

From: the national Center for MH in Schools & Student/Learning Supports

**HERE'S HOW THE CENTER RESPONDED TO THE CORONAVIRUS CRISIS
AND SOCIAL INJUSTICES**

On March 11, 2020, our Center at UCLA joined the ranks of those devoting their resources to the immediate and future challenges caused by COVID-19. With the murder of George Floyd and the events that have and will continue to follow, we have made an extra effort to address these matters as well.

We reported what our Center was doing in this document through February 15, 2022. After that, we embedded the ongoing efforts related to COVID into our regular Center activities. A sense of this can be garnered from what is evident on our website. Also see the update we provided on what the Center sent out during the summer of 2022 (<http://smhp.psych.ucla.edu/pdfdocs/summerprods.pdf>).

A Sample of Products

We were invited by the Policy Analysis for California Education (PACE) to prepare the following policy brief:

Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID 19 Context and Beyond https://edpolicyinca.org/sites/default/files/2020-11/pb_adelman_nov2020.pdf

The content, of course, is applicable to other states.

Other Recent Center Reports

Improving Student/Learning Supports Requires Reworking the Operational Infrastructure <http://smhp.psych.ucla.edu/pdfdocs/reworkinfra.pdf>

We won't Argue Against Adding More Counselors, BUT ...Addressing Student Mental Health Concerns Involves Much More than Increasing the Number of Mental Health Providers <http://smhp.psych.ucla.edu/pdfdocs/morethan.pdf>

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>

Enhancing Student/Learning Supports in Classrooms
<http://smhp.psych.ucla.edu/pdfdocs/classroomredes.pdf>

New Directions for School Improvement Policy
<http://smhp.psych.ucla.edu/pdfdocs/policynd.pdf>

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

Implementation Science and Complex School Changes
<http://smhp.psych.ucla.edu/pdfdocs/implemreport.pdf>

>*Community of practice School Practitioner* – continues to share information, ideas, resources, lessons learned, etc. about supporting students/families/community that are of relevance in this time of crisis. See the many editions sent out from March 13th to the time of this posting – <http://smhp.psych.ucla.edu/practitioner.htm> .

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

>*Quarterly ejournal* – Online at <http://smhp.psych.ucla.edu/news.htm>

In December, 2019

Contents:

>>*What Are Schools Planning to Do About the Increased Number of Emotional, Behavioral, and Learning Problems?*

>>*Let's Focus on Providing Support Before Screening and Labeling*

In April, 2020, the focus was on *Looking Ahead to When Schools*

Re-open. Contents:

>>*Plan Ahead to Support the Transition-back of Students, Families, and Staff*

>>*Re-opening Schools with a Sense of Exciting Renewal: Generating Hope*

>>*Re-engaging the Disconnected in Instructional Activity*

>>*Addressing Grief and Loss*

In June, 2020

Contents:

>>*Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice*

>>*The Role of Schools in Promoting Whole Child Development and Learning*

In September, 2020

Contents:

>>*Assisting Kids with Online Instruction*

>>*Talking with Kids When Assisting with Learning*

>>*To Push or Not To Push*

>>*Common Tips from the Internet*

In Dec. 2020

Contents:

>>*What Are Schools Planning to Do About the Increased Number of Emotional, Behavioral, and Learning Problems?*

>>*Let's Focus on Providing Support Before Screening and Labeling*

In March, 2021

Contents:

>>*Support Transition-back for Students, Families, and Staff*

>>*Re-opening Schools with a Sense of Exciting Renewal: Generating Hope*

>>*What Are Schools Doing About the Increased Number of Emotional, Behavioral, and Learning Problems?*

>>*Schools Must Provide Effective Student and Learning Supports Before Implementing a Formal Screening Program and Labeling Students*

>>*Re-engaging the Disconnected in Instructional Activity*

>>*Equity of Opportunity Now and for the Rest of the Year*

>>*Minimizing Dropouts and Maximizing Graduation Rates During the Pandemic*

>>*Addressing Grief and Loss*

>>*Minimizing Stress Reactions and Preventing Student & Staff "Burnout"*

In June, 2021

Contents:

Using Summer to Prepare Better Ways to Address Concerns about Students' Learning and Mental Health

- >>Outreaching to and reengaging disconnected students
- >>Improving differentiated instruction
- >>Broadly embedding social emotional learning and development
- >>Reorganizing student/learning supports
- >>Promoting staff well-being

In September, 2021

Contents:

- >>Schools and Mental Health: A Position Statement
- >>About Promoting Mental Health
- >>Everyone's Talking About Students' Mental Health: Schools Need to Avoid Five Potential Pitfalls

In January, 2022

Contents

- >>Countering LD and ADHD False Positive Diagnoses: Another Pandemic Challenge
- >>About Using the Relief Funds to Begin Transforming Student/Learning Supports
- >>Some Recent Resource Aids from the Center

> *Monthly ENEWS* – Each month provided many links to online resources and discussion topics and comments and sharing from the field. Specific topics covered –

In April, 2020

- >>About Coping with the Emergency and Beyond
- >>Starting to Plan for Schools Reopening and Transforming Student/Learning Supports

In May, 2020

- >>Rethinking schools in planning to re-open
- >>Renewing calls for children's cabinets

In June, 2020

- >>What's being planned to support learning over the summer?

In July, 2020

- >>About Screening for Trauma and Implementing Social Emotional Learning
- >>What should schools say about social justice?
- >>What about school police?
- >>Supporting school staff to enhance their motivation and capacity during this difficult time

In August, 2020

- >>What is (and isn't) in Place to Address Barriers to Learning and Teaching for the New School Year?
- >>Experiences Reported from the Front Lines
- >>How are schools focusing on student engagement and re-engagement?
- >>After the crisis, public education will be in a state of transformation: What is being proposed?

In October, 2020

- >>Equity of opportunity now and for the rest of the year depends on
 - (1) enabling school adjustment: In person and online
 - (2) outreach to reengage disconnected students
- >>A Time of Transformation

In November, 2020

- >>Since Schools Can't Afford More Support Staff, *What will they do to Address Barriers to Learning & Teaching?*
- >>News stories
 - >>>Zoom school's mental health toll on kids
 - >>>Enrollment Is Dropping In Public Schools Around the Country

In December, 2020

- >>Minimizing stress reactions and preventing student & staff “burnout”
- >>How will schools change after the pandemic?

In January, 2021

- >Reengaging Disconnected Students: A Major Task Ahead
- >Engaging Families to strengthen student learning during the pandemic

In February, 2021

- >Minimizing Dropouts and Maximizing Graduation Rates During the Pandemic
- >About Extending the School Year

In March, 2021

- >>Will the Spring Slump Add to the Student Engagement Problems?
- >>A Caution About Overpathologizing Student Emotional Reactions

In April, 2021

- >>As schools re-open, how are they addressing student and family transition problems?
- >>About using federal stimulus funds to address barriers to learning and teaching and reengage disconnected students

In May, 2021

- >>End-of-the-Year School Celebrations: Hope, Congratulations, Safe Exuberance

In June, 2021

- >>How is the Summer being used to Support Students and Enhance Learning?
- >>Using the Summer to Prepare Better Ways to Address Students Needs

In July, 2021

- >>WELCOMING -- it seems more important than ever this school year
- >>About Supports for Transitions

In August, 2021

- >> WELCOMING -- it seems more important than ever this school year
- >> About Supports for Transitions

In September, 2021

- >>About students who are having problems adjusting to school
- >>A few cautions about screening and identifying students at this time

In October, 2021

- >>How are Schools Enhancing Student Engagement? (in person, in quarantine, online, in independent study....?)

In November, 2021

- >>Opening the classroom door to enhance student/learning supports
- >>Using some of the relief funds to catalyze system improvements to better address learning, behavior, and emotional problems

In December, 2021

- >>Minimizing Stress Reactions & Preventing "Burnout"

In January, 2022

- >>By this time, it's clear which students are not doing well –
What's being done to help? What's not Working?

In February, 2022

- >>About vulnerable students who are falling through the cracks

Note: Each month, the ENEWS includes Quick links to online resources and often a few news stories.

>Calls to Action/Policy Alerts – sent out so far:

- >>*The Two Pandemics Call for Commitment to Embedding Mental Health Concerns in All Forms of Schooling* <http://smhp.psych.ucla.edu/pdfdocs/calltoaction.pdf>
- >>*Schools, COVID-19, and Mental Health* <http://smhp.psych.ucla.edu/pdfdocs/callmh.pdf>
- >>*Transforming Public Schooling: The Wars Resume!*
<http://smhp.psych.ucla.edu/pdfdocs/calltrans.pdf>

- >>COVID-19 is Killing District/School Budgets:
What to Do and Not to Do about Student/Learning Supports
<http://smhp.psych.ucla.edu/pdfdocs/callki.pdf>
- >>Task Forces Forming to Provide Recommendation for Re-opening Schools:Student/Learning Supports Leaders Need to be at the Table <http://smhp.psych.ucla.edu/pdfdocs/calltask.pdf>
- >>Open Letter to Chief School Officers, District Superintendents, School Board Members,Principals, and All Other Education Leaders <http://smhp.psych.ucla.edu/7-8-2021.pdf>
- >>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>
- >>What's Being Done to Improve Efforts to Address Learning, Behavior, and Emotional Problems? <http://smhp.psych.ucla.edu/pdfdocs/8-26-21.pdf>
- >>Concerned about Mental Health in Schools? Then Focus on Improving How Schools Control and Socialize Students . . . see *Misbehavior, Social Control, and Student Engagement* <http://smhp.psych.ucla.edu/pdfdocs/misbeh.pdf>
- >>More (Temporary) Money to Improve Behavioral Health: The Good and the Bad for Schools <http://smhp.psych.ucla.edu/pdfdocs/9-9-21.pdf>
- >>Schools and Mental Health: A Position Statement <http://smhp.psych.ucla.edu/pdfdocs/9-21-21.pdf>
- >>What Can Schools Do to Counter Unnecessary Referrals for Special Services and Over-Pathological Labeling of Students? <http://smhp.psych.ucla.edu/pdfdocs/9-23-21.pdf>
- >>Why Schools Need to Transform Student/Learning Supports and How to Move Forward <http://smhp.psych.ucla.edu/pdfdocs/10-6-21.pdf>
- >>Enhancing Tiered Systems of Support & Student/Learning Supports <http://smhp.psych.ucla.edu/pdfdocs/10-21-21.pdf>
- >>Broadly Addressing What Students Have Lost as a Result of the COVID 19 Pandemic <http://smhp.psych.ucla.edu/pdfdocs/11-26-21.pdf>
- >>Crisis Response, Recovery, and Prevention <http://smhp.psych.ucla.edu/pdfdocs/12-1-21.pdf>
- >>Too Many Students Are Not Doing Well: What Schools Need to Do to Help Them Succeed This Year <http://smhp.psych.ucla.edu/pdfdocs/12-9-21.pdf>
- >>A Major Lesson from School Shootings <http://smhp.psych.ucla.edu/pdfdocs/12-16-21.pdf>
- >>Addressing Social and Emotional Well-Being: Beyond the Pandemic <http://smhp.psych.ucla.edu/pdfdocs/12-23-21.pdf>
- >>Teachers seeking supports stress that the sheer number of students needing help is overwhelming <http://smhp.psych.ucla.edu/pdfdocs/12-30-21.pdf>

For more, see <http://smhp.psych.ucla.edu/newinit3.html>

>Resources for school improvements. The quarterly ejournal cited above stressed some key student/learning supports matters related to the transition-back of student, families, and staff. We also referenced three books that are free and accessible online.

These lay out prototypes for reframing student and learning supports. The prototypes provide blueprints for adapting current policy and practices to unify and weave together available resources and rework the operational infrastructure at schools and districts. See:

>>Improving School Improvement http://smhp.psych.ucla.edu/improving_school_improvement.html

>>Addressing Barriers to Learning: In the Classroom and Schoolwide http://smhp.psych.ucla.edu/improving_school_improvement.html

In response to the current situation, we incorporated the frameworks into a work entitled:

>>*Embedding Mental Health as Schools Change*

http://smhp.psych.ucla.edu/improving_school_improvement.html

We also have been sending out sets of Practice and Policy Notes and Other Commentaries

>>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/pdffdocs/teachers.pdf>

>>Re-engaging Disconnected Students Online and at School: Focus on Intrinsic Motivation

<http://smhp.psych.ucla.edu/pdffdocs/reengage.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/pdffdocs/what'sin.pdf>

>>Increased Numbers of Students with Learning, Behavior, and Emotional Problems: What will Schools Do? <http://smhp.psych.ucla.edu/pdffdocs/septtwo.pdf>

>>Student Success Requires a Unified, Comprehensive, and Equitable System of Learning Supports <http://smhp.psych.ucla.edu/pdffdocs/sept24.pdf>

>>Outsourcing, Contracting Out – PRIVATIZATION OF EDUCATION

<http://smhp.psych.ucla.edu/pdffdocs/november2020.pdf>

>>The Biden education transition team has been formed

<http://smhp.psych.ucla.edu/pdffdocs/11-12-20.pdf>

>>As Students Return to School ... focusing on mental health concerns

<http://smhp.psych.ucla.edu/pdffdocs/12-10.pdf>

>>About trauma-informed, ACES, SEL, disengaged students, etc. etc.: Increased Concern, Misdirected Action <http://smhp.psych.ucla.edu/pdffdocs/12-17.pdf>

>>Mental Health in Schools: Much More than Part of the System of Care Delivery System

<http://smhp.psych.ucla.edu/pdffdocs/12-23.pdf>

>>Finding and Reengaging Students who Went Missing During the COVID Pandemic

<http://smhp.psych.ucla.edu/pdffdocs/Findingdisconnectedstudents.pdf>

>>About budget cuts and the need to transform student/learning supports

<http://smhp.psych.ucla.edu/pdffdocs/budgetcov.pdf>

>>Have districts and schools established a leadership team to meet the challenge of the increased number of students manifesting learning, behavior, and emotional problems?

<http://smhp.psych.ucla.edu/pdffdocs/leadership.pdf>

>>What is Personalized Instruction and What's Needed to Make it Work?

<http://smhp.psych.ucla.edu/pdffdocs/personalize.pdf>

>>About Improving Student and Learning Supports: New Directions and New Roles for Student Support Staff

<http://smhp.psych.ucla.edu/pdffdocs/staffing.pdf>

>>Mental Health in Schools: Good! Advocacy for Separate Agenda – Not So Good!

<http://smhp.psych.ucla.edu/pdffdocs/2-18-21.pdf>

>>Here We Go Again: In the Rush to Spend Federal Stimulus Funds Schools are Attending to Immediate Individual Needs Without Addressing the Opportunity to Make Necessary Systemic Improvements <http://smhp.psych.ucla.edu/pdffdocs/3-24-21.pdf>

>>Mental health Concerns are Becoming a School Priority: But How Best to Address the Priority Remains Controversial <http://smhp.psych.ucla.edu/pdffdocs/4-15-21.pdf>

>>About How Temporary Relief Funds for Schools are Used

<http://smhp.psych.ucla.edu/pdffdocs/4-23-21.pdf>

- >>Students and Families Not Returning to School? Organize and Mobilize Outreach From Those Who Have <http://smhp.psych.ucla.edu/pdfdocs/4-26-21.pdf>
- >>About Temporary Relief Funds and Mental Health in Schools <http://smhp.psych.ucla.edu/pdfdocs/5-28-21.pdf>
- >>Everyone's Talking About Students' Mental Health: Schools Need to Avoid Five Potential Pitfalls <http://smhp.psych.ucla.edu/hottopic.htm>
- >>Hypersensitivity to a Student's Emotional Reactions Can Be Harmful <http://smhp.psych.ucla.edu/pdfdocs/july16init.pdf>
- >>Mental Health in Schools is Not Just about More Services: It is part of a Comprehensive Approach to Student and Learning Supports <http://smhp.psych.ucla.edu/pdfdocs/7-1-21.pdf>
- >>Ensuring that mental health is a high priority as schools reopen <http://smhp.psych.ucla.edu/pdfdocs/7-9-20.pdf>
- >>Many Calls for Improving Schools; Too Little Attention to the Problem of Making Complex and Sustainable System Changes <http://smhp.psych.ucla.edu/7-15-21.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>
- >>What's Wrong with Current State Approaches to Addressing Student Mental Health Need? <http://smhp.psych.ucla.edu/pdfdocs/7-29-21.pdf>
- >>About the Growing Demand for Mental Health in Schools <http://smhp.psych.ucla.edu/pdfdocs/8-12-21.pdf>
- >>What's Being Done to Improve Efforts to Address Learning, Behavior, and Emotional Problems? <http://smhp.psych.ucla.edu/pdfdocs/8-26-21.pdf>
- >>Embedding Mental Health into School Improvement Policy and Practice <http://smhp.psych.ucla.edu/pdfdocs/embedding.pdf>
- >>COVID-19, Remote Learning, and Students' Social-Emotional Development <http://smhp.psych.ucla.edu/pdfdocs/socemo.pdf>
- >>International Students and the Added Challenges of the COVID-19 Pandemic <http://smhp.psych.ucla.edu/pdfdocs/international.pdf>
- >>Racial Diversity in Schools: Some of the Benefits <http://smhp.psych.ucla.edu/pdfdocs/div.pdf>

Finally, the Center's online clearinghouse Quick Finds provide links to a host of relevant resources – see the drop down menu of over 130 topics at <http://smhp.psych.ucla.edu/quicksearch.htm> . See for example, *Supports for Transitions* http://smhp.psych.ucla.edu/qf/p2101_01.htm .

As always, we focus on the need and opportunity for transforming student/learning supports to better meet the inevitable increasing demand as students and families return to school.

And, as always, we will continue to provide free technical assistance.

For more information, visit the Center website <http://smhp.psych.ucla.edu/>

For a personal contact, email Linda Taylor – Ltaylor@ucla.edu

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.