

Addressing Barriers to Learning

Vol. 29, #1

... the Center's quarterly e-journal

Families of Schools

*H*ave you noticed a trend for schools to work together formally as a family of schools?

We are seeing several different potential forms of schools connecting. Our purpose here to highlight the concept and underscore the benefits and challenges of formally establishing a family of schools.

In Canada, schools are embracing a Family of Schools (FOS) model. For example, in the **North Vancouver School District**, “Each secondary school is considered a ‘family’ with its surrounding feeder elementary schools.” The intent is to “build and maintain positive community within secondary school neighbourhoods, enhance staff collaboration, and optimize student supports.” As described online:

“The FOS Model is the key vehicle to support school development and professional capacity building. The structure is intended to enable resources (physical and personnel) to be brought closer to the school and classroom level in a timelier manner. Each FOS is supported by a Director of Instruction, a Human Resource Manager, a District Administrator, an FOS Leader, and an FOS Teacher Leader. The FOS Team meets regularly throughout the school year with the respective Zone Assistant Superintendent, Principals and Vice Principals to determine priorities and plans of support.

The FOS is a vision of a vibrant learning community where expertise can be developed and shared across school sites. This expertise includes the development of universal classroom practice through to more targeted and intensive instructional support. Key to the ongoing initiatives are the Pillars of Educational Practice (curriculum, instruction, assessment, and social emotional learning) and Universal Design (universal practices, targeted practices and intensive practices of student supports).”

In Iowa, three new chiefs of the **Cedar Rapids Schools** have established feeder schools connections to keep students together from kindergarten to high school. The stated intent is “to help educators better plan what resources will be needed in each school building as students go through the system. Students can struggle significantly at the transition points’ between elementary to middle school and middle to high school. The feeder system is an attempt to mitigate that and ‘create community.’”

While feeder patterns are perhaps the most obvious clusters of schools to establish a collaborative working arrangement, any group of schools can garner mutual benefits by banding together (e.g., those with close geographical proximity, those that have related interests and needs). For example, another form of family of schools is seen when a university focuses on creating and supporting a partnership between the University and local k-12 schools. For example,

“The **USC Family of Schools** consists of 15 schools surrounding the University Park and Health Sciences campuses. The program focuses on providing a quality education to the 17,000 children in the local neighborhoods. More than 4,500 USC students, faculty, and staff work with thousands of parents, teachers, school administrators, neighbors, police officers, and other community representatives. They strive to make the

community's rich resources — including its institutions of higher learning, museums, libraries, and recreational facilities — accessible to neighborhood children.”

The Benefits

We know that in some schools programs and personnel are shared by several schools, usually as a financial necessity (e.g., traveling music teachers, itinerant nurses and school psychologists). Also, some personnel development is provided across schools. Articulation programs and responses to shared crises are other examples of schools working together. However, there is so much more to be gained when schools collaborate.

Working together, a family of schools can

- achieve economies of scale in meeting common needs (e.g., with respect to mandates, personnel development, school improvement)
- encourage the pooling of resources (e.g., human, financial, technical, facilities) from public and private sectors to minimize redundancy, reduce costs, and ensure cohesive and equitable resource deployment
- facilitate efforts to establish school-community-home collaboration (e.g., processes for outreach, communication, linkages, coordination, and collaboration among schools and with home and community resources)

A family of schools not only can enhance each school, it also can increase the group's status and influence with key stakeholders. Over the long run, these benefits can strengthen students, schools, families, and neighborhoods (e.g., enhancing student achievement, socialization, and well-being, improving staff morale, using resources more effectively, promoting community development and a sense of community).

The Challenges

An old joke defines collaboration as an unnatural act between nonconsenting adults. This has a ring of truth given what we have found at schools. Few stakeholders argue against the notion that schools, homes, and communities should work closely with each other to meet mutual goals. For the most part, however, such collaboration is quite limited.

Working together involves effective leadership and key stakeholder participation. Moving forward involves assurances of significant benefits from collaborating, steps for building trust, mechanisms to deal with disagreements and that ensure just distribution of resources and responsibilities, maintenance of a sense of self determination, and a fair accountability system.

An early lesson we learned in our work on school improvement was that organizations such as schools cannot make fundamental improvements when a critical mass of stakeholders are not working together towards a shared vision. There are policies to advocate for, decisions to make, problems to solve, and interventions to plan, implement, and evaluate. An effective collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in effective outcomes. This involves a shared commitment to carrying out essential functions and establishing an effective operational infrastructure for working together.

Shared Functions

A basic organization principle states that *structure follows function*. Examples of school improvement functions that a family of schools can pursue together are highlighted in the following Exhibit.

Exhibit 1

Examples of School Improvement Functions

- Identifying what needs improvement based on analyses of student, staff, and other stakeholder data
- Mapping and analyzing resources at each school and in the community
- Decision making about priorities and cost-effective resource allocation and redeployment to strengthen promising approaches and developing new ones
- Coordinating and integrating resources across schools
- Creating formal working relationships with community resources to bring some to schools and establish special linkages with others
- Planning and facilitating ongoing capacity building (including personnel development) to strengthen promising approaches and develop new ones
- Upgrading and modernizing all activities to reflect the best intervention thinking and use of technology
- Maximizing strategic planning, implementation, and oversight of changes
- Performing formative and summative evaluation of improvement efforts (e.g., capacity building, maintenance/sustainability of changes, and impact on students)
- Developing strategies for acquiring additional resources
- Planning and implementing social "marketing" related to improvements

Natural starting points for sharing include analyses of each school's needs assessment, resource mapping, and recommendations about priorities for system improvement. Specific attention is paid to how each school can work together on common concerns such as improving instruction, enhancing attendance, safe school plans, and reducing violent behavior.

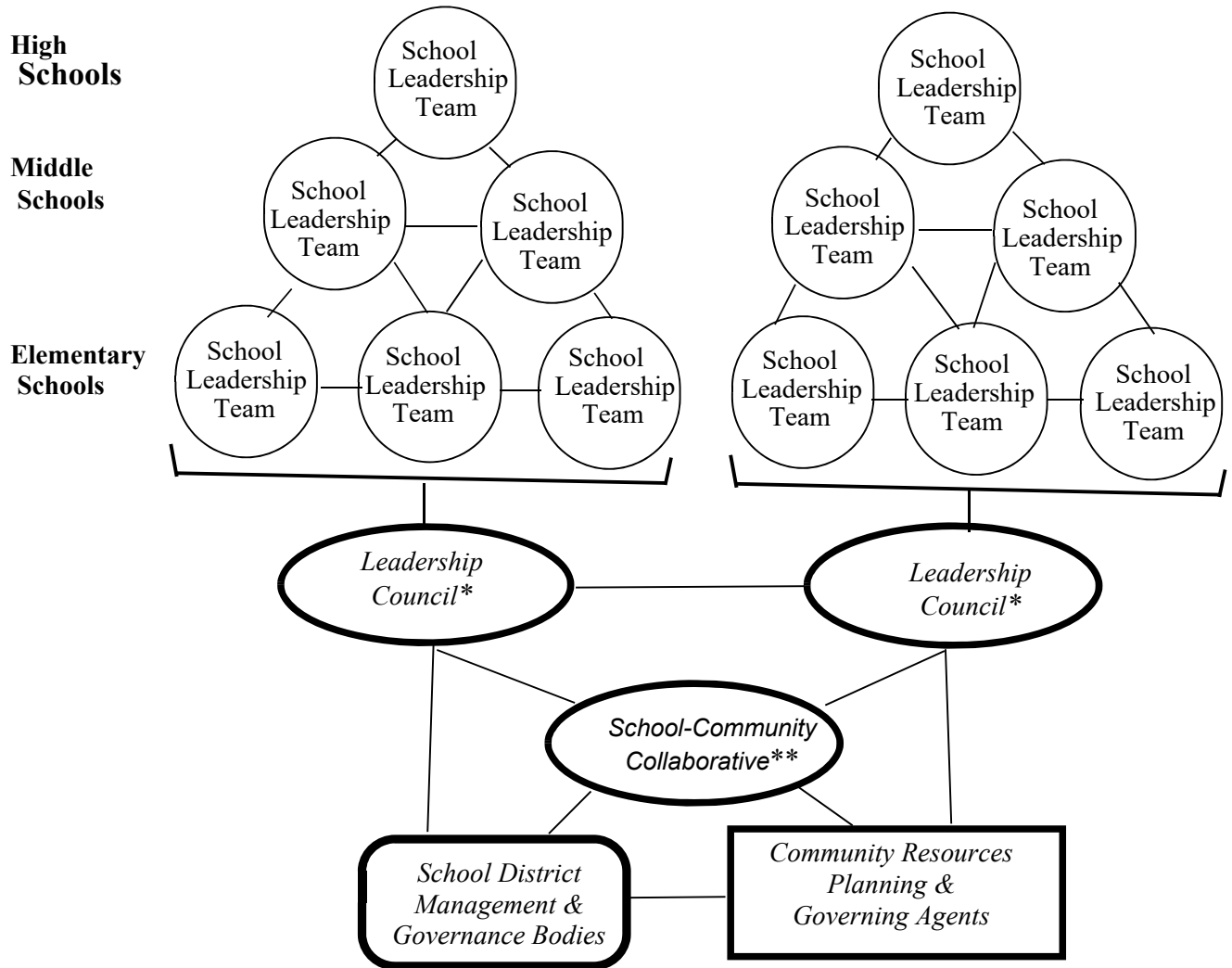
With respect to linking with community resources, a family of connected schools is especially attractive to community agencies who often don't have the time or personnel to link with individual schools.

An Operational Infrastructure

School leaders from each participating school can establish a family of schools leadership council. Such a multi-site mechanism can enhance leadership, facilitate communication and connection, ensure quality improvement across sites, and facilitate ongoing development of improvements. For example, see Exhibit 2.

Exhibit 2

Connecting Resources Across Feeder Schools, a District, and Community-Wide



*A Leadership *Council* consists of representatives from each of the schools in a complex. It provides a mechanism for analyzing needs and resources at a family of schools and can enhance how resources are used and developed, achieve economies of scale, and improve outcomes. Councils also enable connections with and between district and community decision makers – again with an agenda of enhancing resources, garnering economies of scale, and whole school improvement.

As illustrated in Exhibit 2, the family of schools Leadership *Council* brings together representatives from each participating school's Leadership Teams to meet (e.g., once a month). The objectives are to pursue the functions highlighted above. As we have emphasized in other discussions, partnering with community stakeholders to establish and institutionalize a school-community *collaborative* provides a mechanism for doing even more to ensure efficiency, effectiveness, and equity (e.g., see Chapter 14. Enhancing School and Community Collaboration, in *Improving School Improvement*).

Our Center's Family of Schools Model for Enhancing Student/Learning Supports

Schools in a feeder pattern and those in connecting neighborhoods deal with multiple, interrelated concerns – poverty, child development, literacy, violence, safety, substance abuse, housing, employment. Research has shown that school and neighborhood improvements are mutually enhanced through effective collaboration among schools and with community and home resources.

Our approach to transforming student/learning supports at schools includes connecting a family of schools as illustrated in Exhibit 2. Leadership teams for transforming student/learning are established at each school in a feeder pattern. On a daily basis, the team provides guidance, support, and capacity building to support the ongoing development of a unified, comprehensive, and equitable system of student and learning supports at their school. Team leaders meet as a family of schools council to pursue the type of functions highlighted in Exhibit 1. The team's initial focus is on coalescing student and learning support resources. The resources of concern come from the general fund, compensatory education, special education, special projects, and community resource linkages to schools (e.g., student support personnel such as school psychologists, counselors, social workers, nurses; compensatory and special education staff; special initiatives, grants, and parent/family/ health centers; programs for afterschool, wellness, dropout prevention, attendance, drug abuse prevention, violence prevention, pregnancy prevention, volunteer assistance).

Besides facilitating the system of supports, a family of schools provides the opportunity to work more effectively with families in addressing individual students problems. It is neither cost-effective nor sound practice for each school to work separately with a family that has several children in need of special attention at different levels of schooling..

Concluding Comments

Temporary connections among schools often are established in the wake of a crisis or to address a particular problem. It is relatively simple to make informal linkages. However, sustainable formal working relationships are driven by a comprehensive vision about and commitment to the shared role schools can play in strengthening youngsters, families, schools, and neighborhoods.

The world around us is changing at an exponential rate, and so must the way schools work together. For school policy makers, a family of schools can be another facet of efforts to improve cost-effectiveness and enhance the well-being of children, youth, their families, and school staff.

An Agenda for School Improvement in 2024

Our analyses of prevailing school improvement legislation, planning, and literature indicates the following systemic changes are needed with respect to enhancing equity of opportunity and closing the achievement gap.

- (1) *An expanded framework for school improvement and accountability* – It is time to move from a two- to a three-component school improvement policy and practice framework. That is, expanding from focusing primarily on instruction and management/government concerns by establishing a third primary component to improve how schools address barriers to learning and teaching. The third component can be used as a basis for *transforming student and learning supports* and embedding mental health concerns into a unified, comprehensive, and equitable system designed to address barriers to learning and teaching and reengage disconnected students and families.
- (2) *An emphasis on integrating a deep understanding of motivation* – Addressing concerns about engagement, reengagement, absenteeism, management of behavior, school climate, equity of opportunity, and student outcomes require an up-to-date grasp of motivation and especially a sophisticated understanding of *intrinsic* motivation.
- (3) *Clarification of the nature and scope of personalized teaching* – Personalization needs to be defined as the process of matching learner *motivation and capabilities* and as an approach where the learner's perception determines whether the match is a good one.
- (4) *Reframing of remediation and special education* – These processes need to be defined as personalized special assistance and accommodations that are applied in and out of classrooms and practiced in a holistic, sequential, and hierarchical manner.
- (5) *An emphasis on connecting families of schools and enhancing school-home-community collaboration*. These matters need to be institutionalized in policy and with appropriate supports for system changes.
- (6) *Provision of sufficient support and guidance for substantive, scalable, and sustainable systemic changes*.

**Our Center resources provide details on each of these matters.
If you can't find something, just let us know.**

A Few Recent Center Commentaries

The Center regularly comments on matters of importance to MH in schools and student/learning supports. These are sent to the over 130,000 stakeholders on our listserv and then are placed online at: <http://smhp.psych.ucla.edu/newinit3.html>

We invite everyone to share and join in the discussion. Send to Ltaylor@ucla.edu

Commentary

About the Daily Supports Teachers Need: A Follow-up on Preventing "Burnout" as the School Year Resumes

What teachers tell us is that they are encountering an increasing number of students with learning, behavior, and emotional problems, and they need better supports to address the factors interfering with their efforts to teach these youngsters.

It is patently unfair and unreasonable to believe that addressing the wide range of students having problems can be done by teachers alone. School districts hire a range of student/learning support professionals (counselors, psychologists, social workers, nurses, etc.), and more than ever, these stakeholders have a critical role to play. The policy focus on multi-tiered student supports (e.g., MTSS), community schools, and school-based health centers also highlights the need.

The unfortunate reality is that the way schools have implemented student/learning supports has done too little to address barriers to learning and teaching. So it is not surprising that discussions of improving the situation for teachers tends to further marginalize the role of student/learning support professionals.

For teachers to be well supported as they encounter learning, behavior, and emotional problems, schools must fundamentally transform the role they play in addressing factors interfering with learning and teaching.

Based on our research over many years, we have shared prototypes for transforming current student/learning supports into a more unified, comprehensive, and equitable system for addressing barriers to learning and teaching and reengaging disconnected students and families. For example, see

>[*Rethinking Student and Learning Supports*](#)

>[*Student/Learning Supports: A Brief Guide for Moving in New Directions*](#)

We doubt that anyone seriously argues against the importance of enhancing teacher capabilities (e.g., skillsets). However, discussion of improving the situation for teachers must not proceed in ways that ignore all the other professional educators who are essential to a school's success. Ignoring these resources is particularly unfortunate for teachers since it perpetuates the myth held by the general public that teachers working alone can end learning and behavior problems, close the achievement and equity gaps, increase graduate rates, and ensure students are career and college ready.

Commentary

Broadening Thinking About Mental Health in Schools

"...Student surveys consistently indicate that alienation, bullying, harassment, academic failure, and more are widespread problems at schools. While these raise mental health concerns, the solution to addressing so many problems isn't just to increase mental health services. Indeed, a greater focus on prevention and responding with a range of supports when problems first appear would significantly reduce the need for clinical services...."

To address all this, advocates for mental health in schools need to broaden thinking beyond the current emphasis that just pushes for more mental health services and more staff. If you agree, please take a few minutes to share your ideas about how districts and schools can reduce the need for mental health services by revamping student/learning supports to include innovative (1) prevention efforts and (2) interventions that address problems quickly after their onset.

Our hope is to share some new directions with the over 130,000 concerned stakeholders on our Center's listserv

Thanks for helping make things better for students, families, and those who work in and with schools.

Commentary

Teachers Already Know Which Students are Doing Poorly and Aren't Being Helped

Two unfortunate realities at many schools:

- (1) Students who teachers (and parents) know are not doing well are not receiving the student/learning supports they need and
- (2) soon more students will not be doing well.

The implications for maintaining teachers and making significant reductions in the achievement and opportunity gaps are clear.

Districts and schools continue to make efforts to improve student/learning supports. For example, currently, there is an emphasis on adopting a MTSS framework and establishing initiatives to provide relatively small amounts of additional funding for mental health, Full Service Community Schools, and School Based Health and Wellness Centers, social-emotional learning, and Safe and Supportive Schools.

BUT – the scale of need across over 13,000+ districts and over 100,000 schools cannot be addressed with less than a fundamental institutional transformation of the role schools play in addressing barriers to learning and teaching.

Pioneering work across the country has produced a roadmap for such a transformation. See
>[*Student/Learning Supports: A Brief Guide for Moving in New Directions*](#)

And while our Center's has produced many resources related to these matters, details about the work are readily accessed in three free books

- >[*Improving School Improvement*](#)
- >[*Addressing Barriers to Learning: In the Classroom and Schoolwide*](#)
- >[*Embedding Mental Health as Schools Change*](#)

Let us know if you need more and please share this information with those who may find it helpful.

Commentary – including responses from the field

Addressing Attendance Problems

The New York Times (9/5) asked: *Where are the students?* and noted that attendance "has come to feel more optional than it once did, and absenteeism has soared, remaining high even as COVID has stopped dominating everyday life."

Given how long school attendance has been a problem, most schools have been working on the matter. Our Community of Practice Practitioner last addressed the problem in 2018. See

>[Addressing underlying causes of attendance problems](#)

Also see the Center's Quick Find on [Attendance](#)

Here are some comments shared by colleagues in response to three basic questions we frequently are asked about attendance:

What do you think are the major causes of missing school?

- (A) There are so many things that contribute to absenteeism/truancy. We've seen instances of older siblings having chronic truancy issues because they walk their younger siblings to school each day. We've had students that are chronically truant because setting an alarm clock isn't a family norm, and we've seen teens who aren't connected to school and don't/won't attend.
- (B) Many major causes of missing school stem from parent limitations. At the elementary level, many parents (in low-income and minority areas) struggle getting their child to school consistently and on time. This can be for various reasons. One, ... lack of transportation. They might not have the financial means needed to take the bus each and every day. Second, parents might work long hours and might not have an adult present to drop students off for them. Oftentimes, parents leave their children with other siblings because they have no other option. Students also might feel a lack of motivation for school. This can stem from a hostile home-environment, an uninviting school-life, etc. When there is a lack of parent involvement, the student is not held accountable for truancy. ...
- (C) Unfortunately, looking only at attendance is like watching an eclipse of the sun through a pinhole in a piece of paper. You can tell something going on, but you're missing a lot of what's really happening. Typically, kids with chronic absenteeism have a host of issues that are not easily dealt with unless there is a system of supports in place. In my experience, the major issues related to problems in elementary have to do with parenting and bullying. For parenting -- there could be a host of problems that keep parents from making sure their child gets off to school on time. This could have to do with work issues or even drug and alcohol problems. In most cases, getting a social worker or appropriate services involved is about all the school can do. As for bullying, the school is responsible to deal with the issue and make a safe environment for the student. For middle and high school youth, the problems can be more varied and difficult to pin down. Again, bullying can contribute to the problem, as well as other types of social relationships, lack of supervision in off-school hours, poor academic performance, substance abuse, etc. They could feel that school is a hostile place or go through an entire day without an adult speaking to them. Research shows that one positive student/adult relationship at school increases the likelihood of that student graduating by 50%. Simply assigning an adult to interact with a student on a daily basis could make a difference.
- (D) "Most common reasons:
 - >Physical illness, doctor's appointments, mental/emotional stressors; suspensions
 - >Some others: willful skipping; hardships such as homelessness or parent mental illness
 - >For some high school students, employment to earn money"

What have you seen tried that does not work (may make the problem worse)?

- (A) Our legislature changed parts of the School Code to remove punitive, disciplinary responses to truancy. For example, beginning next school year, schools will no longer be able to place students in Alternative Education for Disruptive Youth programs for truancy. Instead, schools must focus on providing interventions and supports to help students and their families.

- (B) When teachers refer to parents as pajama parents (parents who come to school in their sleep attire) or address parents through a deficit lens, they show their lack of empathy and understanding. This type of communication is usually hostile and involves a lot of judgement. Parents find a distrust in the school and a lack of support for their child. Schools cannot blame parents for the limitations they experience in their everyday lives.
- (C) I believe that the emphasis on attendance as a "behavior" issue is sorely misplaced. I look at attendance as the symptom and schools MUST find out what the true cause is. I've seen so many elaborate extrinsic motivation strategies put in place to get students to come to school. They may work for a brief period, but they aren't solving the root cause of what is going on. And often the students put on these incentive programs are not ever weaned off. How many times have we heard, "every time I ask them to do something they ask--what will I get?" We did that to ourselves by not understanding how to develop intrinsic motivation. Through relationships (the key) between school staff and students and families they must find out the cause--is it academic?--(ex. does the student not have the foundational skills he/she needs to be able to be successful in class so always feels stupid); is it behavioral?(and if so, what is the functional basis for the behavior?-- personally I've never found that the cause is a purely behavioral problem--there's always more behind it). Is it cognitive? do they just not comprehend the correlation between being at school and learning--or for high school the difference in gaining credits toward graduation vs just going through the motions and being passed through middle school) or...is it affective? does the child have no sense of belonging, no real connection to the school, feeling like no-one cares anyway so why go, etc.
- (D) Suspensions for excessive absences. Not addressing root cause when it is social-emotional and/or academic. Discussing the attendance problem only with the student and not also the parent/guardian. Not explaining the relevance of the absences to the student and family"

What are the best ways to address students/families/school related to attendance?

- (A) We have some counties that have created Truancy Task Forces that work with students and their families to get the student back on track, picking the student up and transporting to school, etc. Some districts send attendance officers out to knock on doors and escort kids to school. I think for these efforts, the focus has to be on providing positive support to the student -- making sure he/she knows that the adults are helping, not punishing.
- (B) It is important to have a open line of communication. Many teachers often comment, "Well I called." or "I sent an email." It is important for teachers and other school staff to realize that phone calls and emails may not be options for parents who come from low-income households. Teachers should be active in their communication even if the communication is not reciprocal. It is important that parents, no matter their form of involvement, see that there's a support system for their child at school. ...
- (C) The context of the situation and the feelings of the child are critical to understanding why the student is missing school. It may not be a student issue at all -- adding more consequences when the child is chronically absent can't improve a situation that isn't a student issue. Example: not showing up or not showing up on time because the child is with a non-custodial parent and they don't get the child back; they don't have transportation (or feel safe using what is offered); and sometimes family isn't making school a priority and the student doesn't know any better.
- Where adults develop strong relationships and make sure the students know they care that they are at school, there has been success--for example: Check & Connect--a comprehensive student engagement intervention. The community has to be involved in solving chronic absenteeism. The court systems and the consequences for truancy can work against what is in the best interest of the child. I've also worked with a community where the judicial consequences for students left families and students in a financial bind to pay fines for being truant--a panel of students shared that they couldn't go to school because they had to work to pay off their fines for not going to school! In the same community, some parents are begging for help--they've tried all the suggestions and don't know what more to do to try to get their child to school. I also am a Youth Mental Health First Aid Trainer--the trends for anxiety, suicide, and other mental health issues in our children are frightening. We know we need more services and supports yet the funding for these supports isn't keeping pace (at all) with the needs. If the student can't identify or articulate what is happening and why they don't want to be at school, then they need the supports to assist them to figure that out. Consider it a partnership--including the student in an authentic role. Build relationships, build relationships, build relationships. Refrain

from using consequences that "push" students and their families away. Collect and use your data.

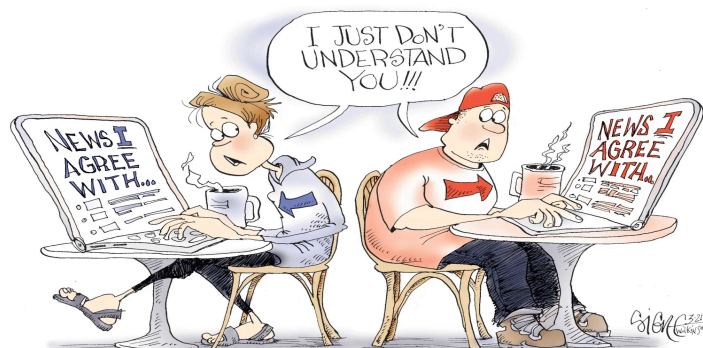
- (D) Schools are skilled at writing intervention plans for all types of problems and could try involving the student and their parent(s) to problem solve. They can develop agreements for getting to school on time and developing possibilities for what to do should the student have these problems in the future. Naturally, these plans need to include the types of supports needed to help the student be successful and need to be regularly revisited to make sure things are working as intended. In the best of scenarios, a school could monitor absenteeism and develop a system to check up on students. There could be "levels" whereby occasional absenteeism is dealt with differently than more chronic absenteeism.

Regardless of the system or plans, the school needs the resources to follow through. Adding to the assignment of a single staff member is not an effective solution -- there needs to be an intervention team that has the time and resources to develop a system, meet with stakeholders to develop student support plans, and have the ability to follow through with those plans. And, a good administrator will monitor the health and wellbeing of that team to ensure their effectiveness. And finally, as the team begins to work they may begin to find trends or common causes for absenteeism. These could have to do with transportation, needed services or even simple changes in school policies. (For example, a young mom I worked with wanted to attend high school part-time but school policy didn't allow her to do so. Unfortunately, she dropped out because she didn't have childcare for the full day.) These types of opportunities allow the school to partner with the community as well as raise issues with the board of education to support students and ensure they have what they need to get to and be successful in school. The best ways to address students/families/school issues? Head-on. The students and families know what the issues are -- even if they don't want to talk about them. Get them involved, don't place blame and provide support. Working with everyone involved is the only way to wrap-around the supports that are needed.

A Sample of Other Recent Commentaries

- >About Teacher Survival
- >About the Current State of Student Support and Future Directions
- >Thinking Outside the Box to Enhance Mental Health in Schools
- >About Opportunities to Prevent Child Maltreatment
- >A Focus on Improving the Role of Schools in Providing Student/Learning Supports for Homeless Students
- >About shifting the framework for improving schools
- >Screening Students for Problems: Testing Often is Not Needed
- >About Addressing the Growing Discipline Problems
- >Community Schools and MTSS Provide a Platform for Transforming Student/Learning Supports

Please share your views with us; we will include them in our commentaries or weekly Community of Practice Practitioner.





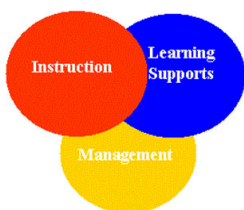
Center News

Here's a sample of what was discussed in the weekly **Community of Practice** over the last few months <https://smhp.psych.ucla.edu/practitioner.htm>

- >Enhancing teacher/staff well being and retention
- >The Youth Homelessness System Improvement Grants
- >Ideas about enhancing a school's efforts to prevent problems
- >What can schools do when problems are so severe?
- >Rethinking breaktime
- >Natural Opportunities for Enhancing Social and Emotional Development
- >What is authentic community service?
- >School board member asks: Why can't all students be mentors?
- >How are schools welcoming immigrant & other newcomer students and families?
- >Providing housing for homeless students by districts and communities
- >Why are school-community collaborations so difficult to establish & maintain?
- >Can schools counter hate?
- >What's the current state of student supports? the future?
- >Community Schools and MTSS Provide a Platform for Transforming Student/Learning Supports
- >Teachers Can't and Shouldn't be Expected to Do it Alone
- >Can the Arts be Used to Enhance Students' Empathy and Compassion?
- >New insights into risk and enhancing resiliency
- >Amplifying youth voice in promoting help-seeking

If you missed previous issues of the Community of Practice, see

<https://smhp.psych.ucla.edu/practitioner.htm>



Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

National Initiative for Transforming Student and Learning Supports
<http://smhp.psych.ucla.edu/newinitiative.html>

It is essential to continue to urge districts/schools to play an increasing role in helping to transform student/learning supports into a unified, comprehensive, and equitable system.

In this respect, we caution that, unless they are evolved from their current limitations, moves to MTSS and Community Schools will exacerbate the prevailing marginalization and fragmentation of student/learning supports in school improvement policy and practice. See

- >[Rethinking MTSS to Better Address Barriers to Learning](#)
- >[Evolving Community Schools and Transforming Student/Learning Supports](#)

The Center for MH in Schools & Student/Learning Supports operates under the auspices of the School Mental Health Project in the Dept. of Psychology, UCLA.

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