



# Comprehensive System of Learning Supports

## Glossary of Terms



### **Accommodations**

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for students with disabilities. Accommodations reduce or eliminate the effects of a student's disability and do not reduce learning expectations.

### **ACEs** (*Adverse Childhood Experiences*)

ACEs describes early life trauma that research links to greater risk of health and social problems later in life. ACEs also impact student experience in school. Examples may be childhood abuse and neglect and/or growing up with domestic violence, substance abuse or mental illness in the home, parental discord, crime, etc.

### **Barriers to Learning**

Barriers to learning are physical, neurological, psychological, psychosocial, and/or environmental, factors that impede the ability to learn. Examples include physical disabilities that require alternative methods of instruction, cognitive and learning disabilities, lack of prerequisite knowledge, different learning rates and/or styles. Many respond to an instructional component. Barriers are also environmental factors that impede the ability of the students to acquire and/or exhibit pro-social, emotional, and behavioral competencies. Examples include poverty, trauma, mental health issues, malnutrition, violence, lack of natural supports, and other adverse childhood experiences.

### **CL** (*Conditions for Learning Indicators*)

Research-based indicators show effective practices describing the structural systems necessary to promote the optimal learning and teaching conditions for overall success. These indicators are integrated within the Illinois State Board of Education's system for Continuous School Improvement.

### **CIP/CSI** (*Continuous Improvement Process/ Continuous School Improvement*)

Process cycle of school improvement with the major components of creating the vision, gathering data related to that vision, analyzing the data, planning the work of the school to align with the vision, implementing the strategies and action steps outlined in the plan, and gathering data to measure the impact of the intervention.

### **CSLS** (*Comprehensive System of Learning Supports*)

A Comprehensive System of Learning Supports, as an integral part of the Illinois Statewide System of Support, is designed to promote conditions for learning and teaching, such as: academic, physical, social, emotional, and behavioral competencies; positive school climate; engagement and re-engagement of students; and reduction of barriers (e.g. poverty, intolerance, and behavioral health concerns).

### **Data-based Decision Making**

A process for reaching more effective and efficient decisions which:

- continuously utilizes collection of multiple accurate data sources;
- reviews and identifies issues;
- develops and refines hypotheses;
- discusses and selects solutions;
- develops and implements action plans; and
- evaluates and revises action plans.

### **Differentiation**

An approach in which teachers use data to proactively plan, in both nature and intensity, the incorporation of various methods into the teaching and learning process. The purpose of this approach is to expose and engage students to curriculum and teaching that has demonstrated effectiveness for the type of student, their needs and the setting. Differentiation includes whole group, small group, and/or individual instruction and/or interventions that take into account students' readiness and allows students to acquire knowledge and skills in the most meaningful and effective way.

**Early Intervention**

Intervention which occurs as early after the onset of an identified concern as possible or that targets individual students or subgroups of students whose risk of developing issues is significantly higher than average. The risk for these students may be imminent or it may be life-long.

**Engagement (Teacher/ Student/ Family/ Community)**

Engagement is sustained school involvement that is multifaceted in nature and encompasses behavioral engagement (e.g., attendance, participation, being on task), emotional engagement (e.g., positive or negative reactions to members of school community, sense of “belonging”), and cognitive engagement (e.g., thoughtfulness, psychological investment in learning).

**Essential Elements of Effective Education**

Eight essential elements (*Comprehensive Planning, Conditions for Learning, Community and Family, Professional Development, Leadership, Curriculum, Instruction, and Assessment*) that research has identified as essential to effective education.

**Intensive Programming**

Interventions designed to provide individualized and intensive support to a few individuals in order to reduce complications and severity of current issues.

**IS-TAC (Illinois State-wide Technical Assistance Center)**

Established by ISBE in 1998, the Illinois Statewide Technical Assistance Center (IS-TAC) is a state sponsored and federally funded entity consisting of four (4) collaboratively functioning projects funded by federal Individuals with Disabilities Education Act (IDEA) Part B discretionary monies. The purpose of the IS-TAC is to coordinate a regionalized system of technical assistance and training to build the capacity of schools to promote social and academic success of all students, including those with significant challenges and disabilities. IS-TAC promotes a prevention-based systems'-change approach, which includes data-based decision-making and research-based instructional practices.

The four collaborative projects that make up IS-TAC include the following:

1. Positive Behavior Interventions and Supports (PBIS) Network
2. Illinois Autism Training and Technical Assistance Project (IATTAP)
3. Project Children Have Opportunities in Inclusive Community Environments and Schools (CHOICES)
4. Parent and Educator Partnership (PEP)

The mission of IS-TAC is to support local education agencies (LEAs) in implementing school-wide reform efforts that effectuate improved teaching and learning outcomes for all Illinois students and educators. Toward that end, IS-TAC promotes consistent and sustainable use of effective practices for students with special needs, including emotional and/or behavioral disabilities, autism, and other significant disabilities.

**LRE (Least Restrictive Environment)**

LRE requires that, to the maximum extent appropriate, students with disabilities aged 3 through 21, in public or private institutions or other care facilities, are educated with children who are not disabled.

**Mental Health**

Mental Health is “The successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and cope with adversity.”-Dept. Of Health and Human Services (1999)

**Mental Health Continuum**

Mental Health occurs along a continuum from optimal mental health to the most serious type of mental health problem, mental illness. An individual's mental health often times is dependent on the circumstances and amount of stress/distress that an individual is currently facing. Professional help may be necessary; especially if one's mental health is interfering with their ability to perform regular activities. The intensity of the service(s)/support(s) is dependent on one's needs.

**Modifications**

Practices and procedures that change, lower, or reduce learning or assessment expectations, such as requiring a student to learn less or altering assignments or tests to make them easier. Modifications should be used with caution as they can adversely affect a student's educational experience and outcomes.

**Personalized Learning**

Personalized learning is the customizing of pedagogy, curriculum and learning environments to meet the needs and interests of individual learners, often with extensive use of technology in the process. Personalization enables the learner to direct more of his or her learning, taking advantage of individual learning styles and interests. Students are given more choice in what is learned, when it is learned, and how it is learned.

**Protective Factors**

Those variables found in individuals, families, communities, schools and peers that promote positive youth development, foster resiliency and enhance a youth's ability to resist risky behavior.

**Public Health Three-Tiered Model**

Public health is defined by its focus on prevention and on the health of populations, rather than individuals. It takes a systematic approach to problem solving that includes reviewing evidence (data) to determine the existence, scope and magnitude of a problem, and it uses a multi-tiered approach to intervene (Prevention, Early intervention, Intensive)

**Resiliency**

Resiliency is an individual's tendency to cope with stress and adverse situations. Resiliency is dependent on the interaction of risk and protective factors and can be increased over time, especially when one is nurtured and supported by others in an empowering way.

**Risk Factors**

Those variables found in individuals, families, communities, schools, and peers that put youth at greater risk of participating in delinquent and risky behaviors or developing mental, emotional, physical or behavioral disorders.

**RTI (*Response to Intervention*)**

"The practice of providing 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions" (*Batsche, et al., 2005*). This means using differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.

**Scaffolding**

Instructional scaffolding is the provision of sufficient support to promote learning when concepts and skills are being first introduced to students. These supports are gradually removed as students develop autonomous learning strategies, thus promoting their own cognitive, affective and psychomotor learning skills and knowledge.

**School Climate**

School climate "refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices and organizational structures" (National School Climate Council).

**Social Emotional Learning**

The process through which children and adults acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; make responsible decisions; and handle challenging situations constructively.

**Social Emotional Learning Standards**

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

**SSOS** (*Statewide System of Support*)

The Statewide System of Support is a regional system of supports providing technical assistance to districts in academic status on the development, submission, and implementation of a district improvement plan or restructuring plan. Coaches from Regional Offices of Education guide districts in addressing the Eight Essential Elements of effective practice through a continuous improvement process.

**Targeted Programming**

Interventions designed to provide additional support to a selected group of individuals who have been identified as having greater risk for developing more serious issues or who are currently experiencing some academic, physical, social, emotional, and or behavioral problems.

**Trauma-Informed Classroom**

Teacher instructs with sensitivity to the students impacted by trauma through a safe, predictable and responsive learning environment.

**Universal Programming**

School-wide programming targeted to **all** students in the school building and intended to promote positive student outcomes and prevent issues that can interfere with school success. Fewer students will require more intensive supports when effective instruction and supports that promote all students' academic, physical, social, emotional, and behavioral development are in place.

**Wise Ways**

Wise Ways are research summaries that support the Statewide System of Support indicators of effective practice.

