
FROM CENTER AT UCLA – 2015 Initiative*

Is Planning for Transforming Student and Learning Supports on the Summer Agenda?

Over a school year, it is hard to find enough time to stop, think, and plan new ways of doing things. It's a bit like Winnie the Pooh's experience going downstairs. As Milne describes it: "Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he know, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it."

The summer months provide an opportunity to think long enough to plan better ways of doing things. In particular, it allows staff who work year round to further develop student and learning supports into a more effective system. Such periods also allow for special personnel development.

Making It Happen

Help establish a summer planning workgroup and

(1) charge them with

mapping and analyzing all supports being used to address barriers to learning and teaching and

a) re-engage disconnected students

b) making recommendations about unifying such supports into a learning supports component that is fully integrated into school improvement policy and practice

(2) provide them with aids to guide and support their work

Examples of resource aids:

>*Education Leaders' Guide to Transforming Student and Learning Supports* --

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

>*Tool for Mapping and Analyzing Student/Learning Supports* --

<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

>*Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs*-- <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>

>Toolkit -- <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

*For more information on the 2015 National Initiative for Transforming Student and Learning Supports, see <http://smhp.psych.ucla.edu/newinitiative.html> .

***Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
enabling equity of opportunity and promoting whole child development***

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**Please forward this to a few colleagues you think might be interested.
For those who have been forwarded this and want to be part of the ongoing exchanges,
send an email to ltaylor@ucla.edu .**

Looking forward to hearing from you.