Mental Health in Schools
UCLA Center
Program and Policy Analysis+

A Center Report . . .

Example of a Formal Proposal for Moving in New Directions for Student Support

Preface

As a strategic effort to advance the way schools address barriers to learning and psychosocial concerns, the *National Initiative: New Directions for Student Support* is continuing with its series of Statewide Summits and follow-up Leadership Institutes. (For an update on the initiative, go to http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm)

To provide resources for those interested in moving forward, a growing "tool kit" is available online (and in hardcopy) –
see http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/rethinkingstudsupport.pdf

One consistent resource request has been for an example of a formal proposal for new directions (e.g., to present to a Superintendent, Student Support Director, Principal, Board, etc.). In response to this request, this report provides a draft of a design proposal that emphasizes integrating a comprehensive approach for addressing barriers to learning into school improvement planning.

While this report was developed to further the work of the National Initiative, the proposal was designed as a tool and has been incorporated into the tool kit (direct URL is http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidj.pdf). All or any part can be freely adopted or adapted.

Howard Adelman and Linda Taylor
September, 2005

Proposal to: (Superintendent, Student Support Director, Principal, Board)

Assuring No Child is Left Behind:

Strengthening our School Improvement Planning for

Addressing Barriers to Student Learning

It is not enough to say that all children can learn or
that no child will be left behind; the work involves . . .

> *"achieving the vision of an American education system that enables all
>   children to succeed in school, work, and life."*
> (From the 2002 mission statement of the
> Council for Chief State School Officers – CCSSO)

Our District has a long-history of assisting teachers in dealing with problems that interfere with school learning. We do a great deal, but the efforts are fragmented and often marginalized, and there are significant gaps in our school improvement planning to assure no child is left behind. As a result, our efforts are less effective than they can be.

Fortunately, we have the opportunity and are at a place where we can take the next steps in strengthening our systems for addressing barriers to learning and teaching. Therefore, after careful consideration, we are proposing development of a comprehensive, multifaceted, and cohesive approach. This proposal highlights how we need to

(1) reframe our learning support interventions and delineate related standards for school improvement planning

(2) rethink our organizational and operational infrastructure to integrate learning supports fully into school improvement implementation

(3) proceed in moving from where we are to where we need to be in ensuring all students have an equal opportunity to succeed at school.

Strengthening Our *School Improvement Planning* for Addressing Barriers to Student Learning*

The Challenge

*School systems are not responsible for meeting
every need of their students.
But when the need directly affects learning,
the school must meet the challenge.*

Carnegie Council on Adolescent Development (1989)

At no time in our history has the educational imperative for the academic achievement of all students been so crucial. Not every student comes to school motivationally ready and able to learn. Some experience barriers that interfere with their ability to profit from classroom instruction. If every student is to have an equal opportunity to succeed in school, we must rethink how learning supports are organized and delivered to address barriers to learning.*

Meeting the Challenge

Meeting the challenge requires developing a comprehensive, cohesive approach to delivery of learning supports as an integral part of a school's improvement efforts. In proposing such an approach, we draw on research and pioneering initiatives emerging around the country (see reference list). To guide the education system's role in providing learning supports, such efforts begin with a three component model for school improvement (see Figure 1).

The intent of this proposal is to enable student learning through a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching (thus, the label: *Enabling* or *Learning Supports Component*). With specific respect to the school's mission, this requires policy, leadership, infrastructure, and accountability that fully integrates such a component into a school's efforts to improve instruction and management Policy guidelines are needed that

   (a) declare such a component is essential to ensuring all students have an equal opportunity to succeed at school and

   (b) clarify that the component is designed to house all efforts to prevent and minimize the impact of the many problems interfering with learning and teaching.

The efforts to be integrated include programs that promote and maintain safety, physical and mental health, school readiness and early school-adjustment services, social and academic supports, and interventions provided prior to referral for special services and those for meeting special needs. This encompasses compensatory and special education mandates and a host of special initiatives and projects (see Figure 2).

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*The notion of barriers to learning encompasses external and internal factors. Even the best schools find that *too many* youngsters are growing up in situations where significant external barriers regularly interfere with their reaching full potential. Some youngsters also bring with them intrinsic conditions that make learning and performing difficult. As a result, at every grade level there are students who come to school every day not quite ready to perform and learn in the most effective manner.

Figure 1. A three component framework for school improvement.

Component for directly facilitating learning & development
(Instructional/ Developmental Component)

Component to address barriers to learning & development
(Enabling or Learning Supports Component)

School
Student
Family
Community

Component for management & governance
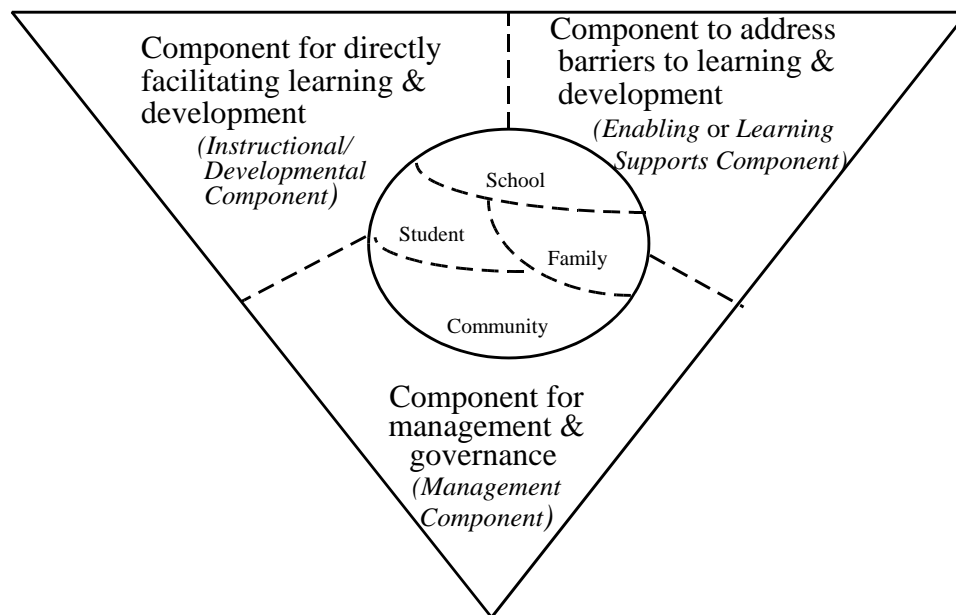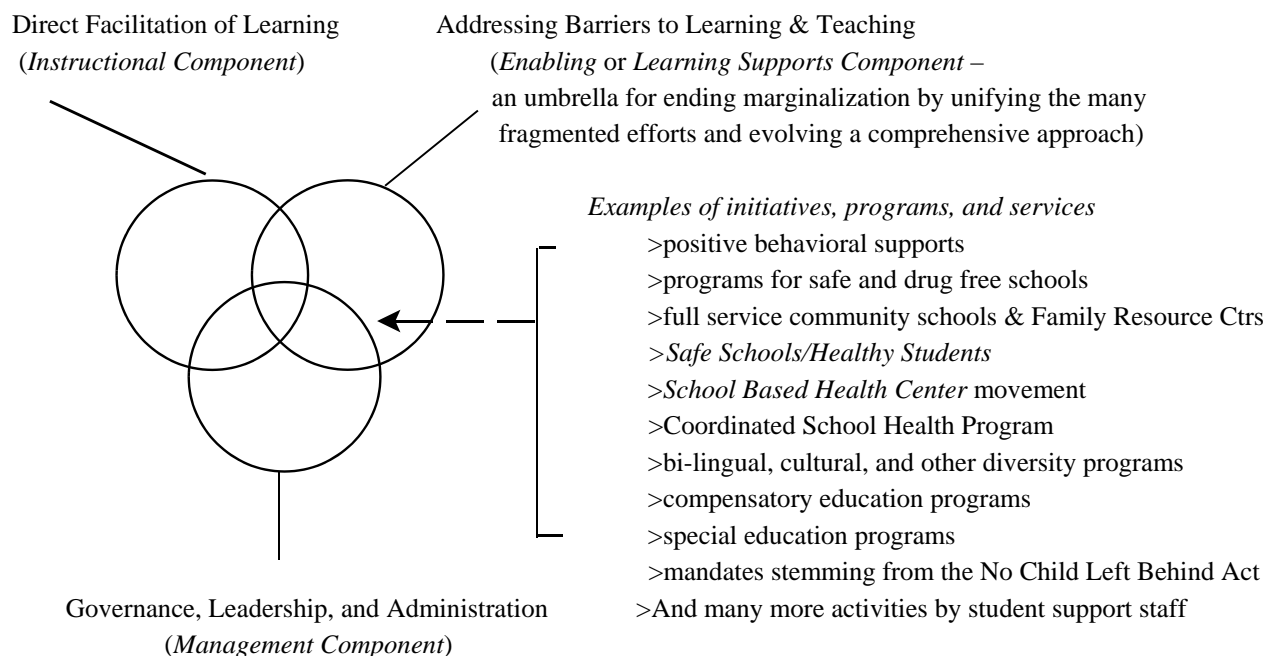*(Management Component)*

Figure 2. An Enabling or Learning Supports Component provides an umbrella for school improvement planning related to addressing barriers to learning.*

Direct Facilitation of Learning
(*Instructional Component*)

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

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

Governance, Leadership, and Administration
(*Management Component*)

*Addressing barriers is not at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. However, it is frequently the case that preventing problems also requires direct action to remove or at least minimize the impact of barriers, such as hostile environments and intrinsic problems. Without effective direct intervention, such barriers can continue to get in the way of development and learning.

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Design Features   As indicated, the proposal calls for supportive policy that facilitates development, implementation, and sustainability of an *Enabling* or *Learning Supports Component** in ways that complement and are fully integrated into efforts to improve teaching and learning and management of resources.

Given limited resources, we propose to establish an Enabling or Learning Supports component by deploying, redeploying, and weaving together all *existing resources* used for learning supports.

In developing the component to address barriers to learning, a major emphasis is on preventing problems and enhancing youngsters' strengths.

At the same time, essential supports and assistance are provided to those who need something more to address barriers and engage or re-engage them in schooling and *enable* learning.

This proposal highlights the:

- *Comprehensive and cohesive intervention frameworks* that will be developed to address desired outcomes and guide the weaving of resources, programs, and services into a comprehensive, multifaceted, and cohesive systemic approach for addressing barriers and supporting student learning, development, and well-being.

- *Infrastructure framework* that will organize the functions and processes needed to implement a system of learning supports and connect the various system levels (school, feeder pattern, district). The infrastructure focus is on mechanisms that permit a school to make optimal use of its resources, reframe the roles of personnel, and integrate the instruction, management, and learning supports components.

- *Processes involved in facilitating the necessary systemic changes and capacity building* for successfully implementing a system of learning supports.

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*The usefulness of the concept of an Enabling or Learning Supports Component as a broad unifying focal point for policy and practice is evidenced in its growing adoption around the country. The concept was incorporated into the New American Schools' Urban Learning Center Model, which the U. S. Department of Education recognized as an evolving demonstration of comprehensive school reform. In states such as Iowa, California, and Hawai`i, the focus is on *systems of learning supports*. Hawai'i's version is called a *Comprehensive Student Support System* and has been mandated by legislation. Building on Hawai`i's work, a proposal in the California Assembly calls for a "Comprehensive Pupil Learning Support System."

Intervention: **Proposed Frameworks**

Because of the many factors that can cause student problems, a school must be prepared to use a wide range of responses. Moreover, attention must be given not only to responding to problems, but to preventing them. This means that a component to address barriers to learning must be comprehensive and multifaceted. To be effective, it must be implemented in an integrated and systematic manner.

A Framework of Six Content Areas
As illustrated in Figure 3 and described briefly in Appendix A, six content areas are proposed to encompass efforts to address barriers to learning effectively.*

- *Enhancing regular classroom strategies to enable learning* (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)

- *Supporting transitions* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)

- *Increasing home and school connections*

- *Responding to, and where feasible, preventing school and personal crises*

- *Increasing community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

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

A positive *school climate and culture* is an emergent quality that stems, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff.

By defining the content that makes up the component in terms of six areas, a broad unifying framework is created within which a continuum of learning supports programs can be organized.

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*This framework was developed as part of research on education support programs. The six programmatic arenas are conceived as the curriculum of a component to address barriers to learning. There is a growing science base that supports an array of activities related to each arena. The research base is reviewed in the following online documents:
- *A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*
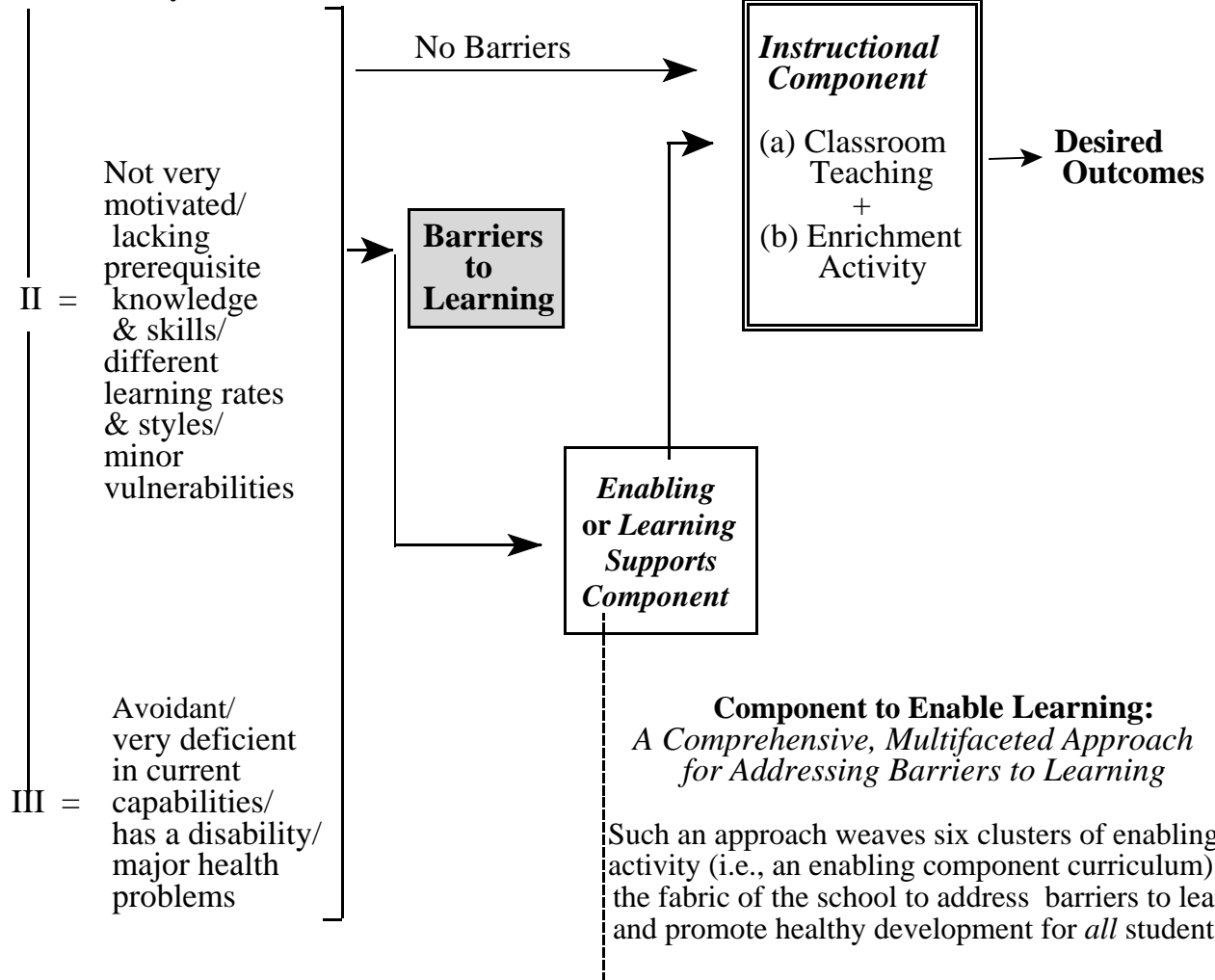- *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*

Download at – http://smhp.psych.ucla.edu

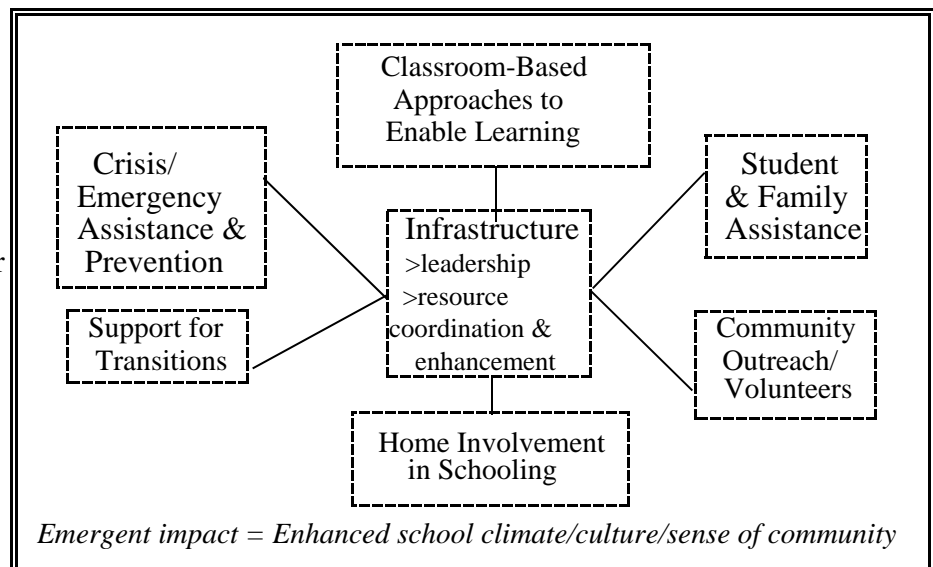Figure 3. Addressing barriers to learning at a school site.

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

I = Motivationally
        ready & able

No Barriers →

***Instructional
Component***

(a) Classroom
     Teaching
        +
(b) Enrichment
     Activity

→ **Desired
   Outcomes**

**Barriers
to
Learning**

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

Enabling
or ***Learning
Supports
Component***

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

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

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

Adapted from:
 H.S. Adelman & L. Taylor
 (e.g., 1994, 2006).

Classroom-Based
Approaches to
Enable Learning

Crisis/
Emergency
Assistance &
Prevention

Student
& Family
Assistance

Infrastructure
>leadership
>resource
coordination &
enhancement

Support for
Transitions

Community
Outreach/
Volunteers

Home Involvement
in Schooling

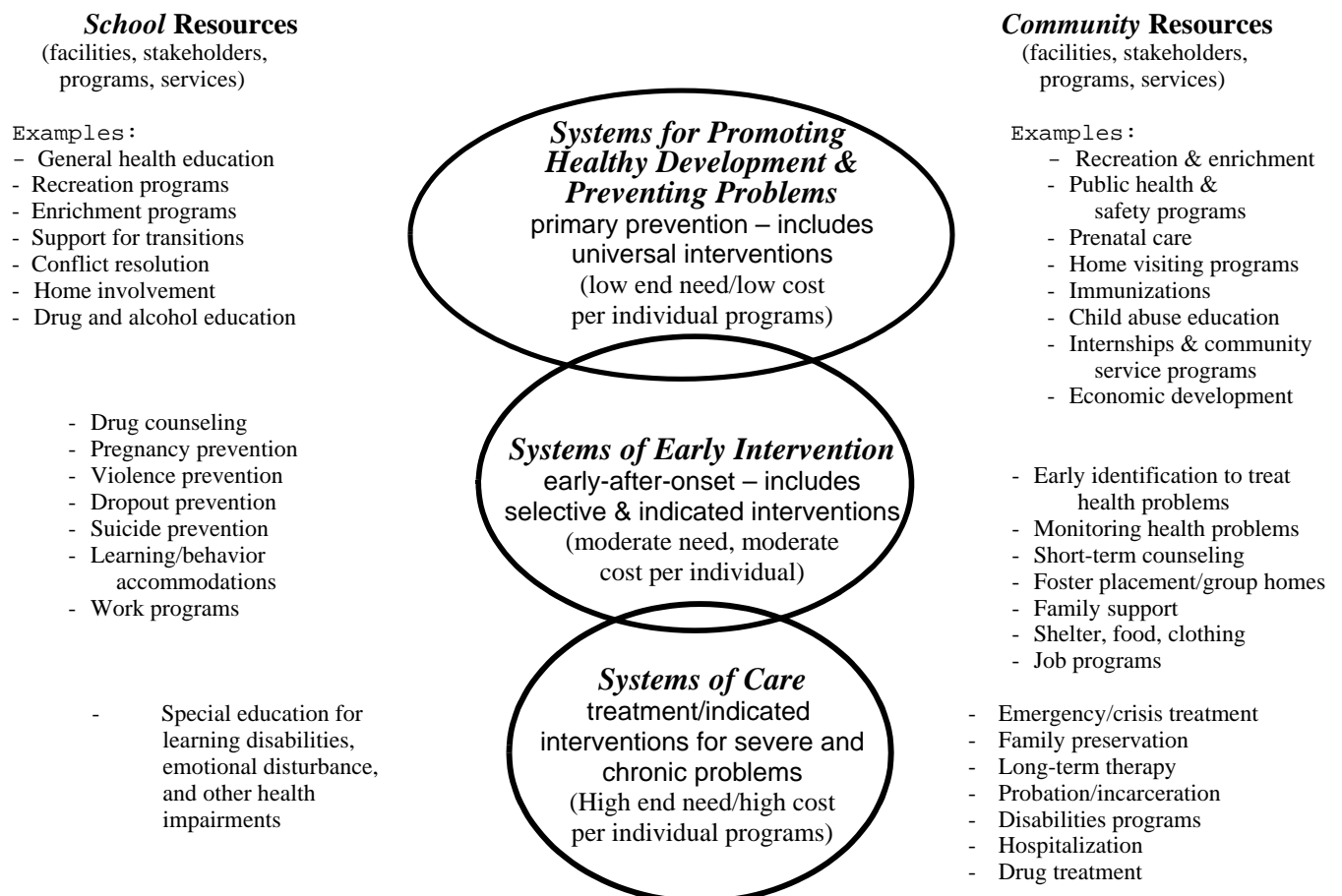*Emergent impact = Enhanced school climate/culture/sense of community*

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Schools and communities are already implementing some programs and services that address the six content areas. Currently, many of these operate in isolation of one another and do not provide a cohesive, comprehensive approach. By viewing the programs along a continuum of student needs, schools and communities are more likely to provide the right interventions for the right students at the right time. As illustrated in Figure 4, such a continuum encompasses efforts to positively affect a full spectrum of learning, physical, social-emotional, and behavioral problems by

- promoting healthy development and preventing problems;
- intervening as early after the onset of problems as is feasible; and
- providing special assistance for severe and chronic problems.

The continuum provides a guide for mapping resources and identifying gaps and redundancies, thus increasing effectiveness and efficiency of learning supports. When fully developed, the component will address the continuum of student needs and developmental levels.

Appendix A includes an illustration of how the six areas and the continuum mesh to delineate the overall proposed intervention framework.

Figure 4. A continuum of interconnected systems of intervention

School Resources
(facilities, stakeholders,
programs, services)

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

- Drug counseling
- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Suicide prevention
- Learning/behavior accommodations
- Work programs

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

Community Resources
(facilities, stakeholders,
programs, services)

Examples:
- Recreation & enrichment
- Public health & safety programs
- Prenatal care
- Home visiting programs
- Immunizations
- Child abuse education
- Internships & community service programs
- Economic development

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

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

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

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

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

*Standards for
Delineating
Intervention
Functions
in School
Improvement
Planning**

Overall Standard. **Establishment of an overall *unifying intervention framework* for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.**

This standard calls for fully integrating an Enabling or Learning Supports Component into the school's improvement planning and implementation. The Component is to be operationalized into a comprehensive, multifaceted, and cohesive intervention framework (see Appendix A). This framework delineates a continuum of intervention and organizes the "content" arenas for addressing barriers to learning and teaching.

Because of the importance of each of the content arenas, specific standards for each are delineated below.*

Specific Standards for the Content Arenas of an Enabling or Learning Supports Component

Rather than a fragmented, "laundry-list" of programs, services, and activities, learning supports will be organized into a concise content or "curriculum" framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning. To illustrate standards for content arenas, the following uses the six arenas designated above and described in Appendix A.

>*Standard a. Continuous enhancement of regular classroom strategies to enable learning* (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)

>*Standard b. Continuous enhancement of a programs and systems for a full range of transition supports* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)

>*Standard c. Continuous enhancement of programs and systems to increase and strengthen home and school connections*

>*Standard d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing school and personal crises* (including creating a caring and safe learning environment)

>*Standard e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

>*Standard f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.*

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*Quality indicators, for evaluation and accountability are available for each standard. Learning supports outcome indicators also have been delineated (see Center for MH in Schools, 2005b).

***Rethinking Infrastructure*: Integrating Learning Supports**
Fully into School Improvement Implementation

As used here, the term *infrastructure* refers to the foundation on which an Enabling or Learning Supports Component is established, sustained, and evolved. The specific focus is on framing the set of organizational and operational *mechanisms* that allow the component to function and work in an effective, efficient, and fully integrated way with the other components of school improvement. Of particular concern are designated administrators, leaders, teams, and work groups.

An effective component to address barriers to student learning requires a coehsive set of infrastructure mechanisms that provide the means for a school to (a) arrive at wise decisions about allocating resources for learning supports activity; (b) maximize integrated planning, implementation, maintenance, and evaluation of systematic activity; (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others; and (d) upgrade and modernize interventions to reflect the best models and use of technology. Implied in all this are new roles and functions for administrators and student support staff (drafts of sample job descriptions are available).

Reworking
Infrastructure Ending the marginalization of efforts to address barriers to learning and teaching in school improvement planning and implementation requires significant changes in the organizational and operational infrastructure at a school and ultimately at district, regional, and state levels.

Developing and institutionalizing a comprehensive component for learning supports requires infrastructure mechanisms that are integrated with each other and are fully integrated into school improvement efforts.

Along with a unified approach for providing learning supports, the need at a school is to rework infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate the work with efforts to improve instruction and with the mechanisms for management/governance. More specifically, infrastructure must be designed with respect to mechanisms for long-term and daily

- governance and administration
- leadership
- planning and implementation of specific organizational and program objectives
- coordination and integration for cohesion
- communication and information management
- capacity building
- quality improvement and accountability.

Figure 5 provides an example of the type of infrastructure a school should consider. Note especially the links among the three components and the connection within the various groups involved in planning, implementing, evaluating, and sustaining learning supports.

In building the infrastructure, the focus will begin with school level mechanisms. Once these are established, mechanisms can be developed that enable the feeder pattern to work together to increase efficiency and effectiveness and achieve economies of scale. System-wide mechanisms can then be redesigned based on what must be done centrally to support the work at each school and family of schools (e.g., see Figure 6).

(For more on this see Resource References.)

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*School-Site Resource-Oriented Team**

Creation of resource-oriented team at a school provides an essential mechanism for enhancing attention to developing a comprehensive, multifaceted, and cohesive approach. A resource-oriented team encourages programs to function in an increasingly cohesive way. It is a vehicle for building working relationships and can play a role in solving turf and operational problems. It encourages weaving together existing school and community resources.

A resource-oriented team both manages and enhances *systems* for coordination, integration, and strengthening of interventions. Such a team must be part of the structure of every school (see Figure 5 where such a team is designated as a *Learning Supports Resource Team*). Then, a representative must be designated to connect with the feeder pattern and with a District-wide steering group (see Figure 6).

Key functions of resource-oriented mechanisms include:

>aggregating data across students and from teachers to analyze school needs
>mapping resources in school and 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"

*A resource-oriented team differs from an individual case-oriented team. That is, its focus is not on reviewing specific students, but on clarifying resources and their best use. This is a role that existing case-oriented teams can play if they are asked to broaden their scope.

## Figure 5. Example of an integrated infrastructure

**Learning Supports
or Enabling Component**

Instructional Component

Leadership for
*Learning Supports
Component**

Leadership
for *instruction*

*Case-
Oriented
Teams*

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

*Learning
Supports
Resource
Team***

moderate
problems

severe
problems

**Management/
Governance
Component**

*Management/
Governance
Team*

Ad hoc and standing *work groups****

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

*Leadership for a Learning Supports or Enabling Component consists of a group of advocates/champions
  whose responsibility is to ensure the vision for the component is not lost. The group meets as needed to
  monitor and provide input to the Learning Supports Resource Team. Administrative leads for the
  Component provide essential guidance and assistance. Such leadership ensures daily implementation,
  monitoring, and problem solving. Specific leadership functions include (a) evolving the vision and
  strategic plans for preventing and ameliorating problems; (b) ensuring coordination and integration of
  enabling activity; and (c) ensuring integration with instructional and management components.

**A Learning Supports Resource Team is a resource-oriented mechanism. Such a mechanism is the key
  to ensuring 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. This
  team can be responsible for (a) identifying and analyzing activity and resources with a view to
  improving efforts to prevent and ameliorate problems; (b) ensuring there are effective systems for
  prereferral intervention, referral, monitoring of care, and quality improvement; (c) guaranteeing
  effective procedures for program management and communication among school staff and with the
  home; and (d) exploring ways to redeploy and enhance resources. This last function includes clarifying
  which activities are nonproductive and suggesting better uses for the resources, as well as reaching out
  to connect with additional resources in the school district and community.

***Ad hoc and standing work groups – Initially, these are the "teams" that already exist related
  to various initiatives and programs. 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.

Figure 6. Resource-oriented mechanisms across a family of schools
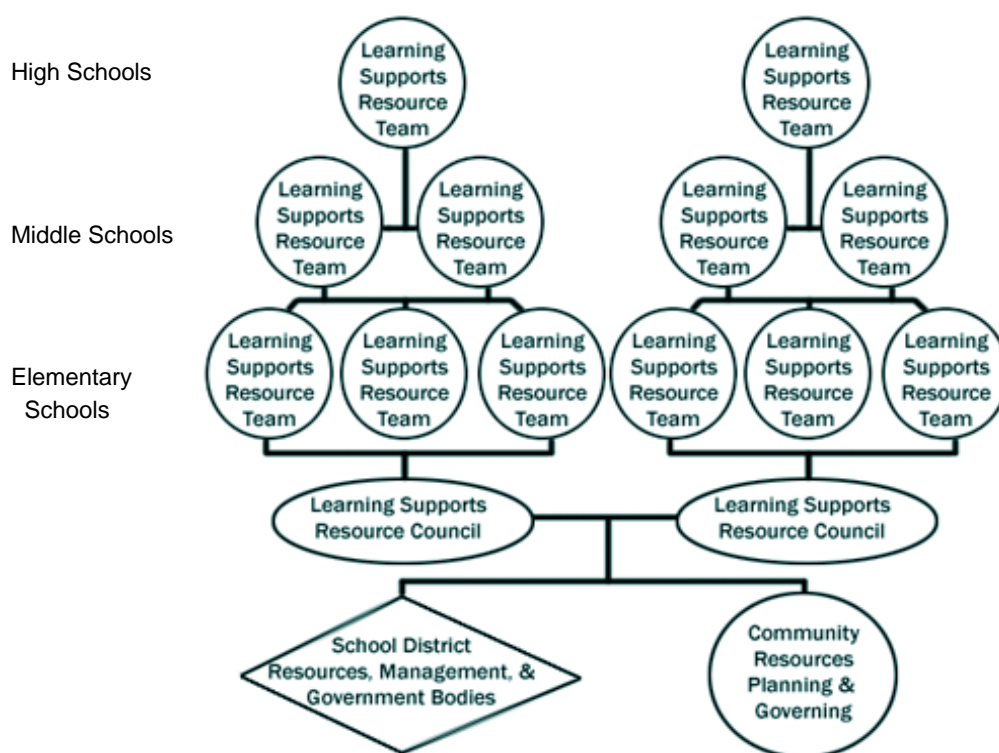
Note: Appropriate use of resources is based on up-to-date gap and outcome analyses and established priorities for improving the Enabling or Learning Supports Component. Resource allocation will involve (re)deployment of available funds to achieve priorities. Cost-efficiencies will be achieved through collaborations that, in common purpose, integrate systems and weave together learning support resources within the school, among families of schools, from centralized district assets, and from various community entities

Systemic Change and Capacity Building:

Getting From Where We Are to Where We Want to Be

This proposal begins the process of moving from where we are to where we propose to go.

Next will come establishment of a District steering group to develop a specific action plan for systemic change and capacity building. The work will be framed around the following four overlapping phases of implementation that involves major systemic changes.

1) *creating readiness* – enhancing motivation and capability for developing a comprehensive, multifaceted, and cohesive component to address barriers to learning,

2) *initial implementation* – developing the component in stages using a well-designed guidance and support infrastructure,

3) *sustaining and institutionalizing* – ensuring there is an infrastructure to maintain and enhance productive changes,

4) *ongoing evolution* – using mechanisms to improve quality and provide continuing support and creative renewal.

One way to assist a school in implementing a process for turning existing student support programs and practices into a system of learning supports is to provide a designated change agent to work with the administration and staff. Such a professional can provide a temporary, but necessary, mechanisms to facilitate changes related to intervention and infrastructure at a school and for a family of schools (for more on this see Resource References.).

**Addressing Barriers to Learning
is Essential to School Improvement**

For some students, improvement in school performance and academic achievement is hampered because of the absence of comprehensive, multifaceted, and cohesive school-wide approaches to address barriers to learning and teaching. This proposal formulates essential next steps toward ensuring such an approach is fully integrated into school improvement planning and implementation. By doing so, we will move closer to fulfilling the intent of assuring every child has an equal opportunity to succeed at school.

Appendix A

Overall Intervention Framework

The six content areas proposed to encompass efforts to address barriers to learning effectively (illustrated in Figure 3 of this proposal) can be viewed as the "curriculum" for an Enabling or learning Supports Component. The focus begins in the classroom, with differentiated classroom practices as the base of support for each student. This includes:

- Addressing barriers through a broader view of "basics" and through effective accommodation of learner differences

- Enhancing the focus on motivational considerations with a special emphasis on intrinsic motivation as it relates to learner readiness and ongoing involvement and with the intent of fostering intrinsic motivation as a basic outcome

- Adding remediation as necessary, but only as necessary.
    (Remedial procedures are added to instructional programs for certain individuals, but only after appropriate nonremedial procedures for facilitating learning have been tried. Moreover, such procedures are designed to build on strengths and are not allowed to supplant a continuing emphasis on promoting healthy development.)

Beyond the classroom, policy, leadership, and mechanisms ensure school-wide programs address barriers to learning and teaching. Students and families feel they are truly welcome at school and experience a range of social supports. Some activity involves partnering with other schools; some requires weaving school and community resources and programs together. An array of programs focuses on prevention and early intervention to ensure that the supports provided and the delivery process correspond to the severity, complexity, and frequency of each student's needs. School and community programs enhance a caring atmosphere by promoting cooperative learning, peer tutoring, mentoring, human relations, and conflict resolution. Emerging from all this is an overall school climate that encourages mutual support and caring and creates a sense of community. Such an atmosphere plays a key role in preventing learning, behavior, emotional, and health problems.

Each areas is described in a bit more detail below; specific examples for each area are delineated in a set of self-study surveys online at http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf

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

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

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

(4) Enhancing home involvement. This arena expands concern for parent involvement to encompass anyone in the home influencing the student's life. In some cases, grandparents, aunts, or older siblings have assumed the parenting role. Older brothers and sisters often are the most significant influences on a youngster's life choices. Thus, schools and communities must go beyond focusing on parents in their efforts to enhance home involvement. This arena includes school-wide and classroom efforts for strengthening the home situation, enhancing family problem solving capabilities, and increasing support for student well-being. Accomplishing all this requires a range of school-wide and classroom-based systems and programs to (a) address the specific learning and support needs of adults in the home, such as offering ESL, literacy, vocational, and citizenship classes, enrichment and recreation, and mutual support groups, (b) help those in the home improve how basic student obligations are met, such as providing guidance related to parenting and how to help with schoolwork, (c) improve forms of basic communication that promote the well-being of student, family, and school, (d) enhance the home-school connection and sense of community, (e) foster participation in making decisions essential to a student's well-being, (f) facilitate home support of student learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a *parent or family center* if one has been established at the site. Outcomes include indices of family member learning, student progress, and community enhancement specifically related to home involvement.

(5) Outreaching to the community to build linkages and collaborations. Schools can do their job better when they are an integral and positive part of the community. For example, it is a truism that learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. *Anyone in the community who wants to facilitate learning might be a contributing teacher*. This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, college students, etc. They all constitute what can be called *the teaching community*. When a school successfully joins with its surrounding community, everyone has the opportunity to learn and to teach. Another key facet of community involvement is opening up school sites as places where families, and other community residents can engage in learning, recreation, enrichment, and find services they need. This encompasses outreach to the community to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. In this respect, increasing attention is paid to interventions to promote healthy development, resiliency, and assets.

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

Combining the six content arenas with the continuum of interventions illustrated in Figure 3 of the proposal provides a "big picture" of what we mean by the phrase *a comprehensive, multifaceted, and integrated approach*. The resulting matrix creates a unifying umbrella framework to guide rethinking and restructuring the work of all staff who provide learning supports at a school (see Exhibit A-1).

The matrix can be used to guide mapping and analysis of the current scope and content of a how a school, a family of schools, and a school district address barriers to learning, development, and teaching.

Exhibit A-2 captures the essence of the matrix but is intended to convey another message. The aim in developing such a comprehensive approach is to prevent the majority of problems, deal with another significant segment as soon after problem onset as is feasible, and end up with relatively few needing specialized assistance and other intensive and costly interventions.

Exhibit A-1. A Unifying Umbrella Framework to Guide Rethinking of Learning Supports*
(a tool for mapping and analyzing)

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)

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* 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.

Exhibit A-2. Comprehensive Approach to Reduce Learning, Behavior, and Emotional Problems

Intervention Continuum

Systems for Promoting
Healthy Development
& Preventing Problems

(a)*

Systems for
Early Intervention
(early-after problem onset)

(b)*

Systems
of Care

**Enabling
Component** (c)*

D e c l i n i n g

(Content
arenas)   (d)*

P r o p o r t i o n s

o f S t u d e n t s

(e)*

(f)*

Specialized Assistance &
other intensive interventions

Accommodations for
differences & disabilities
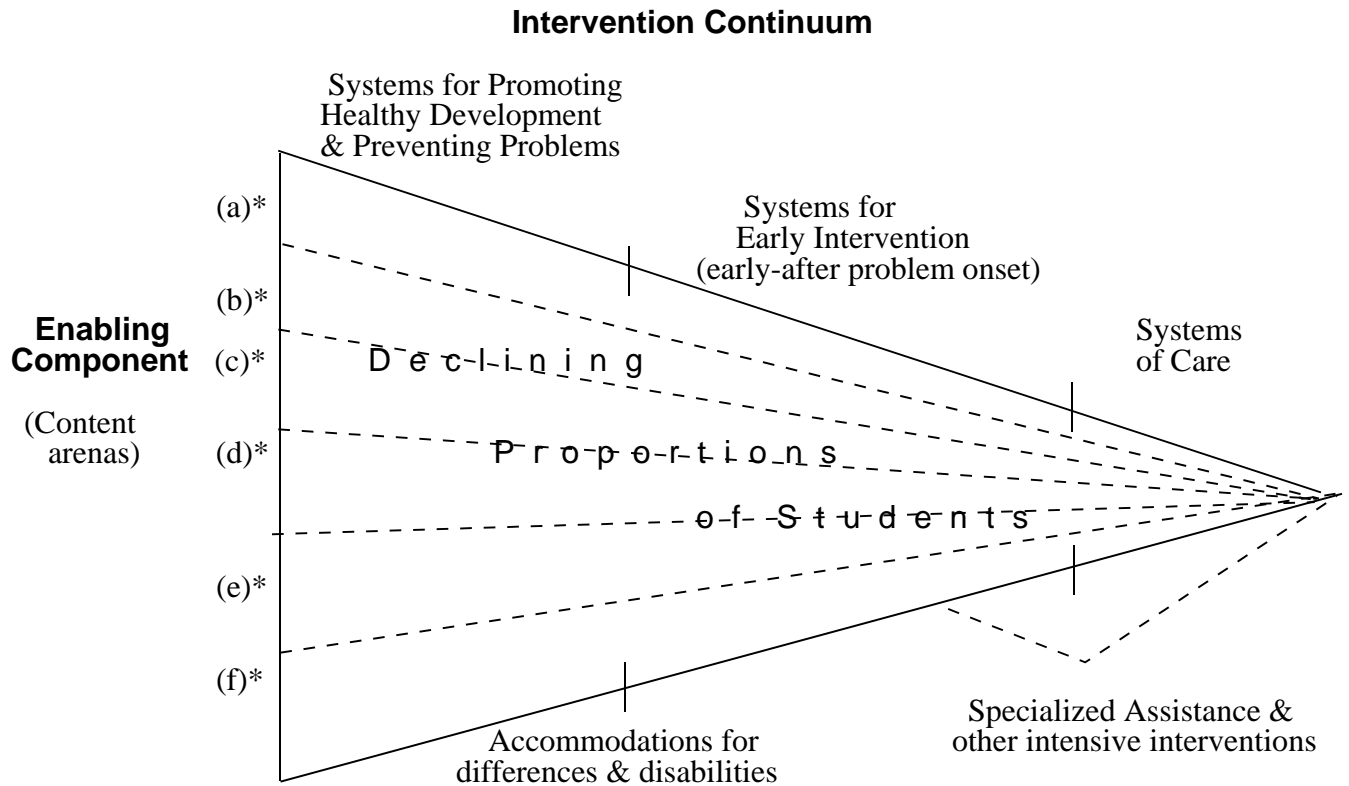
(a) = Classroom-based approaches to enable and re-engage students in classroom learning

(b) = Support for transitions

(c) = Home involvement in schooling

(d) = Community outreach/volunteers

(e) = Crisis/emergency assistance and prevention

(f) = Student and family assistance

A-5

Resource References

For examples of places using an Enabling or Learning Supports Component as an umbrella concept for addressing barriers to learning, see the following documents:

Iowa State Department of Education working with the Iowa Collaborative for Youth Development (2005). *Fulfilling a Promise, Investing in Iowa's Future: Enhancing Iowa's Systems of Supports for Learning and Development*
>Brief Summary online: http://smhp.psych.ucla.edu/pdfdocs/iowabriefsummaryofdesign.pdf
>Full document online: http://smhp.psych.ucla.edu/pdfdocs/iowasystemofsupport.pdf

Hawai`i Department of Education (2004). *Comprehensive Student Support System.*
Overview online: http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/hawaii.pdf

California's Proposed Legislation (2005). *Comprehensive Pupil Learning Support System.*
Online: http://smhp.psych.ucla.edu/summit2002/ab171(1-20-05).pdf

Multnomah Education Service District (2005). *Policy for Learning Supports to Enhance Achievement*. Online: http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/multnomah.pdf

Center for Mental Health in Schools (2004). *Where's it happening? New directions for student learning*. Los Angeles: Author at UCLA. Available online:
http//smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

This proposal draws on the extensive work done at UCLA related to *addressing barriers to learning* and teaching and developing *new directions for student support*. See the following resources for the science-base for the proposed work:

Adelman, H.S. (1996a). Restructuring education support services and integrating community resources: Beyond the full service school model. *School Psychology Review, 25,* 431-445.

Adelman, H.S. & Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry, 67,* 408-421.

Adelman, H.S. & Taylor, L. (2000). Moving prevention from the fringes into the fabric of school improvement. *Journal of Educational and Psychological Consultation, 11,* 7-36.

Adelman, H.S., & Taylor, L. (2002). So you want higher achievement test scores? It's time to rethink learning supports. *The State Education Standard, Autumn,* 52-56.

Adelman, H.S., & Taylor, L. (2002). Building comprehensive, multifaceted, and integrated approaches to address barriers to student learning. *Childhood Education, 78,* 261-268.

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Adelman, H.S., & Taylor, L. (2003). Rethinking school psychology. *Journal of School Psychology, 41,* 83-90.

Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning.* Thousand Oaks, CA: Corwin Press.

Adelman, H.S., & Taylor, L. (2006). *The implementation guide to student learning supports in the classroom and schoolwide: New directions for addressing barriers to learning.* Thousand Oaks, CA: Corwin Press.

Center for Mental Health in Schools, (2000). *School-community partnerships: A guide.* Los Angeles Author at UCLA. Available online: http//smhp.psych.ucla.edu/pdfdocs/Partnership/scpart1.pdf

Center for Mental Health in Schools, (2001). *Organization Facilitators: A Change Agent for Systemic School and Community Changes.* Los Angeles Author at UCLA. Available online: http://smhp.psych.ucla.edu/pdfdocs/Report/orgfacrep.pdf

Center for Mental Health in Schools (2003). *Guidelines for a Student Support Component.* Los Angeles: Author at UCLA. Available online: http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf

Center for Mental Health in Schools, (2003). *Creating the Infrastructure for and Enabling (Learning Support) Component to Address Barriers to Student Learning.* Los Angeles Author at UCLA. Available online: http://smhp.psych.ucla.edu/qf/infrastructure_tt/infraindex.htm or at http://smhp.psych.ucla.edu/qf/infrastructure_tt/infrastructurefull.pdf

Center for Mental Health in Schools (2004). *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs.* Los Angeles: Author at UCLA. Available online: http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf

Center for Mental Health in Schools (2005a). *School improvement planning: What's missing.* Los Angeles: Author at UCLA. Available online: http//smhp.psych.ucla.edu/whatsmissing.htm

Center for Mental Health in Schools (2005b). *Addressing what's missing in school improvement planning: Expanding standards and accountability to encompass an enabling or learning supports component.* Los Angeles: Author at UCLA. Available online: http//smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf

Center for Mental Health in Schools (2005c). *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base.* Los Angeles: Author at UCLA. Available online: http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf.

Center for Mental Health in Schools, (2005d). *Developing Resource-Oriented Mechanisms to Enhance Learning Supports.* Los Angeles Author at UCLA. Available online: http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

We Can Help You Move in New Directions

The Center at UCLA can help in many ways.

Besides the many helpful resources that are online (see http://smhp.psych.ucla.edu), below are a few other ways the Center can help. Indicate with a checkmark below what you would like and email it to ltaylor@ucla.edu   We will respond quickly.

Areas where help is desired:

___(1) design work for new directions and related strategic planning

___(2) strategic planning for systemic change related to implementing the design

___(3) capacity building as new directions are implemented

___(4) Other (specify) _____

_____

Other Opportunities for Assistance and Networking

____ (1) Send me the free monthly electronic news (*ENEWS*) and the quarterly topical newsletter (*Addressing Barriers to Learning*)

____ (2) Add me to the *Practitioner Listserv* (connects those working in and with schools related to mental health and psychosocial concerns and provides links to Center technical assistance)

____ (3) Contact me about joining the *Consultation Cadre*

____ (4) Add me to the *Policy Leadership Cadre for Mental Health in Schools*

Your Name _____ Title _____

Agency _____

Address _____

City _____ State _____ Zip _____

Phone (____)_____ Fax (____)_____

Website _____ E-Mail _____

Thanks for completing this form. Return it by FAX to (310) 206-8716 *or* mail to address below.