

About the Daily Supports Teachers Need:

A Follow-up on Preventing "Burnout" as the School Year Resumes

<https://smhp.psych.ucla.edu/pdfdocs/Dec23.pdf>

What teachers tell us is that they are encountering an increasing number of students with learning, behavior, and emotional problems, and they need better supports to address the factors interfering with their efforts to teach these youngsters.

It is patently unfair and unreasonable to believe that addressing the wide range of students having problems can be done by teachers alone. School districts hire a range of student/learning support professionals (counselors, psychologists, social workers, nurses, etc.), and more than ever, these stakeholders have a critical role to play. The policy focus on multi-tiered student supports (e.g., MTSS), community schools, and school-based health centers also highlights the need.

The unfortunate reality is that the way schools have implemented student/learning supports has done too little to address barriers to learning and teaching. So it is not surprising that discussions of improving the situation for teachers tends to further marginalize the role of student/learning support professionals.

For teachers to be well supported as they encounter learning, behavior, and emotional problems, schools must fundamentally transform the role they play in addressing factors interfering with learning and teaching.

Based on our research over many years, we have shared prototypes for transforming current student/learning supports into a more unified, comprehensive, and equitable system for addressing barriers to learning and teaching and reengaging disconnected students and families. For example, see

>Rethinking Student and Learning Supports

<https://smhp.psych.ucla.edu/pdfdocs/fall22.pdf>

>Student/Learning Supports: A Brief Guide for Moving in New Directions

<https://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf>

We doubt that anyone seriously argues against the importance of enhancing teacher capabilities (e.g., skillsets). However, discussion of improving the situation for teachers must not proceed in ways that ignore all the other professional educators who are essential to a school's success. Ignoring these resources is particularly unfortunate for teachers since it perpetuates the myth held by the general public that teachers working alone can end learning and behavior problems, close the achievement and equity gaps, increase graduate rates, and ensure students are career and college ready.

Please share with interested colleagues.

