Mental Health in Schools Program and Policy Analysis+
UCLA Center

Leadership Institute

Addressing Barriers to Learning and Teaching to Enhance School Improvement

Session Topics:

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

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

II.   Toward a Comprehensive *System* of Learning Supports

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

III.   Next Steps

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

Session II

Toward a Comprehensive *System* of Learning Supports

A. How does School Improvement Policy and Practice Need to be Expanded?

B. What are the Implications for Framing a Comprehensive System for Addressing Barriers to Learning and Teaching?

Toward a Comprehensive *System* of Learning Supports

Defining learning supports

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

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

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

How Does School Improvement
Policy and Practice
Need to Be Expanded?

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

Current State of Affairs

Direct Facilitation of Learning & Development

Student & Family Assistance

Instructional/ Developmental Component
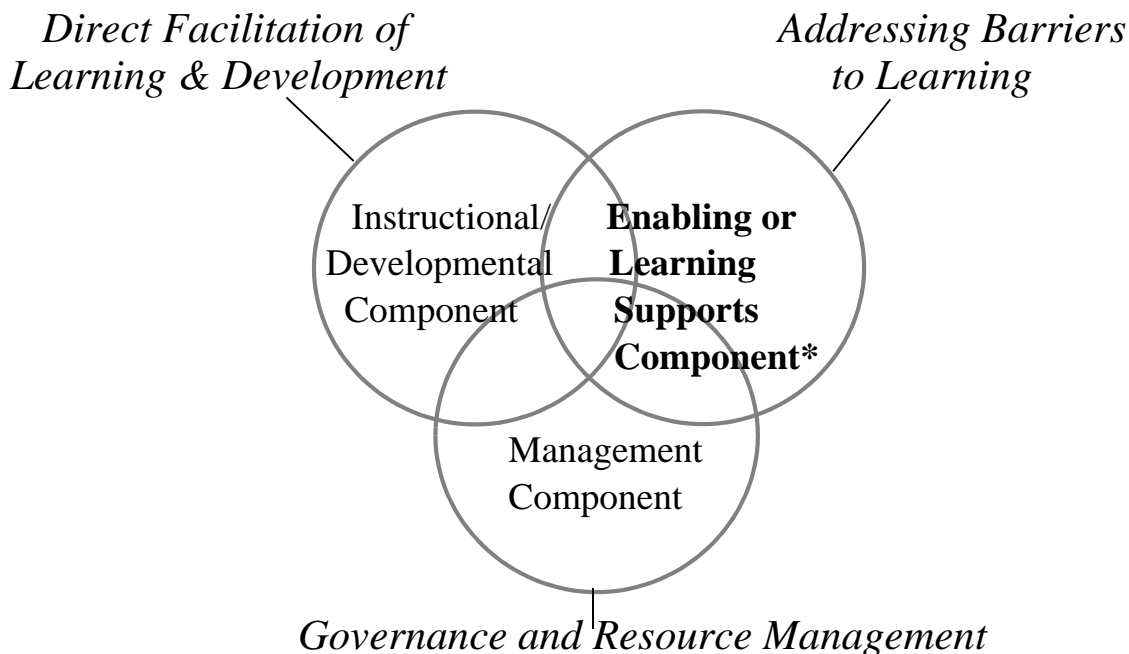
Management Component

Besides offering a small amount of school-owned student "support" services, schools outreach to the community to add a few school-based/linked services.

Governance and Resource Management

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Moving toward a *Comprehensive System* of Learning Supports

Direct Facilitation of Learning & Development

Addressing Barriers to Learning

Instructional/ Developmental Component

Enabling or Learning Supports Component*

Management Component
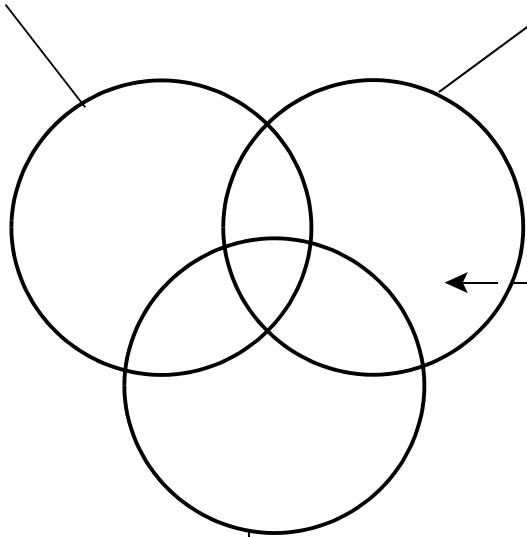
Governance and Resource Management

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

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

Direct Facilitation of Learning
(***Instructional Component***)

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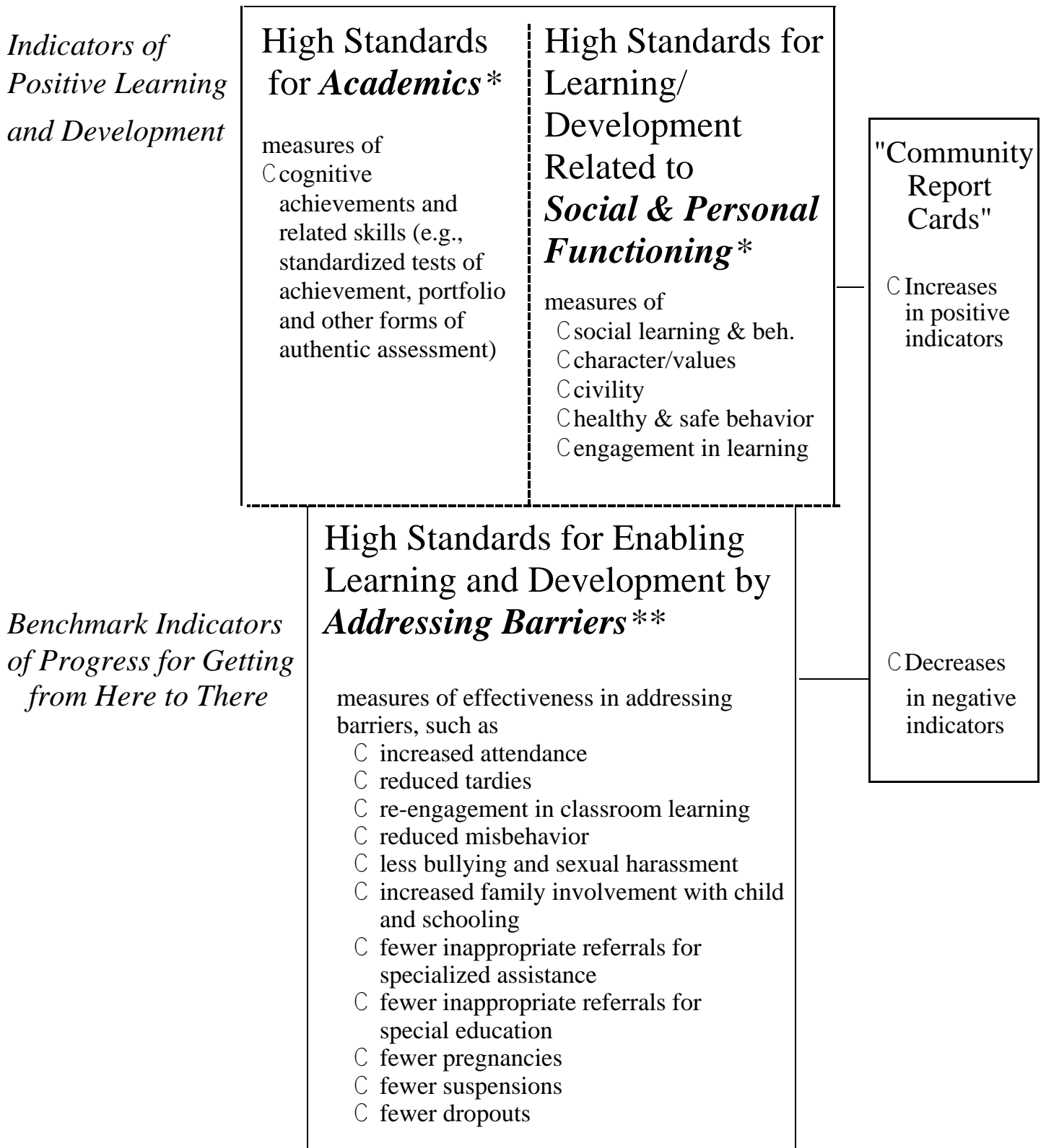evolving a comprehensive approach)

Examples of Initiatives, programs and services

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

Governance and Resource Management
(***Management Component***)

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

*Indicators of
Positive Learning
and Development*

High Standards for **Academics***	High Standards for Learning/ Development Related to **Social & Personal Functioning***
measures of Ⅽ cognitive achievements and related skills (e.g., standardized tests of achievement, portfolio and other forms of authentic assessment)	measures of Ⅽ social learning & beh. Ⅽ character/values Ⅽ civility Ⅽ healthy & safe behavior Ⅽ engagement in learning

"Community Report Cards"

Ⅽ Increases in positive indicators

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

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

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

Ⅽ Decreases in negative indicators

*Results of interventions for directly facilitating development and learning.

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

Implication for Framing a Comprehensive System for Addressing Barriers to Learning

Intervention Continuum & Content

Levels of Intervention:*

## Connected Systems for Meeting the Needs of All Students

School **Resources**
(facilities, stakeholders,
programs, services)

Examples:

Ϲ General health education
Ϲ Social and emotional
learning programs
Ϲ Recreation programs
Ϲ Enrichment programs
Ϲ Support for transitions
Ϲ Conflict resolution
Ϲ Home involvement
Ϲ Drug and alcohol education

Ϲ Drug counseling
Ϲ Pregnancy prevention
Ϲ Violence prevention
Ϲ Gang intervention
Ϲ Dropout prevention
Ϲ Suicide prevention
Ϲ Learning/behavior
accommodations &
response to intervention
Ϲ Work programs

Ϲ Special education for
learning disabilities,
emotional disturbance,
and other health
impairments
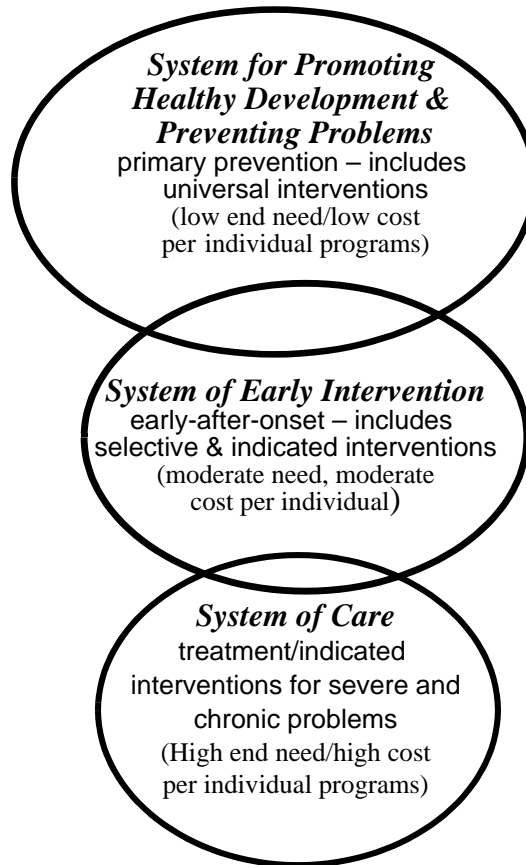
Community **Resources**
(facilities, stakeholders,
programs, services)

Examples:

Ϲ Recreation & Enrichment
Ϲ Public health &
safety programs
Ϲ Prenatal care
Ϲ Home visiting programs
Ϲ Immunizations
Ϲ Child abuse education
Ϲ Internships & community
service programs
Ϲ Economic development

Ϲ Early identification to treat
health problems
Ϲ Monitoring health problems
Ϲ Short-term counseling
Ϲ Foster placement/group homes
Ϲ Family support
Ϲ Shelter, food, clothing
Ϲ Job programs

Ϲ Emergency/crisis treatment
Ϲ Family preservation
Ϲ Long-term therapy
Ϲ Probation/incarceration
Ϲ Disabilities programs
Ϲ Hospitalization
Ϲ Drug treatment

System for Promoting
Healthy Development &
Preventing Problems
primary prevention – includes
universal interventions
(low end need/low cost
per individual programs)

System of Early Intervention
early-after-onset – includes
selective & indicated interventions
(moderate need, moderate
cost per individual)

System of Care
treatment/indicated
interventions for severe and
chronic problems
(High end need/high cost
per individual programs)

Systemic collaboration is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems for promoting healthy development and preventing problems, systems* of *early intervention*, and *systems of care*.
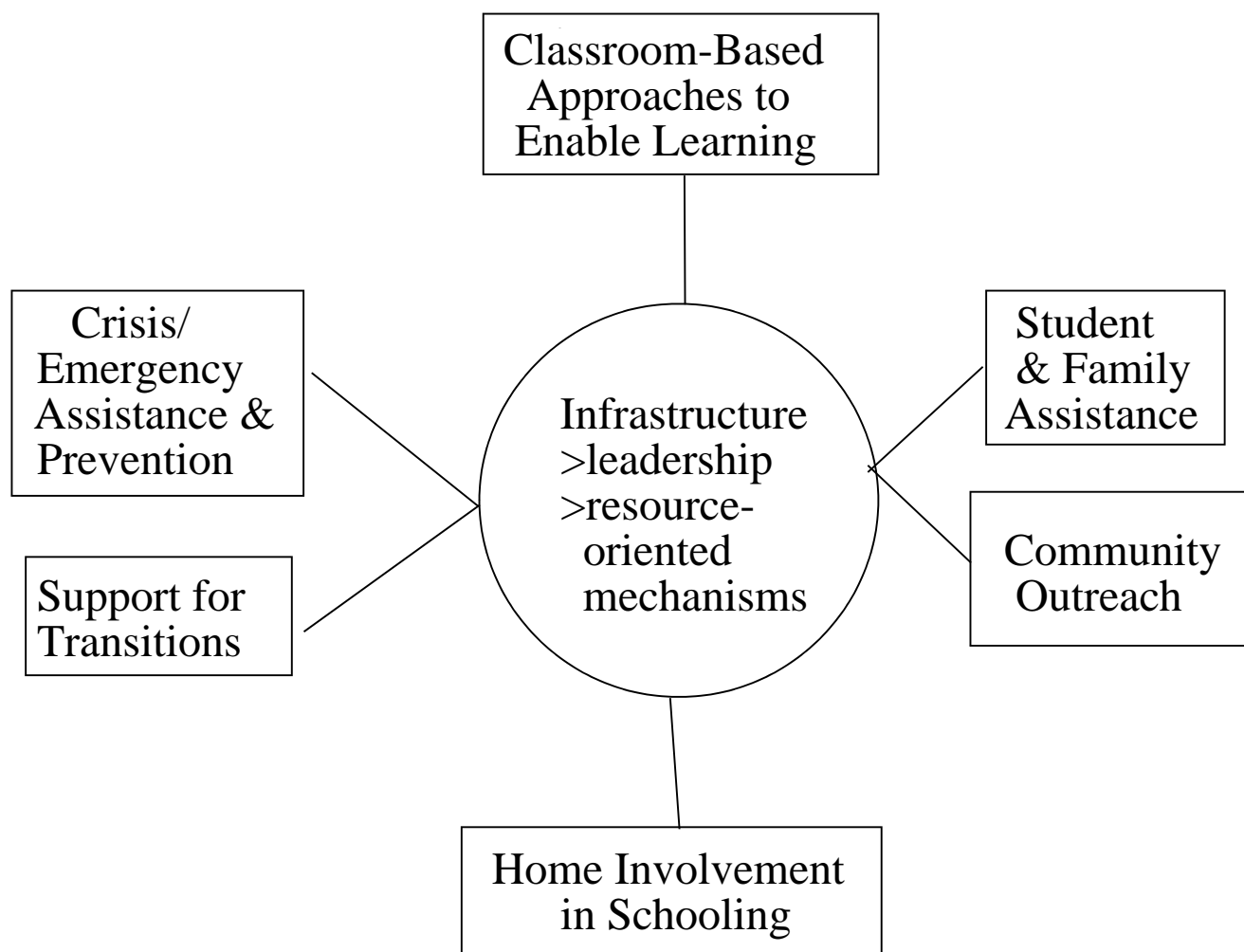
Such collaboration involves horizontal and vertical restructuring of programs and services
(a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools)
(b) between jurisdictions, school and community agencies, public and private sectors; among schools; among community agencies

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*Various venues, concepts, and initiatives permeate this continuum of intervention *systems.* For example, venues such as day care and preschools, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to intervention, and coordinated school health. Also, a considerable variety of staff are involved. Finally, *note that this illustration of an essential continuum of intervention systems differs in significant ways from the three tier pyramid that is widely referred to in discussing universal, selective, and indicated interventions.*

Categories of Basic Content Arenas for an Enabling Component

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                    ┌─────────────────┐
                    │ Classroom-Based │
                    │  Approaches to  │
                    │ Enable Learning │
                    └─────────────────┘

┌──────────────┐              ╭───────────╮           ┌──────────────┐
│   Crisis/    │             │Infrastructure│          │   Student    │
│  Emergency   │             │  >leadership │          │  & Family    │
│ Assistance & │             │  >resource-  │          │  Assistance  │
│  Prevention  │             │   oriented   │          └──────────────┘
└──────────────┘             │  mechanisms  │
                              ╰───────────╯           ┌──────────────┐
┌──────────────┐                                      │  Community   │
│ Support for  │                                      │   Outreach   │
│ Transitions  │                                      └──────────────┘
└──────────────┘

                    ┌─────────────────┐
                    │ Home Involvement│
                    │   in Schooling  │
                    └─────────────────┘
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Note: An enhanced school climate (culture/sense of community) is an emergent quality resulting from a well-designed and implemented enabling component.

Note: All *categorical programs and special initiatives* can be integrated into these six content arenas. Examples are interventions related to positive behavioral supports, safe and drug free schools, social and emotional development and learning, full service community schools and family resource and school-based health centers, Safe Schools/Healthy Students projects, CDC's Coordinated School Health Program, bilingual, cultural, and other diversity programs, mandates stemming from the No Child Left Behind Act and the Individual with Disabilities Education Act, and so forth.

Major Examples of Activity in Eachof the Six Content Arenas
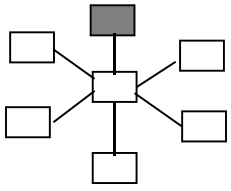
Classroom-Focused Enabling &
Re-engaging Students in Classroom Learning

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

𝒞 *Opening the classroom door to bring available supports in*
  ⊤ Peer tutors, volunteers, aids (trained to work with students-in-need)
  ⊤ Resource teachers and student support staff

𝒞 *Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals*
  ⊤ 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 response to intervention & prereferral interventions

𝒞 *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

𝒞 *Curricular enrichment and adjunct programs*
  ⊤ Varied enrichment activities that are not tied to reinforcement schedules
  ⊤ Visiting scholars from the community

𝒞 *Classroom and school-wide approaches used to create and maintain a caring and supportive climate*
  ⊤ Emphasis is on increasing intrinsic motivation by enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings
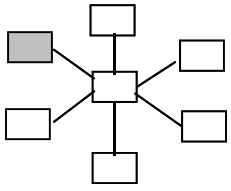
Crisis Assistance and Prevention

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

C *Ensuring immediate assistance in emergencies so students can resume learning*

C *Providing Follow up care as necessary*
T Brief and longer-term monitoring

C *Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs*

C *Mobilizing staff, students, and families to anticipate response plans and recovery efforts*

C *Creating a caring and safe learning environment*
T Developing systems to promote healthy development and prevent problems

T Bullying and harassment abatement programs

C *Working with neighborhood schools and community to integrate planning for response and prevention*

C *Capacity building to enhance crisis response and prevention*
T Staff and stakeholder development to enhance a caring and safe environment
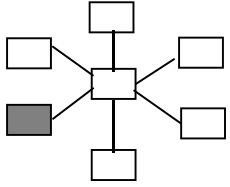
Support for Transitions

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

C *Welcoming & social support programs for newcomers*
T Welcoming signs, materials, and initial receptions
T Peer buddy programs for students, families, staff, volunteers

C *Daily transition programs*
T Before school, breaks, lunch, afterschool

C *Articulation programs*
T Grade to grade (new classrooms, new teachers)
T Elementary to middle school; middle to high school
T In and out of special education programs

C *Summer or intersession programs*
T Catch-up, recreation, and enrichment programs

C *School-to-career/higher education*
T Counseling, pathway, and mentor programs

C *Broad involvement of stakeholders in planning for transitions*
T Students, staff, home, police, faith groups, recreation, business, higher educ.

C *Capacity building to enhance transition programs/activities*
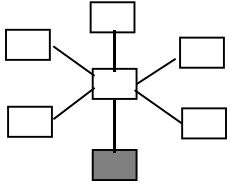
Home Involvement in Schooling

*School-wide & classroom-based efforts
to engage the home in
>>strengthening the home situation
>>enhancing problem solving capabilities
>>supporting student development and learning
>>strengthening school and community

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

C *Improving mechanisms for communication and connecting*

school and home
- **T** Opportunities at school for family networking and mutual support, learning, recreation, enrichment, for family members to receive special assistance, and for volunteering
- **T** Phone calls and /or e-mail from teacher and other staff with good news
- **T** Frequent and balanced conferences (student-led when feasible)
- **T** Outreach to attract hard-to-reach families (including student dropouts)

C *Involving homes in student decision making*
- **T** Preparing families for involvement in program planning and problem-solving

C *Enhancing home support for learning and development*
- **T** Family literacy, family homework projects, family field trips

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

C *Capacity building to enhance home involvement*
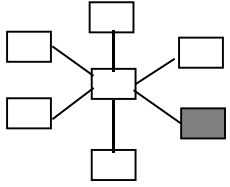
Community Outreach for Involvement and Support (including Volunteers)

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

C *Planning and implementing outreach to recruit a wide range of community resources*
- **T** 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

C *Systems to recruit, screen, prepare and maintain community resource involvement*
- **T** Mechanisms to orient and welcome volunteers, enhance the volunteer pool, maintain current involvements, enhance a sense of community

C *Reaching out to students and families who don't come to school regularly – including truants and dropouts*

C *Connecting school and community efforts to promote child and youth development and a sense of community*

C *Capacity building to enhance community involvement and support*
- **T** Policies and mechanisms to enhance and sustain school-community involvement
- **T** "Social marketing" and celebration of mutual accomplishments and successes
- **T** Staff/stakeholder development on the value of community involvement
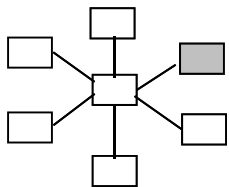
Student and Family Assistance

*Specialized assistance provided through
personalized health and social service programs

C *Providing extra support as soon as a need is recognized and doing so in the least disruptive ways*
- **T** Prereferral interventions in classrooms
- **T** Problem solving conferences with parents
- **T** Open access to school, district, and community support programs

C *Timely referral interventions for students & families with problems based on response to extra support*
- **T** Screening, assessment, referrals, and follow-up – school-based, school-linked

C *Enhancing access to direct interventions for health, mental health, and economic assistance*
- **T** School-based, school-linked, and community-based programs and services

C *Care monitoring, management, information sharing, and Follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective*

C *Mechanisms for resource coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness*
- **T** Braiding resources from school-based and linked interveners, feeder family of schools, community-based programs
- **T** Linking with community resources to fill gaps

C *Enhancing stakeholder awareness of programs and services*

C *Capacity building to enhance student and family assistance systems, programs, and services*

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

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

Online at:

http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/

resourcemappingandmanagement.pdf

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

Levels of Intervention

	Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Classroom-Focused Enabling			
Crisis/ Emergency Assistance & Prevention			
Support for transitions			
Home Involvement in Schooling			
Community Outreach/ Volunteers			
Student and Family Assistance			

Intervention Content Arenas

Accommodations for differences & disabilities

Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)

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

To Recap:

- School improvement planning for developing a comprehensive system of learning supports to address barriers to learning and teaching requires:

   (1) adoption of a umbrella framework that
          can unify current efforts

   (2) expansion of the framework for school
        accountability to account for efforts to
        enhance social and personal functioning
        and address barriers to learning and teaching

- A comprehensive framework to guide development of an enabling/learning supports component combines a continuum of intervention with a discrete set of content arenas. The resulting matrix provides a mapping tool and a planning guide for developing a comprehensive set of learning supports.

Study Questions

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

Activity

Looking at the schools you know –

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

> **To answer this, see the tool for mapping
> & analyzing Learning Supports –**
>
> **Online at**
>   **http://smhp.psych.ucla.edu/summit2002/**
>   **tool%20mapping%20current%20status.pdf**

Some Relevant References & Resources

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

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

< *The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* –
http://www.corwinpress.com/book.aspx?pid=11343

Next:

A discussion of next steps to enhance school improvement planning for developing a comprehensive system for addressing barriers to learning and teaching