
Whole School, Whole Community, Whole Child: More Buzzwords?

With all the talk about **Whole School, Whole Community, Whole Child**, these important concepts are rapidly becoming a set of buzzwords.

And this state of affairs is inevitable as long as transformative changes are not made in how schools address barriers to learning and teaching and re-engage disconnected students.

The marginalization and related fragmentation of policies and practices aimed at ameliorating learning, behavior, and emotional problems continues unabated. Efforts to reduce opportunity and achievement gaps require immediate, high priority attention to ending the marginalization.

(See the Center's 2012 article on *Whole Person, Whole School* --
<http://smhp.psych.ucla.edu/pdfdocs/excerptfall12.pdf>)

For current analyses and recommendations about what substantive changes are essential, see the work of the *National Initiative for Transforming Student and Learning Supports* –
<http://smhp.psych.ucla.edu/newinitiative.html> .