Steps and Tools to Guide
Planning and Implementation of

a Comprehensive System to
Address Barriers to Learning and Teaching

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Attachments   30

For convenience of the user, the following tools from the toolkit are included in this document:

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

I. A Call to Action

The data are clear: Too many students are not doing well in school.

Too many are experiencing interfering barriers, most of which are not internal dysfunctions but are associated with neighborhood, family, school, and peer factors.

If the situation is to change, schools must play a greater role in providing supports for students experiencing barriers to learning and teaching.

At this time, most school improvement plans do not effectively focus on enhancing student outcomes by *comprehensively* addressing barriers to learning and teaching.

For many students, such a focus is essential to (re)engaging them in classroom instruction and enabling classroom learning.

And, the straight forward psychometric reality is that in schools where a large proportion of students encounter major barriers to learning, test score averages are unlikely to increase adequately until barriers are effectively addressed.

So, it is time for schools to move forward in establishing the type of *comprehensive system* for addressing barriers to learning and teaching that can enable them to be more effective in

- reducing student dropout rates
- reducing teacher dropout rates
- re-engaging students in classroom learning
- narrowing the achievement gap
- eliminating the plateau effect related to efforts to improve achievement test performance
- reducing the growing list of schools designated as low performing
- minimizing the degree to which high stakes testing is taking a toll on students

How does this fit with current efforts to improve schools?

Good instruction delivered by highly qualified teachers alone cannot ensure that all students are engaged in learning and have an equal opportunity to succeed at school. Schools already are concerned about improving how a variety of barriers to learning and teaching are addressed.

A comprehensive component for directly and systematically dealing with factors that keep too many students from doing well at school is essential. Pioneering work across the country already has begun to move "learning supports" to a prominent place in improving schools and student outcomes.

What are learning supports?

Ultimately, all school interventions to address barriers to learning and teaching are about supporting learning. As defined for policy purposes, *learning supports* are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports intended to address barriers to learning and teaching in ways that enable all pupils to have an equal opportunity for success at school. To be most effective, learning supports should be woven into a comprehensive, multifaceted, and cohesive system of classroom and school-wide interventions and should be fully integrated with instructional efforts.

Why aren't current efforts sufficient?

Analyses of the current state of affairs find a tendency for student supports to be highly fragmented and marginalized in policy and practice at all levels. It is commonplace for support staff to be organized and to function in relative isolation of each other and other stakeholders. And, a great deal of the work is oriented to discrete problems and overrelies on specialized services for individuals and small groups. All this not only is expensive in terms of direct costs, it produces inappropriate redundancy and counter-productive competition and works against developing cohesive approaches to maximize results. Limited efficacy and cost effectiveness seem inevitable in the absence of significant systemic change.

Student support programs and services as they currently operate can't meet the needs of the many for whom barriers are interfering with their learning at school. The realities are that the problems are complex and that complex problems require comprehensive solutions. School improvement and capacity building efforts (including pre and in service staff development) have yet to deal effectively with these matters.

Leaders at all levels need to understand the full implications of all this. The time is long overdue for escaping old ways of thinking and moving in substantively new directions.

There is much work to be done in addressing barriers to learning and teaching as public schools across the country strive to leave no child behind. The next decade must mark a turning point in how schools and communities address the problems of children and youth. In particular, the focus must be on initiatives to reform and restructure how schools work to prevent and ameliorate the many learning, behavior, and emotional problems experienced by students. And, the end product must be schools where everyone – staff, students, families, and community stakeholders – feels supported. This means reshaping the functions of all school personnel who have a role to play in addressing barriers to learning and promoting healthy development. And, it means fully integrating their roles and functions into school improvement planning.

Specifically, school improvement planners must:

- reframe current student support programs and services and redeploy the resources to develop a comprehensive, multifaceted, and cohesive component to enable learning

- develop both in-classroom and school-wide approaches – including interventions to support transitions, increase home and community connections, enhance teacher's ability to respond to common learning and behavior problems, and respond to and prevent crises

- revamp district, school, and school-community infrastructures to weave resources together to enhance and evolve the learning supports system

- pursue school improvement and systemic change from the perspective of learning supports and the need to engage and re-engage students in classroom learning

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This planning guide is designed to help with the initial phases of school improvement planning for establishing a *Comprehensive System to Address Barriers to Learning and Teaching.*

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II. Keeping the Big Picture in Focus

Those who want to establish a comprehensive system to address barriers to learning and teaching must mobilize a critical mass of committed support among key leaders and other stakeholders. Such commitment must be reflected in policy statements and creation of an infrastructure that ensures essential leadership, resources, motivation, and capability for developing an effective system of learning supports.

This brief document highlights key planning considerations by outlining major steps, functions, and tasks and related infrastructure concerns. Also included are examples of relevant tools to guide and aid planning.

This section is intended to encourage planners to begin by

(a) reflecting on the underlying rationale for developing a system of learning supports

(b) adopting a comprehensive intervention framework

(c) outlining the major steps in the process.

Specifically, an underlying set of considerations are sketched out as examples of the type of "big picture" matters that stakeholders need to discuss, adopt, and keep in focus. A framework is presented to illustrate a comprehensive approach for addressing barriers to learning and teaching. Then, it is suggested that 11 major steps are involved in establishing such a comprehensive component

A. Examples of Underlying Points to Keep in Focus

Note: As schools move forward to develop a comprehensive system for addressing barriers to learning and teaching, it is essential over time to revisit matters related to the "big picture" rationale, assumptions, and science underlying changes. As the work proceeds it is wise to ensure that all stakeholders are operating with a full understanding that it's about:

> ***All students*** – Ultimately, the intent is to ensure that every student has an equal opportunity to succeed at school. This requires not only personalized instruction, but developing the type of *comprehensive system* for addressing barriers to learning and teaching (a learning supports or enabling component) that can effectively
>
> - reduce student dropout rates
> - reduce teacher dropout rates
> - re-engage students in classroom learning
> - narrow the achievement gap
> - eliminate the plateau effect related to efforts to improve achievement test performance
> - reduce the growing list of schools designated as low performing
> - minimize the degree to which high stakes testing is taking a toll on students
>
> ***Engaging and re-engaging students*** – The need to engage and re-engage students in classroom instruction must be a central focus, and this requires increased emphasis on intrinsic motivation. Of particular importance are practices that (a) enhance students' feelings of competence, self-determination, and connection with significant others and (b) minimize threats to such feelings.
>
> ***Using resources appropriately*** – It is essential to use existing resources in ways that are most effective. It is recognized. however, that effectiveness is not just a matter of achieving specific outcomes for a few youngsters through specialized services and enhancing coordination to reduce service fragmentation. It involves deploying resources in ways that meet the needs of the many.
>
> ***Evolving new directions*** – Meeting the needs of the many requires rethinking how resources should be used to provide learning supports and then deploying and (re)deploying resources in ways that evolve a comprehensive, multifaceted, and cohesive approach that addresses barriers and supports student learning, development, and well-being. A comprehensive and cohesive approach consists of (a) a continuum of interventions to meet the needs of all children and youth and (b) a well-delineated set of content arenas. It is by effectively developing such a comprehensive approach that schools evolve not only a safe, but a nurturing environment.
>
> ***Improving standards, evaluation processes, and accountability procedures*** – All efforts to develop a comprehensive system to address barriers to learning and teaching should be standards-based and results-oriented.

Integrating learning supports fully with instruction – In developing a comprehensive system to address barriers to learning and teaching, the intent is to fully integrate a learning supports component with the instructional component in all school improvement planning.

Pursuing resource-oriented functions – Developing a system to address barriers to learning and teaching involves the ability to carry out a variety of resource-oriented *functions* in a proactive way. These include providing leadership, capacity building, and oversight for mapping what exists, analyzing current resource use, establishing priorities for program development, making recommendations for resource (re)deployment and enhancement to improve programs and systems, participating in decision making, and more.

Improving the organizational and operational infrastructure – Developing a system to address barriers to learning and teaching requires rethinking current infrastructure. The organizational and operational infrastructure must facilitate stakeholders working together with a dedicated task focus in planning, implementing, and evaluating the new approach. For infrastructure to be efficient and effective, mechanisms must be well-designed and interconnected. And, of course, there must be effective, task-focused facilitation for each mechanism. With all this in mind, planners need to rethink:

>***School-site* infrastructure** – Planning, implementation, and evaluation of new directions requires effectively establishing, linking, and sustaining all organizational and operational mechanisms at a school.

>***Feeder pattern* infrastructure** – In order to maximize use of available resources and achieve economies of scale, new forms of connection can be made with other schools in a complex or feeder pattern (e.g., a family of schools)

>***Central office* infrastructure** – Infrastructure connections with a district's central office must be reworked to ensure that site-based and school cluster efforts are effectively nurtured.

>***School-community collaboratives*** – Ultimately, the emphasis on enhancing school and community connections leads to considerations of how school infrastructure mechanisms braid with those in the community to establish effective, function-oriented school-community collaboration.

Building capacity with a strong emphasis on stakeholder development – Meeting the needs of all students and staff requires careful attention to capacity building and especially to enhancing on-the-job opportunities and inservice training for learning new roles and functions. Stakeholder mobility calls for particular attention to the needs of newcomers. And, throughout, special attention must be paid to the problem of the match between intervention processes and stakeholder motivation and capabilities.

B. A Comprehensive Intervention Framework for Addressing Barriers to Learning

Exhibit 1 portrays a component for addressing barriers to learning as an essential facet of school improvement.

Exhibit 1. Toward a Comprehensive System for Addressing Barriers to Learning: Moving from a Two- to a Three-component Framework for School Improvement

Current State of Affairs → Moving toward a Comprehensive System

Direct Facilitation of Learning & Development

Student & Family Assistance

Governance and Resource Management

Addressing Barriers to Learning

Instructional/ Developmental 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.

Management component

Governance and Resource Management

Instructional/ Developmental Component

Enabling Component*

Management component

Governance and Resource Management

*The Enabling Component is designed to enable learning by addressing factors that interfere with learning, development, and teaching and with re-engaging students in classroom instruction. 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. Some venues where this comprehensive approach is adopted refer to the third component as a Learning Supports Component.

When policy and practice are viewed through the lens of this third component, it becomes evident how much is missing in current efforts to enable all students to learn and develop. Establishment of this "enabling" component or system of learning supports elevates efforts to address barriers to a high policy level and fully integrates the work as a fundamental and essential facet of school improvement. It is important to stress that addressing barriers is not a separate agenda from the instructional mission. A three-component framework calls for fully integrating the enabling, instructional, and management components with each other.

About the Component to Address Barriers to Learning

A enabling component to address barriers to learning provides both a basis for combating marginalization and a focal point for developing a comprehensive framework for policy and practice. It can also help address fragmentation by providing a focus for weaving together separate initiatives for addressing barriers to learning and teaching. The usefulness of the concept of an enabling component as a broad unifying force is evidenced by the growing attention it is receiving at state and local education agencies (where it often is called a "Learning Supports Component" or a "Comprehensive System of Student Support").
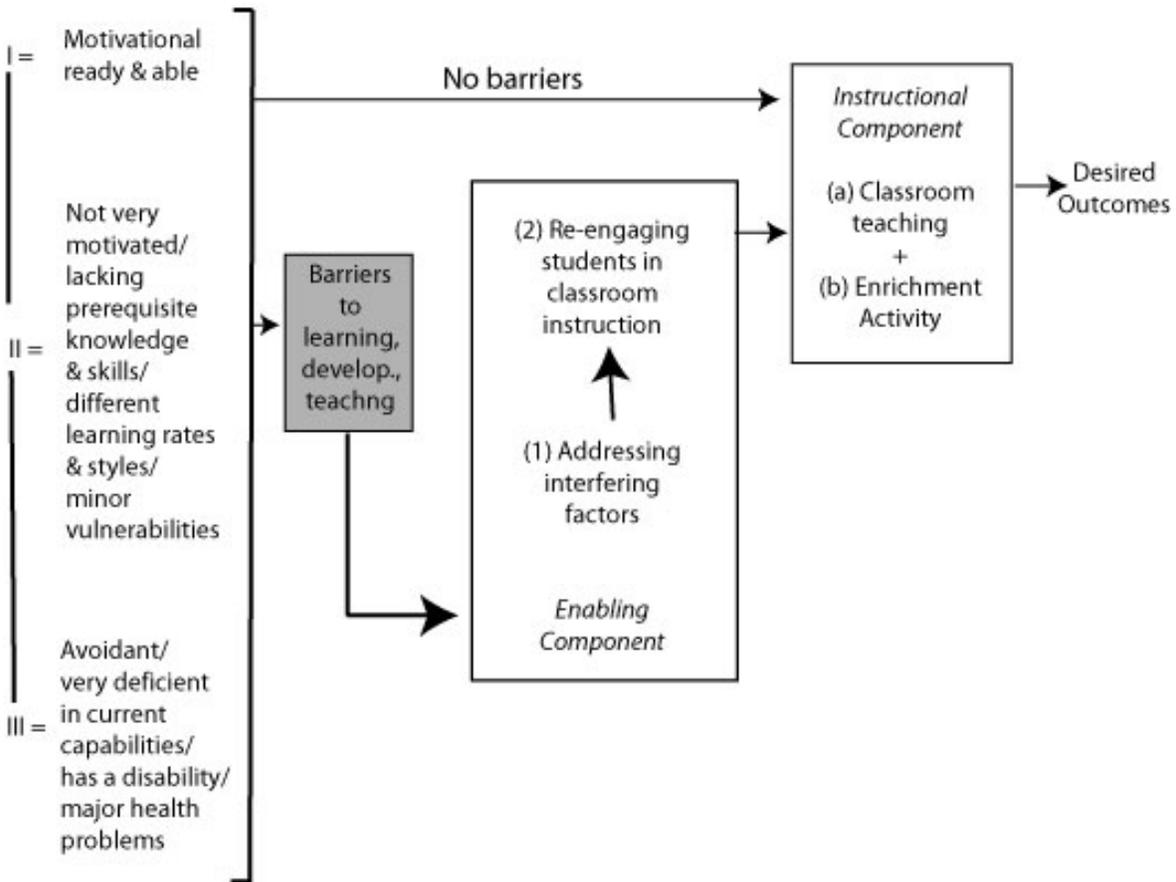
A major breakthrough in the battle against learning, behavior, and emotional problems can be achieved only when school improvement policy, planning, implementation, and accountability fully address factors interfering with learning. This requires *more than* outreach to link with community resources, *more than* coordinating school-owned services, *more than* coordinating school services with community services, *and more than* creating family resource centers, full service schools, and community schools. None of these alone constitute the type of comprehensive, multifaceted, and cohesive approach portrayed in Exhibit 2. The approach depicted focuses first on addressing barriers to learning, development, and teaching and then on re-engaging students in classroom instruction.

Developing a cohesive enabling component in schools requires significant systemic changes. The initial emphasis is primarily on weaving together what schools already have (e.g., pupil services, special and compensatory education and other categorical programs). Then, the focus expands to enhance an integrated set of systems and to link school resources with those in homes and communities (e.g., formally connecting school programs with assets at home, in the business and faith communities, and neighborhood enrichment, recreation, and service resources). Accomplishing all this not only involves reframing intervention, it requires redesigning organizational and operational infrastructure, and rethinking the roles and functions of personnel at schools and central offices.

Exhibit 2. An enabling component to address barriers, re-engage students in classroom instruction, and enhance healthy development*

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

I = Motivational ready & able

No barriers → Instructional Component
(a) Classroom teaching
+
(b) Enrichment Activity
→ Desired Outcomes

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

Barriers to learning, develop., teachng

(2) Re-engaging students in classroom instruction

(1) Addressing interfering factors

Enabling Component

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

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

*All categorical programs can be integrated into a comprehensive enabling component. Examples of initiatives, programs, and services that can be unified into such a component include positive behavioral supports, programs for safe and drug free schools, programs for social and emotional development and learning, full service community schools and family resource and school based health centers, Safe Schools/Healthy Students projects, CDC's Coordinated School Health Program, bi-lingual, cultural, and other diversity programs, compensatory education programs, special education programs, mandates stemming from the No Child Left Behind Act, and many more.

For schools, a comprehensive framework for a system of learning supports combines a (a) continuum of intervention systems with (b) a scheme that organizes all support programs, services, and activities into a set of six content arenas. As can be seen in Exhibit 3, the continuum is conceived in terms of three interconnected levels of intervention: (1) systems to promote healthy development and prevent problems, (2) systems to intervene as early after the onset of a problem as is feasible, and (3) systems of care. As illustrated in the exhibit, the assumption is that effectiveness at the upper levels will result in fewer persons requiring intervention at lower levels. Note that the continuum encompasses the concepts of primary, secondary, and tertiary prevention, as well as those efforts that classify a continuum of care into a three-tiered categorical schema, namely universal, selective, and indicated, according to target population.

Exhibit 3. A Continuum of Interconnected Systems for Meeting the Needs of All Students*

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

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

Examples:

- General health education
- Drug and alcohol education
- Enrichment programs
- Support for transitions
- Conflict resolution
- Home involvement

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

Examples:

- Public health & safety programs
- Prenatal care
- Immunizations
- Pre-school programs
- Recreation & enrichment
- Child abuse education

- Drug counseling
- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Suicide prevention
- Learning/behavior accommodations and response to intervention
- Work programs

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

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

- Special education for learning disabilities, emotional disturbance, and other health impairments

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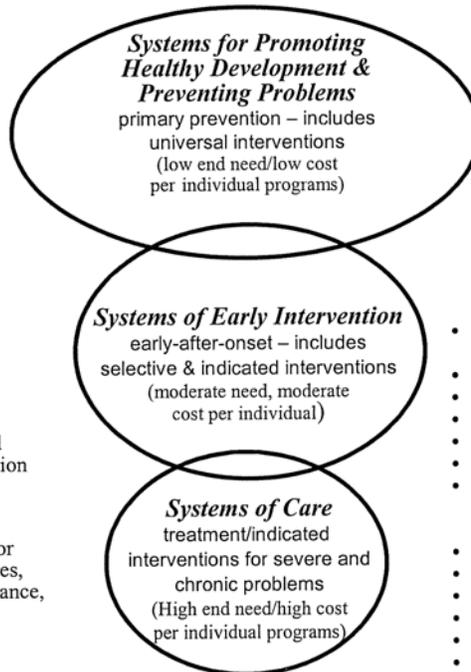treatment/indicated interventions for severe and chronic problems
(High end need/high cost per individual programs)

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

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* of *prevention, 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
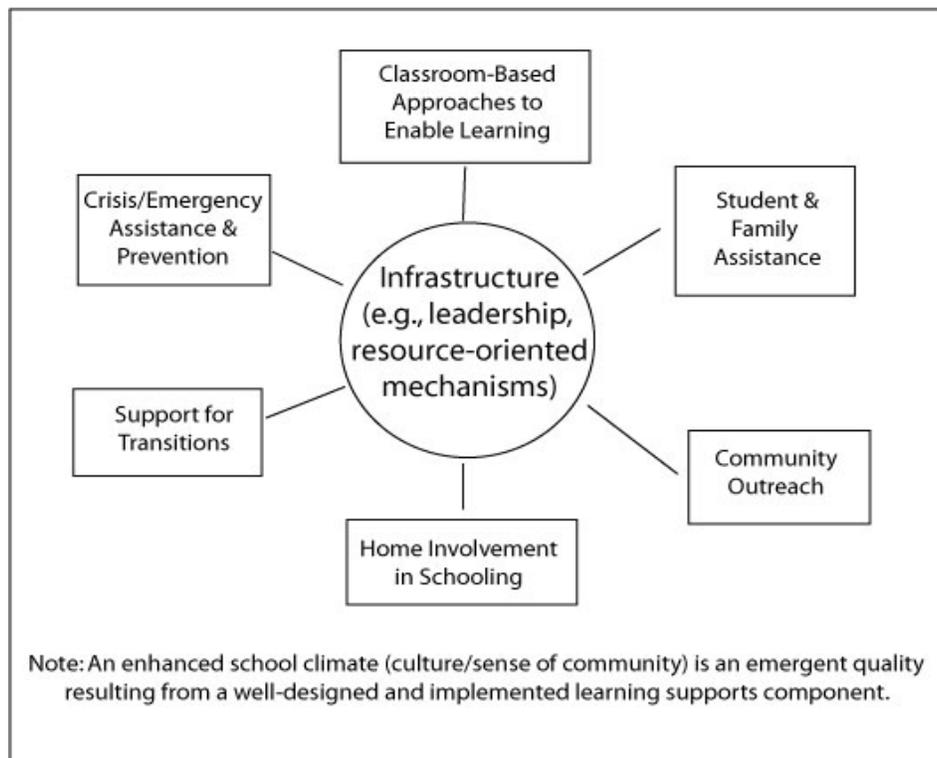
By stressing the importance of integrating interventions across a continuum of *systems*, the framework illustrated in Exhibit 3 moves discussion beyond a focus on discrete interventions. Specifically, it underscores the importance of horizontal and vertical restructuring of programs and services (a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units) and (b) between jurisdictions, school and community agencies, public and private sectors, among clusters of schools, and among community agencies.

Finally, note that the continuum includes a system for promoting healthy development and has the intention of incorporating a holistic and developmental emphasis that envelops individuals, families, and the contexts in which they live, work, and play. Also implicit is the principle that the least restrictive and nonintrusive forms of intervention required to appropriately address problems and accommodate diversity are to be used.

Every school system has developed some programs and services that fit along the entire continuum illustrated in Exhibit 3. However, the emphasis is mostly on discrete services, and interventions are not coalesced into integrated systems. Moreover, the tendency to focus mostly on the most severe problems has skewed the process so that too little is done to prevent and intervene early after the onset of a problem. As a result, public education has been characterized as a system that "waits for failure."

For schools, it is useful to organize all support programs, services, and activities into a well-circumscribed set of content arenas. Exhibit 4 provides an example that groups the interventions into six content arenas.

Exhibit 4. Intervention content arenas

Note: An enhanced school climate (culture/sense of community) is an emergent quality resulting from a well-designed and implemented learning supports component.

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

The arenas included in Exhibit 4 encompass interventions to:

- *Enhance regular classroom strategies to enable learning* (e.g., improving instruction for students who have become disengaged from learning at school and for those with mild-moderate learning and behavior problems; includes a focus on prevention, early intervening, and use of strategies such as response to intervention)

- *Support transitions* (i.e., assisting students and families as they negotiate school and grade changes and many other transitions)

- *Increase home and school connections*

- *Respond to, and where feasible, prevent crises*

- *Increase community involvement and support* (outreach to develop greater community involvement and support, including enhanced use of volunteers)

- *Facilitate student and family access to effective services and special assistance as needed.*

As illustrated in Exhibit 5, the three levels and six arenas can be formed into a comprehensive intervention framework for addressing barriers to learning. See the matrix on the following page.

See Attachment 1 for how to use the matrix to map and analyze the nature and scope of current interventions. The map provides data for analyzing what is in place and what is missing.

Building from What is There and What is Mandated

Every school system has developed some programs and services that fit along the entire continuum illustrated in Exhibit 3. The exhibit refers to many examples. Each is the product of efforts to address various barriers. Some reflect efforts to cope with federal, state, and local policy mandates. For example, the latest reauthorization of the *Individuals with Disabilities Education Act* calls for greater attention to "Early Intervening" and using "Response to Intervention" in determining student needs; the *No Child Left Behind Act* focuses greater attention on closing the achievement gap and reducing dropout rates by requiring disaggregation of test scores; the Department of Agriculture has instituted an initiative for schools to develop a "Wellness Plan;" and legislation is calling for increasing the focus on promoting social and emotional development.

All current initiatives can be viewed as "opportunities" that can be built upon in moving schools toward a comprehensive system of learning supports. And, future initiatives should be integrated into such a system.

A set of guidelines related to defining the nature and scope of a comprehensive component for student support is included in Attachment 8.

Matrix Framing the Scope and Content of a Component to Address Barriers to Learning*

Scope 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			

Organizing around the

Content/ "curriculum"

(for addressing barriers to learning & promoting healthy development)

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

*Note that specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of Center for Prevention and Disease Control's Coordinated School Health Program are embedded into the six content ("curriculum") areas.

See Attachment 1 for guidance in using the matrix as a mapping tool.

C. Overview of Major Steps

**Establishing a Comprehensive, Multifaceted, and Cohesive Component for
Addressing Barriers to Learning (a *Learning Supports* or *Enabling Component*)**

First Phase – *Orientation: Creating Readiness*

- Introduce basic ideas to relevant groups of stakeholders to build interest and consensus for enhancing efforts to develop a comprehensive component for addressing barriers to learning and teaching and to garner feedback and support
- Establish a policy framework and commitment – the leadership should make a commitment that adopts a comprehensive approach to enabling learning by addressing barriers as a primary and essential component of school improvement
- Identify a leader (equivalent to the leader for the Instructional Component) to ensure policy commitments are carried out for establishing the new component

Second Phase – *Start-up and Phase-in: Building Infrastructure and Capacity*

- Establish temporary mechanisms to facilitate initial implementation/systemic change (e.g., a steering group, an organization change facilitator) and develop the capacity of these mechanisms to guide and manage change and provide essential leadership during phase-in
- Formulate specific start-up and phase-in actions
- Refine infrastructure so that the component is fully integrated with the instructional and management components
    > Establish and train an administrative leader
    > Ensure there is a resource-oriented mechanism (e.g., a Learning Supports Resource Team) and train those who staff it in how to perform major resource-oriented tasks (e.g., mapping, analysis, coordinating, planning, setting priorities for program development, enhancing intervention systems
    > Help organize work groups for each major arena of component activity and facilitate their initial mapping and analysis of resources and formulation of recommendations
    > Develop ad hoc work groups to enhance component visibility, communication, sharing, and problem solving
- Establish a system for quality improvement and evaluation of impact and integrate it into school improvement planning, evaluation, and accountability
- Attempt to fill program/service gaps and pursue economies of scale through outreach designed to establish formal collaborative linkages among families of schools (e.g., a feeder pattern) and among district-wide and community resources (e.g., through establishing a Learning Supports Resource *Council*)

Third Phase – *Sustaining, Evolving, and Enhancing Outcomes*

- Plan for maintenance
- Develop strategies for maintaining momentum and progress

Fourth Phase – *Generating Creative Renewal and Replication to Scale*

14

II. Planning

Everyone knows that good planning is the basis for improving schools.

When it comes to planning for developing a comprehensive system to address barriers to learning and teaching (a learning supports or enabling component), the following questions arise:

- Who will oversee the work?

- Who will delineate a design for what is to be developed?

- Who will do the action planning?

In this section, the emphasis is on establishing a Steering Group and a Design Team.

The Steering Group's main function is oversight.

The Design Team's main functions include:
- drafting a design document describing what is to be implemented,
- cultivating stakeholder consensus and presenting the design for adoption as policy and for full incorporation into school improvement plans,
- formulating a strategic plan for getting from here to there.

As soon as the Design Team has completed its work, the Steering Group establishes an ad hoc Action Planning Team to delineate implementation tasks, schedules, and who will do the work.

After the action plan is approved, the Steering Group guides establishment of implementation mechanisms.

> *While it is evident that good planning requires good leadership and facilitation and competent, representative, and task-oriented stakeholder participation, it is too often the case that planning mechanisms are established with too little attention to these matters.*

A. A Group to Steer and a Team to Design

A *Steering Group* consists of "champions" who agree to steer the process. (Some members of the group may also coach and mentor.)

Functions. Such a group provides a broad-based and potent leadership mechanism for maintaining the vision and overseeing and supporting the work. They must be highly motivated not just to help get things underway but to ensure sustainability.

Composition. The Steering Group should not be too large. For example, membership should include a few well-connected "champions" and the key change agents (e.g., the administrative leader and other system change staff) who have responsibility for implementation.

Process: Initially, the group probably needs to meet formally once a week, with informal contacts as needed. To work against the perception that it is a closed, elite group, it can host "focus groups" to elicit input and feedback, provide information, and problem solve.

Key examples of Steering Tasks

In terms of specific tasks, the group must

- take time to ensure the members have assimilated an in-depth understanding with respect to what systemic changes are needed,

- establish an ad hoc Design Team,

- review and ensure that the design is adopted as policy and fully incorporated into the school improvement plans,

- review and ensure adoption of a strategic plan for getting from here to there,

- establish an ad hoc Action Planning Team,

- review and ensure adoption of the action plan,

- help to establish mechanisms for implementation.

During implementation, the Steering Group's main functions are to ensure that personnel who are assigned to facilitate changes

- maintain a big picture perspective,

- have sufficient capacity (support and guidance),

- make appropriate progress.

It is the responsibility of leadership to establish a Steering Group and ensure that it has the knowledge, skills, motivation, and resources to carry out essential tasks.

An *ad hoc Design Team* takes on the responsibility for drafting (a) a prototype for the comprehensive system of learning supports and (b) a strategic plan for getting from here to there.

Five major questions frequently are asked when a proposal is made for a comprehensive, multifaceted, and cohesive component to address barriers to learning and teaching:

- *Why is a comprehensive component imperative?*
- *What does such a component need to look like at a school?*
- *What's the research-base for such a component?*
- *What will it cost?*
- *What needs to be done to make such a component a reality?*

Functions: In developing its drafts of a prototype and a strategic implementation plan, an *ad hoc Design Team* provides answers to such questions.

Composition: As a product-oriented group, the Design Team requires a core of members who are both highly motivated and capable of producing a well-developed design prototype and strategic plan. For some tasks, the team may form small ad hoc work groups led by a core team member and consisting of additional stakeholders who have needed special knowledge.

Process: The team and work groups meet as frequently as is feasible, with drafts prepared and shared between meetings. The focus in meetings is on clarifying feedback and guidance for improving sections of the product that are under development. To ensure input from a wide range of stakeholders, the team can share the products of their efforts several times over the course of their work and encourage feedback. Such an interactive process helps to build consensus and create readiness for policy approval and moving forward.

Key examples of Design and Strategic Planning Tasks

In terms of specific tasks, the team must

- take time to ensure the members have assimilated an in-depth understanding with respect to the systemic changes that are needed,

- prepare a document detailing the rationale and research-base for the proposed comprehensive system of learning supports and what it will look like when it is implemented (see the following page for examples of points to delineate),

- outline a five year strategic plan for phasing in the proposed system.

Examples of Points to Address in the Design Document

The matters outlined in Section I of this document are all relevant to the design. It is particularly important to:

- Make the case for why it is imperative to have a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching and cite the research-base

- Highlight that the intent of the proposed design is to:
  > Deploy, redeploy, and weave together *existing resources*
  > Ensure that the component is developed in ways that complement and is fully integrated into efforts to improve instruction and the management of resources.
  > Enhance supports and assistance for addressing barriers and engaging and re-engaging students in classroom instruction
  > Increase emphasis on preventing problems and enhancing youngsters' strengths.

- Delineate the type of policy commitment that is needed and stress that the work will be standards-based.

- Develop a design that outlines:

  > A comprehensive and cohesive intervention framework for achieving specific, desired outcomes. The framework should consist of (a) a continuum of interventions to meet the needs of all children and youth and (b) a well-delineated set of content arenas. (See Matrix in Section I-B and Attachment 1. Note: Such a framework provides a guide for weaving resources, programs, and services into a comprehensive, multifaceted, and cohesive systemic approach for addressing barriers and supporting student learning, development, and well-being.)

  A. *An infrastructure framework* that ensures effective mechanism for pursuing the functions and processes needed to implement a comprehensive system for addressing barriers and re-engaging students in classroom instruction. Essential mechanisms include
      (a) administrative leadership (see job description from the toolkit included in this document as Attachment 5),
      (b) staff leadership (see job description in Attachment 5),
      (c) a resource-oriented team and related work groups (see Attachment 2),
      (d) case-oriented teams.
  The design should ensure these mechanisms are effectively interconnected with each other and with existing infrastructure mechanisms. (See Attachment 4 for examples.)
      (Note: The document should discuss how school, feeder pattern, and central district infrastructure are connected.)

- Outline a plan for *"Getting from Where We Are to Where We Want to Be."* Discuss the major phases and processes to be used in facilitating systemic changes and building capacity for implementing and sustaining the designed prototype.

B. An Action Planning Team

Once the Design and Strategic Plan documents are prepared, the Steering Group can identify members for and ways to build the capacity of an *Action Planning Team*.

An *Action Planning Team* delineates the specifics for implementation.

Functions: The team develops action plans accounting for both direct implementation and systemic change considerations. The "Overview of Major Steps . . ." on page 14 provides a general guide for thinking about what needs to be emphasized in action planning. The focus of initial action planning is on the first and second phases, steps 1-7 delineated in the Overview of Major Steps. Each of these steps an be broken down into specific tasks for action planning and monitoring of progress. (See examples on the following pages.)

Composition: Logical members are representatives from the Steering Group, the Design Team, and others involved in school leadership, school improvement planning, and providing learning/student supports.

Process: This should be a time-defined task requiring about 4 meetings, with drafts prepared and shared between meetings. The focus in meetings is on clarifying feedback and guidance for improving sections of the plan that are under development. To ensure input from key stakeholders, the team can share the products of their efforts and encourage feedback. Such an interactive process helps to build consensus and create readiness for action. (Attachment 3 offers an *Action Planning Form* for delineating what, who, how, when.)

Examples of Specific Tasks for Action Planning

ORIENTATION AND CREATING READINESS

- Establish Steering Group ("champions") for facilitating development of the Component
- Provide Steering Group members with leadership and systemic change training
- Orient stakeholders – initial contacts with key stakeholders to introduce basic ideas
    - > Pursue "social marketing" strategies to introduce basic ideas and relevant research base to key stakeholders (e.g., administrators, staff, parent representatives, business and community stakeholders
    - > Provide opportunities for interchange & additional in-depth presentations to build a critical mass of consensus for systemic changes
    - > Evaluate readiness of a critical mass of stakeholders to endorse a policy commitment
    - > Elicit stakeholders' formal ratification and sponsorship
- Establish with school leaders a policy commitment and clarify the dimensions of the work and changes to be made
    - > Negotiate policy commitment and conditions for engagement (e.g., establish high level policy and assurance of leadership commitment so that learning supports component is adopted as one of the primary and essential components of school improvement – on a par with the instructional and management components)
    - > Translate policy into an inspiring vision, frameworks, and a strategic plan to phase-in changes using a realistic time line
    - > Translate policy into appropriate resource allocations (leadership, staff, space, budget, time)
    - > Establish incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)
    - > Establish procedural options that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable
    - > Establish infrastructure and processes for facilitating change efforts
    - > Identify and do initial training of Change agent(s)
    - > Begin development of essential skills among stakeholders for initial implementation
    - > Use benchmarks to provide feedback on progress and to make necessary improvements in the process for creating readiness
- Develop phase-in plan

START-UP AND PHASE-IN

- Identify an administrative leader for the Component (equivalent to the leader for the Instructional Component)
- Identify staff leaders for the Component
- Provide in-depth leadership and systemic change training for all who will be taking a lead in developing the Component
- Conduct a survey of the relevant stakeholders to determine attitudes about new directions
- Establish a Learning Supports Resource Team
    - > Identify potential team members
    - > Recruit team members.
    - > Initial team meeting.
    - > Ongoing training for team members.

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- Initial mapping and analysis of existing resources
  - > Initial mapping
  - > Initial analyses (of needs, gaps, efficacy, coordination)
  - > Initial priorities and plans for improvig learning supports (enabling) activity
  - > Distribute initial maps and plans
- Initial enhancement of systems and activity related to enabling
  - > Analyze, improve, document, and circulate info and recommendations on how to use current systems for referral, triage, case management, crisis response (e.g., clarify steps, develop flow charts, written descriptions, train personnel)
  - > Train existing teams (e.g., Crisis Team, Student Study/Assistance/Guidance Team)
- Refine infrastructure and pursue deeper resource mapping and analyses
  - > Rework infrastructure so that learning supports (enabling) component is fully integrated with the instructional and management components
  - > Delineate learning support activity into an organized set of intervention arenas (e.g., 6 arenas)
  - > Develop and train work groups for each arena
  - > In-depth mapping and analyses of resources related to each arena
  - > Generate priorities for enhancing activity in each arena
  - > Resource Team ranks top priorities and formulates plans for pursuing them.
  - > Integrate plans into overall school improvement planning
  - > If relevant, formulate plans to establish a Family and/or Parent Center
- Component visibility, communication, and problem solving
  - > Develop *social marketing mechanisms* to enhance component visibility, communication, and sharing (e.g., circulate and post information about all existing programs, services, and resources listed to all stakeholders and plan other steps to enhance visibility)
  - > Develop *communication mechanisms*
  - > Develop *problem solving mechanisms*
- Outreach to fill gaps and pursue economies of scale
  - > Establish formal collaborative linkages with other resources in the district
  - > Establish formal collaborative linkages among families of schools in locale (e.g., establish a Resource Council for a feeder pattern)
  - > Establish formal collaborative linkages with community resources (e.g., programs and agencies)
- Train Steering Group and Learning Supports Resource Team to develop and implement a quality improvement system

C. Establishing the Infrastructure for Carrying Out the Work

Substantive systemic changes require guidance and support from change agents with significant competence related to facilitating complex systemic changes (e.g., creating a climate for change, facilitating change processes, and establishing an institutional culture where key stakeholders continue to learn and evolve). For example, organizational research in schools, corporations, and community agencies stresses the value of the following factors for creating a climate for institutional change:

- a high level of policy commitment that is translated into appropriate resources, including leadership, space, budget, and time;

- incentives for change, such as intrinsically valued outcomes, expectations for success, recognition, and rewards;

- procedural options from which those expected to implement change can select those they see as workable;

- a willingness to establish mechanisms and processes that facilitate change efforts, such as a governance mechanism that adopts ways to improve organizational health;

- use of change agents who are perceived as pragmatic – maintaining ideals while embracing practical solutions;

- accomplishing change in stages and with realistic timelines;

- providing progress feedback;

- institutionalizing support mechanisms to maintain and evolve changes and to generate periodic renewal.

An understanding of concepts espoused by community psychologists such as empowering settings and enhancing a sense of community also are relevant.

The above considerations along with related systemic change concerns must be addressed by those who are responsible for implementing major school improvement efforts. This includes whoever has administrative responsibility for leading the way and for others who are assigned to facilitate changes.

> Effective and linked administrative leadership is key to the success of any systemic change initiative in schools. Everyone needs to be aware of who is leading and is accountable for the development of the planned changes. It is imperative that such leaders be specifically trained to guide systemic change. And, they must be sitting at key decision making tables when budget and other fundamental decisions are discussed.

In general, infrastructure mechanisms must be modified in ways that guarantee new policy directions are translated into appropriate daily operations. Well-designed mechanisms ensure local ownership, a critical mass of committed stakeholders, processes that overcome barriers to stakeholders effectively working together, and strategies that mobilize and maintain proactive effort so that changes are implemented and there is renewal over time. In this respect, there are stakeholders who have formal leadership roles and functions, there are informal leaders, and others whose overlapping roles and functions ensure appropriate changes.

In planning systemic change, it helps to think in terms of: (1) a *steering* mechanism to guide and support development, (2) an organization facilitator who works with designated other stakeholders to pursue the daily tasks involved in creating readiness and initial implementation, (3) other key stakeholders (e.g., perhaps designated as a *change team*) who assume responsibility for coalition and capacity building, implementation, and maintaining daily oversight (including problem solving, conflict resolution, and so forth), and (4) other *mentors* and *coaches* to model and teach specific elements of new approaches.

Organization Facilitator. Because this job title is unfamiliar to many planners, a few notes of clarification are in order. In the context of schools, the term was coined as a designation for a professional change agent employed specifically to facilitate systemic changes at any level. A cadre of such professionals can be used to facilitate change across an entire district and to promote school-community collaboration. Examples of general task activity for an Organization Facilitator are in Attachment 6. As noted there, the core functions revolve around planning and facilitating:

- Infrastructure development, maintenance, action, mechanism liaison and interface, and priority setting;

- Stakeholder development, especially resource linking and provision, coaching and mentoring – with an emphasis on creating readiness and commitment both in terms of motivation and skills, team building, providing technical assistance, and organizing basic interdisciplinary and "cross-training";

- Communication and visibility, resource mapping, analyses, coordination, collaboration, and integration;

- Formative evaluation, progress monitoring, rapid problem solving, and accountability;

- Ongoing support.

An Organization Facilitator's core functions require an individual whose background and training have prepared her/him to understand

- *the innovation to be diffused and the specific systemic changes (content and processes) to be accomplished* (In this respect, a facilitator must have an assimilated understanding of the fundamental concerns underlying the need for change and the nature and scope of the innovation to be implemented.)

- *how to work with stakeholders as they rethink and rework their policies, interventions, infrastructure, and institutional culture*

Note: An understanding of the nature of an innovation, the systemic change processes, and the functions, steps, tasks, and strategies involved in implementation, sustainability, and replication-to-scale provides the basis for formulating change agent job descriptions.

III. Phasing-in the Component and Monitoring Progress

Major institutional changes are not easily accomplished. Clearly, the many steps and tasks described above call for a high degree of commitment and relentlessness of effort.

Awareness of the myriad political and bureaucratic difficulties involved, especially with limited financial resources, leads to the caution that the systemic change tends not to proceed in a straight-forward sequential or linear process. Implementation must be *phased-in* recognizing the overlapping and spiraling nature of the work. Moreover, time frames must be realistic.

Phases of the Change Process

In planning to phase-in changes, it is useful to think in terms of four overlapping phases:
(1) *creating readiness* – increasing a climate/culture for change through enhancing the motivation and capability of a critical mass of stakeholders,
(2) *initial implementation* – change is carried out in stages using a well-designed infrastructure to provide guidance and support,
(3) *institutionalization* – accomplished by ensuring there is an infrastructure to maintain and enhance productive changes,
(4) *ongoing evolution and creative renewal* – through use of mechanisms to improve quality and provide continuing support in ways that enable stakeholders to become a community of learners who creatively pursue renewal.

To underscore the matter, any move toward substantive systemic change begins with activity designed to create readiness by enhancing a climate/culture for change. For a variety of reasons, this phase too often is given short shrift. Doing so is a serious mistake.

Remember, creating readiness includes:

- articulation of a clear, shared vision for the changes (e.g., building interest and consensus; introducing basic concepts to relevant groups of stakeholders)

- mobilizing interest, consensus, and support among key stakeholders (e.g., identifying champions and other individuals who are committed to the changes; planning and implementing a "social marketing" strategy to mobilize a critical mass of stakeholder support; planning and implementing strategies to obtain the support of key policy makers, such as administrators and school boards)

- clarifying feasibility (e.g., how necessary changes can be accomplished; who will lead; what mechanisms can be used to steer and underwrite the change process)

- ensuring there is a major policy commitment from all participating stakeholders (e.g., establishing a policy framework that recognizes the importance of the work)

- negotiating agreements with decision makers and implementers (e.g., about role responsibilities; about how accountability for commitments will be assured).

This is followed by processes for enhancing/developing an infrastructure based on a clear articulation of essential functions (e.g., mechanisms for governance and priority setting, steering, operations, resource mapping and coordination).

And, during every phase, steps are taken to monitor, review, and enhance progress and factors that may be hindering progress.

Monitoring and Reviewing Progress

Even when exceptional planning is done, the only way to stay on and/or correct the course of action is through formative evaluation that emphasizes monitoring and reviewing benchmarks. Properly designed, such formative evaluations can be the basis for meeting immediate accountability demands. Formative evaluation emphasizes reviews by self and others.

- On the next page is a *Topical Outline to Focus Self-Evaluation*.

- Attachment 7 provides an example of a *Benchmark Checklist for Monitoring and Reviewing Progress*.

Both tools can be used for monitoring by self or others.

Self-Evaluation: Topical Guide

This outline is intended to provide a focus for informal self-evaluation of progress in developing a comprehensive, multifaceted, and cohesive approach to address barriers to student learning. Think in terms of four levels: school, complex of schools, district, and state.

POLICY STATUS
- To what degree have effective policies been enacted/implemented to facilitate the work?
- What policy matters still must be dealt with?
- What are the plans for doing so? (Who, when, how)

STRATEGIC PLAN FOR CREATING READINESS AND PHASE-IN
    Is there a written plan?
        If so, does it need revision?
        If not, is one in the works? (who, how, when)

CREATING READINESS FOR IMPLEMENTATION
- Who is on-board in a well-informed and committed way?
- Who is on-board but still needs to enhance understanding?
- Who still must be brought on-board for good progress to be made?
- What plans have been made to address concerns about readiness? (who, how, when)

INFRASTRUCTURE FOR NEEDED SYSTEMIC CHANGES
- Are there steering bodies at all levels and are the right people on them?
- Who are the designated change agents (organization facilitators for specific systemic change)?
- What ongoing training, supervision, and support are the advisory/steering bodies and change agents receiving so that they can be effective?
- What steps ensure that change agents are not diverted into other roles and functions?
- What steps are taken to address weaknesses in the performance of steering bodies and change agents? (Included here are steps for orienting and bringing newcomers up to speed.)

LEADERSHIP DESIGNATION, TRAINING, & SUPPORT
- Who have been designated as leaders for a learning support component at each level?
- What ongoing training and support are leadership personnel receiving so that they can be effective? (Included here are steps for orienting and bringing new personnel up to speed.)

INFRASTRUCTURE FOR RESOURCE-ORIENTED PLANNING
- What resource-oriented mechanisms have been established at each level?
- What ongoing training and support are those on resource-oriented teams receiving so that they can be effective? (Included here are steps for orienting and bringing new members up to speed.)

MAPPING AND ANALYSES OF RESOURCES
- At what stage is the mapping and analyses of resources that are relevant to addressing barriers to learning and promoting healthy development?
- To what degree have existing activities and initiatives (programs and services) been charted with respect to delineated areas of intervention (e.g., six areas of a learning support/enabling component) and displayed publicly?
- What priorities have been set for next steps in using resources more effectively in developing a comprehensive, multifaceted approach?
- What mechanisms have been established to assure next steps are taken effectively?

I V. Tool kit Overview Description

Rebuilding a system of supports for learning requires guides, materials, tools and other resources for strategic planning, implementation, and capacity building. Such resources also can help to deepen learning about the substance and processes of the work to be done.
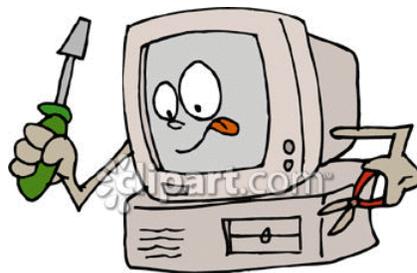
With this in mind, development of a "Toolkit for Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning" has been initiated. This toolkit is in its first stages of development and will continue to evolve. It provides a wide range of detailed resource materials (e.g., exemplars, guides, aids, tools). The tools are grouped in an order that roughly approximates moving from creating readiness, through initial implementation, to sustaining and scaling-up.

As with any set of tools, users are expected to select a specific one to fit the task at hand. All the tools are easily accessed at no cost online at
http://smhp.psych.ucla.edu/toolkit.htm

The kit is divided into five sections:

Section A – a set of brief documents clarifying the imperative for rebuilding and providing
        a big picture for policy makers, administrators, and other stakeholders. These include:
                > briefs clarifying the rationale and frequently asked questions
                    about rebuilding student supports
                > examples of policy formulations
                > prototypes of guidelines and standards
                > a prototype for a school district proposal

Section B – some planning tools for initial and ongoing planning of the rebuilding process.
                > reframing intervention
                > reworking infrastructure
                > capacity building

Section C – tools related to phasing-in the new system.
                > planning phase-in
                > ongoing capacity building

Section D – some considerations about systemic change.

Section E – a topical Quick Find Clearinghouse that is readily accessed through a menu
        (direct website addresses are provided). The menu of over 130 specific Quick Finds
        covers topics related to disaster response, classroom management, motivation (including
        engagement and re-engagement in classroom learning), social and emotional
        development, and much more. Some of the Quick Finds provide links directly to
        staff/stakeholder development and training aids and tutorials and continuing education
        modules.

Section C – Tools related to phasing-in the new system

  Planning Phase-in
  >Guide on how to phase-in a learning supports component
  >Draft of a five year plan for phasing-in a learning supports component
  >Action Planning Guide: Making it Happen

  Ongoing Capacity Building
  >Guide to resource mapping and management to address barriers to learning: An intervention
      for systemic change
  >Notes on Capacity Building in Stages for Rebuilding Supports for Learning

Section D – Some considerations about systemic change
  >Tool for Assessing Readiness for Systemic Change
  >Systemic Change for School Improvement
  >Change Agent Mechanisms for School Improvement: Infrastructure not Individuals
  >Sustaining and Scale-up: It's About Systemic Change
  >Guide to rethinking a school board's committee structure to focus on rebuilding supports
      for learning

Section E – provides the menu of over 130 specific Quick Finds available in the online
clearinghouse accessed through the Center at UCLA. Each *Quick Find* is a gateway to a host of
resources. There are links to materials developed by the Center at UCLA and to other key online
resources available through the internet. Topics covered include infrequent but pressing concerns
such as disaster response to everyday matters such as classroom management, student
motivation, and social and emotional development. Some of the Quick Finds provide links
directly to staff/stakeholder development and training aids and tutorials and continuing education
modules. Topics on the menu are listed alphabetically. For direct access to the menu, go to
http://smhp.psych.ucla.edu/websrch.htm#quickfind

> All the tools are easily accessed at no cost online at
> http://smhp.psych.ucla.edu/toolkit.htm

A more detailed description of each tool is provided in Attachment 9.

Concluding Comments

Although many of the matters explored in this planning and implementation guide seem self-evident, their profound implications for school improvement are widely ignored. As a result, it is not surprising that so many efforts to improve schools fail.

It is easy to lose sight of the "big picture." And, planning often is curtailed by constraints imposed by time and energy. Efforts to phase-in implementation tend to give too little time to creating readiness. The result in too many cases is that the form rather than the substance of needed improvements is generated.

> *As the country strives to leave no child behind, clearly*
> *there is much more work to do in improving how*
> *schools address barriers to learning and teaching.*

Attachments

For convenience of the user, the following tools from the toolkit are included here.

Attachment 1

Mapping & Analyzing Learning Supports

http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

The matrix on the following page provides a graphic organizer for reviewing school improvement plans and implementation to identify how well the efforts address barriers to learning and teaching – schoolwide and in the classroom. It can also be used to chart all current activities and resource use (e.g., involving school, community, district) as a basis for making status reports, doing a gap analysis, and setting priorities for moving forward.

Places that have plans to cover a considerable range of the interventions outlined by the matrix are considered to be developing a comprehensive a system of learning supports.

How the matrix has been used for initial mapping and priority setting:

Step 1. Reproduce an enlarged version of the attached matrix so there is room to enter all activity

Step 2. Enter all activity and resources (Note: some will go in more than one cell)

Step 3. Review the examples provided in the attached Exhibit and add anything that was forgotten.

Step 4. Identify which cells are well covered with *effective* interventions and which have only weak interventions or none at all

Step 5. Identify what needs to be done as the highest priorities to strengthen efforts to develop a comprehensive system of learning supports to address barriers to learning and teaching – schoolwide and in the classroom

Step 6. Revise school improvement plans in keeping with the mapping and analysis

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Matrix for reviewing scope and content of a component to address barriers to learning.

Scope of Intervention

	Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care

Organizing around the

Content/ "curriculum"

(for addressing barriers to learning & promoting healthy development)

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

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

*Note that specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of Center for Prevention and Disease Control's Coordinated School Health Program are embedded into the six content ("curriculum") areas.

Adapted from various public domain documents written by Adelman and Taylor.

Exhibit

"Content" Areas for a Component to Address Barriers to Learning

(1) Classroom-Based Approaches encompass

- Opening the classroom door to bring available supports in (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff work in the classroom as part of the teaching team)
- Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals (e.g. 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 (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling)
- Curricular enrichment and adjunct programs (e.g., 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 at all times is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings.

(2) Crisis Assistance and Prevention encompasses

- Ensuring immediate assistance in emergencies so students can resume learning
- Providing Follow up care as necessary (e.g., 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 (e.g., 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
- Capacity building to enhance crisis response and prevention (e.g., staff and stakeholder development, enhancing a caring and safe learning environment)

(3) Support for Transitions encompasses

- Welcoming & social support programs for newcomers (e.g., welcoming signs, materials, and initial receptions; peer buddy programs for students, families, staff, volunteers)
- Daily transition programs for (e.g., before school, breaks, lunch, afterschool)
- Articulation programs (e.g., grade to grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs)
- Summer or intersession programs (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education (e.g., counseling, pathway, and mentor programs; Broad involvement of stakeholders in planning for transitions; students, staff, home, police, faith groups, recreation, business, higher education)
- Broad involvement of stakeholders in planning for transitions (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building to enhance transition programs and activities

(cont.)

A-3

Exhibit (cont.) "Content" Areas for a Component to Address Barriers to Learning

(4) Home Involvement in Schooling encompasses

- Addressing specific support and learning needs of family (e.g., 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 (e.g., 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 and/or e-mail 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 (e.g., families prepared for involvement in program planning and problem-solving)
- Enhancing home support for learning and development (e.g., family literacy; family homework projects; family field trips)
- Recruiting families to strengthen school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance)
- Capacity building to enhance home involvement

(5) *Community Outreach for Involvement and Support* encompasses

- Planning and Implementing Outreach to Recruit a Wide Range of Community Resources (e.g., 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)
- Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community)
- Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts
- Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community
- Capacity Building to Enhance Community Involvement and Support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, "social marketing")

(6) Student and Family Assistance encompasses

- Providing extra support as soon as a need is recognized and doing so in the least disruptive ways (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs)
- Timely referral interventions for students & families with problems based on response to extra support (e.g., identification/screening processes, assessment, referrals, and follow-up – school-based, school-linked)
- Enhancing access to direct interventions for health, mental health, and economic assistance (e.g., school-based, school-linked, and community-based programs and services)
- Care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective
- Mechanisms for *resource* coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/family of schools, community-based programs; linking with community providers to fill gaps)
- Enhancing stakeholder awareness of programs and services
- Capacity building to enhance student and family assistance systems, programs, and services

A-4

Attachment 2

*WHAT IS A LEARNING SUPPORTS RESOURCE TEAM?**

*E*very school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. A *Learning Support Resource Team* (previously called a Resource Coordinating Team) is a vital form of such a mechanism.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams focus on such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Learning Support Resource Team* can take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.

What are its functions?

A Resource Coordinating Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key tasks are:

- ♦ Aggregating data across students and from teachers to analyze school needs
- ♦ Mapping resources at school and in the community
- ♦ Analyzing resources
- ♦ Identifying the most pressing program development needs at the school
- ♦ Coordinating and integrating school resources & connecting with community resources
- ♦ Establishing priorities for strengthening programs and developing new ones
- ♦ Planning and facilitating ways to strengthen and develop new programs and systems
- ♦ Recommending how resources should be deployed and redeployed
- ♦ Developing strategies for enhancing resources
- ♦ "Social marketing"

Related to the concept of an Enabling (Learning Support) Component, these functions are pursued within frameworks that outline six curriculum content areas and

the comprehensive continuum of interventions needed to develop a comprehensive, multifaceted approach to student support that is integrated fully into the fabric of the school.

Who's on Such a Team?

A Learning Support Resource Team might begin with only two people. Where feasible, it should expand into an inclusive group of informed stakeholders who are able and willing. This would include the following:

- • Principal or assistant principal
- • School Psychologist
- • Counselor
- • School Nurse
- • School Social Worker
- • Behavioral Specialist
- • Special education teacher
- • Representatives of community agencies involved regularly with the school
- • Student representation (when appropriate and feasible)
- • Others who have a particular interest and ability to help with the functions

It is important to integrate this team with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team must represent the team at administrative meetings; there also should be a representative at governance meetings; and another should represent the team at a Learning Support Resource *Council* formed for a family of schools (e.g., the feeder pattern).

References:

Adelman, H.S. (1993). School-linked mental health interventions: Toward mechanisms for service coordination and integration. *Journal of Community Psychology, 21*, 309-319.

Center for Mental Health in Schools (2001). *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports.* Los Angeles: Author at UCLA.

Center for Mental Health in Schools (2002). *Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning.* Los Angeles: Author at UCLA.

Rosenblum, L., DiCecco, M.B., Taylor, L., & Adelman, H.S. (1995). Upgrading school support programs through collaboration: Resource Coordinating Teams. *Social Work in Education, 17*, 117-124.

*The tool kit has a "Guide for Establishing a School Infrastructure for a Learning Supports Component."

Attachment 3

Overview of Key Facets and Steps Related to Action Planning

(1) Vision (Where do you need and want to be?)

(2) Current Status (Where are you currently in policy and practice?)

(3) Clarifying the Gap (between the vision and the current state of affairs)

(4) Getting From Here to There

   (a)   Brainstorming (What do group members think must be done in order to"get from here to there?")

   (b)   Consensus on General Steps and Timetable (e.g., long-range perspective)

   (c)   Planning Specific Objectives and Strategies (e.g., for each step to be accomplished in the coming year)

      • objectives to be accomplished

      • specific strategies for accomplishing the objectives

      • designation of who will carry out the strategies

      • timeline for accomplishing each strategy and plans for monitoring progress and making revisions

      • factors that need to be anticipated as possible problems and how they will be dealt with.

(5) Working Summary Matrix

Worksheet

What's Your Vision?

Make a few notes and then discuss your ideas with others in the group.

(1) What do you see as the major barriers interfering with student learning
    and teacher effectiveness?

(2) How should schools change so that they effectively address barriers to
    student learning?

    (Ideally, what specific changes are needed? Remember the task is not just to
    make changes that assist a few students and families with severe and
    pervasive problems: the task is to redesign schools to enhance opportunities
    for all students to succeed.)

Worksheet

Clarifying Current Policy & Practice and
the Gap Between the Vision and Current State of Affairs

In responding to the following questions, think in terms of what's in place and what may be missing with respect to policy, infrastructure, leadership, staff, capacity building mechanisms and resources, etc.

   Process:
      First jot down your own answers.
      Group members then can share their respective responses.
      Discuss similarities and differences.
      Finally, to the degree feasible arrive at a working consensus.

(1) Where is your system currently in terms of policy and practice for addressing barriers to student learning?

(2) What is the nature and scope of the gap between the vision and the current state of affairs?

Action Planning: Getting From Here to There

(1) What do group members think must be done in order to "get from here to there?"
(i.e., General Steps and Timetable -- e.g., long-range perspective -- What actions
must be taken? By who? What must be done so that the necessary steps are
taken? etc.)

Process:
First brainstorm;

Then, arrive at consensus.

(2) Planning Specific Objectives and Strategies (e.g., for each step to be
accomplished in the coming year)

What do you see as the first/next steps that must be taken?

Process:
Use flip charts to specify:

a) objectives to be accomplished

b) specific strategies for accomplishing the objectives

c) who will carry out the strategies

d) timeline for accomplishing each strategy and plans for monitoring
progress and making revisions

e) factors that need to be anticipated as possible problems and how they
will be dealt with.

Working Summary Matrix

Objectives (What do you want to accomplish in the immediate future, e.g., this year?)	Specific Strategies (What are the specific ways each objective can be achieved?)	Who? (Persons who are willing and able to carry out the strategies)	Timeline & Monitoring (When will each objective be accomplished? How and when will progress be monitored?)	Concerns to be addressed (How will anticipated problems be averted or minimized?)

Attachment 4

Infrastructure

In designing and rethinking infrastructure, the fundamental principle remains: *structure follows function.* So, the key to a well-designed infrastructure is first to delineate functions (and related tasks and processes) in ways that are consistent with "big picture" visionary goals for a district and each school. Then, the focus is on establishing an integrated set of mechanisms that enable accomplishment of such major functions in a cost-effective and efficient manner.

With the aim of comprehensively addressing barriers to learning and teaching, essential functions and tasks are those that ensure *development*, over time, of a comprehensive, multifaceted, and cohesive component.

Essential mechanisms include:

- Administrative leadership
- Staff leadership
- Resource-oriented team and related work groups
- case-oriented teams

These mechanisms must work effectively together and be fully integrated into school improvement planning and decision making.

The infrastructure focus is on mechanisms that enable optimal use of existing resources in order to more effectively address barriers to learning and teaching and re-engage students in classroom instruction. This includes mechanisms for ensuring effective, ongoing
>governance and administration
>leadership and staffing
>planning and implementation of specific organizational and program objectives
>coordination and integration for cohesion
>communication and information management
>capacity building
>problem solving, quality improvement, and accountability.

A Note About Administrative Leadership

Administrative leadership is key to ending marginalization of efforts to address behavior, learning, and emotional problems. For example, at the school level, usually, the principal and whoever else is part of a school leadership team currently leads the way in improving instruction and management/governance. As presently constituted, however, such a team may not be prepared to advance development of a comprehensive and systemic component for preventing and ameliorating problems. Thus, someone already on the leadership team may need to be assigned this role and provided training to carry it out effectively. Alternatively, someone in the school who is involved with student supports (e.g. a pupil services professional, a Title I coordinator, a special education resource specialist) can be invited to join the leadership team, assigned responsibility and accountability for ensuring the vision for the component is not lost, and provided additional training for the tasks involved.

On the following pages is a tool that can be used to map and analyze current school and district infrastructure; it includes examples of the type of integrated infrastructure that is needed.

Making it Happen

A Tool for Mapping & Analyzing Current Infrastructure

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

>>Review the prototypes of an integrated infrastructure at school and district levels. The aim is to clarify strengths, weaknesses, and needed changes.
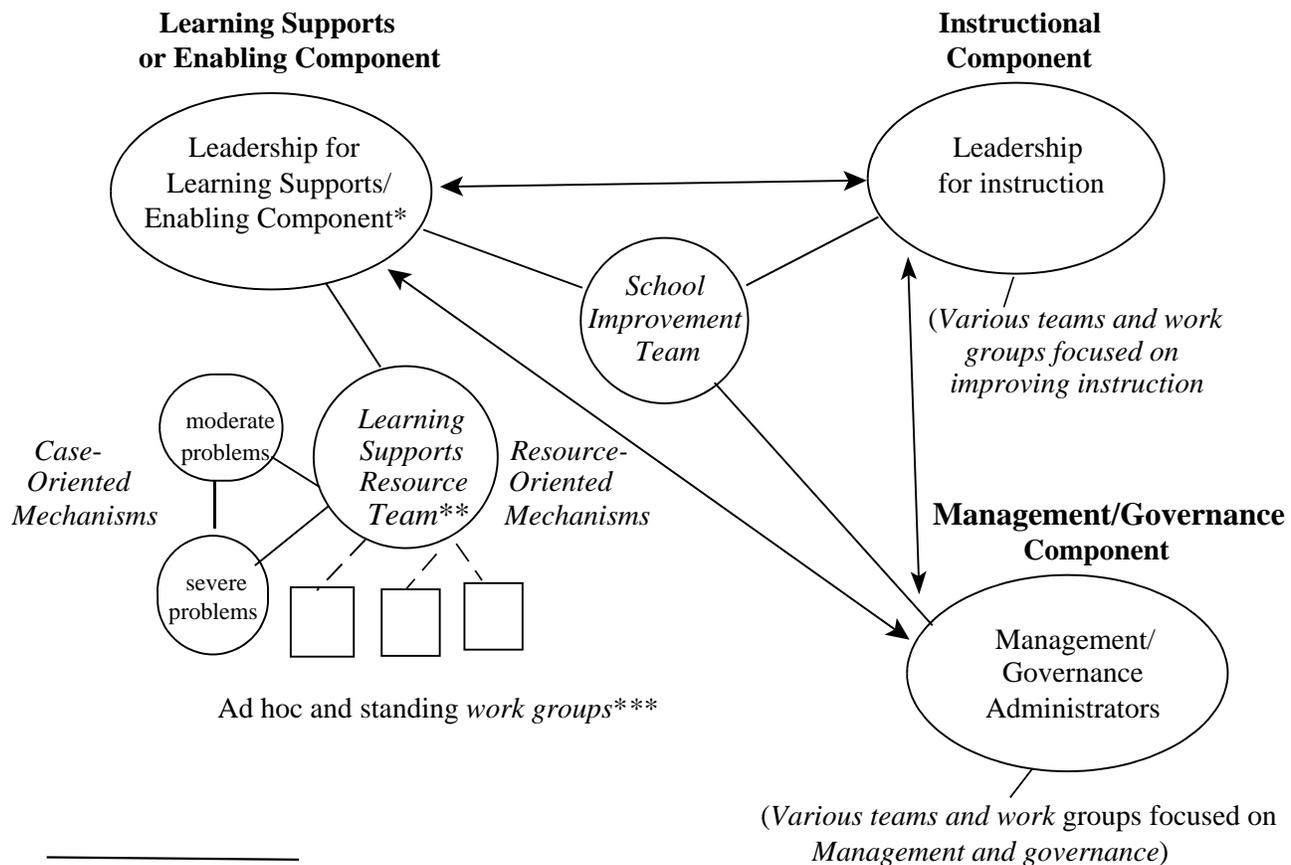
Step 1. Put a check mark on the mechanisms that you currently have.

Step 2. Add others you have that are not in the diagram.

Step 3. Put a double check mark on those you don't have, but think would be important to develop.

Step 4. X-out any you have that you think should be dropped.

Example of an Integrated Infrastructure at a School Site

Learning Supports
or Enabling Component

Instructional
Component

Leadership for
Learning Supports/
Enabling Component*

Leadership
for instruction

*School
Improvement
Team*

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

*Case-
Oriented
Mechanisms*

moderate
problems

*Learning
Supports
Resource
Team***

*Resource-
Oriented
Mechanisms*

**Management/Governance
Component**

severe
problems

Management/
Governance
Administrators

Ad hoc and standing *work groups***

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

---

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

   **A Learning Supports Resource Team ensures component cohesion, integrated implementation,
and ongoing development. It meets weekly to guide and monitor daily implementation
and development of all programs, services, initiatives, and systems at a school that are
concerned with providing learning supports and specialized assistance.

  ***Ad hoc and standing work groups – Initially, these are the various "teams" that already exist
related to various initiatives and programs (e.g., a crisis team) and for processing
"cases" (e.g., a student assistance team, an IEP team). Where redundancy exists, work
groups can be combined. Others are formed as needed by the Learning Supports
Resource Team to address specific concerns. These groups are essential for
accomplishing the many tasks associated with such a team's functions.

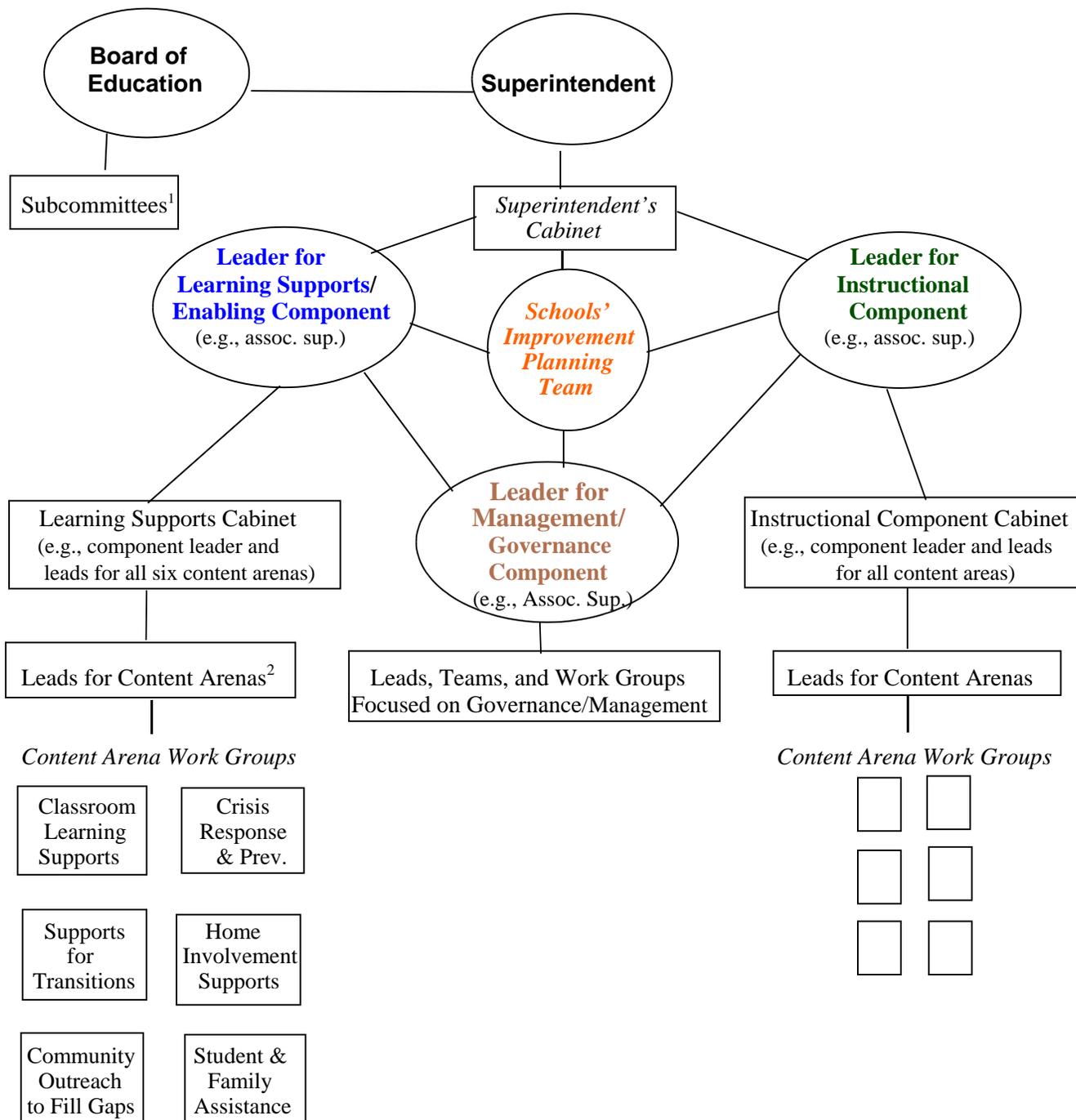For more on this, see
>http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf
>http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidk.pdf
>http://smhp.psych.ucla.edu/pdfdocs/briefs/toward a school district infrastructure.pdf

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

Board of Education

Superintendent

Subcommittees[1]

Superintendent's Cabinet

Leader for Learning Supports/ Enabling Component
(e.g., assoc. sup.)

Schools' Improvement Planning Team

Leader for Instructional Component
(e.g., assoc. sup.)

Leader for Management/ Governance Component
(e.g., Assoc. Sup.)

Learning Supports Cabinet
(e.g., component leader and leads for all six content arenas)

Instructional Component Cabinet
(e.g., component leader and leads for all content areas)

Leads for Content Arenas[2]

Leads, Teams, and Work Groups Focused on Governance/Management

Leads for Content Arenas

Content Arena Work Groups

Content Arena Work Groups

Classroom Learning Supports

Crisis Response & Prev.

Supports for Transitions

Home Involvement Supports

Community Outreach to Fill Gaps

Student & Family Assistance

Notes:

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

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

Attachment 5

<p style="color:red; text-align:center; font-weight:bold">Leadership at a School Site for
Developing a Comprehensive System of Learning Supports
(e.g., a Learning Supports Component)</p>

Job Descriptions

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

Given that a Learning Supports (or an Enabling) Component is one of three primary and essential components of comprehensive school improvement, it is imperative to have designated administrative and staff leadership. Minimally, the Component needs:

- **an administrative lead** – may be an assistant principal, dean, or other leader who regularly sits at administrative and decision making "tables"

- **a staff lead for daily operations** – may be a support service staff member (e.g., a school psychologist, social worker, counselor, nurse), a program coordinator, a teacher with special interest in this area.

These leaders embody the vision for the work and are key to developing a comprehensive system of learning supports. These jobs entail working with staff and community resources to develop, over time, a full array of learning supports to address barriers to student learning and re-engage students in classroom instruction. Moreover, the work involves doing all this in ways that ensure interventions are fully integrated with each other and with the Instructional and Management/Governance Components at the school.

Their job descriptions should delineate major areas of function related to key responsibilities and accountabilities. These areas are:

I. Establishing and maintaining a set of planning and operational mechanisms that are fully integrated with school improvement efforts and are capable of developing and ensuring sustainability of a comprehensive system of learning supports at the school

II. Guiding systemic changes for enhancing interventions and related systems within the school and doing so in ways that ensure

- coordination and integration of programs/services/systems

- development over time of programs/services/systems into a comprehensive, multifaceted, and cohesive system of learning supports

III. Guiding the enhancement of school-community linkages and partnerships to fill major gaps and ensure school-community resources are woven effectively into the Learning Supports Component

IV. Capacity building (including stakeholder development)

Administrative Lead for a Learning Supports Component

To address barriers to learning and teaching and re-engage students in classroom instruction, a Learning Supports Component encompasses (a) systems related to a full continuum of interventions ranging from primary prevention, through intervention early after onset, to treatment of serious problems and (b) programs, services, and systems in designated content arenas. (Note: the content arenas include a focus on major concerns such as: 1) enhancing regular classroom strategies to enable learning, 2) providing support for the many transitions experienced by students and families, 3) increasing home and school connections, 4) responding to and preventing crises, 5) facilitating student and family access to effective services and special assistance as needed, and 6) expanding community involvement and support.)

In daily practice, for a Learning Supports Component to be one of three primary and essential components in school improvement, it is imperative to have an administrative leader who spends at least 50% of each day pursuing major functions relevant to the Component. This leader must be a full partner on the school's governance, advisory, planning, and steering bodies to ensure that all major decisions and accountability processes facilitate the Component's current operations and ongoing development.

Examples of Specific Job Duties

- Represents the Learning Supports Component at the decision making, administrative, and planning tables to address policy implementation, budget allocations, systemic changes and daily operations, infrastructure development, maintenance, and interface with instruction and governance, information management, development of an effective communication system, development of an effective system for evaluation and accountability with an emphasis on positive accomplishments and quality improvement

- Provides support, guidance, visibility, public relations, and advocacy for the Component at the school and in the community (e.g., maintaining a high level of interest, support, and involvement with respect to the Component)

- Ensures effective communication, coordination, and integration among those involved with the Component and among the three components (i.e., Learning Supports, Instruction, and Management/Governance).

- Leads the Component Steering Committee which reviews, guides, and monitors progress and long range plans, problem solves, and acts as a catalyst for the ongoing development of a comprehensive system of learning supports and its full integration into school improvement planning and implementation.

- Participates on a learning supports resource-oriented team to facilitate progress related to plans and priorities for the Component's ongoing operations and development.

- Mentors and helps restructure the roles and functions of key Learning Supports staff (e.g., pupil services personnel and others whose roles and functions fall within the major facets of the Component); in particular, helps redefine traditional pupil service roles and functions in ways that enables them to contribute to all six content arenas and the major levels of the intervention continuum encompassed by the Component.

- Anticipates and identifies problems and provides rapid problem solving.

- Identifies immediate and future capacity building needs related to the Component (e.g., status of stakeholder development and particularly inservice staff development), takes steps to ensure that plans are made to meet needs, and ensures that an appropriate amount of capacity building is devoted to the Component.

- Meets with the Staff Lead for Learning Supports on a regular basis to review progress and discuss and advocate for ways to enhance progress.

Staff Lead for Daily Operations of an Enabling or Learning Supports Component

The staff lead works under the direct supervision of the school's Administrative Lead for the Component. The essence of the staff lead's day-by-day functions is to be responsible and accountable along with the administrative leader for ongoing progress in developing a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning and teaching and re-engaging students in classroom instruction. This encompasses (a) systems related to a full continuum of interventions and (b) programs, services, and systems in all major content arenas of a Learning Supports Component.

Examples of Specific job duties:

- Has daily responsibility to advance the agenda for the Component; carries out daily tasks involved in enhancing the Component; ensures that system and program activity is operating effectively; provides daily problem-solving related to systems and programs.

- Organizes and coaches a learning supports resource team and its various work groups.

- Monitors progress related to plans and priorities formulated for the Component.

- Monitors current Component activities to ensure they are functioning well and takes steps to improve their functioning and ongoing development (e.g., ensuring program availability, access, and effectiveness).

- Participates in the Component Steering Committee to contribute to efforts for reviewing, guiding, and monitoring progress and long range plans, problem solving, and effectively linking with the Instructional and Management/Governance Components.

- Provides support, guidance, visibility, public relations, and advocacy for the Component at the school and in the community (e.g., maintaining a high level of interest, support, and involvement with respect to the component.

- Supports capacity building for all stakeholders (staff, family and community members).

- Ensures all new students, families, and staff are welcomed, oriented, and inducted into the school and introduced to activities related to the Component.

- Coordinates activity taking place in the Family Center (where one is in operation).

- Ensures effective communication, coordination, and integration among those involved with the Component and with the Instructional and Management/Governance Components

- Anticipates and identifies problems and provides rapid problem solving

- Acts as the liaison between the school and other entities (e.g., community resources) who work with the site related to Component.

- Ensures that the activities of other entities (e.g., community resources) who work with the site on matters related to the Component are operating under the umbrella of the Component and are well-coordinated and integrated with daily activities.

- Meets with the Administrative Lead for the Component on a regular basis to discuss and advocate for ways to enhance progress.

Examples of Generic Criteria for Evaluating Performance for these Positions

I. *Related to establishing and maintaining a set of planning and operational mechanisms*

A. Works with the decision making, administrative, planning, and steering bodies to establish a sustainable set of planning and operational mechanisms that are fully integrated with school improvement efforts and are capable of developing and ensuring sustainability of a comprehensive system of learning supports at the school

B. Uses infrastructure mechanisms to ensure effective communication, coordination, integration, and problem solving among those involved with the Learning Supports Component and among the three components

C. Participates regularly and effectively on the Learning Supports Resource Team

II. *Related to enhancing interventions and related systems within schools*

A. Coordinates and integrates programs/services/systems

(e.g., demonstrates the ability to plan, implement, and evaluate mechanisms for collaborating with colleagues to ensure activities are carried out in the most equitable and cost-effective manner consistent with legal and ethical standards for practice – examples of mechanisms include case-oriented teams; resource-oriented teams; consultation, coaching and mentoring mechanisms; triage, referral, and care monitoring systems; crisis teams).

B. Facilitates development over time of programs/services/systems into a comprehensive, multifaceted, and cohesive system of learning supports

(e.g., demonstrates the ability to enhance development of a comprehensive system of learning supports for equitably addressing barriers to learning and re-engaging students in classroom instruction; works effectively to bring others together to improve existing interventions and to fill gaps in the Component)

III. *Related to enhancing school-community linkages and partnerships*

Works to weave school-community resources effectively into the Component in ways that fill major gaps

(e.g., demonstrates the ability to plan, implement, and evaluate mechanisms for collaborating with community entities; facilitates braiding of school and community resources and systems to enhance current activity and ongoing development of a comprehensive system of learning supports; ensures that a diverse range of students and their families are accounted for)

IV. *Related to capacity building*

Supervises professionals-in-training; facilitates welcoming, orientation, and induction of new staff, families, and students; represents the Component in venues where budget, space, and other capacity building matters are decided

(e.g., demonstrates the ability to coach, mentor, train, and supervise professionals-in-training; provides orientation to the Learning Support Component for newly hired personnel; ensures effective support for transitions of all newcomers; participates in staff inservice planning and implementation)

Attachment 6

Examples of General Task Activity for an Organization Facilitator/Change Agent

1. Infrastructure tasks

   (a) Works with governing agents to further clarify and negotiate agreements about

   • policy changes
   • participating personnel (including administrators authorized to take the lead
     for the systemic changes)
   • time, space, and budget commitments

   (b) Identifies several representatives of stakeholder groups (e.g., administrator, a line staff
        person) who agree to lead the change team

   (c) Helps leaders to identify members for the change team and work groups and helps
        prepare the members to carry out functions

2. Stakeholder development

   (a) Provides general orientations for governing agents

   (b) Provides leadership coaching for site leaders responsible for systemic change

   (c) Coaches team members (about purposes, processes, working relationships)

       Examples: At a team's first meeting, the Organization Facilitator offers to
       provide a brief orientation (a presentation with guiding handouts) and any
       immediate coaching and specific task assistance that team facilitators or
       members may need. During the next few meetings, the organization
       facilitator and/or other coaches might help with mapping and analyzing
       resources. Teams may also need help establishing processes for daily
       interaction and periodic meetings.

   (d) Works with leaders to ensure presentations and written information about
infrastructure   and activity changes are provided to all stakeholders

3. Communication and visibility; resource mapping and analyses; coordination, collaboration, and integration

   (a) Determines if info on new directions (including leadership and team functions and
        membership) has been written-up and circulated. If not, Facilitator determines why
        and helps address systemic breakdowns; if necessary, effective processes are modeled.

   (b) Determines if leaders and team members are effectively handling priority tasks. If not,
        the Facilitator determines why and helps address systemic breakdowns; if necessary,
        effective processes are modeled.

(c) Determines if change and work teams are being productive (and if not, takes
       appropriate steps to enhance motivation, systems, and working relationships)
          For example, determines if resources have been
             • mapped
             • analyzed to determine
             >how well resources are meeting desired functions
             >how well programs and services are coordinated/integrated (with special
                emphasis on maximizing cost-effectiveness and minimizing redundancy)
             > what activities need to be improved (or eliminated)
             > what is missing, its level of priority, and how and when to develop it

(d) Determines the adequacy of efforts made to enhance communication to and among
       stakeholders and, if more is needed, facilitates improvements (e.g., ensures that
       resource mapping, analyses, and recommendations are written-up and circulated)

(e) Determines if systems are in place to identify problems related to functioning
       of the infrastructure and information and communication systems. If there are
       problems, determines why and helps address any systemic breakdowns and problems
       in working relationships.

(f) Checks on visibility of reforms and if the efforts are not visible, determines why and
       helps rectify

**4. Formative Evaluation, Progress Monitoring, Rapid Problem Solving,
     and Accountability**

(a) Works with leaders and team members to develop procedures for formative evaluation
       and processes that ensure rapid problem solving to overcome barriers to change –
       including, anticipating and addressing negative reactions and dynamics (e.g.,
reactance,
       apathy and low valuing, apprehension, unrealistic expectations).

(b) Checks regularly to be certain there is rapid problem solving. If not, helps
       address systemic breakdowns; if necessary, models processes.

(c) Ensures ongoing assessment of progress and data for accountability

5. Ongoing Support

(a) Offers ongoing coaching on an "on-call" basis

       For example: informs team members about ideas developed by others or provides
       expertise related to a specific topic they plan to discuss.

(b) At appropriate points in time, asks for part of a meeting to see how things are
       going and (if necessary) to explore ways to improve the process

(c) At appropriate times, asks whether participants have dealt with longer-range planning,
       and if they haven't, determines what help they need

(d) Helps participants identify sources for continuing capacity building.

Attachment 9

Benchmark Checklist for Monitoring and Reviewing Progress

The checklist on the following pages is designed to aid those involved in the process of restructuring education support programs and developing a Learning Supports (Enabling) Component.

> This tool was developed as a formative evaluation instrument for use by Steering Groups, Organization Facilitators, and other change agents. It aids in focusing problem solving discussions and planning next steps.

The items should be modified to fit local strategic and action planns

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Site Name:	Date started	Date Completed if applies	Current Status
I. ORIENTATION AND CREATING READINESS			
A. Establishment of a Steering Group ("champions") to facilitate development of the Component Steering Group members identified Names: Position:			
B. Leadership and systemic change training for steering group members			
C. Orienting stakeholders – initial contacts made with key stakeholders to introduce basic ideas			
(1) "Social marketing" strategies used to introduce basic ideas and relevant research base to key stakeholders >administrators >staff >parent representatives >business and community stakeholders >_____			
(2) Opportunities for interchange provided & additional in-depth presentations made to build a critical mass of consensus for systemic changes			
(3) Ongoing evaluation of interest indicates a critical mass of stakeholders are ready to pursue a policy commitment			
(4) Ratification and sponsorship elicited from a critical mass of stakeholders			
D. Establishing Policy Commitment & Framework – (with leaders to clarify the dimensions of the work and how to proceed)			
(1) Negotiation of policy commitment and conditions for engagement (e.g., high level policy established and assurance of leadership commitment – learning supports component adopted as one of the primary and essential components of school improvement – on a par with the instructional and management components)			
(2) Policy translated into an inspiring vision, frameworks, and a strategic plan that phases in changes using a realistic time line			
(3) Policy translated into appropriate resource allocations (leadership, staff, space, budget, time)			
(4) Incentives for change established (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)			
(5) Procedural options established that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable			

Site Name:	Date started	Date Completed if applies	Current Status
(6) Establishment of an infrastructure and processes for facilitating change efforts			
(7) Change agent(s) identified and training initiated Indicate name(s):			
(8) Initial capacity-building – essential skills developed among stakeholders to begin implementation			
(9) Benchmarks used to provide feedback on progress and to make necessary improvements in the process for creating readiness			
E. Development of phase-in plan			

II. START-UP AND PHASE-IN

	Date started	Date Completed if applies	Current Status
A. Identification of a site leader (equivalent to the leader for the Instructional Component) Name:　　　Position:			
B. Identification staff leaders for the Component Names:　　　Position:			
C. In-depth training provided for Leadership and systemic change for all who will be taking a lead in developing the component			
D. Survey conducted of stakeholders to determine attitudes about new directions			
E. Establishment of Learning Supports Resource Team			
(1) Identification of potential team members			
(2) Recruitment of team members. Name:　　　Position:			
(3) Initial team meeting.			
(4) Ongoing Training for team members.			
F. Initial mapping and analysis of existing resources			
(1) Initial mapping			

Site Name:	Date started	Date Completed if applies	Current Status
(2) Initial analyses (of needs, gaps, efficacy, coordination)			
(3) Initial priorities and plans for improving learning supports (enabling) activity			
(4) initial maps and plans distributed			
G. Initial enhancement of systems and activity related to enabling			
(1) Analyze, improve, document, and circulate info and recommendations on how to use current systems for >Referral for Emergency Help-Major Services >Triage >Case Management >Crisis Response (e.g., Crisis Team) (e.g., clarify steps, develop flow charts, written descriptions, train personnel, etc.).			
(2) Training for existing teams. >Crisis Team >Student Study/Assistance/Guidance Team >Other (specify)			
H. Refining infrastructure & pursuing deeper mapping and analyses			
(1) Rework infrastructure so that learning supports (enabling) component is fully integrated with the instructional and management components			
(2) Delineate learning support activity into an organized set of intervention arenas (e.g., 6 arenas)			
(3) Development and training of work groups in each arena Specify Arenas:			
(4) In-depth mapping and analyses of resources related to each arena accomplished			
(5) Priorities generated for enhancing activity in each arena. Specify Arenas and priorities:			
(6) Resource Team has ranked top priorities and formulated plans for pursuing them.			
(7) Plans integrated into overall school improvement planning			
(8) If relevant, plans formulated to establish a Family and/or Parent Center			

Site Name:	Date started	Date Completed if applies	Current Status
I. Component visibility, communication, & problem solving			
(1) Effective *social marketing mechanisms* in operation			
(4) Effective *communication mechanisms* in operation			
(5) Effective *problem solving mechanisms* in operation			
J. Outreach to fill gaps & pursue economies of scale			
Formal collaborative linkages established with other resources in the district (specify)			
Formal collaborative linkages established among family of schools (e.g., Resource *Council for feeder pattern*) (specify)			
Formal collaborative linkages established with community resources (e.g., programs and agencies) (specify)			
K. Steering Group and Learning Supports Resource Team trained to develop and implement a quality improvement system			
III. INSTITUTIONALIZATION (maintenance & evolution) & IV. PLANS FOR ONGOING RENEWAL			
A. Indications of planning for maintenance			
(1) policy commitments			
(2) regular budget allocations			
(3) ongoing administrative leadership			
(4) a key facet of school improvement plans			
B. Strategies in use for maintaining momentum/progress.(sustainability) (List most prominent examples)			
C. Strategies in use and future plans for generating renewal (List most prominent examples)			

An overarching benchmark involves the monitoring
of the implementation of evaluation plans.

Attachment 8

Guidelines for a Comprehensive Component to Address Barriers

The following outline illustrates a comprehensive approach for learning supports. Such a set of guidelines provides the basis for developing standards, quality indicators, and accountability measures. These guidelines are based on underlying principles for designing a comprehensive, multifaceted, and cohesive approach for addressing barriers to learning and teaching. (For specific rationale statements and references for each guideline, see http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf)

1. Major Areas of Concern Related to Barriers to Student Learning

> Addressing common educational and psychosocial problems (e.g., learning problems; language difficulties; attention problems; school adjustment and other life transition problems; attendance problems and dropouts; social, interpersonal, and familial problems; conduct and behavior problems; delinquency and gang-related problems; anxiety problems; affect and mood problems; sexual and/or physical abuse; neglect; substance abuse; psychological reactions to physical status and sexual activity; physical health problems)

> Countering external stressors (e.g., reactions to objective or perceived stress/demands/ crises/deficits at home, school, and in the neighborhood; inadequate basic resources such as food, clothing, and a sense of security; inadequate support systems; hostile and violent conditions)

> Teaching, serving, and accommodating disorders/disabilities (e.g., Learning Disabilities; Attention Deficit Hyperactivity Disorder; School Phobia; Conduct Disorder; Depression; Suicidal or Homicidal Ideation and Behavior; Post Traumatic Stress Disorder; Anorexia and Bulimia; special education designated disorders such as Emotional Disturbance and Developmental Disabilities)

2. Timing and Nature of Problem-Oriented Interventions

> Primary prevention

> Intervening early after the onset of problems

> Interventions for severe, pervasive, and/or chronic problems

3. General Domains for Intervention in Addressing Students' Needs and Problems

> Ensuring academic success and also promoting healthy cognitive, social, emotional, and physical development and resilience (including promoting opportunities to enhance school performance and protective factors; fostering development of assets and general wellness; enhancing responsibility and integrity, self-efficacy, social and working relationships, self-evaluation and self-direction, personal safety and safe behavior, health maintenance, effective physical functioning, careers and life roles, creativity)

> Addressing external and internal barriers to student learning and performance

> Providing social/emotional support for students, families, and staff

(cont.)

4. *Specialized Student and Family Assistance (Individual and Group)*

> Assessment for initial (first level) screening of problems, as well as for diagnosis and intervention planning (including a focus on needs and assets and use of *Response to Intervention*)

> Referral, triage, and monitoring/management of care

> Direct services and instruction (e.g., primary prevention programs, including enhancement of wellness through instruction, skills development, guidance counseling, advocacy, school-wide programs to foster safe and caring climates, and liaison connections between school and home; crisis intervention and assistance, including psychological and physical first-aid; prereferral interventions; accommodations to allow for differences and disabilities; transition and follow-up programs; short- and longer- term treatment, remediation, and rehabilitation)

> Coordination, development, and leadership related to school-owned programs, services, resources, and systems – toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services

> Consultation, supervision, and inservice instruction with a transdisciplinary focus

> Enhancing connections with and involvement of home and community resources (including but not limited to community agencies)

5. *Assuring Quality of Intervention*

> Systems and interventions are monitored and improved as necessary

> Programs and services constitute a comprehensive, multifaceted continuum

> Interveners have appropriate knowledge and skills for their roles and functions and provide guidance for continuing professional development

> School-owned programs and services are coordinated and integrated

> School-owned programs and services are connected to home & community resources

> Programs and services are integrated with instructional and governance/management components at schools

> Program/services are available, accessible, and attractive

> Empirically-supported interventions are used when applicable

> Differences among students/families are appropriately accounted for (e.g., diversity, disability, developmental levels, motivational levels, strengths, weaknesses)

> Legal considerations are appropriately accounted for (e.g., mandated services; mandated reporting and its consequences)

> Ethical issues are appropriately accounted for (e.g., privacy & confidentiality; coercion)

> Contexts for intervention are appropriate (e.g., office; clinic; classroom; home)

6. *Outcome Evaluation and Accountability*

> Short-term outcome data

> Long-term outcome data

> Reporting to key stakeholders and using outcome data to enhance intervention quality

Attachment 9

Detailed Description of Tools in the

Toolkit for Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching

Section A – Brief documents clarifying the imperative for rebuilding and providing a big picture for policy makers, administrators, and other stakeholders

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Rationale and Responses to Frequently Asked Questions about Rebuilding Student Supports

School Improvement? . . . fully addressing barriers to learning and teaching is the next step!
> Access: http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement.pdf

Assuring No Child is Left Behind; Enhancing Our Learning Support System by Building a Comprehensive Approach that Closes the Achievement Gap and Ensures Every Student has an Equal Opportunity to Succeed at School
> Access: http://smhp.psych.ucla.edu/summit2002/assuringnochild.pdf

Two related "***White Papers***" with a set of *talking points* that can be used for brief presentations to administrators, school boards, etc.
> Access: http://smhp.psych.ucla.edu/pdfdocs/Report/newdirectionsforschoolandcommunity.pdf

So you Want Higher Achievement Scores? It's Time to Rethink Learning Supports.
From the *Journal of the National Association of State Boards of Education*.
> Access: http://smhp.psych.ucla.edu/summit2002/schoolboard.pdf

Notes for Q & A
> These brief set of notes addresses five frequently asked questions that arise in discussing efforts to ensure schools have a *Comprehensive Learning Supports System* in place.
>
> *Why is a Comprehensive Learning Supports System an imperative?*
> *What needs to be done to make such a component a reality?*
> *What does such a component need to look like at a school?*
> *What's the research-base for such a component?*
> *What will it cost?*

>All five questions are addressed in two overlapping sets of notes:
  - Why a Comprehensive Learning Supports System?
    > Access: http://smhp.psych.ucla.edu/summit2002/q&a.pdf
  - Why Address What's Missing in School Improvement Planning?
    > Access:http://smhp.psych.ucla.edu/summit2002/Q&ASchoolImprove.pdf

>Four other brief documents embellish the answers:
  - What will it Cost? - No New Dollars!
    > Access: http://smhp.psych.ucla.edu/summit2002/whatwillitcost.pdf
  - What's the Research-base for Moving Toward
    a Comprehensive System of Learning Supports?
    > Access: http://smhp.psych.ucla.edu/summit2002/WhatstheEvidenceBase.pdf
  - Data Related to the Need for New Directions for School Improvement
    > Access: http://smhp.psych.ucla.edu/summit2002/data.pdf
  - Data on the Plateau or Leveling Off Effect of Achievement Test Scores
    > Access: http://smhp.psych.ucla.edu/summit2002/plateau.pdf

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Examples of Policy Formulations at school, district, county, and state levels

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

Prototypes of Guidelines and Standards

Prototype Guidelines for a Learning Supports Component

In considering policy, this concise outline of guidelines covering the nature and scope of a learning supports component can be helpful.

Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupportguidelines.pdf

There is a supporting document outlining the rationale and research behind each of the guidelines.

Access: http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf

Overview of Standards and Accountability to Encompass a Learning Supports Component

Establishing standards is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning and teaching. To illustrate a starting point in developing such a set of standards, included in this resource are:

- the prototype guidelines for a student support component
- a set of standards with quality indicators
- the Quality Student Support Criteria and Rubrics from the Hawai`i Department of Education's document entitled: Standards Implementation Design System
- Also included is an expanded framework for school accountability to account for a learning supports component.

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

A Prototype for a School District Proposal

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

Latest books on the topic from the Center's Co-Directors:

>The School Leader's Guide to Student Learning Supports

>The Implementation Guide to Student Learning Supports

Section B – Planning tools for initial and ongoing planning of the rebuilding process

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Reframing Intervention

A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports: Mapping & Analyzing Learning Supports

> A tool outlining a six step process that can be used by planners and decision makers to chart all current activities and resource use (e.g., school, district, community) as a basis for evaluating the current state of development, doing a gap analysis, and setting priorities for moving forward.
> Access: http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

Response to Intervention

> Feature article in Center Newsletter/Journal
> Access: http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall06.pdf

Natural Opportunities to Promote Social-Emotional Learning and MH

> Featured article in Center Newsletter/Journal
> Access: http://smhp.psych.ucla.edu/news/newsv8.htm

Reworking Infrastructure

Infrastructure: Is What We Have What We Need?

> A tool outlining a four step process that can be used by planners and decision makers to map and analyze current infrastructure.
> Access: http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf

Notes on Infrastructure at a Small School

> Obviously, a small school has less staff and other resources than most larger schools. Nevertheless, the three major functions necessary for school improvement remain the same in all schools, namely (1) improving instruction, (2) providing learning supports to address barriers to learning and teaching, and (3) enhancing management and governance. These notes highlights the needed roles and functions that call for a change in current operational and organizational infrastructure at the school site.
> Access: http://smhp.psych.ucla.edu/pdfdocs/infra small school notes.pdf

Notes on Infrastructure for Learning Supports at District, Regional, and State Offices

> Highlights roles and functions related to developing a comprehensive learning supports system that call for a change in current operational and organizational infrastructure at these levels.
> Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidk.pdf

One Page Handout on What is a Learning Supports Resource Team?

> Basic description of the purpose, composition, and functions of a school site resource-oriented team mechanism
> Access: http://smhp.psych.ucla.edu/pdfdocs/resource%20coord%20team.pdf

Guide to enhancing school-community infrastructure and weaving resources together

> Discusses school-community collaboratives as key mechanisms for braiding school and community resources and stresses ways to optimize the functioning or such groups.
> Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidg.pdf

Capacity Building

Job descriptions for learning support component leadership at a school site

> Examples of job descriptions are provided for both an administrative and staff lead for a learning supports component.
> Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidd.pdf

Notes about Reframing the Roles and Functions of Student Support Staff in terms of Levels of Competence and Professional Development

> Presents a framework of areas of function, levels of professional development, and the nature and scope of competencies.
> Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aide.pdf

Using Federal Education Legislation in Moving Toward a Comprehensive Multifaceted, and Integrated Approach to Addressing Barriers to Learning

> Discusses those facets of the "No Child Left Behind Act" and the "Individuals with Disabilities Education Act" that cover coalescing student/learning supports
> Access: http://smhp.psych.ucla.edu/pdfdocs/federallegislation.pdf

Power Point Slides on Addressing Barriers to Learning and Closing the Achievement Gap: New Directions for Student Support

> Each can be viewed on screen in either pdf or powerpoint formats and can be downloaded for use in presenting to others. Feel free to adapt and use the material.

> Access: http://smhp.psych.ucla.edu/powerpoint/newdirections/newdirectionsstudentsupport.ppt

> Access: http://smhp.psych.ucla.edu/hottopic/hottopic(addressingbarriers).htm#presentations

Section C – Tools related to phasing-in the new system

Planning Phase-in

Guide on how to phase-in a learning supports component

Discusses phasing-in throughout a district or in one school – includes an outline of steps, a calendar for integrating the work into school improvement planning, and a monitoring outline and set of benchmarks.
Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidb.pdf

Draft of a five year plan for phasing-in a learning supports component

This example is one school's draft of a 5 year plan for developing a comprehensive, multifaceted approach to address barriers to learning (an enabling or Learning Supports component). The sketch is a bit rough, but it provides a sense of one site's thinking and could readily be adapted.
Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/draft5year.pdf

Action Planning Guide: Making it Happen

Contains an overview of key facets and steps related to action planning, worksheets, and a group guide.
Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/overviewofkeyfacets.pdf

Ongoing Capacity Building

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

Discusses the purposes, processes, and products of mapping resources and provide a set of self study surveys for a learning supports component.
Access: http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/
resourcemappingandmanagement.pdf

Self-study Surveys

Includes a discussion of comprehensive, integrated approaches for addressing barriers to learning followed by a set of surveys covering six program areas and the leadership and coordination systems every school must evolve to enable learning effectively. Areas covered are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). In addition, there is a survey of mechanisms for leadership and coordination of enabling activity, and a survey of School-Community Partnerships.
Access: http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf

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

Section D – Some considerations about systemic change

Tool for Assessing Readiness for Systemic Change

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

Systemic Change for School Improvement
[Excerpts from a 2006 article by the Center co-directors published in the *Journal of Educational and Psychological Consultation*]

> Focuses on the problem of expanding school improvement planning to better address how schools and districts intend to accomplish designated changes. Specifically, some basic considerations related to systemic change are framed and outlined, along a set of proposed policy actions.
> > Access: http://smhp.psych.ucla.edu/pdfdocs/systemic/systemicchange.pdf

Change Agent Mechanisms for School Improvement: Infrastructure not Individuals

> Provides some basic information about systemic change roles and functions related to promoting, facilitating, sustaining, and replicating innovations throughout a school district. The emphasis is on developing and staffing a set of change agent mechanisms that are interconnected to form an infrastructure for systemic change
> > Access: http://smhp.psych.ucla.edu/pdfdocs/systemic/change agents.pdf

Sustaining and Scale-up: It's About Systemic Change
Featured article in Center Newsletter/Journal
> Access: http://smhp.psych.ucla.edu/pdfdocs/Newsletter/Fall04.pdf

Guide to rethinking a school board's committee structure to focus on rebuilding supports for learning

> The document is meant to encourage school boards to take another critical step in improving schools, specifically by focusing on how the district and each school addresses barriers to learning and teaching. The discussion explores (a) why school boards need to increase their focus on addressing barriers to learning and teaching, (b) he benefits accrued from doing so, (c) ways to build an enhanced focus on addressing barriers into a school board's committee structure, (d) lessons learned from a major district where the board created a committee dedicated to improving how current resources are expended to address barriers to learning and teaching.
> > Access: http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidh.pdf

Section E – This section provides the menu of over 130 specific Quick Finds covers topics related to disaster response, classroom management, motivation (including engagement and re-engagement in classroom learning), social and emotional development, and much more.

Some of the Quick Finds provide links directly to staff/stakeholder development and training aids and tutorials and continuing education modules.

Quick Find Online Clearinghouse

The Center at UCLA has on online clearinghouse that is accessed through a menu of major topics. Topics on the menu are listed alphabetically. For direct access to the menu, go to http://smhp.psych.ucla.edu/websrch.htm#quickfind

Each *Quick Find* is a gateway to a host of resources. There are links to all that has been developed by the Center at UCLA and to other key materials, resources, references, empirically supported programs, and centers specializing in the topic and related topics.

Below are the topics that have been organized to date along with direct website addresses:

>Abuse (Including Sexual Assault) – http://smhp.psych.ucla.edu/qf/sexassault.html
>After-School Programs (And Evaluation) – http://smhp.psych.ucla.edu/qf/afterschool.htm
>Alternative Schools and Alternative Education – http://smhp.psych.ucla.edu/qf/altschool.htm
>Anger Management – http://smhp.psych.ucla.edu/qf/p2108_06.htm
>Anxiety – http://smhp.psych.ucla.edu/qf/anxiety.htm
>Assessment & Screening – http://smhp.psych.ucla.edu/qf/p1405_01.htm
>Attention Deficit Hyperactivity Disorder (ADHD) – http://smhp.psych.ucla.edu/qf/p3013_01.htm
>Autism: Educating Children – http://smhp.psych.ucla.edu/qf/autism.htm
>Barriers to Learning – http://smhp.psych.ucla.edu/qf/barriers.htm
>Behavior and Mass Media – http://smhp.psych.ucla.edu/qf/media.htm
>Behavior Problems and Conduct Disorders – http://smhp.psych.ucla.edu/qf/p3022_01.htm
>Bullying – http://smhp.psych.ucla.edu/qf/bully.htm
>Burnout – http://smhp.psych.ucla.edu/qf/burnout.htm
>Business Support for Schools – http://smhp.psych.ucla.edu/qf/Businesssupport.htm
>Case/Care Management – http://smhp.psych.ucla.edu/qf/casemanagment.htm
>Change Agent/Organizational Facilitator – http://smhp.psych.ucla.edu/qf/changeagent.htm
>Child Abuse and Neglect – http://smhp.psych.ucla.edu/qf/p3007_01.htm
>Children and Poverty – http://smhp.psych.ucla.edu/qf/ptsd.htm
>Children of Alcoholics & Substance Abusers – http://smhp.psych.ucla.edu/qf/coa.htm
>Childhood Development – http://smhp.psych.ucla.edu/qf/earlychildhood.htm
>Chronic Illness: Information and Coping – http://smhp.psych.ucla.edu/qf/chronicill.htm
>Classroom Climate/Culture – http://smhp.psych.ucla.edu/qf/environments.htm
>Classroom Management – http://smhp.psych.ucla.edu/qf/clssroom.htm
>Classroom-focused Enabling – http://smhp.psych.ucla.edu/qf/classenable.htm
>Collaboration – School, Community, Interagency –
        http://smhp.psych.ucla.edu/qf/interagcollab.htm
>Community Outreach for Involvement and Support –
    http://smhp.psych.ucla.edu/qf/commoutreach.htm
>Conduct Disorders and Behavior Problems – http://smhp.psych.ucla.edu/qf/p3022_01.htm
>Confidentiality (incl. Interagency Release Forms) – http://smhp.psych.ucla.edu/qf/confid.htm
>Conflict Resolution in School – http://smhp.psych.ucla.edu/qf/p2108_02.htm
>Cost-Benefit Analysis Relevant to Addressing Barriers to Learning –
    http://smhp.psych.ucla.edu/qf/costbenefitanalysis.htm
>Crisis Prevention and Response – http://smhp.psych.ucla.edu/qf/p2107_01.htm
>Cultural Competence and Related Issues – http://smhp.psych.ucla.edu/qf/culturecomp.htm

>Data Management Systems for Schools and Clinics –
    http://smhp.psych.ucla.edu/qf/datasystems.htm
>Day Treatment – http://smhp.psych.ucla.edu/qf/daytreatment.htm
>Depression – http://smhp.psych.ucla.edu/qf/depression.htm
>Disciplinary Practices – http://smhp.psych.ucla.edu/qf/discpractices.htm
>Discipline Codes and Policies – http://smhp.psych.ucla.edu/qf/discip.htm
>Domestic Violence – http://smhp.psych.ucla.edu/qf/domestic.htm
>Dropout Prevention – http://smhp.psych.ucla.edu/qf/dropout.html
>Early Childhood Development – http://smhp.psych.ucla.edu/qf/earlychildhood.htm
>Early Intervention – http://smhp.psych.ucla.edu/qf/p2305_01.htm
>Eating Disorders – http://smhp.psych.ucla.edu/qf/p3006_01.htm
>Education, Health, and Mental Health Reports – http://smhp.psych.ucla.edu/qf/reports.htm
>Emotionally Disturbed Children – http://smhp.psych.ucla.edu/qf/emotdist.htm
>Empirically-Supported Interventions for Children's Mental Health –
    http://smhp.psych.ucla.edu/qf/ESTs.htm
>Enabling Component: Addressing Barriers to Learning by Enabling Students to Succeed –
    http://smhp.psych.ucla.edu/qf/qf_enabling.htm
>Environments that Support Learning – http://smhp.psych.ucla.edu/qf/environments.htm
>Ethical/Legal/Consumer Issues – http://smhp.psych.ucla.edu/qf/p1406_01.htm
>Evaluation of programs addressing barriers to learning –
    http://smhp.psych.ucla.edu/qf/evaluation.htm
>Fact Sheets related to MH in Schools and Addressing Barriers to Learning –
    http://smhp.psych.ucla.edu/qf/factsheets.htm
>Family Counseling and Support – http://smhp.psych.ucla.edu/qf/p2304_02.htm
>Financing and Funding - general material – http://smhp.psych.ucla.edu/ qf/p1404_02.htm
>Funding Sources - Surfin' for Funds (a pdf document) –
    http://smhp.psych.ucla.edu/pdfdocs/fundfish.pdf
>Gangs – http://smhp.psych.ucla.edu/qf/p3009_01.htm
>Gay, Lesbian, Bisexual Issues – http://smhp.psych.ucla.edu/qf/p3017_02.htm
>Grade Retention/Social Promotion – http://smhp.psych.ucla.edu/qf/p1104_02.htm
>Grief and Bereavement – http://smhp.psych.ucla.edu/qf/p3003_01.htm
>Group Counseling – http://smhp.psych.ucla.edu/qf/grpcounseling.htm
>Guidelines, Frameworks, Standards – http://smhp.psych.ucla.edu/qf/guidframstand.htm
>Hate Groups: Helping Students and Preventing Hate Crime –
    http://smhp.psych.ucla.edu/qf/hategroups.htm
>Homeless Children and Youth - Education – http://smhp.psych.ucla.edu/qf/homeless.htm
>Homework Help for Educators, Students, Parents –
    http://smhp.psych.ucla.edu/qf/qfhomework.htm
>Hotlines – http://smhp.psych.ucla.edu/hotline.htm
>Hyperactivity – http://smhp.psych.ucla.edu/qf/p3013_01.htm
>IDEA and Accommodations/Inclusion – http://smhp.psych.ucla.edu/qf/idea.htm
>Immigrant Students and Mental Health – http://smhp.psych.ucla.edu/qf/immigrantkids.htm
>International links to Mental Health in Schools –
    http://smhp.psych.ucla.edu/qf/mhinternational.html
>Involving Stakeholders – http://smhp.psych.ucla.edu/qf/stakeholders.htm
>Juvenile Justice Systems - Mental Health Needs –
    http://smhp.psych.ucla.edu/qf/juvenilejustice.htm
>Learning Supports: Addressing Barriers to Learning by Enabling Students –
    http://smhp.psych.ucla.edu/qf/qf_enabling.htm
>Legal and Ethical Issues in School Health/Mental Health –
    http://smhp.psych.ucla.edu/qf/p1406_01.htm

>Legislation Related to Student Support & Mental Health in Schools –
    http://smhp.psych.ucla.edu/qf/legislation.html
>Mapping Existing School and Community Resources for Addressing Barriers to Learning –
    http://smhp.psych.ucla.edu/qf/p2312_06.htm
>Media's Effect on Behavior – http://smhp.psych.ucla.edu/qf/media.htm
>Medicaid and Managed Care for School Based Mental Health –
    http://smhp.psych.ucla.edu/qf/medicaid.htm
>Medication (see Psychotropic Medication) – http://smhp.psych.ucla.edu/qf/psychotropic.htm
>Memoranda of Agreements (including joint agency agreements, MOU's) –
    http://smhp.psych.ucla.edu/qf/mou.htm
>Mental Health Curriculum – http://smhp.psych.ucla.edu/qf/p2311_01.htm
>Mental Health in Schools – A Sampling of References –
    http://smhp.psych.ucla.edu/qf/references.htm
>Mental Health in Schools in Other Countries –
    http://smhp.psych.ucla.edu/qf/mhinternational.html
>Mental Health Related Software & Multimedia –
    http://smhp.psych.ucla.edu/qf/MHmultimedia.htm
>Mentoring – http://smhp.psych.ucla.edu/qf/Mentoring.htm
>Model Programs Information – http://smhp.psych.ucla.edu/qf/model.htm
>Motivation – http://smhp.psych.ucla.edu/qf/motiv.htm
>Native American Students – http://smhp.psych.ucla.edu/qf/nativeamericans.htm
>Needs and Assets Assessment and Mapping – http://smhp.psych.ucla.edu/qf/p2312_06.htm
>Oppositional Defiant Disorder – http://smhp.psych.ucla.edu/qf/p3022_03.htm
>Parent/Home Involvement in Schools – http://smhp.psych.ucla.edu/qf/homework.htm
>Parenting Skills and Parenting Education – http://smhp.psych.ucla.edu/qf/p2103_02.htm
>Peer Relationships and Peer Counseling – http://smhp.psych.ucla.edu/qf/peersupport.htm
>Physical and Somatic Complaints – http://smhp.psych.ucla.edu/qf/somatic.htm
>Policy Related to MH in Schools and Addressing Barriers to Learning –
    http://smhp.psych.ucla.edu/qf/policy.htm
>Post-traumatic Stress – http://smhp.psych.ucla.edu/qf/ptsd.htm
>Poverty – http://smhp.psych.ucla.edu/qf/p1102_01.htm
>Prevention for Students At Risk – http://smhp.psych.ucla.edu/qf/prevention.html
>Psychotropic Medications – http://smhp.psych.ucla.edu/qf/Psychotropic.htm
>References for Mental Health in Schools – http://smhp.psych.ucla.edu/qf/references.htm
>Resilience/Protective Factors – http://smhp.psych.ucla.edu/qf/resilience.html
>Rural School Mental Health – http://smhp.psych.ucla.edu/qf/p1600_01.htm
>Safe Schools and Violence Prevention – http://smhp.psych.ucla.edu/qf/p2108_03.htm
>School and Community Collaboration – http://smhp.psych.ucla.edu/qf/p1201_01.htm
>School Avoidance – http://smhp.psych.ucla.edu/qf/schoolavoidance.htm
>School-Based Health Centers – http://smhp.psych.ucla.edu/qf/p2312_02.htm
>School Climate/Culture – http://smhp.psych.ucla.edu/qf/environments.htm
>School Improvement Planning - Analyses from the UCLA Center –
    http://smhp.psych.ucla.edu/qf/improvement.htm
>School-Linked Services – http://smhp.psych.ucla.edu/qf/p1202_01.htm
>Self-Esteem – http://smhp.psych.ucla.edu/qf/selfesteem.htm
>Small Class Size – http://smhp.psych.ucla.edu/qf/smallclass.html
>Social Promotion/Grade Retention – http://smhp.psych.ucla.edu/qf/p1104_02.htm

>Social and Emotional Development and Social Skills –
    http://smhp.psych.ucla.edu/qf/p2102_05.htm
>Staffing Student Support Services: New Directions –
    http://smhp.psych.ucla.edu/qf/staffingsupp.htm
>Stakeholders, Involving – http://smhp.psych.ucla.edu/qf/stakeholders.htm
>Standards (Guidelines, Frameworks related to Addressing Barriers to Learning) –
    http://smhp.psych.ucla.edu/qf/guidframstand.htm
>Statistical Information on Health, Mental Health, and Education Related Topics –
    http://smhp.psych.ucla.edu/qf/stats.htm
>Stigma Reduction – http://smhp.psych.ucla.edu/qf/stigma.htm
>Student and Family Assistance Programs and Services - Outcomes –
    http://smhp.psych.ucla.edu/qf/outappc.htm
>Substance Abuse – http://smhp.psych.ucla.edu/qf/p3001_03.htm
>Suicide Prevention – http://smhp.psych.ucla.edu/qf/p3002_02.htm
>Support for Transitions (see: Transition Programs/Grade Articulation/Welcome) –
    http://smhp.psych.ucla.edu/qf/p2101_01.htm
>Sustainability of Initiatives – http://smhp.psych.ucla.edu/qf/sustain.htm
>Systemic Change and Schools – http://smhp.psych.ucla.edu/qf/systemicchange.html
>Systems of Care – http://smhp.psych.ucla.edu/qf/syscare.htm
>Technology as an Intervention Tool – http://smhp.psych.ucla.edu/qf/techschool.htm
>Teen Pregnancy –   http://smhp.psych.ucla.edu/qf/p3005_02.htm
>Therapeutic Specialties –   http://smhp.psych.ucla.edu/qf/therspec.htm
>Threat Assessment: Resources and Cautions –
    http://smhp.psych.ucla.edu/qf/threatassessment.html
>Tolerance – http://smhp.psych.ucla.edu/qf/tolerance.html
>Transition Programs/Grade Articulation/Welcome –
    http://smhp.psych.ucla.edu/qf/p2101_01.htm
>Traumatic Brain Injury - Implications for School – http://smhp.psych.ucla.edu/qf/tbi.htm
>Tutoring – http://smhp.psych.ucla.edu/qf/tutoring.html
>Violence Prevention and Safe Schools – http://smhp.psych.ucla.edu/qf/p2108_03.htm
>Visually/Aurally Impaired Students and Mental Health –
    http://smhp.psych.ucla.edu/qf/p3014_05.htm
>Volunteers in Schools – http://smhp.psych.ucla.edu/qf/volunteers.html
>Youth Development – http://smhp.psych.ucla.edu/qf/youthdev.htm
>Zero Tolerance – http://smhp.psych.ucla.edu/qf/zerotol.htm