

# Facilitating Implementation of PS/RtI Using Systems Change Principles

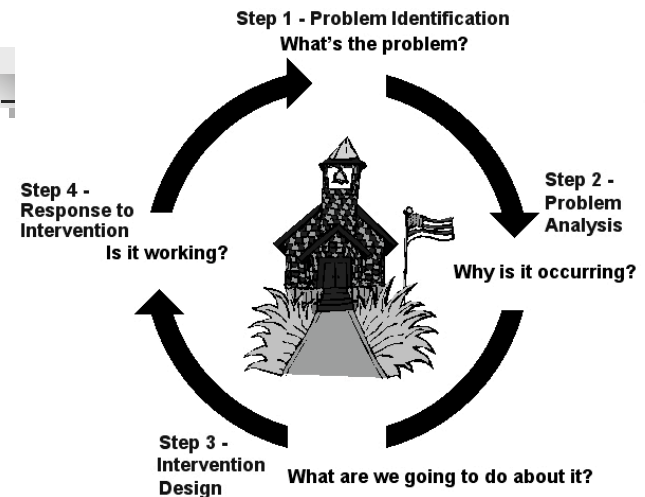
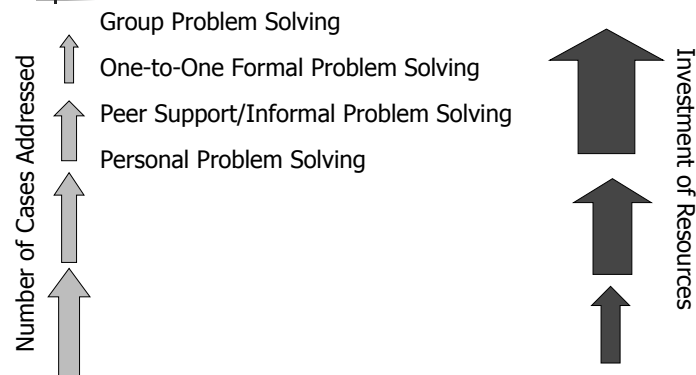
National Association of School Psychologists  
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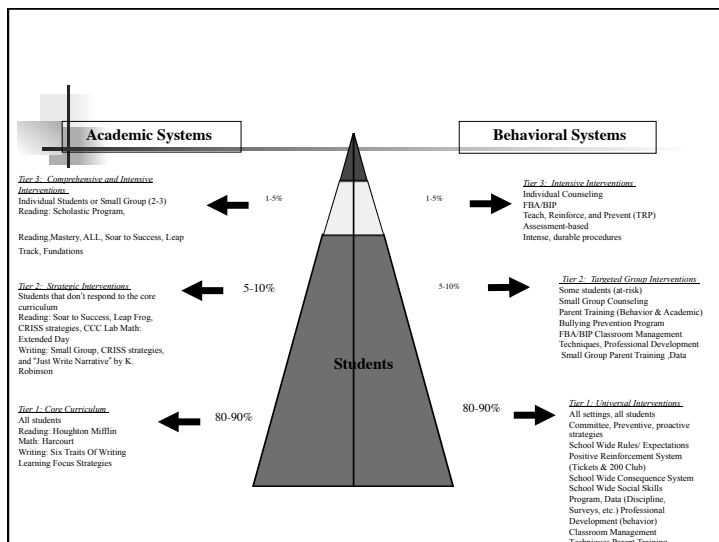
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## Workshop Overview

- Introduction to Systems Change
- Small group planning and problem-solving as a mechanism for implementing change
  - Overview
  - Fishbowl
  - Breakout sessions
  - Plan your next steps
- Discussion/Questions

## Levels of Problem Solving





## Core Components of RTI

- Multi-tier Implementation
  - Student Assessment and decision making
  - Evidence-Based Intervention Provision
  - Maintenance of Procedural Integrity
  - Development and Sustainability of Systems-Level Capacity
- (Glover & DiPerna, 2007)

## Why is educational reform so difficult?

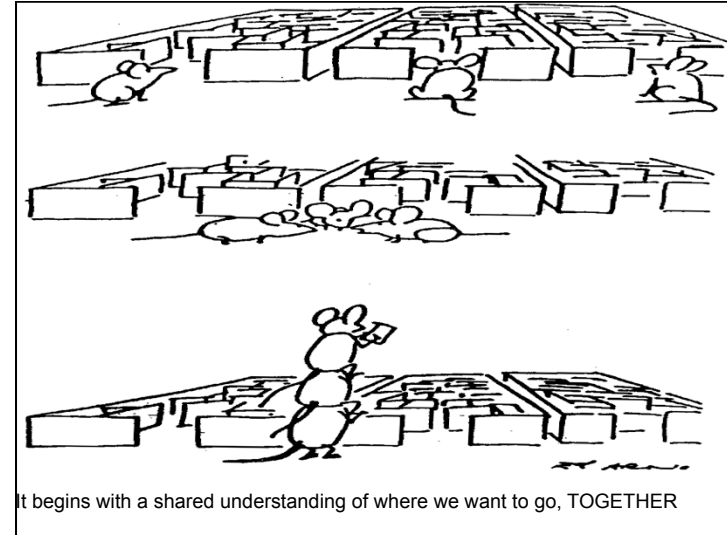
- Sarason (1990) purports that a lack of understanding of systems functioning and change principles **has doomed** many school reform efforts to failure from the start
- **We have the means and tools to make the change, but we have failed to implement those practices effectively in a specific school setting.**

## School psychologists need 3 areas of expertise. . .

1. Understanding of human behavior from a social systems perspective
2. Familiarity with principles of organizational change
3. Ability to use collaborative planning and problem solving procedures

## 1. Understanding of human behavior from a social systems perspective

- Schools are complex systems!
  - Students, educators, grade level teams, policies/procedures are examples of components
  - Legislation, district and state mandates, funding, neighborhoods, etc. are parts of larger systems
- Reciprocal influence
- **Systems perspective is critical**



## 2. Familiarity with principles of organizational change

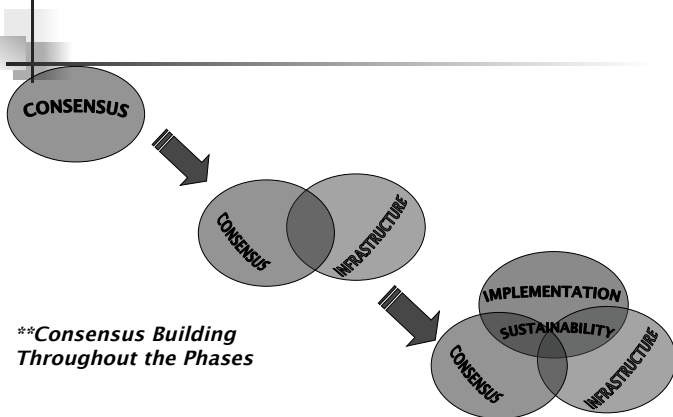
- Data-based decision-making
  - Needs assessments
  - Resource mapping
  - Evaluating outcomes
- Commitment of key personnel
  - Leadership
  - All Stakeholders (Teachers!, Teachers!, Teachers!)
- Strategic and action planning
- Infrastructure development
  - Ongoing Professional Development
  - Systemic Interventions
- Use of small group planning/problem-solving

## 2. Familiarity with principles for organizational change: One widely adopted model

### *Consensus*

- Belief is shared
- Vision is agreed upon
- Implementation requirements understood
- **Infrastructure Development**
  - Regulations
  - Training/Technical Assistance
  - Model (e.g., Standard Protocol)
  - Tier I and II intervention systems
    - E.g., K-3 Academic Support Plan
  - Data Management
  - Technology support
  - Decision-making criteria established
- **Implementation**

## Framework for Change



2. Familiarity with principles for organizational change  
Time to implement

- Full implementation  
3-5 years
- Entry and acceptance phase  
2-3 years
- Implementation with high accuracy and sustainability  
5-10 years (OSEP, 2004)

3. Ability to use collaborative planning and problem solving procedures

- Build relationships
- Effective consultation/communication skills
- Effective facilitation skills
- Problem solving knowledge & skills

3. Ability to use collaborative planning and problem solving procedures  
Effective consultation/communication skills

- Demonstrate an ability to:
  - Listen
  - Ask open ended questions
  - Paraphrase
  - Summarize and synthesize information
  - Empathize
- within a nonjudgmental climate

3. Ability to use collaborative planning and problem solving procedures  
Effective consultation/communication skills

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- Use Behaviorally Descriptive Cues over Expert Labels/Jargon
- Use Specification versus Inference
- Watch attributions
- Exude Confidence
- Encourage a willingness to try interventions

3. Ability to use collaborative planning and problem solving procedures  
Effective facilitation characteristics

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- Well organized
- Goal oriented
- Good consultation skills
- Skills in interpersonal problem solving
- Well respected & trusted

3. Ability to use collaborative planning and problem solving procedures  
Effective facilitation tasks (role)

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- Facilitates pre- and post-meeting organizational tasks
- Facilitates movement through steps
- Facilitates consensus building among team members

3. Ability to use collaborative planning and problem solving procedures  
Problem solving knowledge and skills

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Goals of Collaborative Problem Solving/Planning

- n Resolution or Improvement of Problem Situation/ Attainment of Goal
- n Improved Problem-Solving/Planning Skills for Person(s) Seeking Assistance and for all Involved in the Process

## Small Group Planning & Problem Solving Model

1. Identify the problem or goal in concrete, descriptive, behavioral terms
2. Record all resources/ideas for resolving the problem or achieving the goal, and all obstacles that must be overcome or reduced.
3. Select one obstacle from the list
4. Brainstorm strategies to reduce or eliminate only the obstacle selected
5. Design a concrete plan of action, specifying who, will do what, and by when
6. Follow-up plan
7. Evaluation plan

## Step 1: Problem/Goal Identification

1. Identify the problem or goal in concrete, descriptive, behavioral terms

## Step 2: Brainstorm resources and obstacles

2. Record all resources/ideas for resolving the problem or achieving the goal, and all obstacles that must be overcome or reduced
  - Brainstorm – free flow of ideas
    - Structured Brainstorming
  - Include intangibles (e.g., extent of concerns)

## Step 3: Choose an Obstacle

3. Select one obstacle from the list
  - Select an important obstacle, but avoid identifying the most important one
  - In early stages of skill development, choose something likely to be workable
  - Other obstacles will be selected later

## Step 4: Resources Available

4. Brainstorm strategies to reduce or eliminate only the obstacle selected
  - These are only ideas!
  - Not limited to ideas on Resource list – they are only a stimulus

## Step 5: Action Planning


5. Design a concrete plan of action, specifying who, will do what, and by when
  - Contract for action
  - Name or title
  - Detailed description
  - Specific date

## Step 6: Follow-Up

6. Establish detailed procedures for following up with person(s) responsible for action plans
  - Prompts for action
  - Periodic updates
  - Additional support
  - Modification or New action plan

## Step 7: Evaluation Plan

- Develop a plan describing how you will know if:
  - Your action plans developed in Step 5 are reducing/eliminating the barrier you identified in Step 3
  - You are attaining the goal identified in Step 1
- Specifically address **who** will be responsible for collecting and analyzing **what** by **when**




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## Example Using PS/RtI Implementation at Building Level

Step 1: Identify the problem or goal in concrete, descriptive, behavioral terms

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Progressive Elementary school would like to fully implement a three-tiered Problem Solving/RTI model for addressing the academic needs of all students in the next 3 years.



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## Step 1 (Cont'd)

The model is to be implemented for grades K–1 by the end of year 2. Among the desired outcomes are (a) the collection, visual presentation (e.g., graphing), analysis, and use of data to implement interventions that lead to improved reading performance; (b) data-based demonstration of improved reading performance based on achievement of state curricular benchmarks; and (c) use of scientifically based individual and/or group problem-solving methods by personnel as appropriate within the model.



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## Step 2: Resources & Barriers

- **Resources**
- Leadership understands the model and is committed
- Some student services staff are committed and have needed skills (e.g., school psychologist, reading specialist)
- Some of the classroom teachers agree with the principles, but do not understand the specifics of the model



## Step 2: Resources & Barriers

### ■ Barriers

- Leadership is unsure how to address the many issues relating to implementation of the model
- Some student services staff do not understand role within the model and lack problem-solving skills (e.g., counselor, social worker)
- Some teachers believe the model is intended to keep students out of special education and will leave the students with greater needs but less support

## Step 3: Select one barrier to achievement of the desired goal

“Leadership is unsure how to address the many issues relating to implementation of the model”

## Step 4: Brainstorm ideas to reduce or eliminate the barrier identified

- Confer with personnel in districts where the model has been implemented.
- Create a building-level implementation team.
- Identify and read relevant articles from the literature.
- Secure the services of an outside consultant familiar with the model.

## Step 5. Design multiple action plans

### Step 6: Establish procedures for follow up and support

Who	What	When	Follow-up
Veruca (Principal)	will invite individuals to be members of the building implementation team, ensuring representation of key stakeholder groups, including parents and grade-level representation of classroom teachers	By 5/26	Charlie (assistant principal) will ask Veruca if she completed this at their weekly meeting on 5/19

## Step 5 & 6 (cont'd)

Who	What	When	Follow-up
Willy (school psychologist)	will contact the director of psychology services with Out in Front School District concerning the operation and training for the implementation team	By 5/26	Charlie (assistant principal) will email Willy on 5/19

## Step 7A: Develop evaluation plan for evaluating completion of action plans

- Action Plan 1: At the planning group meeting on 5/27, confirm membership of the implementation team and ensure appropriate representation of all key stakeholder groups.

## Step 7A: Develop evaluation plan for evaluating completion of action plans

- Action Plan 2: At the planning group meeting on 5/27, confirm the availability of operational information and the person to conduct training for the team. Also confirm the date and time for the training session.

## Step 7B: Develop evaluation plan for evaluating progress of the reduction of barrier (#3)

- Barrier 3= Leadership is unsure how to address the many issues relating to implementation of the model
- After implementation team trained and operational for one month
  - Has plan for identification of implementation issues been developed?
  - Has list of specific implementation issues been developed?
  - Have action plans been developed to address any issues identified?

## Step 7C: Develop evaluation plan for evaluating progress toward goal (#1 – Implementation of PS/RtI Model)

- Consensus:
  - Beliefs
  - Satisfaction
- Infrastructure:
  - Skills (teachers, student services...)
  - Policies and Procedures
- Implementation
- Outcomes

## Survey

- Begin survey to determine issues in your school/work place that you want to focus on for the remainder of the workshop

## Fishbowl

1. Identify the problem or goal in concrete, descriptive, behavioral terms
2. Record all resources/ideas for resolving the problem or achieving the goal, and all obstacles that must be overcome or reduced.
3. Select one obstacle from the list
4. Brainstorm strategies to reduce or eliminate only the obstacle selected
5. Design a concrete plan of action, specifying who, will do what, and by when
6. Follow-up plan
7. Evaluation plan

## Breakout sessions

1. Identify the problem or goal in concrete, descriptive, behavioral terms
2. Record all resources/ideas for resolving the problem or achieving the goal, and all obstacles that must be overcome or reduced.
3. Select one obstacle from the list
4. Brainstorm strategies to reduce or eliminate only the obstacle selected
5. Design a concrete plan of action, specifying who, will do what, and by when
6. Follow-up plan
7. Evaluation plan

## Discussion/Follow-up

- Share plans from breakout sessions
  - Next steps
  - Accountability?
- Questions