
Teachers Already Know Which Students are Doing Poorly and Aren't Being Helped

Two unfortunate realities at many schools:

- (1) Students who teachers (and parents) know are not doing well are not receiving the student/learning supports they need and
- (2) soon more students will not be doing well.

The implications for maintaining teachers and making significant reductions in the achievement and opportunity gaps are clear.

Districts and schools continue to make efforts to improve student/learning supports. For example, currently, there is an emphasis on adopting a MTSS framework and establishing initiatives to provide relatively small amounts of additional funding for mental health, Full Service Community Schools, and School Based Health and Wellness Centers, social-emotional learning, and Safe and Supportive Schools.

BUT – the scale of need across over 13,000+ districts and over 100,000 schools cannot be addressed with less than a fundamental institutional transformation of the role schools play in addressing barriers to learning and teaching.

Pioneering work across the country has produced a roadmap for such a transformation. See

> *Student/Learning Supports: A Brief Guide for Moving in New Directions*
<http://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf>

And while our Center's has produced many resources related to these matters, details about the work are readily accessed in three free books

> *Improving School Improvement*
> *Addressing Barriers to Learning: In the Classroom and Schoolwide*
> *Embedding Mental Health as Schools Change*

All three can be accessed
at https://smhp.psych.ucla.edu/improving_school_improvement.html

Let us know if you need more and please share this information with those who may find it helpful.

Best wishes and be well.

Howard & Linda

