

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
(9/15/21)

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(Scroll down to read about the above and for hotlinks to resources)

**Note:** Go to <http://smhp.psych.ucla.edu/> for links to other Center resources.

This resource is from the  
Center for MH in Schools & Student/Learning Supports, UCLA

*So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).*

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For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>

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**For discussion and interchange:**

**>About addressing the impact of lost instructional time**

From: *Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time*  
<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>

“...Strategic planning to meet students’ needs should include students, parents, and guardians, and individuals and organizations that represent the interests of students, staff, and parents and guardians, including students with disabilities, and multilingual learners. To that end, schools and school districts should also conduct active and specific engagement with historically underserved students and families—including parents and students of color; multilingual learners; students with disabilities; American Indian, Alaska Native, and Native Hawaiian students; students in foster care; students in correctional facilities; students experiencing homelessness; and migratory students.

This engagement should begin early in the decision-making process and should be ongoing, meaningful, collaborative, and accessible to individuals with disabilities and limited English proficiency. This will help schools, programs, and districts develop trust and build capacity as they select and implement strategies designed for systemic change at the local and school level....

Rebuilding from COVID-19 is an opportunity to reexamine and strengthen school policies and practices to assure families that school will reopen equitably for all students. Developing trust will not happen overnight – it requires a culture shift over time. With intentional training and professional development for educators and staff and the establishment of equitable practices to include more voices – including the voices of students and families — school leaders can lead their school communities to becoming healthier and more welcoming schools....

As students continue to return to in-person instruction, educators and staff may face challenges in reengaging students in their learning and supporting students during what may be a difficult transition. Some researchers estimate that 3 million students have either been consistently absent from or have not been actively participating even if logged on in remote learning since the beginning of the pandemic... Supporting parents and caregivers in their efforts to support their own child’s learning is critical to addressing the impact

of lost instructional time and increasing student success. Strong family-school partnerships can promote children's literacy, better prepare students for learning and improve student academic achievement and health..."

For resources related to this, see the special edition of the Center's ejournal --

> *Welcome back to School!* <http://smhp.psych.ucla.edu/pdfdocs/spring2021.pdf>

For resources on enhancing the involvement and collaboration of key stakeholders, see the links on the Center's Quick Finds on:

> *Collaboration* [http://smhp.psych.ucla.edu/qf/p1201\\_01.htm](http://smhp.psych.ucla.edu/qf/p1201_01.htm)

> *Involving Stakeholders* <http://smhp.psych.ucla.edu/qf/stakeholders.htm>

> *Parent/Home Involvement* <http://smhp.psych.ucla.edu/qf/homework.htm>

***How are your local schools working to engage families and students in the return to schools?*** Send for sharing to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

***For discussion and interchange:***

***>How much input are you having about supporting students as the school year begins?***

We have had responses related to recent discussions about teaming at schools (e.g., see <http://smhp.psych.ucla.edu/pdfdocs/8-26-21.pdf>). One colleague shared frustrations she has experienced in working with the back-to-school planning team. In particular, she noted that input from the student/learning support staff and students was ignored in the process.

**Center Comments:** Her comments were a painful reminder of the long history of marginalization of student/learning support staff and students in efforts to improve schools. That is why we advocate for policy, practice, and infrastructure changes to end the marginalization. For example, see

> *2021-22: Addressing Learning, Behavior, and Emotional Problems Through Better Use of Student and Learning Support Staff*  
<http://smhp.psych.ucla.edu/pdfdocs/supports.pdf>

With specific respect to enhancing a leadership role and a leadership team focused on student/learning supports, see

> *What is a learning supports leadership team?*  
[http://smhp.psych.ucla.edu/pdfdocs/Report/resource\\_oriented\\_teams.pdf](http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf)

At this late date, those who feel their input is being left out should ask a few concerned colleagues to establish a work group to focus on what isn't being addressed. It is helpful to include some teachers who also see the need. The group can submit a formal document outlining the needs that are being given short shrift and a set of feasible recommendations. This work group's efforts can become the catalyst for establishing a Learning Supports Leadership Team.



"A show of hands: Either we go with Mr. Kelly's restructuring plan or the little fellow and his 'pot o' gold.' "

## >About making teams and work groups effective

The importance of leadership teams and their work groups cannot be overstated. Neither can the difficulties that after arise related to making them effective. Most of us know how hard it is to work effectively with a group. Staff members can point to the many committees and teams that drained their time and energy to little avail. Obviously true collaboration involves more than meeting and talking. The point is to work in ways that produce the type of actions that result in effective approaches. For this to happen, steps must be taken to ensure that committees, councils, collaboratives, teams, and work groups are formed in ways that maximize their effectiveness. This includes providing them with the training, time, support, and authority to carry out their role and functions. It is when such matters are ignored that groups find themselves meeting but going nowhere.

See

>*Working Collaboratively: From School-Based Teams to School-Community Connections*  
<http://smhp.psych.ucla.edu/pdfdocs/worktogether/worktogether.pdf>

Here's an excerpt:

### *Build Working Relationships*

>To be effective in working with others, you need to build a positive working relationship around the tasks at hand.

Necessary ingredients are:

- minimizing negative prejudgments about those with whom you will be working
- taking time to make connections
- identifying what will be gained from the collaboration in terms of mutually desired outcomes – to clarify the value of working together
- enhancing expectations that the working relationship will be productive – important here is establishing credibility with each other
- establishing a structure that provides support and guidance to aid task focus
- periodic reminders of the positive outcomes that have resulted from working together

>With specific respect to building relationships and effective communication, three things you can do are:

- convey empathy and warmth
- convey genuine regard and respect
- talk with, not at, others

Finally, watch out for ego-oriented behavior (yours and theirs) – it tends to get in the way of accomplishing the task at hand.

For more, see the discussion in

>*Key Leadership Infrastructure Mechanisms for Enhancing Student & Learning Supports*  
[http://smhp.psych.ucla.edu/pdfdocs/report/resource\\_oriented\\_teams.pdf](http://smhp.psych.ucla.edu/pdfdocs/report/resource_oriented_teams.pdf)

Here's an excerpt:

### *Some Group Dynamics to Anticipate*

- Hidden Agendas – All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
- A Need for Validation – When members make the same point over and over, it usually indicates they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.

- Members are at an Impasse – Two major reasons groups get stuck are:
  - (a) some new ideas are needed to "get out of a box" and
  - (b) differences in perspective need to be aired and resolved.
 The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise over process, content, and power relationships employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
- Interpersonal Conflict and Inappropriate Competition – These problems may be corrected by repeatedly bringing the focus back to the goal – improving outcomes for students/families. When this doesn't work, restructuring group membership may be necessary.
- Ain't It Awful! – Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions.

### *Planning and Facilitating Effective Meetings*

#### >Forming a Working Group

- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and share a vision.
- Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
- Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action..
- Designate processes
  - (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and
  - (b) for maintaining and circulating record of decisions and planned actions (what, who, when).

#### > Meeting Format

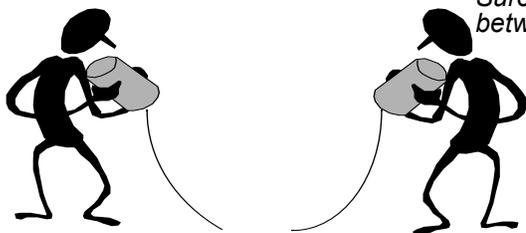
- Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
- Begin the meeting by reviewing purpose, topics, desired outcomes, etc.
- Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
- Try to maintain a comfortable pace
- Periodically review what has been accomplished and move on the next item.
- Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow up activity (what, who, when). End with a plan for the next meeting (date time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.”

### **Is this topic being discussed in your locale?**

#### ***What is your experience in making teams and work groups inclusive and effective?***

Please let us know so we can share the info widely. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

Can you define collaboration for me?



*Sure! Collaboration is an unnatural act between nonconsenting adults!*

## >Links to a few other relevant shared resources

Toolkit and Resources for 2021 School Guidance  
<http://www.cde.state.co.us/schoolguidance21-22>

Confronting COVID-19-Related Harassment in Schools A Resource for Families  
<https://www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-aapi-202105.pdf>

Family guides for student success  
<https://www.mdek12.org/OAE/OEER/FamilyGuidesEnglish>

Collaborative teams toolkit  
<https://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf>

How to Collaborate Through Teams  
<https://doi.org/10.1080/00228958.2016.1156513>

Addressing Barriers to Learning: In the Classroom and Schoolwide  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

For Social-Emotional Learning to Move Beyond Buzzwords, It Must Start with Educators  
<https://www.edsurge.com/news/2021-08-30-for-social-emotional-learning-to-move-beyond-buzzwords-it-must-start-with-educators>

How social emotional learning fits into the bigger learning support framework  
[http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/2018/practitioner\(4-25-18\).pdf](http://smhp.psych.ucla.edu/pdfdocs/mhpractitioner/2018/practitioner(4-25-18).pdf)

Supporting New Teachers  
<https://www.edutopia.org/article/supporting-new-teachers-year>

Improving School Improvement  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

An Empirical Examination of the Effects of Suspension and Suspension Severity on Behavioral and Academic Outcomes  
[https://www.cmhnetwork.org/wp-content/uploads/2021/09/NYC-Suspension-Effects-Behavioral-Academic-Outcomes-August-2021.pdf?vgo\\_ee=dEKgjm3Q%2B8ELHCl674nog%3D%3D](https://www.cmhnetwork.org/wp-content/uploads/2021/09/NYC-Suspension-Effects-Behavioral-Academic-Outcomes-August-2021.pdf?vgo_ee=dEKgjm3Q%2B8ELHCl674nog%3D%3D)

Racial Microaggressions: Critical Questions, State of the Science, and New Directions  
[https://www.psychologicalscience.org/sage?ru=https://journals.sagepub.com/doi/full/10.1177/174569162111039209&utm\\_source=APS+Emails&utm\\_campaign=1c05bf9c38-PPS\\_TOC\\_090220\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_d2c7283f04-1c05bf9c38-62625175](https://www.psychologicalscience.org/sage?ru=https://journals.sagepub.com/doi/full/10.1177/174569162111039209&utm_source=APS+Emails&utm_campaign=1c05bf9c38-PPS_TOC_090220_COPY_01&utm_medium=email&utm_term=0_d2c7283f04-1c05bf9c38-62625175)

Embedding Mental Health as Schools Change  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

New Website:

>School Based Health Alliance  
[https://www.sbh4all.org/?\\_se=YWRlbG1hbkBwc3ljaC51Y2xhLmVkdQ%3D%3D](https://www.sbh4all.org/?_se=YWRlbG1hbkBwc3ljaC51Y2xhLmVkdQ%3D%3D)

## A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

9/16 Promote Healing and Hope for Students

9/16 Mindsets & Behaviors for Student

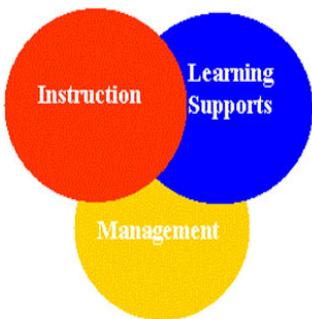
9/16 Back to School: Tips for Re-entry Success

9/21 Suicide Prevention and Mental Health During COVID-19

- 9/21 McKinney-Vento 101: basic requirements of the McKinney-Vento act
- 9/22 What Great Assistant Principals Do Differently
- 9/22/21 Leadership for Racial Equity in Schools and Beyond
- 9/23 From Strategic Planning to Strategic Practice
- 9/23 Create Compassionate and Connected Communities
- 9/29 Fully Present: Leveraging Attendance Data to Ensure Ongoing Success /
- 9/30 Restore Staff Wellness
- 10/4 Working with Struggling Students During a Pandemic
- 10/11 Teen Dating: Keeping Teens Safe
- 10/19 McKinney-Vento school selection rights
- 10/20 Build Advocacy Plans for LGBTQ Students
- 10/20 Strategies & Best Practices for Returning to School
- 10/21 Supporting the education of unaccompanied students experiencing homelessness
- 10/28 Loss and Healing after a Pandemic: Supporting Youth After an Unprecedented Year

Webinar recording: Unpacking the Impacts of Structural Racism on Youth  
<https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7>

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For information about the  
**National Initiative for Transforming Student and Learning Supports**  
 go to <http://smhp.psych.ucla.edu/newinitiative.html>

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.

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**Invitation to Listserv Participants:**

**Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.**

Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

Our long-time colleague Roger Weissberg died on September 5. His efforts in advancing Social Emotional Learning (SEL) were remarkable and impactful. We are all lessened by the loss.

**CASEL** invites visits to their memorial webpage at  
<https://casel.org/in-loving-memory-of-roger-weissberg/>

and you can read a personal reflections on Roger at  
<https://unite.us/thoughts/roger-uniter>

**THE MORE FOLKS SHARE, THE MORE USEFUL AND  
INTERESTING THIS RESOURCE BECOMES!**

**For new sign-ups – email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**Also send resources ideas, requests, comments, and experiences for sharing.**

**We post a broad range of issues and responses to the Net Exchange  
on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>  
and on Facebook (access from the Center's home page <http://smhp.psych.ucla.edu/> )**