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NEW: ***Let's stop tinkering and really change how schools address mental health***

After reading our *Open Letter to AASA* (<https://smhp.psych.ucla.edu/pdfdocs/8-15-24.pdf>), we were asked by *EdSource* to write a brief commentary to explain our concerns to a wider audience. The commentary was published this week. It is entitled:

***>Let's stop tinkering and really change how schools address mental health***  
<https://edsources.org/2024/lets-stop-tinkering-and-really-change-how-schools-address-mental-health/719884>

If you have some comments to share about this, send them to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu).

To amplify a bit on the commentary:

Those concerned with student well-being need to offer a broad approach that details a feasible role schools can play with their community in addressing barriers to learning and teaching and reengaging disconnected students and families. Such an approach needs to redeploy resources in ways that unify existing student and learning supports and develop them into a comprehensive and equitable system designed for all students in a school.

**To this end, it is essential to reframe and broaden calls for mental health in schools. See:**

***>Embedding Mental Health as Schools Change***  
<https://smhp.psych.ucla.edu/pdfdocs/mh20a.pdf>

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

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

Best wishes and be well,

Howard & Linda

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