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

**Problems have surged since schools reopened:**
**but schools continue to address learning, behavior, and emotional problems with limited effectiveness -- Why?**

We had hardly any responses to our commentary on *Who's Really Interested in TRANSFORMING Student and Learning Supports?* https://smhp.psych.ucla.edu/pdfdocs/7-18-24.pdf

That tended to support our related research over many years: see *Student Supports: What's in place? What's Missing?* https://smhp.psych.ucla.edu/pdfdocs/summer2023.pdf

————— **We reluctantly conclude that too many schools will continue to address learning, behavior, and emotional problems effectively for only a small number of students.**

Now we ask:

*What's your view of what needs to happen so that many more students (and teachers) will receive the supports needed to succeed at school and beyond?***

Send your responses to adelman@psych.ucla.edu or Ltaylor@ucla.edu

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* What we find is that most folks who discuss ways to improve student and learning supports focus mainly on

>adding a few more personnel to help address learning loss and MH problems
>simply embracing the MTSS framework
>adopting/adapting the Full Service Community Schools model
>enhancing coordination and integration of services

Such approaches clearly are relevant and can be built upon, but they are insufficient in meeting the needs at too many schools for addressing barriers to learning and teaching and reengaging disconnected students and families. And by themselves these efforts ignore and too often impede making essential changes in school improvement policy and guiding transformative systemic improvement in student/learning supports.

For an example of what a transformative approach, see

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