

Otis, Mindy

From: mentalhealth-l-bounces@lists.ucla.edu on behalf of SMHP [smhp@ucla.edu]

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*UCLA : National center for
mental Health in Schools*

>How Best to Convey Where a Specific Approach Fits into the Many Efforts to Enable Students to Have an Equal Opportunity to Succeed at School?

In response to various initiatives designed to improve schools with respect to students with learning, behavior, and emotional problems, a colleague recently sent us the following: "It appears to me that three distinct schools of intervention are developing: Response to Intervention, Positive Behavior Support, and Addressing Barriers to Learning. While these schools appear parallel, they must intersect at some point in order to develop a comprehensive approach to intervention. Each approach deals with an area: RTI -- academic systems of support; PBS -- schoolwide discipline support; and Barriers to Learning -- health, community, family, and school. All are three levels of intervention."

From the perspective of our policy and practice analyses, we don't really see these as separate "schools of intervention." We do, however, strongly support the importance of bringing under one conceptual umbrella all efforts to enable students to have an equal opportunity to succeed at school and weaving them together into a comprehensive, multifaceted, and cohesive system. The lack of such a conceptual umbrella continues to cause problems for policy, practice, research, and training. While it is important to understand what a specific initiative can contribute, it is essential to understand its relationship to other efforts and where it fits into a "big picture" and how to integrate and implement it in keeping with current priorities and resources.

To this end, we have proposed a comprehensive intervention framework and a related reframing of operational and organizational infrastructure and policy.* Embedded into the intervention framework are specific school-wide and classroom-based activities related to such concepts as social-emotional learning and initiatives such as positive behavior support, response to intervention, and CDC's Coordinated School Health Program. And, note that with respect to framing levels of intervention, in contrast to some conceptualizations, we emphasize the development of integrated systems within and among three levels. Thus we label each level as follows: (1) System to promote healthy development and prevent problems, (2) System of early intervention (responding as soon as a problem appears), and (3) System of care to treat severe and pervasive problems.

*See "Frameworks for Systemic Transformation of Student and Learning Supports"
<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>