

Learning Supports Overview

What is the problem?

Not every student comes to school ready and able to learn. On any given day, a significant number of students experience barriers (either situational or long-term) which interfere with their ability to fully engage in classroom instruction.

Why Learning Supports?

Research from a variety of sources indicates that fully implementing a comprehensive system of supports promotes healthy **social, emotional, and behavioral** development in **all** students so that **all** youth have an equal opportunity to be successful in school.

Where did this approach come from?

The Barriers to Learning Model, which is the foundation of Learning Supports, is based on the work of Howard Adelman and Linda Taylor (UCLA Mental Health in Schools Project).

Process involved:

Look at data – entire population

- Academic
- Academically relevant
 - Templates
 - Questions
- Iowa Youth Survey Trend Data Report for 1999, 2002, & 2005
 - Data
 - Toolkits
- School Community Profiles
 - Questions

Find pockets of low achievement

- Free/reduced meals
- Ethnic and minority
- ELL
- IEP
- Gender

Identify barriers to learning (Include families and community partners in discussion)

- Social
- Emotional
- Behavioral
- Health
- Family
- Other

Begin Resource Mapping

- Gaps in services
- Over-lapping services
- Research-based programs and strategies

Set Priorities

Develop a comprehensive continuum of supports:

- **Supplements to Instruction** - Fostering healthy cognitive, social, emotional, and physical development.
- **Safe, Healthy, and Caring Learning Environments** - Providing environments school-wide which ensure the physical and psychological well-being and safety of all youth through positive youth development efforts, and proactive planning for management of emergencies, crises, and follow-up.
- **Supports for transitions** - Enhancing the school's ability to address a variety of transition concerns that confront children, youth, and their families.
- **Family Support and Involvement** - Promoting and enhancing the involvement of parents and family members in education.
- **Community Partnerships** - Participating with multiple sectors of the community to build linkages and collaborations offering youth development services, opportunities, and supports.
- **Child/Youth Engagement** - Providing opportunities for youth to be engaged in and contributing to their communities.

Align with the Instructional Decision Making Model (IDM):

- Core
- Supplemental
- Intensive

Align with the Iowa Professional Development Model:

- Data driven
- Focused
- Ongoing
- Based on research

Align with the Iowa Core Curriculum

- 21st Century Skills

Indicators for Learning Supports

- Test Scores are staying flat, in spite of improvements in classroom instruction
- The achievement gap is not narrowing
- Fragmented programs and services
- Lack of staff consistency
- Lack of research-based programs to address social, emotional, and behavioral issues
- Rates of office referrals, suspensions, and or expulsions
- Drop out rates
- Attendance rates
- Desire to increase family involvement
- Desire to make comprehensive, systemic school-wide and/or district wide changes
- Desire to develop a continuum of supports that will benefit all students, leading to an environment where:
 - Teachers can teach
 - Students can learn
 - Families & community partners can contribute