Objectives

1. Overview of PS/RTI
2. Understand why school innovations fail
3. Identify systems change practices and principles
4. Understand systems issues related to implementing PS/RTI
5. Collaborative problem solving process training

PART 1

OVERVIEW OF PS/RTI
Calls for change

- No Child Left Behind (NCLB), 2001
- Individuals with Disabilities in Education Improvement Act (IDEIA), 2004

School Psychologists as Change Agents

- School psychologists can, should, and must play a significant role in changing American education!
- Discrepancy between where school psychologists actually spend most of their time where they want to spend more of their time (Meacham & Pecham, 1978)
- Special education-related activities dominate practices of many school psychologists (Curtis, Grier, Abshier, Sutton, & Hunley, 2002; Curtis, Lopez, Batsche, & Smith, 2006)

Problem

- The preparation of most school psychologists has not included knowledge and skills relating to systems change
- Only recent NASP standards for training programs address system-level influence and change
- School Psychology: A Blueprint for Training and Practice III
Problem (continued)

- 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 for organizational change
3. Ability to use collaborative planning and problem solving procedures

1. Understanding of human behavior from a social systems perspective

- A system is an orderly combination of parts that interact to produce a desired outcome or product
- A school is a system because it consists of component parts (e.g., students, teachers, school psychologists, cafeteria workers, parents, principal) that are organized and interact for the purpose of producing a definable outcome (e.g., academic achievement by all students)
- Reciprocal influence
2. Familiarity with principles for organizational change

People differ in their:
- level of willingness and ability to adopt innovations
- level of concern about the problem

3. Ability to use collaborative planning and problem solving procedures

- Build Relationships
- Effective Consultation Skills
- Effective Communication Skills
- Coordinate Power Status
- Problem Solving Knowledge & Skills
Step 1 - What’s the Problem?

In order to identify a problem, you’ve got to start with three pieces of data-

- Benchmark level of performance
- Student level of performance
- Peer level of performance

Decision Making Rubric for use with School-Wide Screening

Is this an individual student problem or a larger systemic problem?

- Are over 20% of students struggling?
- Are between 5% and 20% of students struggling?
- Are 5% or fewer students struggling?

- Examine instruction, interventions, and environment to identify needed adaptations and develop a small group intervention.
- Developing small group intervention.
- Go to intervention evaluation.
- Go to problem definition.

adapted from: Heartland AEA 11, Improving Children’s Educational Results
Step 1 - What’s the Problem?
(same data as previous slide)

- Benchmark Level 75%
- Current Level 20%
- Peer Level 35%
- Benchmark Gap 75/20=3.7X
- Peer Gap 35/20=1.7X
- Peer/Benchmark Gap 75/35=2+X

UNIVERSAL INTERVENTION FIRST
Step 2- Why is it occurring?

Goal: The development of hypotheses about probable causes for the identified problem.

Assessments are then conducted to gather information to determine which are most / least likely.

Prediction statement:
The problem is occurring because _______________.
If __________ would occur, the problem would be reduced.

Assessment:
How Do We Confirm Hypothesis?

- Review
- Interview
- Observe
- Test

Step 3- What are we going to do about it?

Effective teaching strategies consider both what to teach and how to teach it.

Making good decisions will increase student progress.

It is critical that the instruction be matched to the problem.

Howell & Nolet, 2000
**Step 4- Is it working?**

**Progress Monitoring**

Making instructional decisions based on the review and analysis of student data

Progress monitoring always includes graphing

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**Response to Intervention**

- Monitors Continuous Progress
- Sensitive to Small Changes in Behavior
- Repeatable
- Informs Interventions

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**What is RtI?**

RTI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions to guide instruction.

National Association of State Directors of Special Education, 2005
RtI--Model

1) Multi-tiered
2) Problem solving approach
3) Providing instruction/intervention
4) Increasing levels of intensity
5) Based on data-based decisions
6) Progress monitoring

We Need A New Logic

- Begin with the idea that the purpose of the system is student achievement
- Acknowledge that student needs exist on a continuum rather than in typological groupings
- Organize resources to make educational resources available in direct proportion to student need

Guiding Principles

- Effective instruction in general education is foundation for all decision-making
- Data guide decisions regarding core, supplemental and intensive interventions
  - Therefore, good data must be available
- Infrastructure for core, supplemental and intensive instruction must be:
  - Evidence-based
  - Integrated
Traditional vs. Response to Intervention

- Intervention
- Consider ESE

Response to Intervention
- Monitor Progress
- Regular Education
- Change Model

PS/RtI Integrates Efforts

PS / RtI

Change Model
- Consensus
- Infrastructure
- Implementation
Stages of Implementing Problem-Solving/RtI

- **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**

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**PART 2**

UNDERSTAND WHY SCHOOL INNOVATIONS FAIL

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Story about water boiling in a Peruvian village

- Problem
- Proposed Innovation/Plan
- Results
- Reason for Failure

Why is change so hard? It's not just educators...

Definitions

**Innovation** - "idea, practice, or object that is perceived as new by an individual or other unit of adoption" (Rogers, 1995, p. 11)

**Diffusion** - "process by which an innovation is communicated through certain channels over time among the members of a social system" (Rogers, p. 5)

Examples of School-Based Innovations

- Service Learning
- Cooperative Learning
- Multicultural Education
- Open schools
- Competency Based Education
- Peace Education
- Character Education
- Back to the Basics
Why have so many school-based innovations failed?

Take 30 seconds to jot down some ideas

Why school innovations fail?

- Lack of concern about problem
  (Hall and Hord, 2001)
- Belief that the innovation will not meet the needs of the school (Ellis, 2001)
- Competing initiatives or systems already in place (OSEP, 2004)
- Dual system (old system + new system)

Why school innovations fail?

- There may not be:
  - Systemic support from persons in key leadership positions and/or policy makers
  - Continuous communication
  - Enough time to implement
  - Ongoing training
  - On-site coaching
  (Hall & Hord, 2001)
Why school innovations fail?

- It often is the *implementation* of the innovation that fails and not the innovation itself (Gresham, 1989)
- Degree of treatment integrity --- > degree of treatment outcomes (Gottfredson, Gottfredson, & Skorban, 1998; Lipsey, 1982)

Why school innovations fail?

- Implementers may lack a:
  - rationale for the new procedures (Fullan, 1997)
  - commitment to new procedures (Fullan)
  - systems perspective

(Part 3)

IDENTIFY SYSTEMS CHANGE PRACTICES AND PRINCIPLES
Systems Change

On paper, participants should write a definition for:

- A system
- Systems change

Stages of Systems Change

1. Planning for Change
2. Developing a Plan
3. Implementing a Plan
4. Evaluating the Plan

(Curtis & Stolar, 2002; Harvey & Brown, 2001; Valentine, 1991)
Purveyor

- Individual or group of individuals representing a program or practice who actively work to implement that practice or program with fidelity and good effect
- "change agent" "linking agent" program consultant" "site coordinator"
- A purveyor "recreates a complex, causally ambiguous set of routines in new settings and keeps it functioning." (Winter & Szulanski, 2001, p. 741)

Developing Relationships

6 Tips

- Reciprocity
- Consistency
- Social Proof
- Liking
- Authority
- Scarcity

(Cialdini, 1984)

Developing Relationships

<table>
<thead>
<tr>
<th>Reciprocity</th>
<th>We should try to repay, in kind, what another person has provided us</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency</td>
<td>The desire to be consistent motivates our behavior</td>
</tr>
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<td>Social Proof</td>
<td>The reliance on others to decide if an action is correct. The actions of those around us influence what we do</td>
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<td>People are more likely to say yes to requests by someone they know and like</td>
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<td>People have a deep seated sense of duty to comply with authority</td>
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<tr>
<td>Scarcity</td>
<td>Opportunities seem more valuable to use when their availability is limited</td>
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</table>
What can you do in your school?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
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Getting Buy-In

People tend to fall into five categories based on their level of willingness and ability to adopt specific innovations:

- Innovators
- Early adopters
- Early majority
- Late majority
- Laggards

(Rogers, 1995)
Rate of Adoption

![Graph showing the rate of adoption over time](http://www.cyfm.net/article.php?article=Dont_Good_Ideas_Fly.html)

Activity
- Read through example
- Describe a situation for change in your school, brainstorm some people you know that fall into each category

Key Concept
- Most people do not evaluate the innovation based on scientific evidence, rather based on information from individuals like themselves (homophilious)
- The promoter of the innovation is often heterophilious from the people who must use it
Conducting Needs Assessment

- Need for Change --> More severe the problem, the higher teachers rate the acceptability of the treatment (Reimers, Wacker, & Koeppl, 1987)

Stages of Concern

- Levels of concern toward specific innovation → Level of commitment
- Stages of concern:
  - How the innovation will affect me
  - How will I implement the innovation
  - How will the innovation impact the system

(Hall & Hord)
Activity
- Take Stages of Concern Questionnaire for an innovation in your school

Community Readiness Model
- Stabilization
- Initiation
- Preparation
- Preplanning
- Vague Awareness
- Denial
- No Awareness
  (Edwards et al., 2000)

Stages of Implementation Process
- Sustainability
- Innovation
- Full Operation
- Initial Implementation
- Program Installation
- Exploration and Adoption
  (Fixsen et al)
Positive Implementation Outcomes are linked to Factors during Exploration States when staff:

- Sees advantages outweighing disadvantages
- Have high expectations of benefits
- Have a good relationship with purveyor
- See outcomes that are demonstrable
- Get good information about intervention
- Have good organization leadership
- Are involved in decision making

(Panzano et al in NIRN)

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Time

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

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Stages of Systems Change

- Planning for Change
  - Developing a Plan
    - Develop a mission statement, goals, objectives
    - Develop/implement strategies & techniques
  - Implementing a Plan
  - Evaluating the Plan
Core Components

“The most essential and indispensable components of an intervention” (Fixsen et al. p.24)

Not knowing the core components leads to a waste of time and resources on non-essential components

Core components must be implemented yet flexibility must be built in to adapt the innovation to the specific setting

Core Components of RTI

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

Develop a mission statement, goals, objectives

- Activity- Dissemination Working Group
- Do you have a mission statement, goals, and objectives for the change you are trying to make?
Develop/implement strategies & techniques

1. Describe the outcome in concrete, measurable terms
2. Identify resources and barriers to achieving the desired outcome
3. Select a barrier to achieving the desired outcome
4. Brainstorm ideas to reduce or eliminate the selected barrier
5. Design multiple action plans that include person(s) responsible, the action to be taken, and the timeline for completion
6. Develop a follow-up plan for each action plan
7. Develop an evaluation plan to assess reduction of the barrier and attainment of the desired outcome
8. Establish a timeline and criteria for determining acceptable organizational response to the intervention.

Stages of Systems Change

- Planning for Change
- Developing a Plan
- Implementing a Plan
  - Secure resources
  - Ensure staff possesses necessary skills (i.e., Training, coaching)
  - Implementation Factors (Research)
  - Evaluating the Plan

Securing Resources

- Financial resources
- Personnel resources
- Staff training in core components
- Staff training in planning/problem solving skills
Coaching/Training

- “On-site assistance for a teacher who is attempting to apply a new skill” (Neubert, 1988, p. 7)
- “The provision of companionship, the giving of technical feedback, and the analysis of appreciation” (Joyce & Showers, 1982, p. 3)

Interventions often are not implemented with treatment integrity unless a consultant is continuously involved (e.g., Lewis & Newcomer)

Follow-up support can greatly increase the % of teachers who transfer the new strategies to their classrooms (Showers, 1984)

“Implementation Dip” (Michael Fullan)

- Small setback in implementation momentum in initial stages of implementation
- When things get worse before they get better
- Can occur because:
  - implementers begin to feel anxious, unskilled, overwhelmed, incompetent about using the new skills
  - participants are not seeing results of implementation
Stages of Systems Change

- Planning for Change
- Developing a Plan
- Implementing a Plan
- **Evaluating the Plan**
  - Monitor progress/revise areas that need improvement/ recycle process
  - Evaluate outcomes

Program Evaluations

- **What**: Summative, Formative
- **When**:
  - Initial Stages
  - Full Operation Stages
  - Final Stages
- Must consider what you are evaluating
- For additional information, see Stuffelbeam’s CIPP model

Source: Phelps, http://www.dangerouslyirrelevant.org
CIPP Model

- Context
- Input
- Process
- Product

http://www.wmich.edu/evalctr/checklists/cippchecklist.htm

Recycle process (Formative)

Monitor progress

Revise areas that need improvement

Real Elementary School
Self-Assessment of Problem Solving Implementation (SAPS) 
Consensus

1. Maintaining
2. Achieved
3. In Progress
4. Not Started
5. Unknown
Factors that promote implementation:
- Data related to problem
- Knowledge to staff about the innovation/rationale
- On going training and coaching
- Good team functioning of implementing team
- Administrative and District Support
- Input from staff, parents, students
- Using input to integrate the innovation into the current system (e.g., committee meetings)
- Sharing data on evaluation
Evaluate Outcomes (Summative)

Essential Implementation Outcomes
Changes In:
- Adult professional behaviors (knowledge and skills of practitioners and key staff members)
- Organizational structures and cultures
- Relationships to consumers, stakeholders, and system partners (Fixsen, Naoom, Blase, Friedman, Wallace, 2005)

The Bottom Line
- Good relationships
- Data
- Define goals, objectives, key components
- Training
- Follow-up support/coaching
- Information
- Share results
PART 4

UNDERSTAND SYSTEMS ISSUES RELATED TO IMPLEMENTING PS/RTI

Core Components of RTI

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

Systems issues related to implementing PS/RTI

1. Research on Multitier Model is inconclusive
2. Results of varying, individualizing, and/or intensifying treatment components at each tier
3. Standard protocol approach (predetermined plan) vs. Individualized approach (customized practices)
4. School personnel's ability to monitor implementation of applied interventions
Major Organizing Concepts

- Consensus
- Infrastructure
- Implementation

Challenges

Professional Training

- Masters level gen & spcl ed teacher candidates
  - Reasons for lack of training in testing, measurement, behaviorism, and even scientific evidence
- School Psychologists lack training in evidence-based prevention and intervention
  - Faculty of School Psychology Programs

(Kratochwill, Volpiansky, Clements, & Ball, 2007)

Challenges

Home/Teacher Factors

- Home-related factors
- Teacher factors vs. School factors
- Teacher skill
Need for High Quality Professional Development

- National Staff Development Council (NSDC)
- 12 standards (SPR)
  - 3 categories: Context, Process, Content
- Examples of RTI models
  - Florida, Illinois, Iowa, Michigan, Wisconsin

Case Example

- Small district in north suburb of Chicago
- 11 schools: 8 elementary, 3 middle
- 2 school psychologists in 3 middle schools (400-600 students each)
- Supported by NSSED, a special education cooperation that provides training and programs to 20 school districts

Systems Change in My Schools/District

- District personnel support and promote problem solving and RTI
- Building administrative support
- Role shift of school psychologists
- Weekly mandated problem solving meeting for all staff (in contract)
- Shift in philosophy and instruction for Academic Enrichment class (from HW help to Reading and Math Intervention)
### Challenges in My Schools/District

- School Psychologists’ time in each building
- Teachers’ resistance to collecting data
- Teachers’ prior knowledge about problem solving
- Teachers’ lack of knowledge about RTI
- Scheduling (Foreign language, math, reading concerns, and organization concerns)
- Correct administration and use of assessment data, implementation of research-based programs
- Parental refusal of interventions

### Systems changes and challenges in your school/district

- Consensus
- Infrastructure
- Implementation