

# *Addressing Barriers to Learning*

Vol. 25, #4

... the Center's quarterly e-journal\*

## Editors' Note:

Those at home are looking for some guidance about helping with distance learning. This edition of the Center's ejournal is designed as an additional resource stressing care in helping. Please share it with anyone who might be interested.

## Assisting Kids with Online Instruction

COVID-19 and distance learning have complicated the role of family members and other helpers who assist students with school work. Putting aside the technical difficulties related to online instruction, the following focuses on matters that can make learning at home a better experience for students and those helping them.

Helping someone grow, develop, and learn is one of the most basic forms of human interaction. With just a little effort and care, anyone can help another learn. And, there is simply nothing to equal the satisfaction of assisting the next generation's exploration of the world and its wonders.

As John Steinbeck described the "teachers" who influenced him the most, they

*...did not tell – they catalyzed a burning desire to know. Under their influence, the horizons sprang wide and fear went away and the unknown became knowable.*

When students are engaged, helping them learn is heart warming. Their eyes light up, the world opens wide to them, and they develop a sense of being somebody. They are often delighted and amazed. And, at the very least, they feel just a bit smarter.

Fortunately, helping children learn isn't hard to do, but it can be a bit tricky. Not just because of the technical challenges involved with computers, but also with the problems related to maintaining student engagement and reengaging those who are inclined to avoid online instruction. This edition of the Center's ejournal is intended as a resource related to interacting with students at home while assisting them with remote instruction.

## Preparing to Help

Helping others is best done as an act of love not obligation. Facilitating a youngster's learning involves nurturing their curiosity, sense of discovery, and desire to search, learn, and grow.

In getting ready to help, as with so many other activities, the first step is to think about what you are going to do and how to best do it. There is no one right way. Helping often is more a matter of adopting the right stance rather than following a recipe of methods and techniques. There are, however, some ideas that can lead in the right direction and away from problems.

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Also in this edition:

- >Talking *with* Kids When Assisting with Learning
- >To Push or Not To Push
- >Common Tips from the Internet

## Be Clear about Your Feelings and Thoughts

As you get ready to help, you probably will confront a lot of feelings and thoughts about what students should learn and why. While determined to do the best you can, you may feel a bit anxious that you won't do a good job. Sorting through your feelings and thoughts is a big step in *getting ready* to help youngsters learn.

You will find some feelings and ideas improve the help you give. If you think students are natural learners and you enjoy being with them while they pursue their interests, that's a good starting place.

Other feelings can get in the way. If you're not very interested in what youngsters think or are angry at the one you're working with, you probably won't help and may even hurt the individual. And when helping doesn't go well, frustration and disappointment can lead to conflicts and, ironically, may even produce learning and behavior problems.

## Adopt a Helping Stance

A helping stance is a set of beliefs and attitudes about helping, learning, and learners. It involves wanting to help, believing that youngsters are learners by nature, *and* not holding too tightly to notions about what they should learn. The emphasis on academic subjects such as language skills, math, and science is well established; at the same time, the value of the arts and facilitating positive social and emotional development is not to be underestimated.

Start by moving from "I" and "you" to "us" and "we" and getting clear on what are the most important things youngsters should learn. It's also good to appreciate that not only can you help young people learn, you can also learn *from* them.

## Engage, Rather than Force

It is essential to help in ways that engage and avoid dampening a student's motivation to learn about any area that enhances their well-being and future growth. When youngsters don't want to learn what's being taught or don't like the way it's taught, they often become upset with their "teachers." This is painfully evident when anyone tries to *force* instruction onto a student.

When a youngster is forced, it usually is because the activity is felt to be in the child's best interest. Often heard:

*"In the long-run, it will be helpful to him."*

*"She'll thank me for it later."*

Maybe so. But maybe not.

From a psychological perspective, for better and for worse, what's "helpful" is defined by the person being helped. If actions are experienced as helpful, then they can be viewed as helping. Otherwise what is involved will be viewed as unwanted efforts to control and train.

Most adults find ourselves in helping roles at various times and in socializing roles at other times. It's good to understand and accept both roles – but also to realize they are sometimes not compatible.

Here's an example:

Jimmy's parents find that their son doesn't want to do what the school has assigned. They wonder if his attitude about school work is caused by a learning problem. But they know that he has many things he's curious about, things he finds relevant to his life, and things he wants to learn more about, and he learns readily about these matters.

They are concerned that his lack of engagement in the school's instructional agenda will jeopardize his progress. They have repeatedly talked to him about this. And they have tried rewards and threatened punishment. The result has been an increasingly negative backlash (e.g., psychological reactance and various undesired behaviors).

***Backlash – that's something really to be avoided.***

*Father:* (in a helpful tone) "Jimmy, don't forget that 4 o'clock is reading time."

*Jimmy:* "O.K., dad, but if I don't remember, go ahead without me."

### Starting from Where the Learner is At

As you have tried to help others learn, you've probably found that what you do seems just right for one person, but not for another. Why the differences? Simply because people are different.

One of the most basic ideas in all teaching is to "start from where the learner is at". What that adage *usually* means is that a teacher should try to find a way to match instruction with what the learner already knows. But there is a bit more to it than that. Good learning requires a good match (or fit) between what is to be learned and the learner's developed knowledge, skills, *and motivation* (especially *intrinsic* motivation). And the reality is that even two children the same age and from similar backgrounds have many different interests and capabilities. So they often differ in what they *want* to learn and in what they *can* learn at any particular moment.

#### Account for Individual Differences in Development and Motivation

Sue loves math. She pursues it at school and at home. She asks complex questions about what she is being taught and does all her assignments.

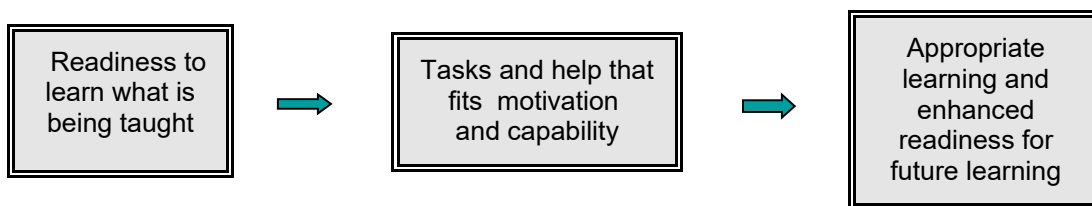
Sally pays no attention when it comes to learning math. She's busy with her friends and her hobbies. She tells more than she asks. She knows more about computers than her parents.

The two girls are clearly motivated to learn about different things. And both seem to be learning quite a bit about the things that interest them – the things they are *motivated* to learn about and are *developmentally* able to grasp.

To personally appreciate what a good match feels like remember the last time an abstract idea someone was trying to help you understand suddenly became clear. Or you finally saw how to solve a problem or puzzle you had been struggling with. These special moments of learning are times when you experienced a good match. Such moments don't have to be mystical or accidental. The more you understand about matching help to a youngster's current motivation and ability, the better you can plan ways to helping her or him learn.

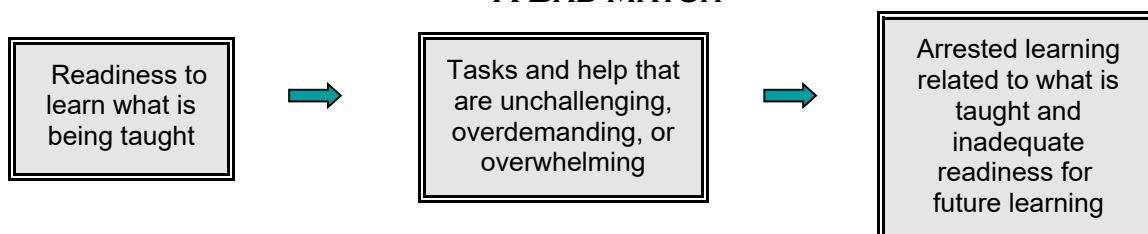
Like Goldilocks, people respond best to activities they perceive as being "just right."

#### A GOOD MATCH



Activities that are unchallenging, overdemanding, or overwhelming are a bad match.

#### A BAD MATCH



*Not surprisingly, if a youngster is not ready to learn what is being taught, most activities will produce a bad match.*

It is not always clear what has caused differences between children in readiness to learn. Some people argue that such differences are inborn; others argue that the differences reflect the way in which a child has been raised; others see both “nature” and “nurture” as responsible. (As one proud parent said, “I never believed genius was inherited until I had a child.”)

In helping others learn, it doesn't matter what caused individual differences. What does matter is that

- there are differences
- help must be a good match with readiness
- a good match leads to good learning and improved readiness for future learning
- if there is not appropriate readiness, efforts must be directed at enhancing capabilities, motivation, or both

### **Account for Current Conditions**

*Stop reading for a minute and tune in to yourself.*

You may be interested, preoccupied, bored, or tired. Whatever your current state of readiness, it's easy to see that it affects your concentration and learning.

Youngsters come to every situation with certain attitudes and abilities. In addition, they may be rested or tired, well-nourished or hungry, ready to participate or preoccupied; they may also feel happy, sad, or angry. And the same is true for those assisting with teaching.

In helping someone learn, these matters need to be taken into account. The more sensitive you are to such considerations, the more likely you will interact with the learner in ways that lead to a relatively good match for learning.

### **How do you know if there is a good match?**

Keep two questions in mind.

Does the student seem to think

- the activity is worthwhile?
- that it can be done – and done without too much stress?

If the answers to either question is *no*, chances are the match is not a good one for learning. If the answer to both questions is *yes*, teaching is on the right track.

The point for emphasis here is that engaging and reengaging a student in learning involves meeting the learner where there are in terms of *both* capability and motivation. And what determines whether there is a good match is the learner's perception.

***I wonder, so I search.  
I search, and I discover.  
I discover, and I learn.***

## About What Makes Something Worthwhile

Prizes? Money? Merit awards? Praise?

Certainly, we all do a great many things, some we don't even like to do, because the activity leads to a desired reward. Similarly, we often do things to escape negative consequences we prefer to avoid.

Because we do things to obtain rewards or avoid punishment, rewards and punishments are called reinforcers. Because extrinsic reinforcers are easy to use and can have immediate effects on behavior, they are widely used for training purposes (especially for people who don't particularly want to be trained).

But extrinsic reinforcers tend to be of limited use in helping. Sometimes they even interfere with good learning. Fortunately, many things are worth learning even though there is no apparent extrinsic reason for doing so.

Youngsters, like adults, are motivated to learn many things because it peaks their curiosity and desire to avoid boredom, and their need to feel competent and in control of their lives.

When extrinsic rewards (and/or punishments) are overrelied on in teaching, there is a risk of shifting interest away from the learning agenda. What becomes important is how to get the reward or avoid the punishment. Too many youngsters become more interested in getting rewards (money, good grades, a new computer game) than they are in what they are learning. ("If you're going to give me a dollar for reading 20 pages, can I still get a quarter if I just read 5?")

A shift in interest may also occur if a learner is not given adequate support when he or she needs and wants it. Youngsters like to conquer challenges. Without help, however, they may view some challenges as unconquerable, or the experience may make them feel too uncomfortable (anxious, fatigued, lacking hope for success). In such instances, youngsters often try to move on to something less stressful and more promising.

Inappropriate shifts in interest can be prevented by

- emphasizing intrinsic reasons for learning
- providing the support and guidance the youngster believes is needed.

A great deal has been learned over the last fifty years about motivation as key to learning and good teaching. In terms of intrinsic motivation, we know the important role curiosity plays. We have learned the importance of conditions that maximize and avoid threats to a learner's

- feelings of self-determination
- feelings of competence
- feelings of interpersonal relatedness to significant others

We have learned the importance of providing valued options, facilitating choice, and personal decision making.

Reviews of the literature on human motivation suggest that providing students with options and involving them in decision making are key facets of addressing engagement in learning. For example, numerous studies have shown that opportunities to express preferences and make choices lead to greater motivation, academic gains, increases in productivity and on-task behavior, and decreases in aggressive behavior. Similarly, researchers report that student participation in goal setting leads to more positive outcomes (e.g., higher commitment to a goal and increased performance).

These are all matters that play a role in maintaining engagement and reengaging disconnected students.

## Making a Pact for Pursuing an Instructional Agenda

A decision to pursue instruction is not made by the helper or the student alone. It is decided, implicitly or explicitly, by mutual agreement. And such agreements are made and revised throughout the helping relationship.

In good helping relationships, the youngster communicates, in words and actions, what s/he wants to learn, asks for and gives information, seeks guidance and support, explores, relates feelings and reactions, and makes decisions and agreements. And, you communicate your understanding of what the youngster wants, give and ask for information, provide guidance and support, share in the exploration, relate feelings and reactions, and agree to help when and where you think it is appropriate.

Slowly but surely, through the ongoing dialogue, the two of you are clarifying what you need, want, and hope for from each other. Slowly but surely a trusting, collaborative, helping relationship is established – a pact is made.

And it becomes easier and easier to establish a good match for learning.

### What Happens When Individual Differences are Ignored\*

Once upon a time, the animals decided that their lives and their society would be improved by setting up a school. The basics identified as necessary for survival in the animal world were swimming, running, climbing, jumping, and flying. Instructors were hired to teach these activities and it was agreed that all the animals would take all the courses. This worked out well for the administrators, but it caused some problems for the students.

The squirrel, for example, was an A student in running, jumping, and climbing, but had trouble in flying class, not because of an inability to fly, for she could sail from the top of one tree to another with ease, but because the flying curriculum called for taking off from the ground. The squirrel was drilled in ground to air take-offs until she was exhausted and developed charley horses from overexertion. This caused her to perform poorly in her other classes, and her grades dropped to D's.

The duck was outstanding in swimming class--even better than the teacher. But she did so poorly in running that she was transferred to a remedial class. There she practiced running until her webbed feet were so badly damaged that she was only an average swimmer. But since average was acceptable, nobody saw this as a problem--except the duck.

In contrast, the rabbit was excellent in running, but being terrified of water, he was an extremely poor swimmer. Despite a lot of make up work in swimming class, he never could stay afloat. He soon became frustrated and uncooperative and was eventually expelled because of behavior problems.

The eagle naturally enough was a brilliant student in flying class and even did well in running and jumping. He had to be severely disciplined in climbing class, however, because he insisted that his way of getting to the top of the tree was faster and easier.

It should be noted that the parents of the groundhog pulled him out of school because the administration would not add classes in digging and burrowing. The groundhogs, along with the gophers and badgers, got a prairie dog to start a private school. They all have become strong opponents of school taxes.

By graduation time, the students with the best grades in the animal school was a compulsive ostrich who could run superbly and also could swim, fly, and climb a little. She, of course, was made class valedictorian and received scholarship offers from all the best universities.\*

\*George H. Reavis is credited with bringing this parable to America

Assisting involves ongoing dialogues. We turn to this matter now.

## Talking *with* Kids When Assisting with Learning

We all know how **to** talk to youngsters.

Talking **with** them is another matter.

**T**wo guidelines to think about when talking with kids:

- *Be comfortable with little conversation*
- *Give and take openly and genuinely*

### Is a Lot of Talk Necessary?

There's an instructive fable about a family with an eight year old boy who had never spoken.

One morning at the breakfast table they were quietly eating, as was their custom, when all of the sudden someone said, "How come my hot cereal is cold?"

It took a second for the parents to realize the words had been uttered by their son.

Dumbfounded, they looked at him.

Finally, the mother stammered, "Y-Y-You spoke!"

"Certainly," said the boy.

"But," asked his father, "why haven't you said anything before?"

"I didn't need to, everything's been fine up to now."

Some youngsters are fond of talking a lot and often; others aren't. In helping with learning, it's important to be comfortable with their predilections and to avoid pushing them to talk more than they want to.

Dialogues can go on without a lot of words.

Think about all the times you communicate without words. Sometimes you just don't feel like talking or just don't have the right words or find that what you want to communicate is best said without words. It's the same for youngsters – often more so.

There are many times when you want to know what's going on in a child's head, but it is important to remember not to push. Invite sharing, but if s/he doesn't seem inclined to do so at the moment, let the youngster know that you don't mind.

### Asking Questions

It's easy to ask questions when assisting with instruction. Too easy!

It's usually not so easy having to answer one question after another. And even if the questions are easy to answer, question and answer sessions do not a dialogue make. Questions can raise feelings of anxiety. It doesn't take too many before it feels like an interrogation. The youngster may see the questioner as prying or demanding. At the very least, answering adults' questions can be boring.

Giving a kid more information than is wanted or relating long and involved directions can produce the same sort of effects. Worse yet, too many directions may convey mainly the message: "Do as I tell you; I'm in charge here!" That's a recipe for backlash.

With respect to learning activities, a good approach is to discuss options and choices and ways to explore and enjoy the activities. And take every opportunity to offer supportive comments and encourage suggestions.

## Listening

When the youngster does talk, stop what you're doing and *listen*. And listen attentively.

Listen not only to the words, but to the music – to feelings conveyed in the way the youngster is talking. If the music is happy, you'll probably want to say so ("You sound very happy about that!"); if the sound is a not very happy that also should be acknowledged. No question is necessary. You don't have to ask "Are you unhappy? anxious? bored?" Your comments often will be enough to start a dialogue about the youngster's feelings, *if s/he wants to talk*.

There's a lot happening when two people are involved with each other in a helping relationship. There's plenty of interesting and relevant things to talk about. And a youngster may be both relieved and fascinated to hear that you've had similar experiences.

"Your new math assignment reminds me of something that happened with my work today."

"Oh yeah?"

"I had to figure out something, and I got so nervous that I couldn't do it right."

"Hey, that's what happened to me during my math quiz today"

"When something like that happens to me, I get very embarrassed and a little angry."

"Angry?"

"Yeah, angry at myself for choking up and angry at my boss for making me do it."

"What did you do?"

"I decided that next time I wouldn't hurry; I'd keep calm and not let it get to me."

"I wish it were that easy."

"If I can do it, so can you. Here's what I do."

If there is interest, take time to practice some coping strategies\*.

## Openness and Genuineness

Remember that what you're trying to do is develop an ongoing, collaborative, trusting relationship. You want the youngster to feel good about asking for help. You want the youngster to want to share feelings and thoughts with you – *positive and negative*.

To achieve all this, you will need to be open and genuine in carrying on the dialogue. Openness and genuineness involve being willing to share your thoughts and feelings with the child. If you want him or her to share with you, you must be willing to share yourself.

Of course, this doesn't mean taking every opportunity to talk about what's on your mind. And as Joubert has stated, keep in mind that "children have more need of models than of critics."

Just as you often wonder what's going on in the youngsters head, there are times when s/he is wondering what you're thinking. That's one of the best times to share.

Share freely and in a way that you think *will help (not interfere with) the relationship*. This will show the youngster that it's all right for people to share what's on their minds and will provide a good model for how to do it.

Pressuring a youngster to talk can seriously interfere with the helping process. As long as you're in contact and communicating on some level, you can help a child learn. Sometimes a touch, a smile, or a wink are better than words.

**\*For Coping strategies for kids 5-12, see <https://kidshelpline.com.au/kids>;  
for teens, see <https://kidshelpline.com.au/teens>**

*I don't know the answer to 99% of what my six-year-old asks me, says a business operations director. Thank goodness for YouTube, Alexa, and Google.*



## To Push or Not to Push

*Before I had children, I had 2 theories about child rearing.  
Now I have 2 children and no theories.*

**H**ere's a dilemma that frequently confronts parents, teachers, and others who assist youngsters in learning situations. It is particularly happening as folks are involved in helping students with online instruction.

When the situation isn't going smoothly, does one risk making things worse by pushing on?

OR

Does one stop and risk the possibility that the students will miss out on the learning opportunities at hand?

If you push, you worry that you will create negative attitudes toward the area of learning being pursued. If you push in enough areas, you risk creating negative attitudes toward teaching in general and perhaps toward you.

If you let it go, the particular learning opportunity is missed. If you always let it go, a whole area of learning may not be developed. Also, there is the worry that "giving up" may become a habit.

There is no good solution to such a dilemma. Whatever is done involves some risk. The best practice is one that minimizes the risks and harm involved – hopefully both in the short- and long-run.

### Not Pushing

Sometimes pushing can be averted by the way the situation is discussed. It is unlikely that many youngsters can be convinced to do something they are determined not to do. But it may be possible to help a youngster reevaluate the situation. Remember, however, that before this can be done, the youngster probably needs some help just to calm down. ("I know all this has been upsetting. Let's take a break and do something to relax. What sounds good to you?") Then, s/he need to talk about how upsetting the experience was and why.

You will want to empathize with the feelings without getting involved in judgments about who was at fault. ("It really did scare you." or "It really made you angry." not "If you hadn't panicked, you wouldn't have had so much trouble.")

Then, it's time to move into some problem-solving. ("Let's take a little time to look at what's wrong and what might be some ways to make things better.")

In general, when a learner is really not ready to undertake an experience, the best thing to do is move on to something else for now. The time can be spent on learning something that is equally valuable in the long-run. Youngsters usually can afford to back away from an learning activity and return to it when they are better prepared.

### Pushing

Picture a scene from your childhood when someone made you learn something you didn't want to learn. Perhaps it was taking special lessons, memorizing multiplication tables or definitions of words, or (*fill in your own experience*).

Why did they make you do it? How did you react? In what ways do you think the situation should have been handled differently?

There may also have been times when you were trying to and wanted to learn something on your own, but someone decided you should be helped. Parents and teachers often move in to help in some situations only to find a youngster who resents the interference. ("Mother, I'd rather do it myself") Adults are often surprised, angry, and hurt by such "ungrateful" and hostile reactions. ("After all I've done for her, how could she treat me like that?")

Most of us consider pushing when we are *very* convinced that the youngster will suffer more from backing away than from being pushed on. At such times, we feel compelled to take responsibility for deciding what is in the kid's best long-term interests (e.g., when life-shaping matters are at stake and a delay in acting may cause serious harm – now or later).

From the perspective of helping youngsters learn, pushing and helping often are not compatible, and so forcing a kid is a practice that should be done with great reluctance.

Before trying to force learning, ask yourself:

"How much immediate harm will there be if this isn't learned now?"

"Will there be other opportunities for learning this?"

"If I push, how much is it likely to harm the youngster and our relationship – now and in the long-run?"

Then, weigh in your mind which course of action is likely to produce the least harm and take it. (Be careful not to let your feelings of fear and anger cloud your judgment.)

And if you decide you must push – do it gently and with a lot of caring.

Remember, the child is upset (scared, frustrated, angry), and you may be as well.

The principal was pulling a piece of string down the hall toward a classroom.

***"How come you're pulling that string?" he was asked.***

***"Well," he replied, "have you ever tried pushing a piece of string?"***

Assisting kids with instruction too often leads to interpersonal conflicts. The last thing either of you need at a time like this is to fight with each other. You probably will have to be firm, but what is called for is a velvet glove not an iron fist.

- What is needed first is a note of empathy – recognizing with the youngster that the experience is upsetting.
- Also try a brief explanation about why this is one of those rare times when there can be no backing away.
- If at all possible, involve the youngster in identifying ways to make the situation more tolerable.
- Then, provide appropriate support during the experience and some tender loving care afterwards.

When there is a lot of pushing in "the kid's best interest," something probably is wrong. Either the helper is seeing too many things as essential, or something is not right in terms of the child's motivation and/or developmental readiness.

Push only when

- the matter at hand is extremely important – a major life consideration, and
- the potential harm of pushing does not outweigh the potential harm of not pushing.

Should you find yourself having to do a great deal of pushing, think about it for a while, and explore the dilemma with the youngster.

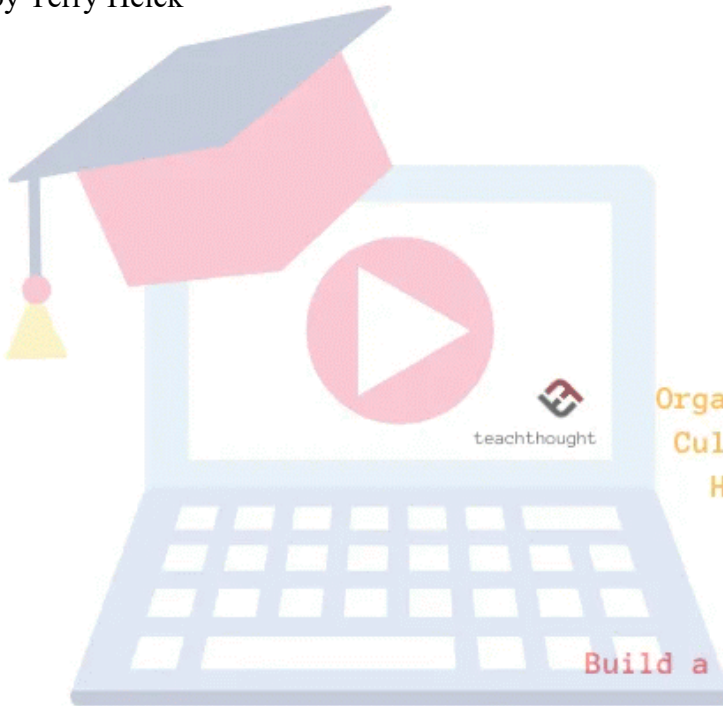
**If you don't have to push, don't!**

## Common Tips from the Internet

From:

### 22 Remote Learning Tips For Parents

by Terry Heick



Set a schedule  
 Verify materials  
 Create a learning environment  
 Every day, create a plan  
 Don't teach--help  
 Complete all work  
 Communicate with school  
 Center the child, not the work  
 Identify specific barriers  
 Use school resources  
 Personalize the learning  
 Encourage a growth mindset  
 Know where to go for what  
 Use Genius Hour  
 Organize their learning environment  
 Cultivate self-direction over time  
 Honor the complexity of learning  
 Help them find motivation  
 Understand basic neuroscience  
 Gamify the learning  
 Build a learning network for your child  
 Clarify knowledge demands

Each of these tips is discussed at:

<https://www.teachthought.com/technology/remote-learning-tips-for-parents/>

Terry's Preface:

These are not meant to be viral tips that blow your mind but rather some basic advice to save your sanity and help your child have their best chance for success learning at home.

[They are] arranged from 'Basic Remote Learning Tips' to 'Advanced Remote Learning Tips.' The idea of the first set of remote learning tips is to provide bare minimum guidance for parents who are trying to wrap their heads around this shift to online learning in K-12 public education—more or less a, 'if nothing else, make sure that you...' approach. If you can imagine car maintenance tips, while some could be very advanced (e.g., make sure the car's alignment suits the way the car is used on a daily basis, make sure engine management software is updated to the latest version, etc.) an 'if nothing else' approach to such maintenance might be, "Make sure the car doesn't run out of gas" and 'Make sure the engine has oil.'

A final underlying assumption here is that a curriculum is already set (whether it's a public education curriculum from your local school district or an off-the-shelf homeschool curriculum). While some of these tips are universal and apply to any learning-at-home scenario, overall this list wasn't created for parents helping their children learn to learn or learn what to learn, nor would this post be much help if you're trying to create your own customized curriculum for your child. Again—these tips are mainly to help parents who are helping their children complete online learning assignments at home.

Here's another example from the internet:

*How Parents Can Help Their Kids With Studying*  
<https://www.edutopia.org/article/how-parents-can-help-their-kids-studying>

### Assisting in the time of COVID-19

*You become everything for your kid, and that includes keeping track of eight thousand Zoom passwords, says a nurse practitioner from Bethesda, Maryland....*

*I think some parents are getting insight into how their children learn and where their deficits and strengths are, she says. And the kids have had to learn a lot about resilience and flexibility.*



*Will you do my homework for me?*

*No. It wouldn't be right if I did.*



*That's O.K. -- I don't get them all right either.*



For those ready to take a deeper dive into the topics of engagement and reengagement, see  
 >*Re-engaging Disconnected Students Online and at School: Focus on Intrinsic Motivation*  
<http://smhp.psych.ucla.edu/pdfdocs/reengage.pdf>

**We hope the preceding resources are helpful. However, if you feel things are not going well, a natural resource to contact is the youngster's teacher or one of the school's student support staff members.**



## Center Resources Update

Here are some recent online resources from the Center.

Three free books:

- > *Improving School Improvement*
  - > *Addressing Barriers to Learning: In the Classroom and Schoolwide*
  - > *Embedding Mental Health as Schools Change*
- Access them from the Center's homepage <http://smhp.psych.ucla.edu>

Briefs:

- > *Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice*  
<http://smhp.psych.ucla.edu/news.htm>
- > *The Role of Schools in Promoting Whole Child Development and Learning?*  
<http://smhp.psych.ucla.edu/news.htm>
- > *Online and At School: Teachers Alone Can't and Shouldn't Be Expected to Address the Wide Range of Student Mental Health Concerns*  
<http://smhp.psych.ucla.edu/pdfdocs/teachers.pdf>
- > *What is (and isn't) in Place to Address Barriers to Learning and Teaching for the New School Year?* <http://smhp.psych.ucla.edu/pdfdocs/what'sin.pdf>
- > *Watch out! Much Discussion of MTSS, Little Discussion of Student/Learning Support Staff and Developing MTSS into a Unified, Comprehensive, and Equitable System*  
<http://smhp.psych.ucla.edu/pdfdocs/july19init.pdf>
- > *Hypersensitivity to a Student's Emotional Reactions Can Be Harmful*  
<http://smhp.psych.ucla.edu/pdfdocs/july16init.pdf>
- > *Increased Numbers of Students with Learning, Behavior, and Emotional Problems: What will Schools Do?* <http://smhp.psych.ucla.edu/pdfdocs/septtwo.pdf>

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**Want resources? Need technical assistance? Coaching?**

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*What the best and wisest parent wants for his (her) own child  
that must the community want for all of its children.  
Any other idea . . . is narrow and unlovely.* John Dewey

The Center for Mental Health in Schools operates under the auspices of the School Mental Health Project in the Dept. of Psychology, UCLA.

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*Howard Adelman, Co-Director*

*Linda Taylor, Co-Director*

*Perry Nelson, Coordinator*

*. . . and a host of students*