

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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