

Systems Change: Critical Knowledge for the Resilient School Psychologist

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Elements Common to State, District and Building Implementation

- We are promoting a framework not promoting a program
- Framework is centered on outcomes not philosophy
- All levels will need to understand the rationale for why changes are being suggested and made

Common Elements (cont'd)

- State provides blueprint. Work is individualized to a district not templated for all
- Data should support the need for and focus of state, district and school efforts and needed support
- Planned abandonment to support planned attainment may be needed

Organizing Framework for Systemic Change

- Consensus will be needed across all parties for real change and sustainability
- Infrastructures may need to be upgraded, overhauled, or even re-designed to support implementation
- Implementation will need to be supported, monitored, and adjusted for sustainability and meeting targeted outcomes

Consensus: Statewide Perspective

- Vision and mission is shared across all state DOE units
- Outcomes drive changes
- Improving the impact of core instruction and behavior must be a priority

Consensus: Statewide Perspective

- Curriculum, Title I, Safe/Drug Free Schools, Special Education, Student Services, Parent Involvement, Reading First, BPS, Early Intervention, School Improvement must contribute to consensus development
- Priorities are Data Driven, Equity Focused

Resiliency for School Psychology

- Contribute to the development of consensus
 - Skill based, not role based
 - Provide meaningful input that is solution oriented
 - Provide data regarding beliefs, practices, and PD needs
 - Provide message to teachers, administrators, school boards--outside student services

School Psychologists' Beliefs About Problem-Solving/RtI

	SD		D		N		A		SA		M	
	n	%	n	%	n	%	n	%	n	%	n	%
PS/RtI Should be Used in Conjunction With Norm-Referenced Cognitive Measures	9	2.9	20	6.5	47	15.3	149	48.4	75	24.4	8	2.6
Believe PS/RtI Can Accurately Identify Students At-Risk for Academic Failure	7	2.3	11	3.6	51	16.6	146	47.4	85	27.6	7	2.3
Support Use of PS/RtI for ESE Services	8	2.6	15	4.9	51	16.6	141	45.8	84	27.3	8	2.6
I Could Use PS/RtI with Training	8	2.6	8	2.6	24	7.8	138	44.8	120	39.0	9	2.9
IQ and Achievement Measures Differentiate School Psychologists	16	5.2	25	8.1	43	14.0	128	41.6	88	28.6	7	2.3
Support PS/RtI for ESE Eligibility Determination	16	5.2	22	7.1	65	21.1	121	39.3	77	25.0	6	1.9
I Possess the Skills to Use PS/RtI	20	6.5	75	24.4	59	19.2	121	39.3	26	8.4	6	1.9

Current Practices of School Psychologists

How often are the following problem-solving steps included when responding to a referral?										
	Never		Sometimes		Often		Always		Missing	
	n	%	n	%	n	%	n	%	n	%
Graph Baseline Data	115	37.3	134	43.5	31	10.1	21	6.8	7	2.3
Graph Progress Monitoring Data	122	39.6	122	39.6	33	10.7	23	7.5	8	2.6
Establish peer group level of functioning	69	22.4	140	45.5	69	22.4	25	8.1	5	1.6
Conduct Progress Monitoring to Evaluate Interventions	62	20.1	140	45.5	70	22.7	30	9.7	6	1.9
Assess Effective Environment	58	18.8	126	40.9	86	27.9	32	10.4	6	1.9
Define Problem and Desired Behavior	24	7.8	126	40.9	93	30.2	59	19.2	6	1.9

Statewide Training Priorities for PS/RtI Implementation

Training Priorities for School Psychologists										
	High Priority		Priority		Low Priority		Lowest Priority		Missing	
	n	%	n	%	n	%	n	%	n	%
Response-to-Intervention	172	55.8	90	29.2	25	8.1	12	3.9	9	2.9
Academic Intervention Development	134	43.5	100	32.5	36	11.7	26	8.4	12	3.9
Progress Monitoring	129	41.9	110	35.7	42	13.6	17	5.5	10	3.2
Behavioral/Social/Emotional Intervention Development	127	41.2	109	35.4	44	14.3	18	5.8	10	3.2
Program Evaluation	124	40.3	109	35.4	49	15.9	16	5.2	10	3.2
Problem-Solving Method	118	38.3	112	36.4	50	16.2	16	5.2	12	3.9

Statewide Training Priorities for PS/RtI Implementation (Cont'd)


Training Priorities for School Psychologists										
	High Priority		Priority		Low Priority		Lowest Priority		Missing	
	n	%	n	%	n	%	n	%	n	%
Tiered Model of Service Delivery	112	36.4	120	39.0	52	16.9	15	4.9	9	2.9
Goal Setting	111	36.0	109	35.4	59	19.2	18	5.8	11	3.6
Curriculum-Based Measures	81	26.3	118	38.3	77	25.0	22	7.1	10	3.2
Consultation	55	17.9	108	35.1	105	34.1	27	8.8	13	4.2
Functional Behavioral Assessment	62	20.1	103	33.4	89	28.9	44	14.3	10	3.2

Overall, **the majority** of school psychologists indicated that their highest training needs were problem-solving, response-to-intervention, consultation, and tiered model of service delivery.

Consensus: Multi-District Perspective

- Ask critical questions...
 - What are the expectations or requirements?
 - How are we doing?
 - Is what we do effective for all and how do we know?
 - Where do we need to focus our effort?
 - Do you understand what a change will take?
 - Are we willing to do things differently?
 - Are we aligned vertically and horizontally?
 - Are we efficient and responsive?
 - Do we operate from a shared vision or philosophy?

Consensus: District/Building Perspective

- UNDERSTANDING THE FRAMEWORK
 - District Leadership Committee
 - Representation from Different Departments: “Every Ed”
 - Connections with other district initiatives
 - Collaboration and Communication
 - PS/RtI Pilot Schools: Partnership with USF
 - PS/RtI Coaches: Different Expertise
 - School-Based Committee
 - Representative of the School: * “Every Ed”
 - Problem Solving Modules
 - Connections with other Initiatives
 - Communication and Technical Assistance: Coaches 

Consensus: District/Building (cont'd)

- LEARNING FRAMEWORK:
 - Professional Learning Community
 - Action Research

Infrastructure: State Perspective

- Regulations and Policies that promote effective practices
- Professional Development and Technical Assistance
- Decision-making Rules
- Integrated, Cascade of Interventions and Services
- Dissemination and Communication Structures
- Modified Funding Structures
- Technology Support and Innovation

Resiliency for School Psychology

- Develop professional development strands to ensure school psychologists have necessary skills
- Identify new roles and activities for school psychologists that support mission of state and districts
- Communicate skills and role flexibility and link to state mission
- “They cannot do this without these skills and we happen to have those skills.”

Infrastructure: Multi-District Perspective

- Knowledge, skills, behaviors
 - Needs assessment skills
 - Professional development planning/implementation
 - Program evaluation skills
 - Basic problem solving skills
 - Consultation skills

Infrastructure: Multi-District (cont'd)

- Differentiated assessment
- Data collection, management, and display
- Problem analysis skills
- Instructional matching
- Progressively differentiated and intense instruction

Infrastructure: District/Building Perspective

- What do we have and what do we need?
- Current Regulation, Mandates, Initiatives
 - CIP, K-12 Plan, PMP
 - Weekly Meetings, Quarterly Progress Monitoring Meetings, S-BIT Meetings
 - “Informative Assessments”
- Levels of Support: Tiers I, II, and III
 - Shared vision of effective teaching practices:
 - Model Classrooms
 - Shared vision of student learning (KNOW and DO): Routine
 - Continuum of Services: Connected and Integrated

Infrastructure: District/Building Perspective (cont'd)

- Problem Solving Modules
 - Putting it all together under the Problem Solving Framework
 - Use of Technology, **Data Management
- Create opportunities and processes for learning
 - Different levels of support (Coaching, Guiding Questions, Readings)
 - Opportunities to work with colleagues, shadowing
 - Best practices are shared (Video Taping)

Implementation: State Perspective

- Statewide decision-making rules regarding intervention decisions and eligibility determination
- Technical Assistance support
- PD dissemination through professional partners (e.g., state school psychology association)

Implementation: State Perspective

- Skill-focused PD, not discipline focused
- Interdisciplinary implementation required
- Train-Trainers and Coaching Model
- Technology Training and Support

Implementation: Multi-District Perspective

- Routines, schedules, processes
 - Assessment training, screening, diagnostics, data review, grouping, summarization, evaluation, trouble-shooting
- Implementation checking
 - Do what we agreed, how we agreed, when we agreed, for as long as we agreed
- Planned formative and summative evaluation
 - Are changes made as needed
 - Are we getting the results we need

Implementation: District/Building Perspective



- “Small and Meaningful”
 - Problem Solving Framework as a Way of Life: TIR
 - Begin with Kindergarten Level (L.A.)
 - Strong Focus on TIER I (Curriculum, Instruction and Resources)
 - Coaching in the Classroom
 - Walk-Throughs (Specific Feedback)

Implementation: District/Building Perspective (cont'd)

- KINDERGARTEN:
 - Monthly Group Meetings
 - Reflection/Guiding Questions
 - Data Meetings
 - Study Groups
 - Individual Follow-up Meetings
 - Focus on better outcomes for teachers and students
- Monthly Blueprint Meetings
 - Reflection and Open Dialogue

District/Building Lessons Learned

• **Facilitating Forces:**

- People want guidance and connections
-  Understanding of Expectations
-  Collaboration
- Teams are more focused
- More progress monitoring going on
- More people speaking the same language
- Administration Support and Communication
- Deeper levels of dialogue from different Depts

• **Obstacles:**

- Just tell me what to do...
- Inconsistencies
- “Turfdom”
- No Quick Fix...
- Lack of Training, Preparation, Time - Pre Service Implications
- Resistance to Change
- Teacher Overload
- Lack of Administration Support and Communication