
Enhancing Tiered Systems of Support & Student/Learning Supports

From the Center for MH & Student/Learning Supports at UCLA

With the widespread adoption of tiered systems of support, it is essential to use the tier concept as a starting point rather than as the answer in building a unified, comprehensive, and equitable approach to student/learning supports.

Understanding Why Tiered Systems of Support are Just a Beginning in Improving How Schools Support Students their Families and Teachers

Point 1: Learn why the tiers of an intervention continuum as commonly conceived require considerable elaboration.

Point 2: Learn about the cross-cutting domain categories of student/learning supports that must be added to the picture to more fully account for the many daily interventions schools must pursue to address barriers to learning and teaching and reengage disconnected students.

Each of these matters is covered in Chapter 12 (Rethinking Schoolwide Student/Learning Supports) in the free book from the Center entitled: *Improving School Improvement* – access by going to http://smhp.psych.ucla.edu/improving_school_improvement.html

Note:

A host of other free resources are available on the Center's website <http://smhp.psych.ucla.edu/>.

We also offer free technical assistance and coaching - see <http://smhp.psych.ucla.edu/pdfdocs/coach.pdf>

We don't have email addresses for all who we hope will read this, so please share this with your colleagues.

And as always, we ask that you share with us whatever you think others might find relevant. Send to Ltaylor@ucla.edu

Best wishes, be well,