
Behavior, Learning, and Emotional Problems: *What's a School to Do?*

Everyone we hear from indicates that schools generally are not doing well in addressing learning, behavior, and emotional problems.

At the same time, the solutions being suggested don't come close to meeting the needs of too many schools.

Clearly, budget concerns are a factor. But so is the lack of transformative efforts to address barriers to learning and teaching at schools.

In this respect, school boards, superintendents, principals, teachers, student/learning support staff must face up to the reality that school improvement requires expanding current policy and practice from a two-to a three-component approach.

In particular, what this means is ensuring efforts to address student and school problems that interfere with teachers being successful are approached with more than instructional solutions (which, while usually helpful, are insufficient in meeting the nature and scope of need).

To make this a high priority at all school planning and decision making tables, the focus on improving student/learning supports needs to be understood as being as primary and essential as the focus on improving instruction and management/governance concerns. For clarity on this matter, see Chapter 1 in *Improving School Improvement* – <https://smhp.psych.ucla.edu/pdfdocs/improve.pdf>

The far reaching implications of expanding to a three component approach to school improvement are highlighted in

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

and

>*Transforming Student and Learning Supports: Starting the Process*
<https://smhp.psych.ucla.edu/pdfdocs/systemchangesteps.pdf>

If you have any questions about this, feel free to contact us at any time.

Best wishes and be well,

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