Community Outreach for Involvement and Support (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. With specific respect to volunteers				
1. What types of volunteers are used at the site?				
>nonprofessionals				
>>parents	___	___	___	___
>>college students	___	___	___	___
>>senior citizens	___	___	___	___
>>business people	___	___	___	___
>>peer and cross age tutors	___	___	___	___
>>peer and cross age counselors	___	___	___	___
>>paraprofessionals	___	___	___	___
>professionals-in-training (specify) _____	___	___	___	___
>professionals (pro bono) (specify) _____	___	___	___	___
>other (specify) _____	___	___	___	___
2. Who do volunteers assist?				
>administrators	___	___	___	___
>assist teachers	___	___	___	___
>assist other staff	___	___	___	___
>others (specify) _____	___	___	___	___
3. In which of the following ways do volunteers participate?				
>providing general classroom assistance	___	___	___	___
>assisting with targeted students	___	___	___	___
>assisting after school	___	___	___	___
>providing special tutoring	___	___	___	___
>helping students with attention problems	___	___	___	___
>helping with bilingual students	___	___	___	___
>helping address other diversity matters	___	___	___	___
>helping in the cafeteria	___	___	___	___
>helping in the library	___	___	___	___
>helping in computer lab	___	___	___	___
>helping on class trips	___	___	___	___
>helping with homework helplines	___	___	___	___
>working in the front office	___	___	___	___
>helping welcome visitors	___	___	___	___
>helping welcome new enrollees & their families	___	___	___	___
>phoning or emailing home about absences	___	___	___	___
>outreaching to the home	___	___	___	___
>acting as mentors or advocates for students, families, staff	___	___	___	___
>assisting with school up-keep and beautification efforts	___	___	___	___
>helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
>other (specify) _____	___	___	___	___

II. Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement

A. Are there systems and programs specifically designed to				
1. recruit community stakeholders?	___	___	___	___
2. Orient and welcome community stakeholders who have been recruited for school involvement and support?	___	___	___	___
3. enhance the volunteer pool?	___	___	___	___
4. screen volunteers?	___	___	___	___
5. train volunteers?	___	___	___	___
6. maintain volunteers?	___	___	___	___

Community Outreach for Involvement and Support (cont.)

III. Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

Which of the following are used to enhance school involvement of hard to involve students and families

- A. Home visits to assess and plan ways to overcome barriers to
 1. student attendance
 2. family involvement in schooling

___	___	___	___
___	___	___	___

- B. Support networks connecting hard to involve
 1. students with peers and mentors
 2. families with peers and mentors

___	___	___	___
___	___	___	___

- C. Special incentives for
 1. students
 2. families

___	___	___	___
___	___	___	___

- D. Other (specify) _____

___	___	___	___
-----	-----	-----	-----

IV. Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community

Which of the following are used to enhance community-school connections and sense of community?

- A. Orientations and open houses for
 1. newly arriving students
 2. newly arriving families
 3. new staff

___	___	___	___
___	___	___	___
___	___	___	___

- B. student performances for the community

___	___	___	___
-----	-----	-----	-----

- C. school sponsored
 1. cultural and sports events for the community
 2. community festivals and celebrations
 3. topical workshops and discussion groups
 4. health fairs
 5. family preservation fairs
 6. work fairs

___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

- D. Other? (specify) _____

___	___	___	___
-----	-----	-----	-----

Community Outreach for Involvement and Support (cont.)

V. Capacity Building to Enhance Community Involvement and Support

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

A. Are there programs to enhance broad stakeholder involvement in enhancing community involvement and support?

B. With respect to programs used to meet the educational needs of personnel related to community involvement and support

1. Is there ongoing training for learning supports staff with respect to enhancing community involvement and support?

2. Is there ongoing training for others involved in enhancing community involvement and support? (e.g., teachers, administrators, volunteers)?

3. Other (specify) _____

C. Which of the following topics are covered in educating stakeholders?

1. understanding the local community – culture, needs, resources

2. how to recruit, train, and retain community resources and volunteers
 >in general
 >for special roles

3. how to move toward collaborations with community resources

4. how to outreach to hard-to-involve students and families

5. understanding how to create a psychological sense of community

6. developing systematic social supports for students, families, and staff

7. Other (specify) _____

D. Indicate below other things you want the school to do in enhancing community involvement and support.

- Indicate below other ways the school enhancing community involvement and support.

- Other matters relevant to enhancing community involvement and support are found in the surveys on

- >Classroom-based Approaches ...
- >Home Involvement in Schooling
- >School-Community Collaboration

A tool for mapping and planning

Student and Family Assistance Programs and Services: A Self-study Survey

Specialized assistance for students and their families is for the relatively few problems that cannot be handled without adding special interventions. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, social, physical and mental health assistance available in the school and community are used. As community outreach brings in other resources, these are linked to existing activity in an integrated manner. Additional attention is paid to enhancing systems for triage, case and resource management, direct services for immediate needs, and referral for special services and special education as appropriate. Ongoing efforts are made to expand and enhance resources. While any office or room can be used, a valuable context for providing such services is a center facility, such as a family, community, health, or parent resource center.

A programmatic approach in this arena requires systems designed to provide special assistance in ways that increase the likelihood that a student will be more successful at school, while also reducing the need for teachers to seek special programs and services. The work encompasses providing all stakeholders with information clarifying available assistance and how to access help, facilitating requests for assistance, handling referrals, providing direct service, implementing case and resource management, and interfacing with community outreach to assimilate additional resources into current service delivery. It also involves ongoing analyses of requests for services as a basis for working with school colleagues to design strategies that can reduce inappropriate reliance on special assistance. Thus, major outcomes are enhanced access to special assistance as needed, indices of effectiveness, *and* the reduction of inappropriate referrals for such assistance.

Student and Family Assistance Programs and Services

Indicate all items that apply.

I. Providing extra support as soon as a need is recognized and doing so in the least disruptive ways

Are there classroom-based approaches to reduce the need for teachers to seek special programs and services (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs – see the Survey on Classroom-based Approaches)?

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

___ ___ ___ ___

II. Timely referral interventions for students & families with problems based on response to extra support

What activity is there to facilitate and evaluate requests for assistance?

A. Does the site have a directory that lists services and programs?

___ ___ ___ ___

B. Is information circulated about services/programs?

___ ___ ___ ___

C. Is information circulated clarifying how to make a referral?

___ ___ ___ ___

D. Is information about services, programs, and referral procedures updated periodically?

___ ___ ___ ___

E. Is a triage process used to assess
1. specific needs?
2. priority for service?

___ ___ ___ ___
___ ___ ___ ___

F. Are procedures in place to ensure use of pre-referral interventions?

___ ___ ___ ___

G.. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?

___ ___ ___ ___

H. Other? (specify) _____

___ ___ ___ ___

III. Enhancing access to direct interventions for health, mental health, and economic assistance

A. After triage, how are referrals handled?

1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?

___ ___ ___ ___

2. Is there a special focus on facilitating effective decision making?

___ ___ ___ ___

3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?

___ ___ ___ ___

4. Is there a process to assure referral follow-through?

___ ___ ___ ___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. What types of direct interventions are provided?				
1. Which medical services and programs are provided?				
>immunizations	___	___	___	___
>first aid and emergency care	___	___	___	___
>crisis follow-up medical care	___	___	___	___
>health and safety education and counseling	___	___	___	___
>health and safety prevention programs	___	___	___	___
>screening for vision problems	___	___	___	___
>screening for hearing problems	___	___	___	___
>screening for health problems (specify)	___	___	___	___
>screening for dental problems (specify)	___	___	___	___
>treatment of some acute problems (specify)	___	___	___	___
>medication monitoring	___	___	___	___
>medication administration	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
2. Which psychological services and programs are provided?				
>psychological first aid	___	___	___	___
>crisis follow-up counseling	___	___	___	___
>crisis hotlines	___	___	___	___
>conflict mediation	___	___	___	___
>alcohol and other drug abuse programs	___	___	___	___
>pregnancy prevention program	___	___	___	___
>programs for pregnant and parenting students	___	___	___	___
>gang prevention program	___	___	___	___
>gang intervention program	___	___	___	___
>dropout prevention program	___	___	___	___
>physical & sexual abuse prevention & response	___	___	___	___
>individual counseling	___	___	___	___
>group counseling	___	___	___	___
>family counseling	___	___	___	___
>mental health education	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
3. Which of the following are provided to meet basic survival needs?				
>Emergency food	___	___	___	___
>emergency clothing	___	___	___	___
>emergency housing	___	___	___	___
>transportation support	___	___	___	___
>welfare services	___	___	___	___
>language translation	___	___	___	___
>legal aid	___	___	___	___
>protection from physical abuse	___	___	___	___
>protection from sexual abuse	___	___	___	___
>child care	___	___	___	___
>employment assistance	___	___	___	___
>other (specify) _____	___	___	___	___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?				
>early education program	___	___	___	___
>special day classes (specify) _____	___	___	___	___
>speech and language therapy	___	___	___	___
>adaptive P. E.	___	___	___	___
>occupational and physical therapy	___	___	___	___
>special assessment	___	___	___	___
>Resource Specialist Program	___	___	___	___
>Title I	___	___	___	___
>School Readiness Language Develop. Program	___	___	___	___
>other (specify) _____	___	___	___	___
5. Which of the following adult education programs are provided?				
>ESL	___	___	___	___
>citizenship classes	___	___	___	___
>basic literacy skill	___	___	___	___
>parenting	___	___	___	___
>helping children do better at school	___	___	___	___
>other (specify) _____	___	___	___	___
6. Are services and programs provided to enhance school readiness? specify _____	___	___	___	___
7. Which of the following are provided to address attendance problems?				
>absence follow-up	___	___	___	___
>attendance monitoring	___	___	___	___
>first day calls	___	___	___	___
8. Are discipline proceedings carried out regularly?	___	___	___	___
9. Other? (specify) _____	___	___	___	___

III. Care Monitoring, Management, Information Sharing, and Follow-up Assessment

A. Which of the following are used to manage cases and resources?				
1. Is a student information system used?	___	___	___	___
2. Is a system used to trail progress of students and their families?	___	___	___	___
3. Is a system used to facilitate communication for				
>case management?	___	___	___	___
>resource and system management?	___	___	___	___
4. Are there follow-up systems to determine				
>referral follow-through?	___	___	___	___
>consumer satisfaction with referrals?	___	___	___	___
>the need for more help?	___	___	___	___
5. Other? (specify) _____	___	___	___	___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Which of the following are used to help enhance the quality and quantity of services and programs?				
1. Is a quality improvement system used?	—	—	—	—
2. Is a mechanism used to coordinate and integrate services/programs?	—	—	—	—
3. Is there outreach to link-up with community services and programs?	—	—	—	—
4. Is a mechanism used to redesign current activity as new collaborations are developed?	—	—	—	—
5. Other? (specify) _____	—	—	—	—

IV. Mechanisms for Resource Coordination and Integration

Is there a resource-oriented mechanism (e.g., a Learning Supports Resource Team) that focuses on

A. Coordinating and integrating resources	—	—	—	—
B. Braiding resources	—	—	—	—
C. Pursuing economies of scale	—	—	—	—
D. Filling gaps	—	—	—	—
E. Linking with community providers (e.g., to fill gaps)	—	—	—	—
F. Is there a special facility to house student and family assistance programs and services (e.g., health center, family or parent Center, counseling center)?	—	—	—	—

V. Enhancing Stakeholder Awareness of Programs and Services

A. Are there <i>written descriptions</i> of available learning supports programs?	—	—	—	—
B. Are there <i>written descriptions</i> about				
1. how to make referrals?	—	—	—	—
2. the triage process?	—	—	—	—
3. the process for case monitoring & management?	—	—	—	—
4. the process for student review?	—	—	—	—
C. Are there communication processes that inform stakeholders about available learning supports programs and how to navigate the systems?	—	—	—	—

V. Capacity Building to Enhance Student and Family Assistance

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in enhancing student and family assistance?	___	___	___	___
B. With respect to programs used to meet the educational needs of personnel related to student and family assistance				
1. Is there ongoing training for learning supports staff with respect to student and family assistance?	___	___	___	___
2. Is there ongoing training for others involved in enhancing student and family assistance? (e.g., teachers, administrators, volunteers)?	___	___	___	___
3. Other (specify) _____	___	___	___	___
C. Which of the following topics are covered in educating stakeholders?				
1. broadening understanding of causes of learning, behavior, and emotional problems	___	___	___	___
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	___	___	___	___
3. developing systematic academic supports for students in need	___	___	___	___
4. what classroom teachers and the home can do to minimize the need for special interventions	___	___	___	___
5. enhancing resource quality, availability, and scope	___	___	___	___
6. enhancing the referral system and ensuring effective follow through	___	___	___	___
7. enhancing the case management system in ways that increase service efficacy	___	___	___	___
8. other (specify) _____	___	___	___	___
D. Indicate below other things you want the school to do in providing student and family assistance.				

- Indicate below other ways the school enhancing student and family assistance.

- Other matters relevant to enhancing student and family assistance are found in the surveys on

- >Survey of Learning Supports System Status
- >Home Involvement in Schooling
- >School-Community Collaboration

A tool for mapping and planning

Survey of Learning Supports System Status

As a school sets out to enhance the usefulness of learning supports designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work in a coordinated way*
- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

The first form provides a template which you can fill in to clarify the people and their positions at your school who provide services and programs related to addressing barriers to learning. This also is a logical group of people to bring together in establishing a resource-oriented team for learning supports at the school.

Following this is a survey designed to help you review how well systems for Learning Supports have been developed and are functioning.

Survey of Learning Supports System Status

Items 1-9 ask about what processes are in place.

Use the following ratings in responding to these items.

DK = don't know

1 = not yet

2 = planned

3 = just recently initiated

4 = has been functional for a while

5 = well institutionalized (well established with a commitment to maintenance)

- | | |
|--|--------------|
| 1. Is someone at the school designated as the administrative leader for activity designed to address barriers to learning (e.g., learning supports, health and social services, the Enabling Component)? | DK 1 2 3 4 5 |
| 2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together? | DK 1 2 3 4 5 |
| 3. Is there a resource-oriented team (e.g., a Learning Supports Resource Team) – as contrasted to a case-oriented team? | DK 1 2 3 4 5 |
| (a) Does the team analyze data trends at the school with respect to | |
| >attendance | DK 1 2 3 4 5 |
| >drop outs | DK 1 2 3 4 5 |
| >achievement | DK 1 2 3 4 5 |
| (b) Does the team map learning supports programs to determine whether | |
| >identified priorities are being addressed adequately | DK 1 2 3 4 5 |
| >program quality is up to standards | DK 1 2 3 4 5 |
| >gaps have been identified and priorities for the future are set | DK 1 2 3 4 5 |
| (c) Which of the following areas of learning support are reviewed regularly? | |
| >Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning | DK 1 2 3 4 5 |
| >Crisis Assistance and Prevention | DK 1 2 3 4 5 |
| >Support for Transitions | DK 1 2 3 4 5 |
| >Home Involvement in Schooling | DK 1 2 3 4 5 |
| >Community Outreach for Involvement and Support | DK 1 2 3 4 5 |
| >Student and Family Assistance | DK 1 2 3 4 5 |

Survey of Learning Supports System Status (cont.)

4. Are there *written descriptions* of learning supports programs available to give
- | | |
|-------------------------|--------------|
| >staff | DK 1 2 3 4 5 |
| >families | DK 1 2 3 4 5 |
| >students | DK 1 2 3 4 5 |
| >community stakeholders | DK 1 2 3 4 5 |
5. Are there a case-oriented systems in place for
- | | |
|--|--------------|
| (a) concerned parties to use in making referrals? | DK 1 2 3 4 5 |
| (b) triage (to decide how to respond when a referral is made)? | DK 1 2 3 4 5 |
| (c) case monitoring and management? | DK 1 2 3 4 5 |
| (d) a student review team? | DK 1 2 3 4 5 |
| (e) a crisis team? | DK 1 2 3 4 5 |
6. Are there *written descriptions* available to give to staff and others about
- | | |
|---|--------------|
| >how to make referrals | DK 1 2 3 4 5 |
| >the triage process | DK 1 2 3 4 5 |
| >the process for case monitoring and management | DK 1 2 3 4 5 |
| >the process for student review | DK 1 2 3 4 5 |
7. Are there systems in place to support staff wellness? DK 1 2 3 4 5
8. Are there processes by which staff and families learn
- | | |
|---|--------------|
| (a) What is available in the way of programs/services at school? | DK 1 2 3 4 5 |
| (b) What is available in the way of programs/services in the community? | DK 1 2 3 4 5 |
| (c) How to access programs/services they need? | DK 1 2 3 4 5 |
9. Has someone at the school been designated as a representative to meet with the other schools in the feeder pattern to enhance coordination and integration of learning supports among the schools and with community resources? DK 1 2 3 4 5

Survey of Learning Supports System Status (cont.)

The following items ask about effectiveness of existing processes.

Use the following ratings in responding to these items.

DK = don't know

1 = hardly ever effective

2 = effective about 25 % of the time

3 = effective about half the time

4 = effective about 75% of the time

5 = almost always effective

10. How effective are the processes for

(a) planning, implementing, and evaluating learning supports system improvements? DK 1 2 3 4 5

(b) enhancing learning supports resources (e.g., through budget decisions, staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)? DK 1 2 3 4 5

11. How effective are the processes for ensuring that

(a) resources are properly allocated and coordinated? DK 1 2 3 4 5

(b) community resources linked with the school are effectively coordinated/integrated with related school activities? DK 1 2 3 4 5

12. How effective are the processes for ensuring that resources available to the whole feeder pattern of schools are properly allocated and shared/coordinated? DK 1 2 3 4 5

13. How effective is the

(a) referral system? DK 1 2 3 4 5

(b) triage system? DK 1 2 3 4 5

(c) case monitoring and management system? DK 1 2 3 4 5

(d) student review team? DK 1 2 3 4 5

(e) crisis team? DK 1 2 3 4 5

14. List community resources with which you have formal relationships.

(a) Those that bring program(s) to the school site

(b) Those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

School-Community Collaboration: A Self-study Survey

Formal efforts to create school-community collaboration to improve school and neighborhood, involve building formal relationships to connect resources involved in preK-12 schooling and resources in the community (including formal and informal organizations such as the home, agencies involved in providing health and human services, religion, policing, justice, economic development; fostering youth development, recreation, and enrichment; as well as businesses, unions, governance bodies, and institutions of higher education).

As you work toward enhancing such collaboration, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *the mechanisms used to enhance collaboration*
- *clarifying what resources already are available*
- *how the resources are organized to work together*
- *what procedures are in place for enhancing resource usefulness*

The following survey is designed as self-study instrument related to school-community collaboration. Stakeholders can use such surveys to map and analyze the current status of their efforts.

This type of self-study is best done by teams. For example, a group of stakeholders could use the items to discuss how well specific processes and programs are functioning and what's not being done. 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 as a form of program quality review.

In analyzing the status of their school-community collaboration, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and time lines can be established.

I. List Current School-Community Collaboration

Make two lists:

- 1) activity and collaborators that are focused on improving the *school* and
- 2) those focused on improving the *neighborhood* (through enhancing links with the school, including use of school facilities and resources)

II. Overview: Areas for School-Community Collaboration

Indicate the status of collaboration between a given school or family of schools and community with respect to each of the following areas.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
--	-----	---	----	---

Indicate all items that apply

A. Improving the School (name of school(s): _____)

- | | | | | |
|---|-----|-----|-----|-----|
| 1. the instructional component of schooling | ___ | ___ | ___ | ___ |
| 2. the governance and management of schooling | ___ | ___ | ___ | ___ |
| 3. financial support for schooling | ___ | ___ | ___ | ___ |
| 4. stakeholder development | ___ | ___ | ___ | ___ |
| 5. school-based programs and services to address barriers to learning | ___ | ___ | ___ | ___ |

B. Improving the Neighborhood (through enhancing linkages with the school, including use of school facilities and resources)

- | | | | | |
|---|-----|-----|-----|-----|
| 1. youth development programs | ___ | ___ | ___ | ___ |
| 2. youth and family recreation and enrichment opportunities | ___ | ___ | ___ | ___ |
| 3. physical health services | ___ | ___ | ___ | ___ |
| 4. mental health services | ___ | ___ | ___ | ___ |
| 5. programs to address psychosocial problems | ___ | ___ | ___ | ___ |
| 6. basic living needs services | ___ | ___ | ___ | ___ |
| 7. college prep programs | ___ | ___ | ___ | ___ |
| 8. work/career programs | ___ | ___ | ___ | ___ |
| 9. social services | ___ | ___ | ___ | ___ |
| 10. crime and juvenile justice programs | ___ | ___ | ___ | ___ |
| 11. legal assistance | ___ | ___ | ___ | ___ |
| 12. support for development of neighborhood organizations | ___ | ___ | ___ | ___ |
| 13. economic development programs | ___ | ___ | ___ | ___ |

III. Overview: *System Status for Enhancing School-Community Collaboration*

Items 1-7 ask about what processes are in place. Use the following ratings in responding to these items. DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance)

- | | | | | | | |
|---|----|---|---|---|---|---|
| A. Is there a stated policy for enhancing school-community collaboration (e.g., from the school, community agencies, government bodies)? | DK | 1 | 2 | 3 | 4 | 5 |
| B. Is there a designated leader or leaders for enhancing school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| C. With respect to each entity involved in the school-community collaboration have specific persons been designated as representatives to meet with each other? | DK | 1 | 2 | 3 | 4 | 5 |
| D. Do personnel involved in enhancing school-community collaboration meet regularly as a team to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| E. Is there a written plan for capacity building related to enhancing the school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| F. Are there written descriptions available to give all stakeholders regarding current school-community collaboration efforts? | DK | 1 | 2 | 3 | 4 | 5 |
| G. Are there effective processes by which stakeholders learn | | | | | | |
| 1. what is available in the way of programs/services? | DK | 1 | 2 | 3 | 4 | 5 |
| 2. how to access programs/services they need? | DK | 1 | 2 | 3 | 4 | 5 |
| H. In general, how effective are your local efforts to enhance school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| I. With respect to enhancing school-community collaboration, how effective are each of the following: | | | | | | |
| 1. current policy | DK | 1 | 2 | 3 | 4 | 5 |
| 2. designated leadership | DK | 1 | 2 | 3 | 4 | 5 |
| 3. designated representatives | DK | 1 | 2 | 3 | 4 | 5 |
| 4. team monitoring and planning of next steps | DK | 1 | 2 | 3 | 4 | 5 |
| 5. capacity building efforts | DK | 1 | 2 | 3 | 4 | 5 |

IV. School-Community Collaboration to Improve the School

Indicate the status of collaboration between a given school or family of schools and community (name of school(s): _____)

Indicate all items that apply

A. Collaboration to improve school

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. the instructional component of schooling				
>kindergarten readiness programs	___	___	___	___
>tutoring	___	___	___	___
>mentoring	___	___	___	___
>school reform initiatives	___	___	___	___
>homework hotlines	___	___	___	___
>media/technology	___	___	___	___
>service learning	___	___	___	___
>career mentoring	___	___	___	___
>career academy programs	___	___	___	___
>adult education, ESL, literacy, citizenship classes	___	___	___	___
>others _____	___	___	___	___
2. the governance and management of schooling				
>PTA/PTSA	___	___	___	___
>shared leadership	___	___	___	___
>advisory bodies	___	___	___	___
>others _____	___	___	___	___
3. school-based programs and services to address barriers to learning				
>student and family assistance programs/services*	___	___	___	___
>transition programs*	___	___	___	___
>crisis response and prevention programs*	___	___	___	___
>home involvement programs*	___	___	___	___
>community involvement programs*	___	___	___	___
>classroom-based approaches*	___	___	___	___
>pre and inservice staff development programs	___	___	___	___
>others _____	___	___	___	___
4. stakeholder development				
>school staff	___	___	___	___
>staff from community programs and services	___	___	___	___
>family members	___	___	___	___
>others _____	___	___	___	___
3. financial support for schooling				
a. adopt-a-school	___	___	___	___
b. grant programs and funded projects	___	___	___	___
c. donations/fund raising	___	___	___	___
d. other _____	___	___	___	___

*See surveys for each of these arenas of school intervention.

B. Collaboration to improve *neighborhood*

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. youth development programs				
>home visitation programs	___	___	___	___
>parent education	___	___	___	___
>infant and toddler programs	___	___	___	___
>child care/children's centers/preschool programs	___	___	___	___
>community service programs	___	___	___	___
>public health and safety programs	___	___	___	___
>leadership development programs	___	___	___	___
>others _____	___	___	___	___
2. youth and family recreation and enrichment opportunities				
>art/music/cultural programs	___	___	___	___
>parks' programs	___	___	___	___
>youth clubs	___	___	___	___
>scouts	___	___	___	___
>youth sports leagues	___	___	___	___
>community centers	___	___	___	___
>library programs	___	___	___	___
>faith community's activities	___	___	___	___
>camping programs	___	___	___	___
>others _____	___	___	___	___
3. physical health services				
>school-based/linked clinics for primary care	___	___	___	___
>immunization clinics	___	___	___	___
>communicable disease control programs	___	___	___	___
>EPSDT programs	___	___	___	___
>pro bono/volunteer programs	___	___	___	___
>AIDS/HIV programs	___	___	___	___
>asthma programs	___	___	___	___
>pregnant and parenting minors programs	___	___	___	___
>dental services	___	___	___	___
>vision and hearing services	___	___	___	___
>referral facilitation	___	___	___	___
>emergency care	___	___	___	___
>others _____	___	___	___	___
4. mental health services				
>school-based/linked clinics w/ mental health component	___	___	___	___
>EPSDT mental health focus	___	___	___	___
>pro bono/volunteer programs	___	___	___	___
>referral facilitation	___	___	___	___
>counseling	___	___	___	___
>crisis hotlines	___	___	___	___
>others _____	___	___	___	___
5. programs to address psychosocial problems				
>conflict mediation/resolution	___	___	___	___
>substance abuse	___	___	___	___
>community/school safe havens	___	___	___	___
>safe passages	___	___	___	___
>youth violence prevention	___	___	___	___
>gang alternatives	___	___	___	___
>pregnancy prevention and counseling	___	___	___	___
>case management of programs for high risk youth	___	___	___	___
>child abuse and domestic violence programs	___	___	___	___
>others _____	___	___	___	___

B. Collaboration to improve *neighborhood* (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
6. basic living needs services				
>food	___	___	___	___
>clothing	___	___	___	___
>housing	___	___	___	___
>child care	___	___	___	___
>transportation assistance	___	___	___	___
>others _____	___	___	___	___
7. work/career/higher education programs				
>college prep programs	___	___	___	___
>job mentoring	___	___	___	___
>job shadowing	___	___	___	___
>job programs and employment opportunities	___	___	___	___
>others _____	___	___	___	___
8. social services				
>school-based/linked family resource centers	___	___	___	___
>integrated services initiatives	___	___	___	___
>budgeting/financial management counseling	___	___	___	___
>family preservation and support	___	___	___	___
>foster care school transition programs	___	___	___	___
>case management	___	___	___	___
>immigration and cultural transition assistance	___	___	___	___
>language translation	___	___	___	___
>others _____	___	___	___	___
9. crime and juvenile justice programs				
>camp returnee programs	___	___	___	___
>children's court liaison	___	___	___	___
>truancy mediation	___	___	___	___
>juvenile diversion programs with school	___	___	___	___
>probation services at school	___	___	___	___
>police protection programs	___	___	___	___
>others _____	___	___	___	___
10. legal assistance				
>legal aide programs	___	___	___	___
>others _____	___	___	___	___
11. support for development of neighborhood organizations				
>neighborhood protective associations	___	___	___	___
>emergency response planning and implementation	___	___	___	___
>neighborhood coalitions and advocacy groups	___	___	___	___
>volunteer services	___	___	___	___
>welcoming clubs	___	___	___	___
>social support networks	___	___	___	___
>others _____	___	___	___	___
12. economic development and housing programs				
>empowerment zones	___	___	___	___
>urban village programs	___	___	___	___
>accessing affordable housing	___	___	___	___
>others _____	___	___	___	___

IV. Continuing Education Modules & Training Tutorials: Other Self-directed opportunities to learn

In addition to offering *Quick Training Aids*, the Center's *Continuing Education Modules** and *Training Tutorials* are designed as self-directed opportunities for more in-depth learning about specific topics. These resources provide easy access to a wealth of planfully organized content and tools that can be used as a self-tutorial or as a guide in training others. As with most of our resources, these can be readily downloaded from our website – <http://smhp.psych.ucla.edu> – see Center Materials and scroll down to VI.

In the coming years, the Center will continue to develop a variety of continuing education modules and training tutorials related to the various topics covered by our Clearinghouse. In all its work, the Center tries to identify resources that represent "best practice" standards. We invite you to browse through this first set of modules and tutorials, and if you know of better material, please provide us with feedback so that we can make improvements.

CONTINUING EDUCATION MODULES

- *Addressing Barriers to Learning: New Directions for Mental Health in Schools*
- *Mental Health in Schools: New Roles for School Nurses*
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling* (has an accompanying set of readings & tools)

TRAINING TUTORIALS

- *Classroom Changes to Enhance and Reengage Students in Learning*
- *Support for Transitions*
- *Home involvement in Schooling*
- *Community Outreach*
- *Crisis/Emergency Assistance and Prevention*
- *Student and Family Assistance*
- *Creating an infrastructure for an Enabling (Learning Support) Component to address barriers to student learning*

Using the Center's Training Resources to Train Others

A key aspect of building capacity at schools involves ongoing staff and other stakeholder learning and development.* Those who are responsible for facilitating the training of others can use the Center's Continuing Education Modules, Quick Training Aids, and Training Tutorials to upgrade their repertoire and as resources in providing stakeholder training opportunities. With respect to training others, below are a few general reminders.

- *Start where they're at.* Good learning and teaching experiences are built on the concept of a good "match" (or "fit"). This involves both capabilities *and* interest (e.g., motivational readiness). From this perspective, it is essential to work with learner perceptions about what they want to learn and how they want to learn it. Thus, you might begin by finding out from those at the school:
 - What are their most pressing concerns (e.g., what range of topics are of interest, and within a broad topic, what subtopics would be a good starting point)?
 - How deeply do they want to cover a given subject (e.g., brief overview or in-depth)?
 - How would they like to organize learning opportunities?

Also, in terms of a good match, it is invaluable to capitalize on "teachable moments." Occurrences frequently arise at a school that result in the need for staff to learn something quickly. These teachable moments provide opportunities to guide staff to the type of resources included in the Continuing Education Modules and Training Tutorials. These resources can be drawn upon to create displays and provide handouts and then following-up by engaging staff in discussions to explore relevant experiences and insights.

- *"Preheat" to create interest.* Do some "social marketing." Put up some displays; provide prospective learners with a few interesting fact sheets; hold a brief event that focuses on the topic.
- *Active Learning.* Although reading is at the core of the modules and tutorials, active learning and doing is essential to good learning. Active learning can be done alone or in various group configurations. The point is to take time to think and explore. Study groups can be a useful format. Individual and group action research also provides application opportunities.
- *Follow-up for ongoing learning.* Provide information on resources for ongoing learning. Plan ways to offer follow-up discussions and exploration in general and in personalized ways with those who want and need more.

*There is a great deal of material discussing ways to pursue effective staff development in schools. An organization that is devoted to this arena is the National Staff Development Council (NSDC). Its library of information (see – <http://www.nsd.org/educatorindex.htm>) provides guidelines, tools, and access to the *Journal of Staff Development*. The organization's emphasis is on a "how-to" format, offering a variety of effective, step-by-step models developed by practitioners who base their methods on research and real-world experiences.

V. Additional Resources

See the QuickFind (<http://smhp.psych.ucla.edu>) on the “Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed.” This has direct links to a number of resources and references.

Quick Find On-line Clearinghouse

(http://smhp.psych.ucla.edu/qf/qf_enabling.htm)

TOPIC: Enabling (or Learning Supports) Component and Rethinking and Restructuring Student Supports

In an era of scarce resources, rebuilding supports for learning is essential, but the work often must be done on a shoestring and in stages. Therefore, the Center at UCLA has put together a great amount of free resources to aid those trying to enhance learning supports and has done so with a view to how to proceed in stages and without an allocation of additional funds. Many of these resources are designed to enhance readiness and momentum for new directions for student support; others are aids for building capacity. Some of these are highlighted in the *Rebuilding Kit* on line at:

<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>; others can be found in the *Center's general resource list* at: <http://smhp.psych.ucla.edu/selection.html>.

With respect to providing resources, we suggest that those concerned with learning more proceed in stages. See, for example:

>Notes on Capacity Building in Stages for Rebuilding Supports for Learning

Key aids for capacity building are organized with respect to three stages: Stage I: Understanding Some Basics and Tools for Enhancing Readiness and Momentum; Stage II: Initial Capacity Building; and Stage III: Development & Sustainability

Access: <http://smhp.psych.ucla.edu/summit2002/NewDirectionsSomeResources.pdf>

>A Few Recent Leadership Guides

- *The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* (2006). Corwin Press.
<http://smhp.psych.ucla.edu/corwin/bookannouncement.htm>
- *Leadership Training: Moving in New Directions for Student Support*
<http://smhp.psych.ucla.edu/pdfdocs/contedu/movinginnewdirections.pdf>
- *The Implementation Guide to Student Learning Supports in the Classroom and Schoolwide: New Directions for Addressing Barriers to Learning* (2006) Corwin Press.
<http://smhp.psych.ucla.edu/corwin/bookannouncement.htm>
- *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>

>Examples of related resources

Developing Comprehensive, Multifaceted, and Integrated Approaches

- [A School-Wide Component to Address Barriers to Learning](#)

- [Addressing Barriers to Learning: Overview of the Curriculum for an Enabling \(or Learning Supports\) Component](#)
- [Building comprehensive, multifaceted, and integrated approaches to address barriers to student learning](#)
- [CSSS - Hawaii's Comprehensive Student Support System... a multifaceted approach that encompasses & enhances MH in schools](#)
- [Framework for Systemic Transformation of Student and Learning Supports \(A Resource Aid\)](#)
- [Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development \(Guides to practice\)](#)
 - [A Guide to the Enabling Component](#)
 - [Getting from Here to There: A Guidebook for the Enabling Component](#)
- [Introduction to a component for Addressing Barriers to Student Learning](#)
- [Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching \(A Resource Aid\)](#)
- [What is a Comprehensive Approach to Student Supports?](#)

Reframing Staff Roles and Functions

- [Best Practices in the Use of Resource Teams to Enhance Learning Supports](#)
- [Organization Facilitators: A Key Change Agent for Systemic School and Community Changes](#)
- [Framing New Directories for School Counselors, Psychologists, and Social Workers](#)
- [Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change](#)
- [Improving Teaching and Learning Supports by Addressing the Rhythm of a Year \(Resource Aid Packet, 2003\)](#)
- [Needed: A Greater Role for Learning Support Staff in Inservice at Every School \(Newsletter article, Winter, 2003\)](#)

More on Restructuring Student Supports

- [Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships \(Center Report, Oct. '99\)](#)
- [FACT SHEET - What is a Learning Support Resource Team?](#)
- [A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning](#)
- [Connecting Counseling, Psychological, & Social Support Programs to School Reform \(Newsletter article, Winter, '00\)](#)
- [Summit on New Directions for Student Support \(Newsletter Article, Fall 2002\)](#)
- [Expanded School Reform](#)
- [Expanding the Framework for School Accountability](#)
- [Restructuring Education Support Services: Toward the Concept of an Enabling Component](#)

Relevant Publications

- [A policy and practice framework to guide school-community connections](#) (Taylor & Adelman, 1998. Rural Special Education Quarterly, 17,62-70)
- [A school-wide component to address barriers to learning](#) (Adelman, Taylor, & Schnieder, 1999. Reading and Writing Quarterly, 15, 277-302)
- [Aligning school accountability, outcomes, and evidence-base practices.](#) (Adelman & Taylor 2002. Data Matters, #5, 16-18)
- [Building comprehensive, multifaceted approaches to address barriers to student learning](#) (Adelman & Taylor, 2002. Childhood Education, 78, 261-268)

- [Classroom Climate](#) (Adelman & Taylor, 2005. In S. W. Lee (Ed) Encyclopedia of School Psychology, Thousand Oaks, CA: Sage)
- [Connecting schools, families, and communities.](#) (Taylor & Adelman, 2000. Professional School Counseling, 3, 298-307)
- Education reform: Broadening the focus (Adelman, 1995. Psychological Science, 6, 61-62)
- [Establishing school-based collaborative teams to coordinate resources: A case study](#) (Lim & Adelman, 1997. Social Work in Education, 19, 266-278)
- [Guide 7: Fostering school, family, and community involvement](#) (Adelman & Taylor, 2002. In Guidebook series: Safe and Secure: Guides to Creating Safer Schools. Northwest Regional Educational Lab)
- [Involving teachers in collaborative efforts to better address barriers to student learning](#) (Adelman & Taylor, 1998. Preventing School Failure, 42, 55-60)
- [Looking at school health and school reform policy through the lens of addressing barriers to learning](#) (Adelman & Taylor, 2000. Children Services: Social Policy, Research, and Practice, 3, 117-132)
- [Mapping a School's Resources to Improve their Use in Preventing and Ameliorating Problems](#) (Adelman & Taylor, 2006. In C. Franklin, M. B. Harris, & P. Allen-Mears (Eds.) School Social Work and Mental Health Workers Training and Resource Manual Oxford University Press)
- [Moving prevention from the fringes into the fabric of school improvement](#) (Adelman & Taylor, 2000. Journal of Educational and Psychological Consultation, 11, 7-36)
- [On sustainability of project innovations as systemic change](#) (Adelman & Taylor, 2003. Journal of Educational and Psychological Consultation, 14, 1-26)
- Reorganizing Student Supports to Enhance Equity (Adelman & Taylor, 2006. In E. Lopez, G. Esquivel, S.Nahari (Eds.) Handbook of Multicultural School Psychology)
- [Restructuring education support services: Toward the concept of an enabling component](#) (Adelman, 1996. Kent, OH: American School Health Association)
- [Scaling-up reforms across a school district](#) (Taylor, Nelson, & Adelman, 1999. Reading and Writing Quarterly, 15, 303-326)
- [School-community relations: Policy and practice](#) (Taylor & Adelman, 2003. In Fishbaugh, et al., (Eds.), Ensuring safe school environments: Exploring issues– seeking solutions. Mahwah, NJ: Lawrence Erlbaum)
- [School-Wide Approaches to Addressing Barriers to Learning and Teaching](#) (Adelman & Taylor, 2008. National Association of School Psychologists, 277-306)
- School counseling, psychological, and social services (Adelman, 1998. In E. Marx & S.F. Wooley, with D. Northrop (Eds.), Health is academic: A Guide to coordinated school health programs. Teachers College)
- [Toward a scale-up model for replicating new approaches to schooling](#) (Adelman & Taylor, 1997. Journal of Educational and Psychological Consultation, 8, 197-230)
- Upgrading school support programs through collaboration: Resource Coordinating Teams Rosenblum, DiCecco, Taylor, & Adelman, 1995. Social Work in Education, 17, 117-124)

Finally, if you need something more specific or want to explore any of this in greater depth, contact ltaylor@ucla.edu or use the Center's toll free phone number 866/846-4843.

We hope these resources met your needs. If not, feel free to contact us for further assistance. For additional resources related to this topic, use our [search](#) page to find people, organizations, websites and documents. You may also go to our [technical assistance page](#) for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the [Center for School Mental Health](#) at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with "[The fine Art of Fishing](#)" which we have developed as an aid for do-it-yourself technical assistance.

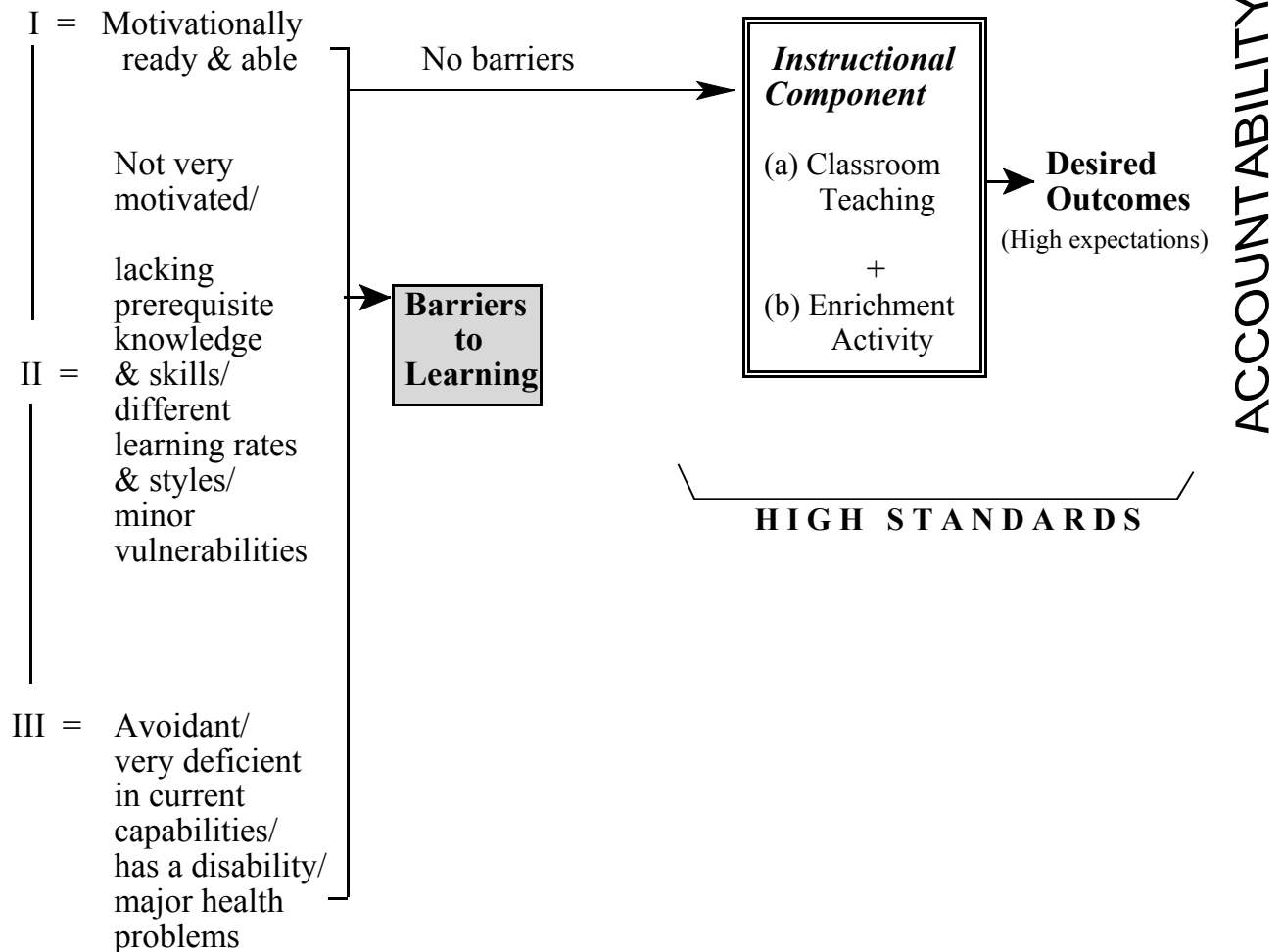
VI. Originals for Overheads

- A. Barriers to Learning and Development
- B. School Reform: What's Missing?
- C. Talk About Fragmented!
- D. Moving to a Three Component Model
- E. An Enabling Component to Address Barriers to Learning and Enhance Healthy Development
- F. Major Examples of Activity in Each of the 6 Curriculum Areas

Barriers to Learning and Development*

Range of Learners

(categorized in terms of their response to academic instruction)



Examples of barriers*:

External

- inadequate enrichment/ recreational opportunities
- school and community deficiencies
- frequent transitions and mobility
- lack of home involvement/family problems
- lack of positive peer support
- inadequate school support programs and community social/health services

Internal

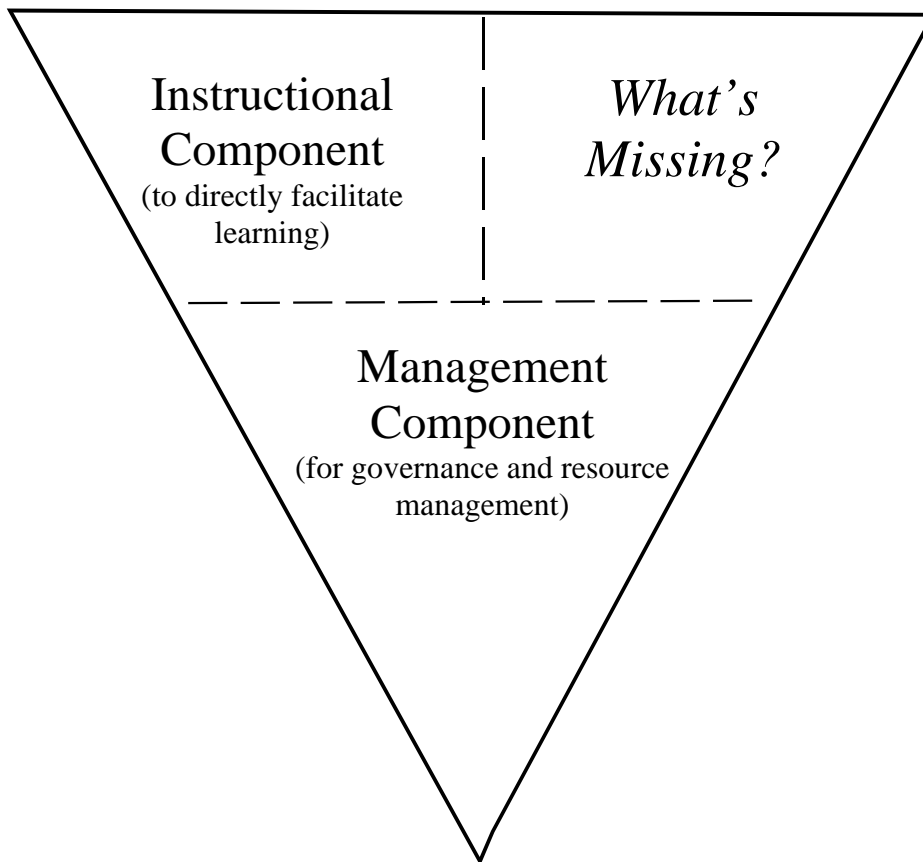
- deficiencies in necessary prerequisite skills
- negative attitudes toward schooling
- disabilities and other vulnerabilities

*Although a few youngsters start out with internal problems and many others internalize negative experiences, there can be little doubt that external factors are primarily responsible for the majority of learning, behavior, and emotional problems encountered in schools. Addressing barriers both minimizes factors interfering with healthy development and learning and enables others to promote healthy development and learning. Promoting healthy development in an end in itself and also plays a major role in prevention.

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

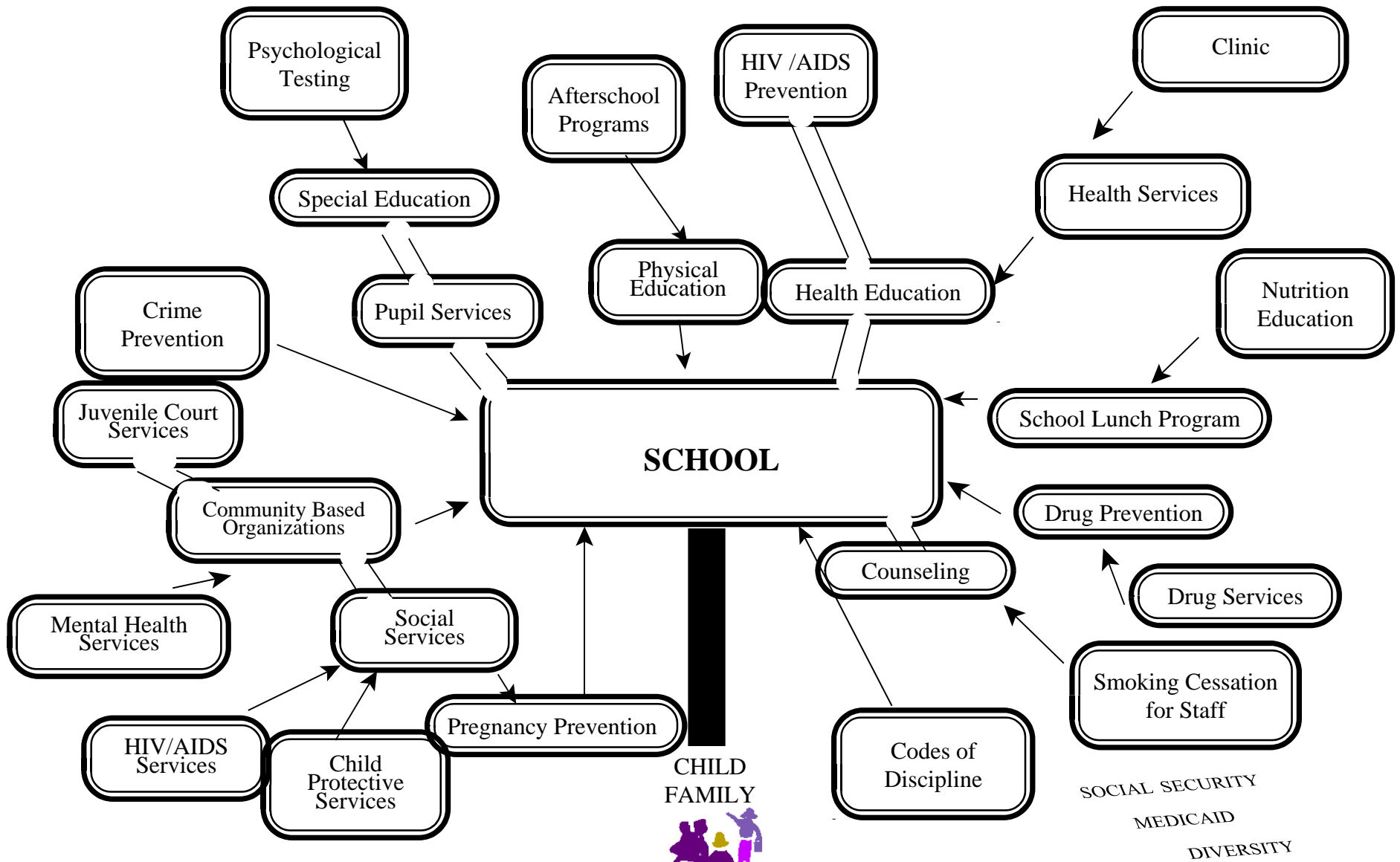
School Reform: *What's Missing?*

How does the current reform/restructuring movement in education address barriers to learning?



Which of these addresses barriers to student learning?

Talk About Fragmented!



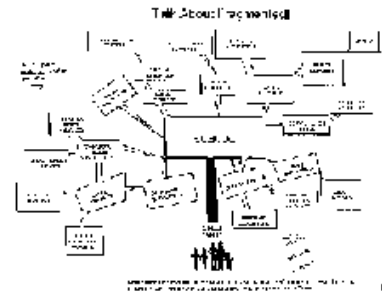
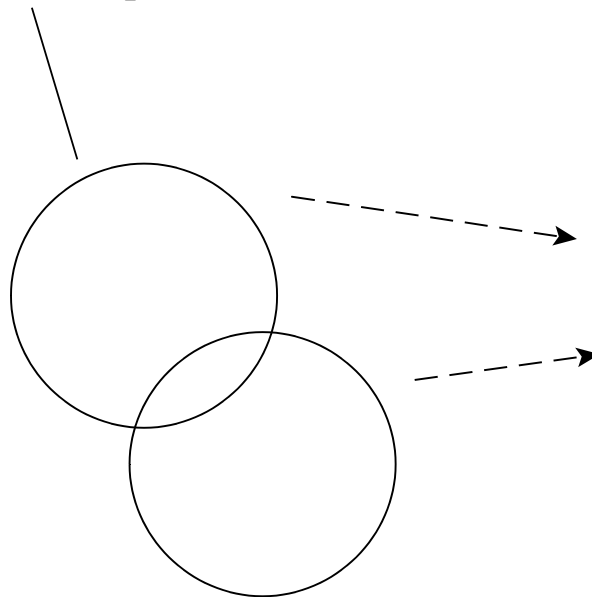
Adapted from Health in Academic: A guide to Coordinated School Health Programs (1998). Edited by E. Marx & S.F. Wooley with D. Northrop. New York Teachers College Press.



How does current policy, practice, and research address barriers to student learning?

A Two Component Model for Reform and Restructuring

Direct Facilitation of Learning
(Instructional Component)

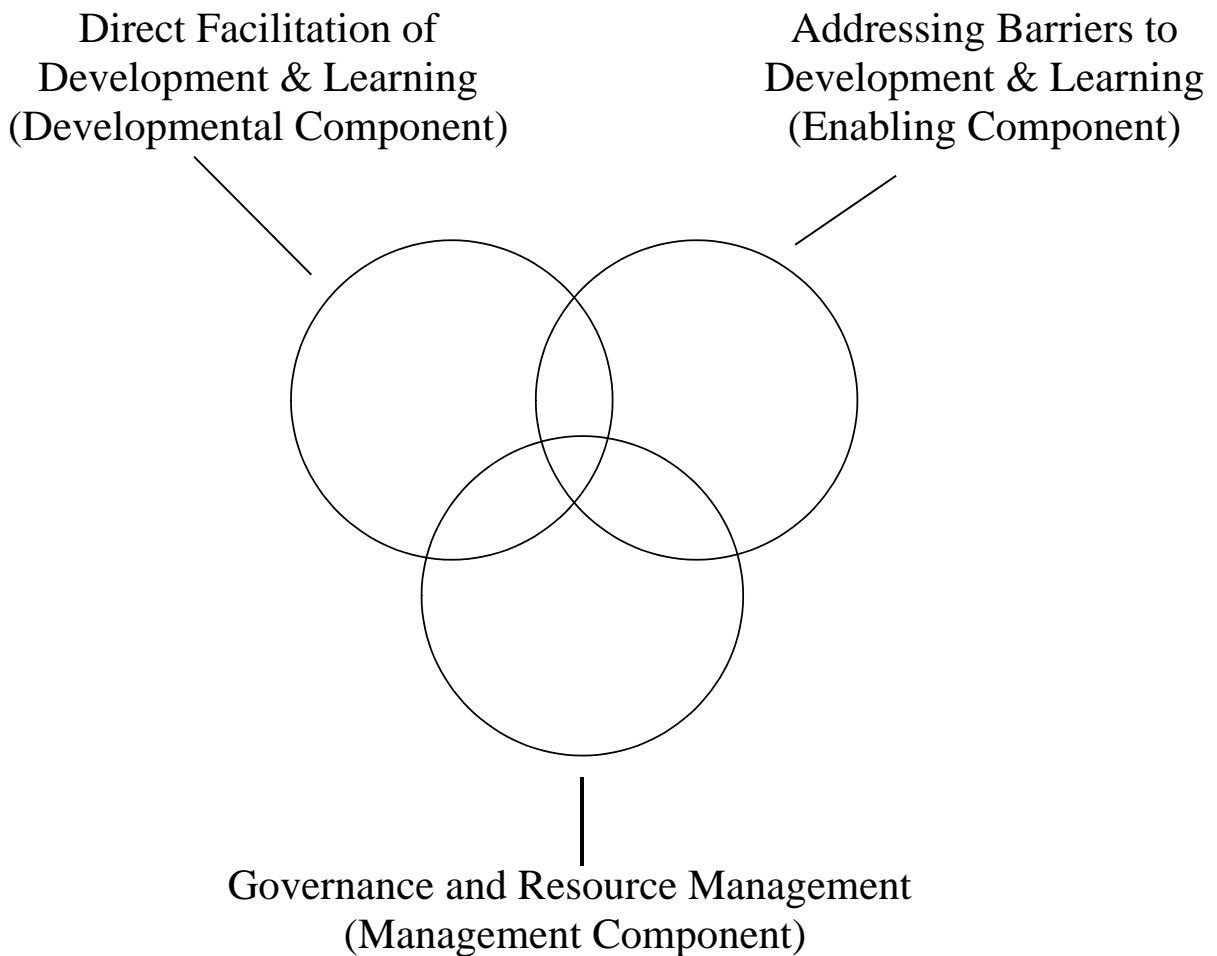


Governance and Resource Management
(Management Component)

Functional Focus for Reform and Restructuring:

Moving to a Three Component Model

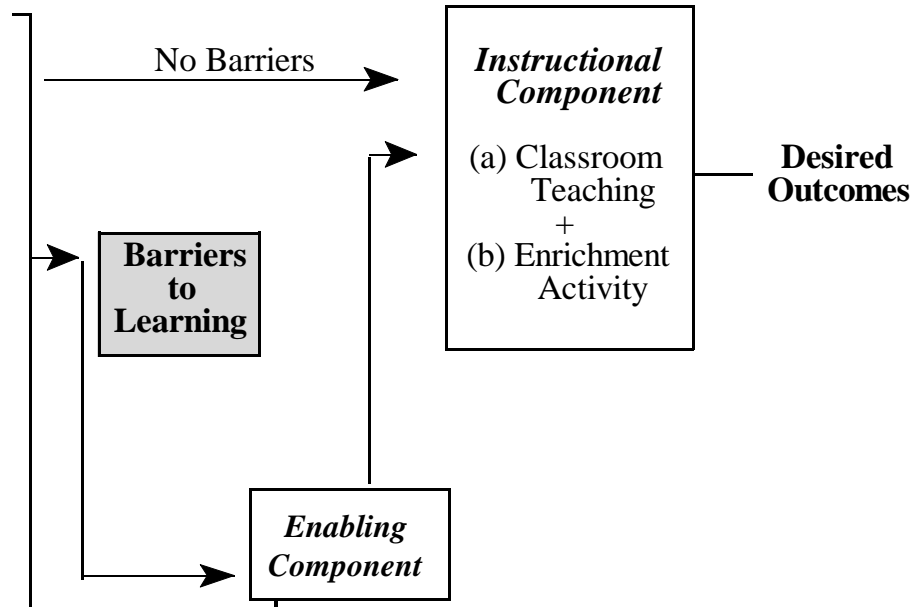
Establishes a component for addressing barriers to development and learning which is treated as primary and essential and which weaves together school and community resources to develop comprehensive approaches



Range of Learners

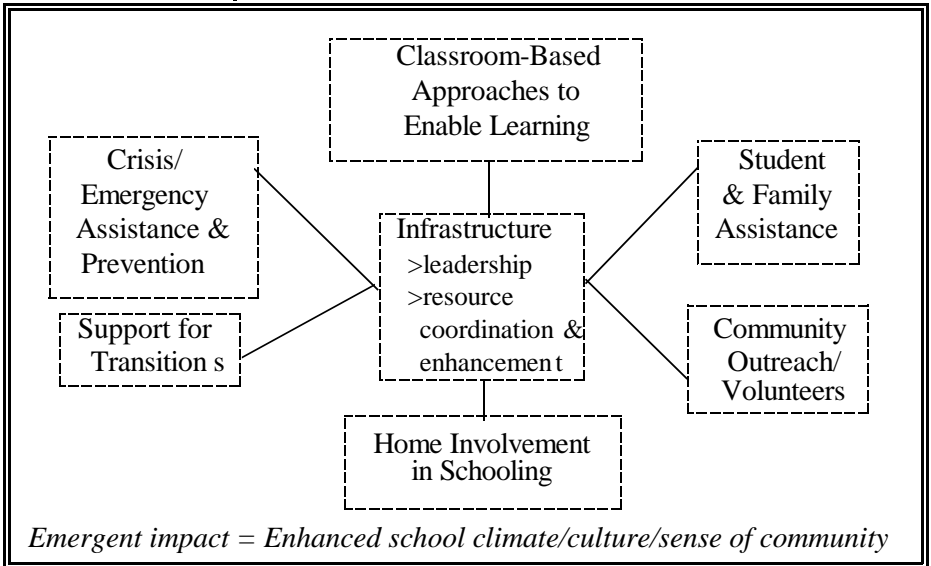
(categorized in terms of their response to academic instruction at any given point in time)

- I = Motivationally ready & able
- II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
- III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems



Component to Enable Learning:
A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

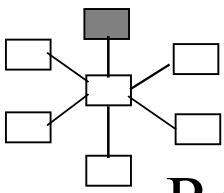
Such an approach weaves six clusters of enabling activity (i.e., an enabling component curriculum) into the fabric of the school to address barriers to learning and promote healthy development for *all* students.



Emergent impact = Enhanced school climate/culture/sense of community

Adapted from:
 H.S. Adelman & L. Taylor
 (1994).

**The following are
Major Examples
of Activity
in Each of the
6 Curriculum Areas**

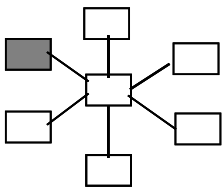


Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

**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

- *Opening the classroom door to bring available supports in*
 - > Peer tutors, volunteers, aids (trained to work with students-in-need)
 - > Resource teachers and student support staff
- *Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals*
 - > 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*
 - > Creating a Learning Community for teachers
 - > Ensuring opportunities to learn through co-teaching, team teaching, mentoring
 - > Teaching intrinsic motivation concepts and their application to schooling
- *Curricular enrichment and adjunct programs*
 - > 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 is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings

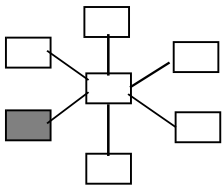


Crisis Assistance and Prevention

*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*

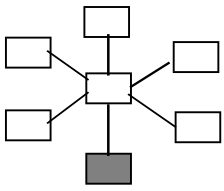


Support for Transitions

*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

- *Welcoming & social support programs for newcomers*
 - > Welcoming signs, materials, and initial receptions
 - > Peer buddy programs for students, families, staff, volunteers
- *Daily transition programs for*
 - > Before school, breaks, lunch, afterschool
- *Articulation programs*
 - > Grade to grade (new classrooms, new teachers)
 - > Elementary to Middle School; Middle to High School
 - > In and out of special education program
- *Summer or intersession programs*
 - > Catch-up, recreation, and enrichment programs
- *School-to-career/higher education*
 - > Counseling, pathway, and mentor programs
- *Broad involvement of stakeholders in planning for transitions*
 - > Students, staff, home, police, faith groups, recreation, business, higher educ.
- *Staff/stakeholder development for planning transition programs/activities*

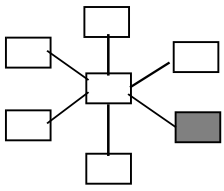


Home Involvement in Schooling

*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

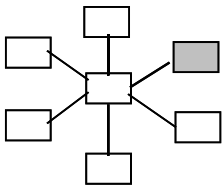
- *Addressing specific support and learning needs of family*
 - > Support services for those in the home to assist in addressing basic survival needs and obligations to the children
 - > Adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation
- *Improving mechanisms for communication and connecting school and home*
 - > 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 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*
 - > Families prepared for involvement in program planning and problem-solving
- *Enhancing home support for learning and development*
 - > Family Literacy, Family Homework Projects, Family Field Trips
- *Recruiting families to strengthen school and community*
 - > Volunteers to welcome and support new families and help in various capacities
 - > Families prepared for involvement in school governance
- *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

- *Work group for planning and implementing outreach to involve*
 - > Community resources such as 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
- *Staff/stakeholder development on the value of community involvement and opening the school to expanded forms of community activities and programs*
- *Mechanisms to recruit, screen, and prepare community participants*
- *Orienting and welcoming programs for community participants*
- *Programs to enhance a sense of community*
- *Policies and mechanisms to enhance and sustain school-community involvement*
 - > Support for maintenance
 - > Celebration of shared successes
 - > "Social marketing" of mutual accomplishments



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*
 - > Prereferral 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*
- *Mechanisms for resource coordination to avoid duplication of and fill gaps in services and enhance effectiveness*
 - > 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*