Reducing Barriers to Learning

How the UCLA Mental Health Model Helps a School District Infuse Prevention Science within the Regular School Day
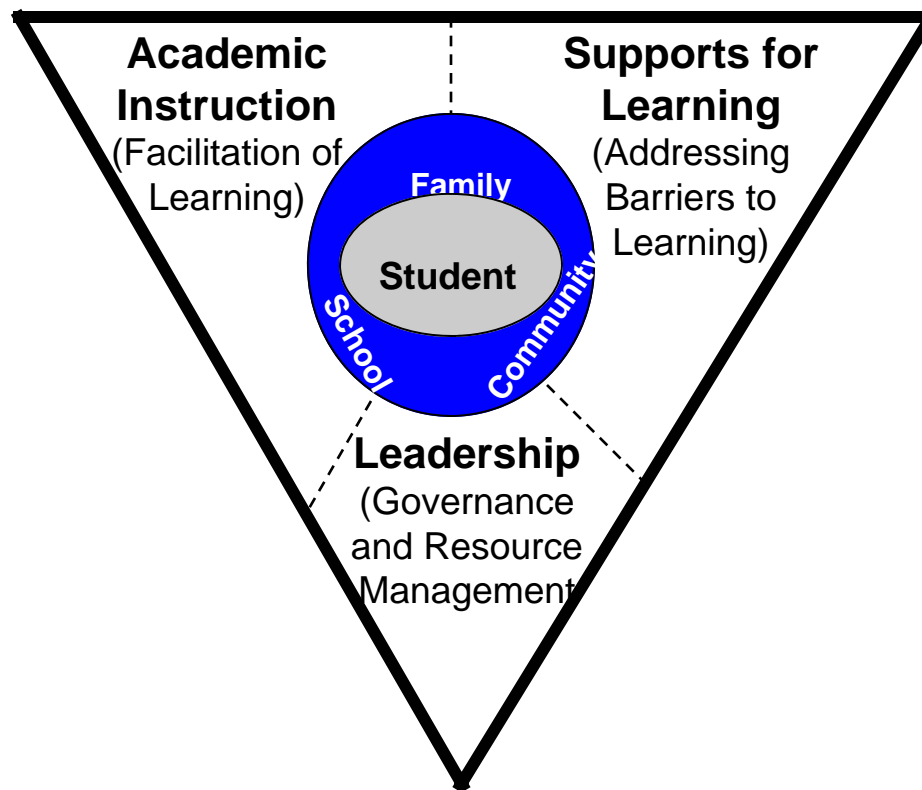
Philosophical Background

- Artificial separation and fragmentation
  - Academic learning (SIT)
  - Learning for the rest of your life (SAP)
- Student Support System unified with Curriculum & Instruction
- Leadership/governance

Need for Change

- Student achievement concerns
- Over-identification of special education
- Suspension rates
- Juvenile crime rates
- Limited resources – segregated roles vs. functions

Overview of the UCLA Model
Harrisburg Comprehensive Model for Student Achievement

Academic Instruction
(Facilitation of Learning)

Supports for Learning
(Addressing Barriers to Learning)

Family

Student

School

Community

Leadership
(Governance and Resource Management)

All three components are viewed as necessary and inter-dependent

Steps To Systemic Change

- Meetings with Adelman and Taylor
- Meetings with community partners
- Reframing policy
- Adopting comprehensive intervention frameworks (Systems for Promoting Healthy Development & Preventing Problems, Systems for Early Intervention, Systems of Care)
- Rethinking infrastructure - Personnel roles and functions
- Facilitating systemic change

Reframing policy: revised & new

- Set policies to guide professional services and student behavior
- Vision of student discipline that promotes positive learning outcomes
- Core beliefs of high expectations for all students learning
- Create intentional climate and culture for learning

Policies

- Care of school property
- Relations with law enforcement agencies
- Suspension and expulsion
- Hazing
- Unlawful harassment
- Bullying/extortion
- Home/school/community relationships

Adopting comprehensive intervention frameworks

- **Systems for Promoting Healthy Development & Prevention of Learning Problems**
  - Judy Nuss, Coordinator Social & Emotional Learning
  - Rebecca Hostetler, Ass't. Superintendent C&I
- **Systems for Early Intervention**
  - Dr. Sybil Knight, Ass't. Superintendent Student, Family and Community Support
- **Systems of Care**
  - Keith Imboden, Director Special Education
  - Dana Milakovic, Psychologist

Intervention Levels

Systems
of Care

Systems for
Early Intervention

Systems for Promoting Healthy
Development
& Preventing Problems
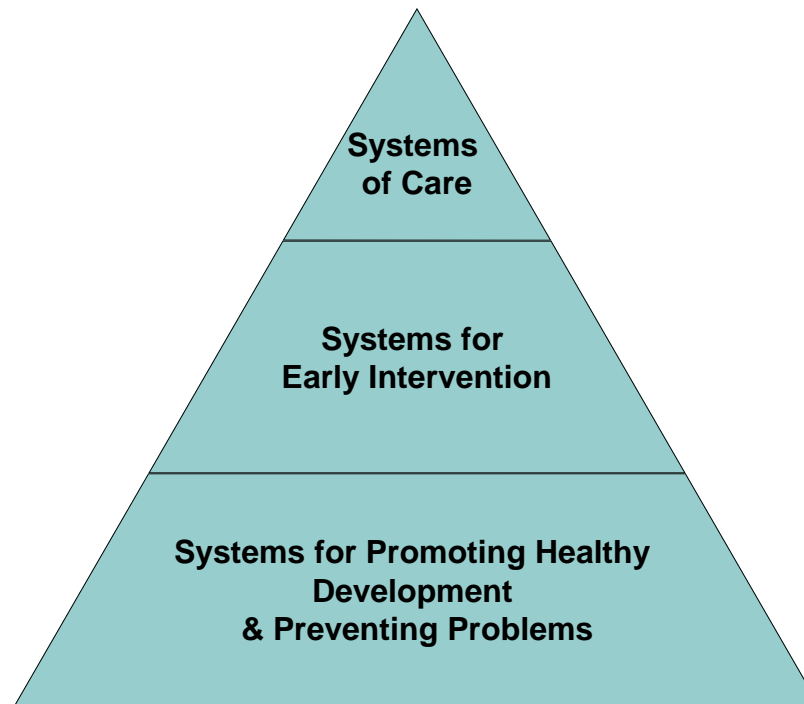
A Unifying Umbrella Framework To Guide Rethinking of Supports for Learning

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

A Tool for Mapping and Analyzing

	Classroom Focused Enabling	Systems for Early Intervention	Systems of Care
Classroom Focused Enabling			
Crisis/Emergency Assistance & Prevention			
Support for Transitions			
Home Involvement In Schooling			
Community Outreach/Volunteers			
Student and Family Assistance			

Systems for Promoting Healthy Development & Prevention of Learning Problems: overview, implementation challenges, results

- PATHS
- Responsive Classroom
- Peacemakers
- Developmental Designs
- Big Brothers/Big Sisters

CASST

- Collaborative Action for Student Support Team
- Team composition
- Process
- Outcomes

Systems for Early Intervention

- District Infrastructure for support
  - Guidance Counselors
  - Social Workers
  - C-BITS
  - Family Group Conferencing
  - Parent Centers & PTA's
  - SEED
  - May Fest
  - Male Youth Empowerment Summit

Systems of Care

- School-based mental health services
- Agency Partnerships
  - Alignment
  - Sustainability
    - Insurance
  - Results

Systems of Care

- Multiple roles of Psychologist in District.
  - School Based
  - Program based
- Special Ed facilitators
- Family Group Conferencing
- Shimmell School
- Cornell residential
- ACTS

Rethinking infrastructure - Personnel roles and functions

- Classroom Guidance/psychologists/ SWs/ special education facilitators
- CASST – sharing professional expertise
- All staff responsible for all students
- Needs of learners trump job descriptions of workers
- Collaboration

Facilitating systemic change

- Prevention science research informs our work: evidence-based programs work
- Comprehensive student referral promotes early intervention success
- Professional development increases district capacity for meeting students' learning needs
- Focus is on learning outcomes for adults and students
- Community involvement
- Resilience works
- Collaboration and leadership are the keys

Thank-you

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