

from the Center for MH in Schools & Student/Learning Supports at UCLA

What do recent reports tell us about student well-being at this stage in the pandemic?

Latest reports about the status of students lead simultaneously to hopes and fears.

The bottom line, of course, is that some students are doing just fine; *others are not*.

We're all glad so many are doing well; our Center continues to emphasize that closing the achievement gap for the others requires a laser-like focus on closing the opportunity gap. And this requires transforming the role schools play in addressing barriers to learning and teaching and reengaging disconnected students.

In essence, the need is for fundamental changes in the way student and learning supports are conceived and structured.

Our research indicates that accomplishing such changes means expanding school improvement policy from a two to a three component approach to ensure that addressing barriers to learning and teaching is given much higher priority. It also means framing interventions not just as a multi-tiered continuum (e.g., MTSS) but also as an organized set of domains of support (see <http://smhp.psych.ucla.edu/pdfdocs/summer2022.pdf>).

We recently proposed an online national summit to elevate discussion about transforming student/learning supports. To determine interest in this and to guide planning, we are seeking as wide a range of input as feasible. See page 3 of the following brief article for the 4 questions we are using as prompts for input.

**Reversing the Fragmentation of Student/Learning Supports:
Are You Part of the Problem?
*Will You be Part of the Solution?***

<http://smhp.psych.ucla.edu/pdfdocs/summer2022.pdf>

We look forward to learning your thoughts.

Best wishes and stay well,

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