Our ongoing interactions with the Safe School/ Healthy Students Initiative has taught us a great deal and hopefully has been helpful to the work.

Today, we want to provide you with an *overview* of how our Center resources can assist you.

RESOURCES

We will highlight a range of online materials related to the 6 components of the SS/HS grant that you can access at no cost to you.

>Let's start with our website – http://smhp.psych.ucla.edu

>>Remember to use our special search feature – the Center's Quick Find online clearinghouse http://smhp.psych.ucla.edu/websrch.htm#quick (organized alphabetically by topic areas)

LEARNING & SHARING & NETWORKING

- Practitioner Listserv – this weekly MH in Schools email shares common concerns and examples of what schools are doing to address them

- Consultation Cadre

- Monthly ENEWS

- Quarterly Newsletter

- National Initiative: New Directions for Student Support

National Initiative: New Directions for Student Support

- Strategic rethinking of student support to enable students to learn and teachers to teach

- Summits & Leadership Institutes

- Call to Action

- See
  http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm

New Directions = 4 concerns

- Enhancing Policy to Address Barriers to Learning
- Reframing Intervention into a Unifying, Comprehensive Approach
- Reworking Infrastructure
- Pursuing Systemic Change
- See http://smhp.psych.ucla.edu/powerpoint/newdirections/newdirectionsstudentsupport.ppt

Policy – As so many SS/HS projects have experienced --

- Something fundamental is missing in current *school improvement planning*

- A component to

   address barriers to learning

Reframing Intervention

>Two interacting frameworks

- Continuum of interconnected school-community resources

- Six area content focus

Interconnected Systems for Meeting the Needs of All Students

Providing a *CONTINUUM OF SCHOOL-COMMUNITY PROGRAMS & SERVICES*

Ensuring use of the *LEAST INTERVENTION NEEDED*

School Resources
(facilities, stakeholders, programs, services)

Examples:

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

- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education
- 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 & chronic problems
(High end need/high cost per individual)

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*.

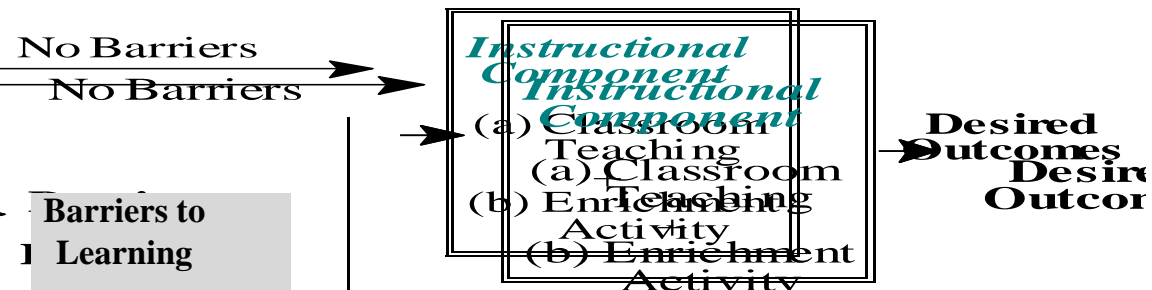# An Enabling Component to Address Barriers to Learning & Enhance Healthy Development at a School Site

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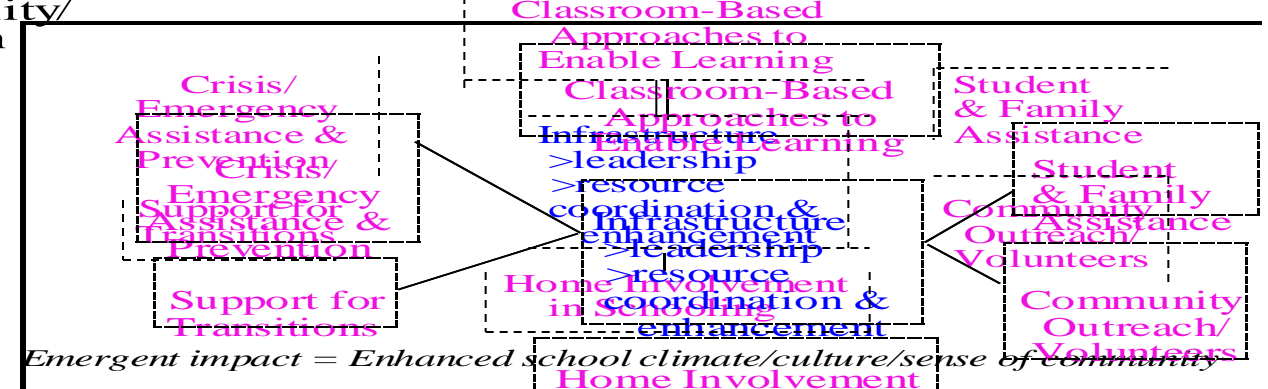*(categorized in terms of their response to academic instruction at any given point in time)*

I = Motivationally ready & able

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

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

No Barriers → **Instructional Component**

(a) Classroom Teaching

(b) Enrichment Activity

→ **Desired Outcomes**

Barriers to Learning

Enabling Component

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

The 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.

Crisis/ Emergency Assistance & Prevention

Support for Transitions

Classroom-Based Approaches to Enable Learning

Infrastructure
>leadership
>resource coordination & enhancement

Home Involvement in Schooling

Student & Family Assistance

Community Outreach/ Volunteers

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

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
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)

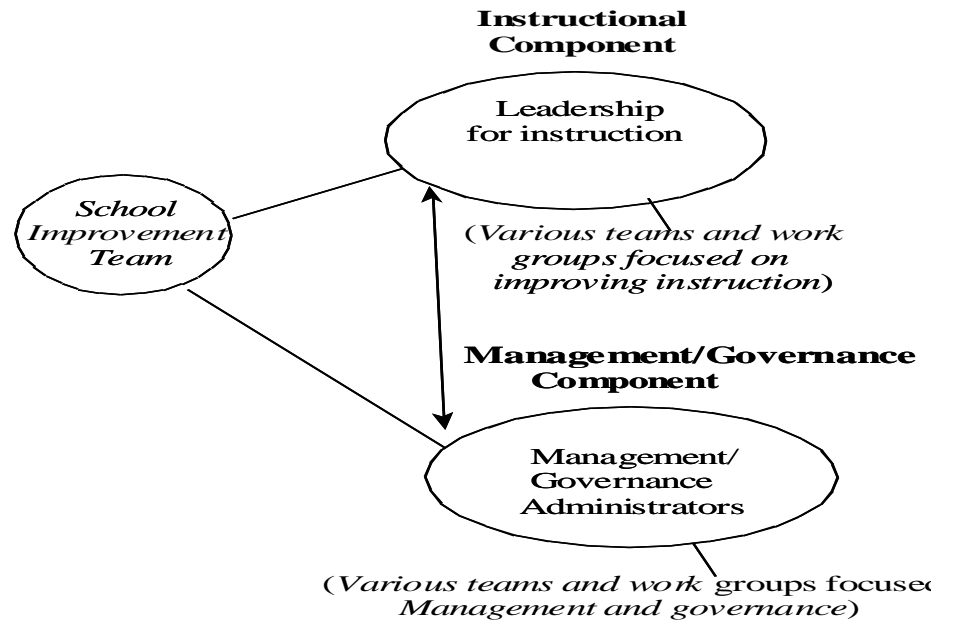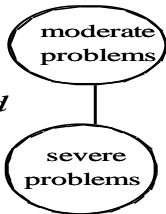*Note that specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of Center for Prevention and Disease Control's Coordinated School Health Program are embedded into the six content ("curriculum") areas.
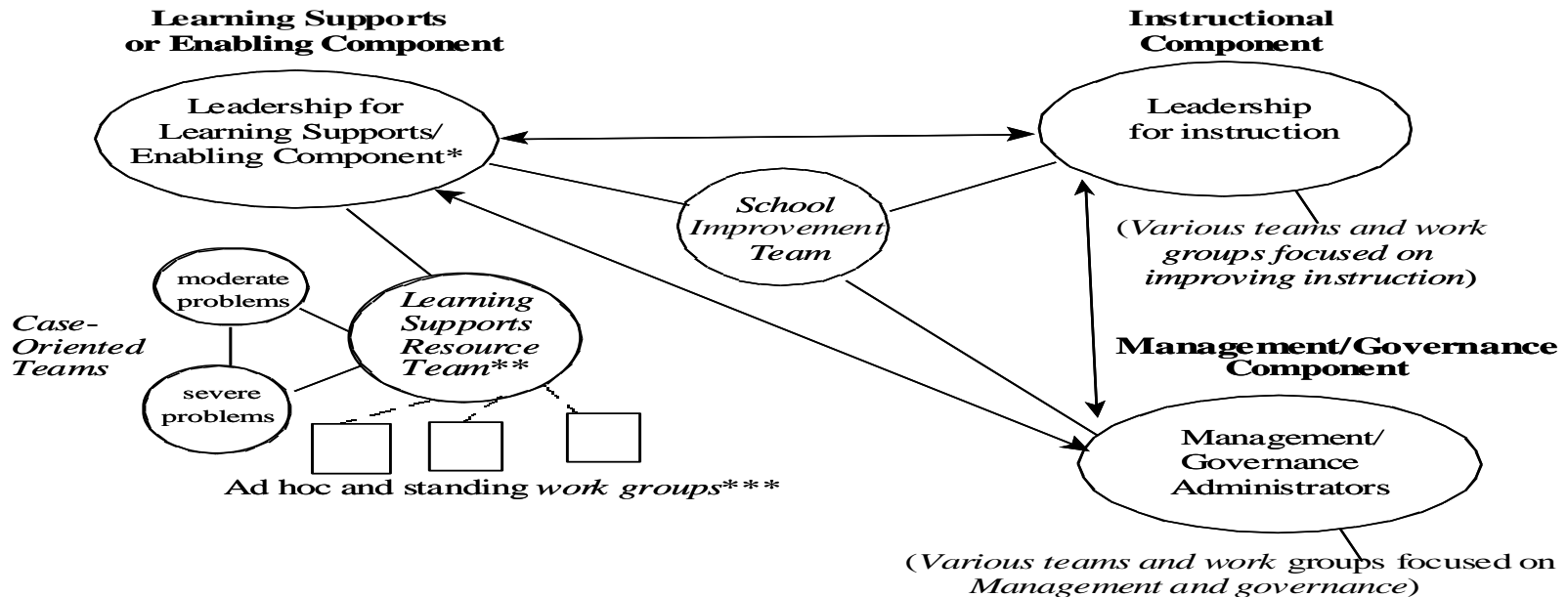
Reworking Infrastructure

- Leadership for a component to address barriers to learning & teaching
- Adding a resource-oriented focus (e.g., a Learning Supports Resource Team)
- Integrating fully with school improvement

**Instructional
Component**

Leadership
for instruction

*School
Improvement
Team*

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

**Management/Governance
Component**

Management/
Governance
Administrators

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

*Case-
Oriented
Teams*

moderate
problems

severe
problems

Example of an integrated infrastructure at the school level

**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*)

moderate
problems

*Learning
Supports
Resource
Team***

*Case-
Oriented
Teams*

**Management/Governance
Component**

severe
problems

Management/
Governance
Administrators

Ad hoc and standing *work groups****

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

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*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.
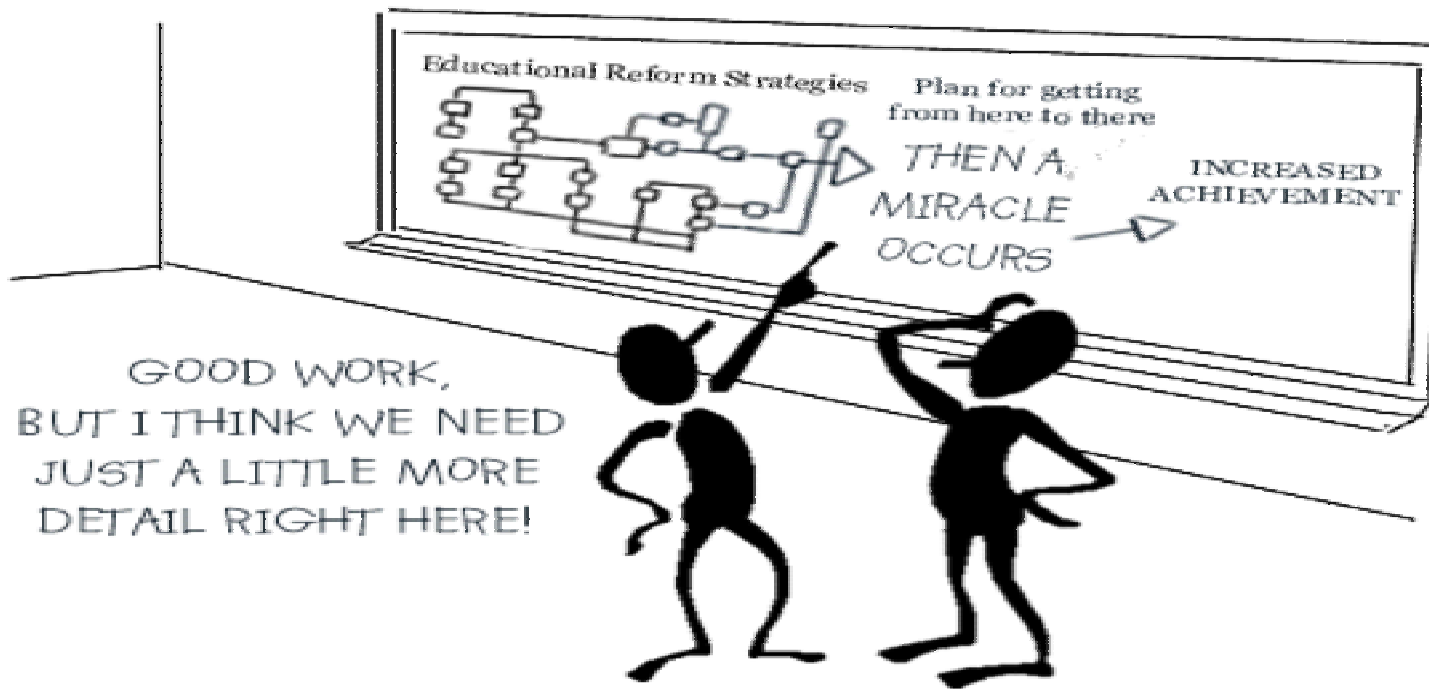
***Ad hoc and standing work groups — Initially, these are the various "teams" that already exist related to various initiatives and programs (e.g., a crisis team) and for processing "cases" (e.g., a student assistance team, an IEP team). Where redundancy exists, work groups can be combined. Others are 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

How do we get from here to there?

Is this your change process?

Systemic Change

- ## Sustainability is systemic change

- ## SS/HS as a catalyst for systemic change

- ## See *Systemic Change for School Improvement: Designing, Implementing, and Sustaining Prototypes and Going to Scale* – online at –

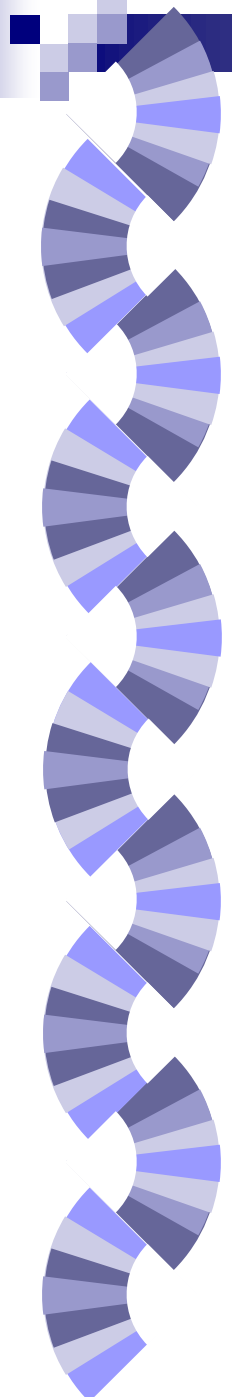 http://smhp.psych.ucla.edu/pdfdocs/systemic/systemicreport.pdf

SUSTAINABILITY QUESTIONS FROM SS/HS GRANTEES

>How do we keep funding community mental health providers?

>How do we keep our school-community collaborative going after the grant?

>How do we get administrators to see the value of the grant for system change?

>How do we provide professionals development most effectively for support staff, administrators, and teachers?

>How do we maintain support networks after our funding ends?

- We have tried to address these matters in – *Sustaining School and Community Efforts to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit* –

  http://smhp.psych.ucla.edu/pdfdocs/sustaining.pdf

>Explores how to integrate newly developed approaches into the fabric of existing support programs and services.

>Designed as a resource aid for those in schools and communities who are concerned about sustaining valuable initiatives and innovations.

What the best and wisest parents want

for their own children,

that must the community want for

all its children.

Any other idea . . .

Is narrow and unlovely.

John Dewey

(updated)

Never doubt that a small group

of thoughtful, committed people

can change the world.

Indeed, it is the only thing

that ever has.

Margaret Mead