

From the national Center for MH in Schools & Student/Learning Supports at UCLA
(<https://smhp.psych.ucla.edu>)

WHY ARE TEACHERS EXPECTED TO BE SUCCESSFUL WHEN THEY AREN'T RECEIVING ESSENTIAL SUPPORTS?

Every day teachers are confronted with too many matters that get in the way of their teaching effectively and students learning what is being taught.

And the situation is worsening in too many instances.

This state of affairs has certainly contributed to teachers dropping out and the increasing number of students manifesting learning, behavior, and emotional problems.

The trend has been to declare crisis after crisis and responding with initiatives that come and go and that do too little to address the scale of teacher and student needs.

As schooling in the U.S. transforms over the next decade, it is essential to start right now to make fundamental changes in how teachers are assisted every day in addressing barriers to teaching and student learning.

Here are six major classroom and school-wide domains of support teachers need in order to counter factors interfering with good instruction:

- *Embedding student and learning supports into regular classroom strategies to enable learning and teaching* (e.g., working collaboratively with other teachers and student support staff to ensure instruction is personalized with an emphasis on enhancing intrinsic motivation and social-emotional development for all students, especially those experiencing mild to moderate learning and behavior problems; reengaging those who have become disengaged from instruction; providing learning accommodations and supports as necessary; using response to intervention in applying special assistance; addressing external barriers with a focus on prevention and early intervention);
- *Supporting transitions*, including assisting students and families as they negotiate the many hurdles related to reentry or initial entry into school, school and grade changes, daily transitions, program transitions, accessing special assistance, and so forth;
- *Increasing home and school connections and engagement*, such as addressing barriers to home involvement, helping those in the home enhance supports for their children, strengthening home and school communication, and increasing home support for the school;
- *Responding to—and, where feasible, preventing—school and personal crises* (e.g., by preparing for emergencies, implementing plans when an event occurs, countering the impact of traumatic events, providing followup assistance, implementing prevention strategies, and creating a caring and safe learning environment);
- *Increasing community involvement and collaborative engagement* (e.g., outreach to develop greater community connection and support from a wide range of resources—including enhanced use of volunteers and developing a school–community collaborative infrastructure);

and, of course, as needed,

- *Facilitating student and family access to special assistance*, first in the regular program and then, when necessary through referral for specialized services on and off campus.

For more on these domains and how they related to a multitiered continuum of interventions, see

>Addressing Barriers to Learning: In the Classroom and Schoolwide
<https://smhp.psych.ucla.edu/pdfdocs/barriersbook.pdf>

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

Best wishes and be well,

Howard & Linda

Howard Adelman, Ph.D., Professor of Psychology & Center Co director

Linda Taylor, Ph.D., Center Co director

Dept. of Psychology, UCLA

Emails: adelman@psych.ucla.edu Ltaylor@ucla.edu

Website: <https://smhp.psych.ucla.edu/>