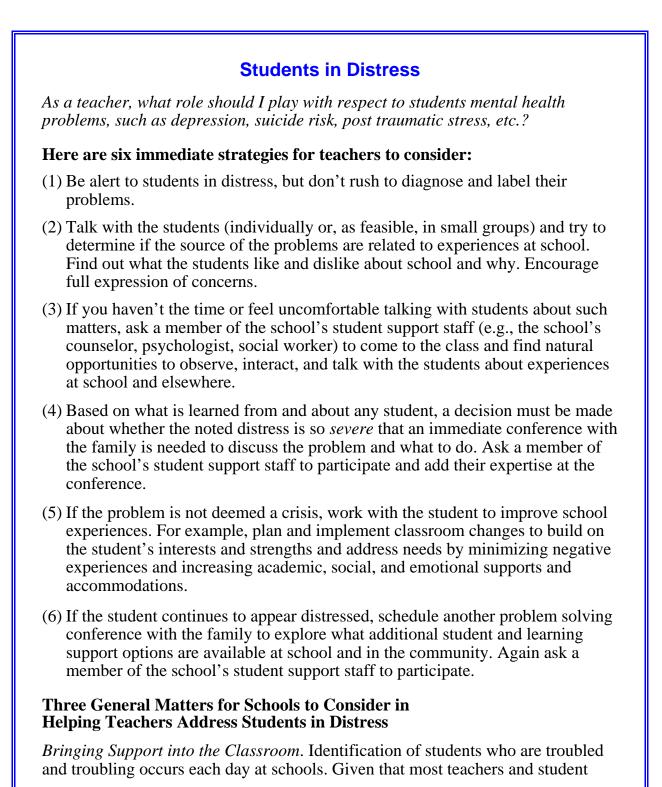


Classroom Problems: *What Can I Do Right Away*? A Learning Supports Practice Series for Teachers*



support staff are painfully aware of such students, it seems ironic that there is a push for schools to formally screen mental health concerns such as depression and suicide. The big problem for schools is not identification of students in need; the first problem is effectively providing these students with added supports in the classroom. Schools need to revamp student and learning supports so that student support staff are teamed with teachers and are available to do some of their work directly in classrooms to assist teachers in strengthening the support for students of concern. As described above, this will help in deciding the nature and scope of the problem and what to do immediately.

Connecting with out-of classroom and community supports. After enhancing student and learning supports in the classroom, the school's must be prepared to connect students who need more help to schoolwide, district, and community student and learning supports. With this in mind, see *Rebuilding for Learning: Addressing Barriers to Learning and Teaching and Re-engaging Students –* http://smhp.psych.ucla.edu/rebuild/RebuidlingV11RD28.pdf

Enhancing Professional Development. Currently, the focus of most school improvement and thus professional development for teachers and other school professionals tends to marginalize efforts to enhance understanding and action related to addressing the many barriers to student learning. This is especially a problem in schools in economically downtrodden neighborhoods where many students experience a high and constant level of traumatic stress. A good place to start identifying relevant staff development resources is our Online Clearinghouse Quick Finds – http://smhp.psych.ucla.edu/quicksearch.htm . Each covers a great many topics related to students' emotional, behavioral, and learning problems.

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Often the best way to learn is by addressing a specific concern that needs an immediate response.

With this in mind, the Center is producing a series of resources focused on daily classroom dilemmas teachers experience and some initial ways to deal with such concerns. The emphasis is on engaging and re-engaging students in classroom learning.

As a school moves to develop a unified and comprehensive system of learning supports, this series can help augment professional development by providing a stimulus for discussion by teachers and other staff.

What can I do right away?

To date, this learning supports practice series for teachers includes the following topics:

>Bullying – http://smhp.psych.ucla.edu/pdfdocs/bullypn.pdf
>Disengaged Students – http://smhp.psych.ucla.edu/pdfdocs/disengpn.pdf
>Fidgety Students – http://smhp.psych.ucla.edu/pdfdocs/fidgetypn.pdf
>Homework Avoidance – http://smhp.psych.ucla.edu/pdfdocs/homeworkpn.pdf
>Students in Distress – http://smhp.psych.ucla.edu/pdfdocs/distresspn.pdf
>Minimizing Referrals out of the Classroom –
http://smhp.psych.ucla.edu/pdfdocs/referralspn.pdf
>Addressing Neighborhood Problems that Affect the School –
http://smhp.psych.ucla.edu/pdfdocs/neighpn.pdf

See the complete series and other resources for professional development at http://smhp.psych.ucla.edu (Click on Resources/Publications)

Feel free to email similar concerns to the Center for discussion as part of our weekly community of practice listserv. See

http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner.pdf

Prepared by the national Center for Mental Health in Schools at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Phone: (310) 825-3634 email: smhp@ucla.edu website: http://smhp.psych.ucla.edu

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