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

A Major Lesson from School Shootings

The cost of enhancing a school's student/learning support system is considerably less than the consequences of not doing so.

Naturally, the immediate reaction at schools to what happened in Oxford is to take more steps to ensure staff and students are prepared to deter and respond to a school shooter. Thinking ahead administrators and school staff also need to take immediate actions that help address underlying causes of students' acting out. This can be done initially by enhancing the student/learning supports already in place that are designed to address barriers to learning and teaching and reengage disconnected students. The eventual aim is to transform existing activities by reframing the work into a unified, comprehensive, and equitable system of student/learning supports (e.g., think beyond MTSS/RtI).

Here are some first steps:

> (1) Establish a Learning Supports Leadership Team (see *What is a learning supports leadership team?* http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf)

(2) Have the team

> (a) map existing resources for addressing barriers to learning and teaching and reengaging disconnected students (see *Mapping & Analyzing Learning Supports* http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf
> and *An Aid for Initial Listing of Current Resources Used at a School for Addressing Barriers Learning and Teaching*
> http://smhp.psych.ucla.edu/pdfdocs/listingresources.pdf)

Note that the first tool for mapping resources covers *Crisis Response, Prevention, and Recovery*, but the activities in this arena represent only one of *six* domains of student/learning support that align across the multitier continuum.

> (b) analyze what's working and what needs strengthening and identify critical gaps

> (c) develop a set of prioritized recommendations for moving toward a unified, comprehensive, and equitable system of student/learning supports

> (d) present the recommendations for approval.

(3) As soon as a set of proposed improvements are approved, establish a workgroup to develop a strategic action plan that details the who, what, and when of the steps for moving forward.

(4) Assign the Learning Supports Leadership Team to guide implementation of the strategic plan.

Some resources from the Center to aid in moving forward:

>*Embedding Mental Health as Schools Change*
>*Addressing Barriers to Learning: In the Classroom and Schoolwide*
>*Improving School Improvement*
all three can be accessed from our Center's website. Go to:
http://smhp.psych.ucla.edu/improving_school_improvement.html

>*2021 22: Addressing Learning, Behavior, and Emotional Problems Through Better Use of Student and Learning Support Staff* http://smhp.psych.ucla.edu/pdfdocs/supports.pdf

>*Evolving Community Schools and Transforming Student/Learning Supports* http://smhp.psych.ucla.edu/pdfdocs/evolvecomm.pdf

A host of other free resources to aid in the transformation process are available on the Center's website http://smhp.psych.ucla.edu/ - for example, the *System Change Toolkit* http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

And we offer free technical assistance and coaching if a district needs it - see http://smhp.psych.ucla.edu/pdfdocs/coach.pdf

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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,

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