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

We have started to receive responses to our report on: ***New Directions for Student and Learning Supports: From Fragmented Initiatives to System Transformation*** <https://smhp.psych.ucla.edu/pdfdocs/Newdirs.pdf> .

Here is one from a member of a state Board of Education.

“Thank you for reaching out and sharing the new report. I appreciate you thinking of me and the work we are doing.

I found the report highly relevant to the conversations taking place across our schools and districts, especially now. I strongly agree with the central premise that student and learning supports have too often been fragmented across separate initiatives rather than being viewed as a coordinated system that is vital to school improvement.

The call to move from a collection of individual initiatives toward a unified system of student and learning supports particularly resonated with me. In many ways, schools are being asked to address increasingly complex student needs while simultaneously navigating a growing number of programs and initiatives. Not to mention, this is tasked on top of rapid funding cuts. Without intentional coordination, even well designed efforts can become difficult for educators and families to navigate and difficult for schools to sustain.

I also appreciate the report's emphasis on prevention, early intervention, and system transformation rather than simply adding another program or service. I believe there is significant value in helping educators and policymakers think about student supports as a fundamental component of how schools operate, rather than as an add-on to the instructional mission.

I would be glad to share the report with colleagues and constituents and to identify opportunities where the ideas in the report could contribute to our ongoing conversations around student support systems, school improvement, and the coordination of services. I also think there may be value in continuing the conversation about how this framework can be translated into practical structures at the state, district, and school levels.

Thank you again for reaching out and for your continued leadership in this area. I look forward to staying connected and would welcome the opportunity to discuss the report further.”

We responded:

Thanks for your response to our report. We do hope you will share it as widely as possible.

As to your point about “how this framework can be translated into practical structures at the state, district, and school levels,” our Center has been focusing on this for some time. Here are a few examples of recent resources:

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

>Transforming Student and Learning Supports: Starting the Process
<https://smhp.psych.ucla.edu/pdfdocs/systemchangesteps.pdf>

>An Agenda for Improving Student/Learning Supports:
A Month by Month Guide for Systemic Change with Existing Resources
<https://smhp.psych.ucla.edu/pdfdocs/agendapaper.pdf>

>Criteria and Rubric for a Best Practice Approach to Addressing Barriers to Learning and Teaching
[https://smhp.psych.ucla.edu/pdfdocs/criteria and rubric.pdf](https://smhp.psych.ucla.edu/pdfdocs/criteria%20and%20rubric.pdf)

We don't mean to flood you with information; these are just meant to illustrate that there are resources that our Center has developed to help move things forward. (See our Center website for more -- <https://smhp.psych.ucla.edu/> .)

Let's stay connected and feel free to contact us at any time.

If you like we can add you to our Center listserv; we send out resources and more each week.

Best wishes and be well,

Howard & Linda

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