

# USING SYSTEMS TO ENHANCE INSTRUCTIONAL PROBLEM- SOLVING & DATA-BASED DECISION MAKING

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# Professional Background & Interests

- **Educational equity and opportunity**
- **Academic interventions and all things related, such as**
  - Academic assessment
  - Data-based decision making
  - Implementation fidelity
  - Teacher training
  - Home-school communication and collaboration
- **Systems-change in schools**
- International education
- **Community engagement** (e.g., fostering and understanding partnerships to support teachers and students)
- Understanding and **merging the gaps between research and practice**

# Goal 1 of this Workshop

## ● Improve your understanding of:

- school systems and why they are critical for understanding successful schools,
- why effective systems are necessary to achieve greater educational equity and social justice,
- academic intervention programs that can improve school systems and intervention effectiveness
  - selecting and evaluating interventions
- how psychologists can, and should, be involved with reforming systems-level injustices.

# Goal 2 of this Workshop

- Help you (a) pinpoint at least 1-2 challenges with your school's system for assisting struggling learners at the Tier 2 level, and then (b) develop practical solutions that you can strategically (and perhaps incrementally) start implementing to solve the challenge(s) when you return to your school setting after the conference.

# Goal 3 of this Workshop

- Tell you how to access additional information and resources that should support your role in improving the effectiveness and efficiency of your system for assisting struggling learners.

# Which of the following are examples of systems?

- Response to Intervention (RTI)
- Schoolwide Positive Behavior Supports (SWPBS) or PBIS
- Multi-tiered Systems of Support (MTSS)
- Professional Learning Communities (PLCs)
- Common Core

# Systems

- RTI is not a system.
- PBIS is not a system.
- MTSS is not a system.
- A PLC is not a system.
- The Common Core is not a system (or a curriculum).
- Within each of these models or frameworks, there are many interconnecting and complex systems, but the model/approach itself is **not** a system.
  - This understanding helps to explain why things like RTI, PBIS, PLCs, or implementation of Common Core do not look the same (or are equally effective) across all schools.

# Systems

- **System:** a set of connected things or parts forming a complex whole; an *organized* scheme or method.
- Systems are the structures and routines that support adults in implementing evidence-based practices (McGraw & Koonce, 2011; Sugai, Horner, & McIntosh, 2008)
- **All schools function as a unique organization**, and within each school there are numerous types systems operating simultaneously and sometimes inter-relatedly.
  - System for monitoring & reporting student attendance
  - System for responding to crisis events
  - System for facilitating home-school communication
  - System for supporting struggling learners



# Systems

- An example of **just some** of the questions one must consider when thinking about systems that facilitate or hinder the development and implementation of an intervention for a struggling learner:
- **1. How do teachers in your school identify students with learning difficulties?**

**For each of the three main academic areas (reading, math, and writing), one must consider the following...**

- ⦿ a. Does the school use universal screening/progress monitoring assessment procedures (e.g., using schoolwide assessments in the fall, winter, and spring)?
- ⦿ b. Does the school use other standardized assessments to screen for students with learning difficulties (other than those associated with the above question)?
- ⦿ c. If a standardized assessment is used (including universal screening procedures):
  - i. What assessments are used?
  - ii. Do all students in the school receive the assessments?
  - iii. How regularly are assessments administered?
  - iv. Who within the school administers those assessments?
  - v. How are assessment data summarized for teachers and when do teachers receive the summarized data?
  - vi. How do teachers use the data?

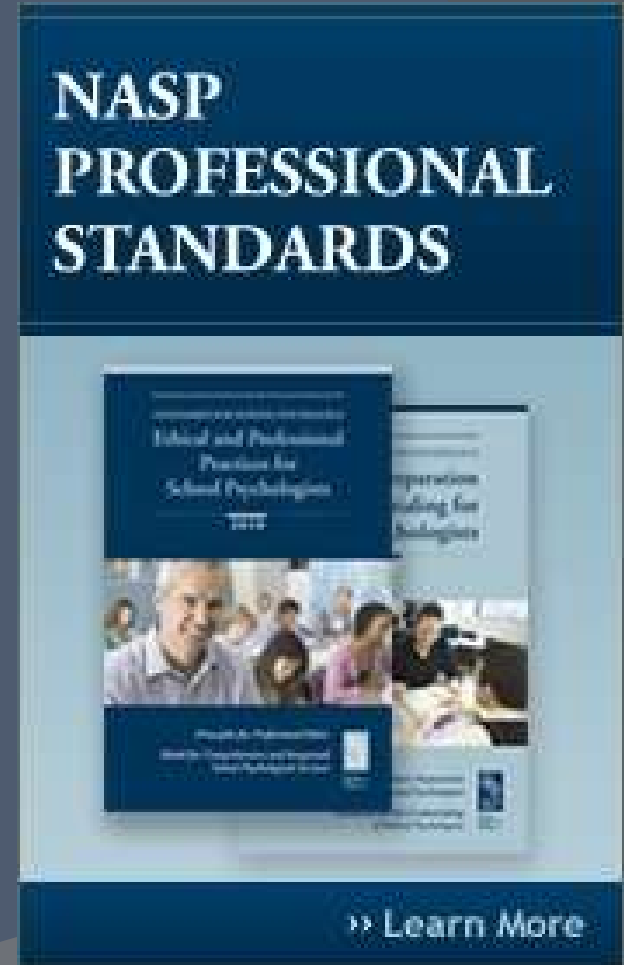
# Quick note about RTI

- “The lack of a systematic approach to implement RTI has states, stakeholders, and educators confused on the steps and components of proper implementation (Berkeley, Bender, Peaster, & Saunders, 2009). This lack of specificity in the implementation of assessments, evidence-based practices, and fidelity of implementation has created differences in the way school districts and states approach the issue.”

Barrio, B. L., Lindo, E. J., Combes, B. H., & Hovey, K. A. (2015).

# Role of the school psychologist in systems-level change

- NASP's (2010) *Principles for Professional Ethics* stated that school psychologists assume “a proactive role in identifying social injustices that affect children and schools” and “strive to **reform systems-level patterns of injustice**” (p. 11-12).



# Role of the school psychologist in systems-level change

- With effective intervention programs and methods of assessment, **along with well-structured systems** for supporting struggling learners, we can significantly improve student learning outcomes and life trajectories for these individuals.
  - Of course, we must also have access to the necessary educational materials and training.

# Why do we need more effective and efficient systems?

Grade Level	Students	Below Basic Level	Below Proficient Level
Grade 4 READING	All students	31%	64%
	Eligible for F/R lunch	44%	78%
	Not eligible for F/R lunch	17%	48%

NAEP Data Explorer (NDE), Main NDE. Institute of Education Sciences, U.S. Department of Education, Washington, D.C. Retrieved February, 2016 from <http://nces.ed.gov/nationsreportcard/naepdata/>

<b>Grade 8 MATH</b>	All students	<b>Below Basic</b> 29%	<b>Below Proficient</b> 67%
	Eligible for F/R lunch	44%	82%
	Not eligible for F/R lunch	16%	53%

<b>Grade 8 SCIENCE</b>	All students	35%	69%
	Eligible for F/R lunch	52%	84%
	Not eligible for F/R lunch	20%	55%

# Why do we need more effective and efficient systems?

- Students with poor reading skills are less likely to graduate from high school (Daniel et al., 2006), and those who cannot graduate from high school are less likely to obtain certain economic and social privileges (Planty et al., 2009).
- The National Assessment of Adult Literacy estimates that approximately 30 million adults (one in seven) in the U.S. are functionally illiterate in reading skills, with 46 million functionally illiterate in mathematics skills.



# Why do we need more effective and efficient systems?

- The fastest growing professions in today's job market require greater literacy skills (Barton, 2000).

- 62% of jobs in the U.S. will require college education by 2018, and more than half of those will require at least a bachelor's degree. However, states are not ready to meet this demand.

- For example, only 37.6% of North Carolinians hold a two or four year college degree – slightly below the national average.

# Why do we need more effective and efficient systems?

- **The struggling learner does not need to continuously struggle, and a large proportion of these students are “instructional casualties.”**
- Lyon (2002) argued, for example, that the over-identification of students with specific learning disabilities in U.S. public schools is a direct consequence of delivering poor reading instruction.
  - Such “instructional casualties” are actually students who are failing academically not because they have an intrinsic learning disability, but because of ineffective reading instruction.
- ~75% of third grade students identified with reading difficulties continue to struggle with reading in middle and high school grades.

# Why do we need more effective and efficient systems?

- ◎ **A high percentage of failing students hinders:**
  - **a productive economy,**
  - **fair distribution of monetary wealth,**
  - **a truly democratic government,**
  - **and overall societal growth (now and for years to come).**

# Why is systems-change not usually near the top of our priority list as school psychologists?

1. Hard to achieve because systems are too complex and unique to each specific school.
2. People are simply too busy to take on the task.
3. The task feels massive and overwhelming (especially if lacking awareness about pathways to strategic and incremental change).
4. People confuse “models” with systems, and may not realize how effective/inefficient a system is.
5. Top-down change (typically imposed by a district or state) is more common.
6. The notion of “changing the system” has a history of feeling aversive (e.g., lots of new work learning or doing “new” things, but not a lot of payoff...and the new approach may just vanish in the coming years).

# Survey to understand your main systems-level challenges

- Please respond to all items.
- Of items 1-20, put a star next to the three items that are most challenging in your school and rank order them as 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.



- Educators must strive for systems to be maximally effective and efficient.
- Many educators in the school often have a shared goal (e.g., successfully assisting students with learning difficulties), but without a strategic and well-aligned plan that addresses all possible barriers and challenges, the shared goal may eventually feel like this:

<https://www.youtube.com/watch?v=MxbqJa2yYdg>

- Maximally effective and efficient systems are difficult but possible to achieve.
- Nearly all schools can enhance some aspect of their system for assisting struggling learners.

# Sample of survey data

- Of 125 survey participants in past 2 years, more than 80% of the items had an average response of 2.1 - 2.9. (i.e., within the “Disagree” range).

- Only one item was in the Agree to Strongly Agree range:

RTI in my school could be improved to better assist struggling learners ( $M = 4.5$ )



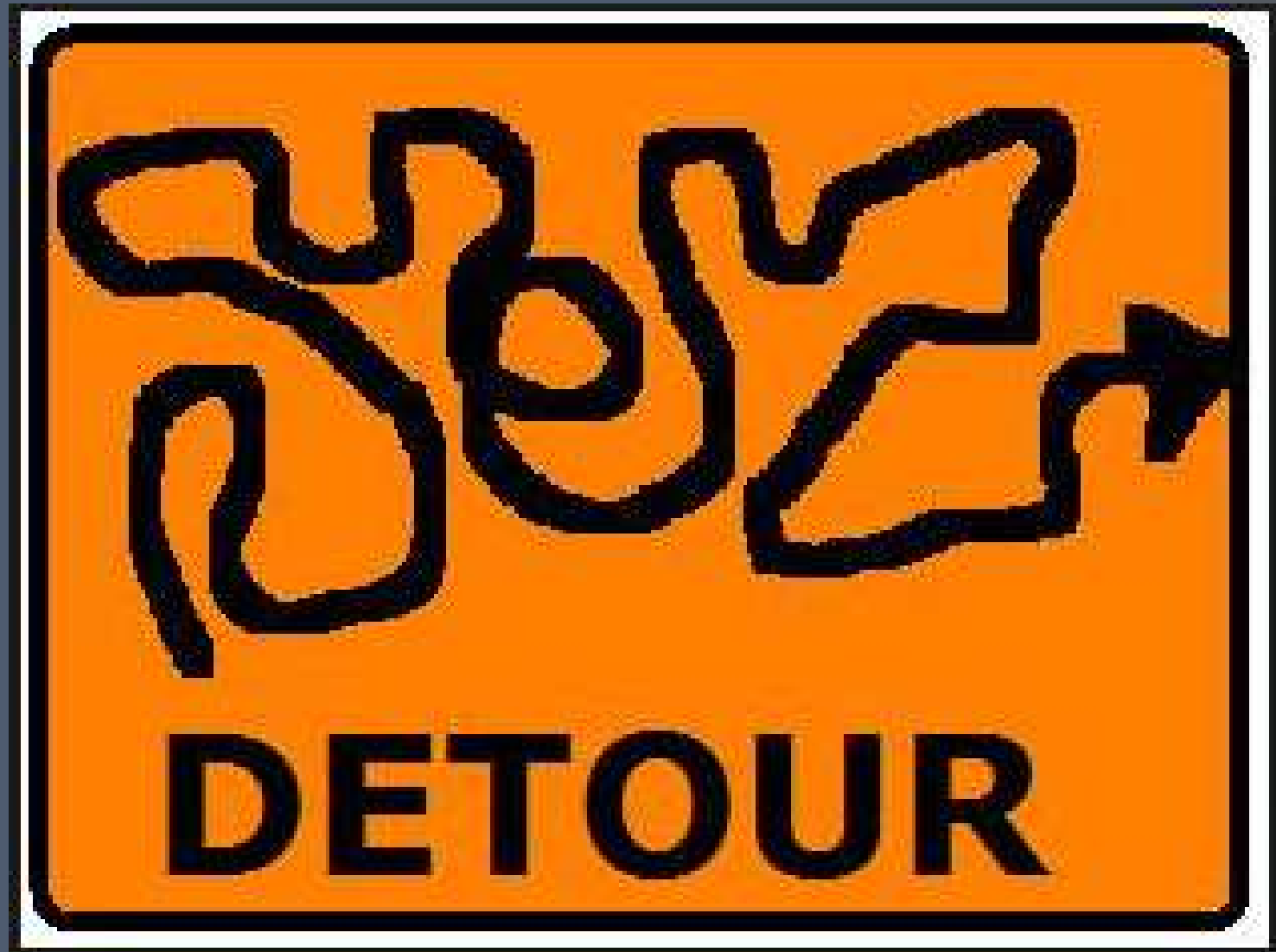
◎ The four highest scores were still in the “Neither Agree or Disagree” range

1. There's an effective system for identifying struggling learners (M=3.3, SD=1.1)
2. There are valid assessments used to pinpoint students' needs (M=3.2, SD=1.1)
3. In reading, there are one or more experts in the school (M=3.6, SD=1.0)
4. It is almost always best to use a team to address teachers' concerns (M=3.6, SD=1.9). But...
  1. Teams are effective (M=2.6, SD=1.4)
  2. Teams are efficient (M=2.5, SD=1.4)

# The Systems-Oriented Plan for Academic Achievement (SOPAA) Model

## ● What is it?

- Designed to enhance a school's existing system and resources for addressing students' learning difficulties in reading, math, and writing—**particularly at the Tier 2 level of support.**
- Provides a comprehensive but user-friendly approach to school consultation and instructional problem solving that addresses students' learning needs with intervention plans that are documented, individualized, evidence-based, and implemented with integrity.



# Selecting an academic intervention

- ② When selecting or recommending an academic intervention to be used in your school, what factors do you consider?
- ② What interventions in reading or math are at least two or more educators in your school using?
  - Provide program names or brief descriptions of strategies used

# Selecting an academic intervention

- ⦿ What is the difference between an organized set of intervention *strategies* versus an intervention *program*?

# Selecting an academic intervention

## As a small group:

- ① What are the advantages and disadvantages of using an intervention *program*?
- ① Which do you think are generally better to use or recommend, and under what circumstances?
- ① What should an intervention program have?

# Does the intervention program have...?

1. Research evidence supporting the strategies **AND** the program.
2. Statement about which primary (and possibly secondary) skill areas should improve as a result of using the program.
3. Specifications as to **who the program should benefit and how to use assessment data to identify students** who should benefit and those who probably will not.

# Does the intervention program have...?

4. Materials to specify how to deliver instruction (or ease instructional delivery) at the moment of instruction (e.g., protocols, flowcharts, directions).
5. Curriculum or lesson materials (e.g., worksheets, passages to read, number lines, etc.).



# Does the intervention program have...?

- 6. Embedded assessments for progress monitoring.
- 7. Materials to monitor implementation fidelity.
- 8. Comprehensive training materials (e.g., Teacher's Manual, training videos, training activities, etc.).

# Does the intervention program have...?

9. Comprehensive information and guidance about using the program. For example:
  - Can non-teachers implement it?
  - How long are the lessons?
  - How should it be used in a Tiered system of instructional support?
  - Where do you start students within the curriculum?
  - How do you detect if a student is not responding well to the intervention, and what do you do if this occurs?

- Of the intervention programs (or strategies) you listed previously, how many of them have all of the mentioned features?
- If some pieces are absent, is that problematic?

# Selecting an academic intervention

- In what sub-areas (e.g., reading and math) do you think your school(s) would benefit from integrating an evidence-based intervention program?
- For those you need, how might you go about selecting an intervention?
- What is your level of confidence that an evidence-based intervention will be effective with 90% or more of your students who receive it?

- Intervention options suggested from the SOPAA Guidebook...

# John's suggestions for ensuring you use effective intervention programs

1. Identify the key sub-skills students commonly struggle with and need intervention
  - This probably relates to gaps in core instruction
2. Identify ~1-3 people in the school (or district) who are most expert in the content area (e.g., reading, math, writing)

### 3. Allow those individuals the time to investigate the options of intervention programs available, making sure to consider:

- What is currently being used
- Evidence of effectiveness (e.g., high-quality published research, evidence for the populations you intend to use the program with)
- Usability and feasibility (e.g., easy for teachers, usable by volunteers, time required for training)
- What the program offers (e.g., are there materials for instruction, progress monitoring, training, monitoring implementation fidelity, etc.)
- Costs for materials and training

# John's suggestions for ensuring you use effective intervention programs

4. Ensure at least one member from the team has an opportunity to give each of the most promising programs a “test drive” (ideally two or more people can do so)
5. Begin implementation with a larger number of students and **CONSISTENTLY EVALUATE THE OUTCOMES WITH ALL OF THEM**
  - Decide in advance a definition of “effective”
  - Use a system for evaluating the intervention in the same way, regardless of student
  - Be sure to monitor implementation integrity



# John's suggestions for ensuring you use effective intervention programs

6. Review the evaluation outcomes among key stakeholders at the end of the school year and decide if the intervention meets your needs
  - Make decisions based on your school's outcome data
7. Continue to evaluate the effectiveness each year

***If this set of steps seems challenging to accomplish, start small but do them all.***



**END  
DETOUR**

An orange rectangular road sign with a black border and rounded corners. The sign is mounted on a white background, which is itself on a dark grey surface. The text "END" is on the top line and "DETOUR" is on the bottom line, both in bold, black, sans-serif capital letters.

# First, some simple “stand-alone” advantages of isolated components and the SOPAA guidebook

1. Intervention tables and descriptions of key skills and sub-skills in reading, math, and writing
  - Also describes what educators should look for in a core curriculum that is likely to be comprehensive and effective.
2. Summary of contemporary progress monitoring assessment tools and how to link them with intervention

# Simple “stand-alone” advantages of “isolated” components and the SOPAA guidebook

3. Time-efficient and systematic method for supporting teachers and carrying out research-based interventions (TAPS)
  - ...and DOCUMENTING the key elements that should occur during intervention
4. Guidance for rather simple ways to improve intervention support and efficiency
  - For example, use of volunteers (all of Chapter 8)

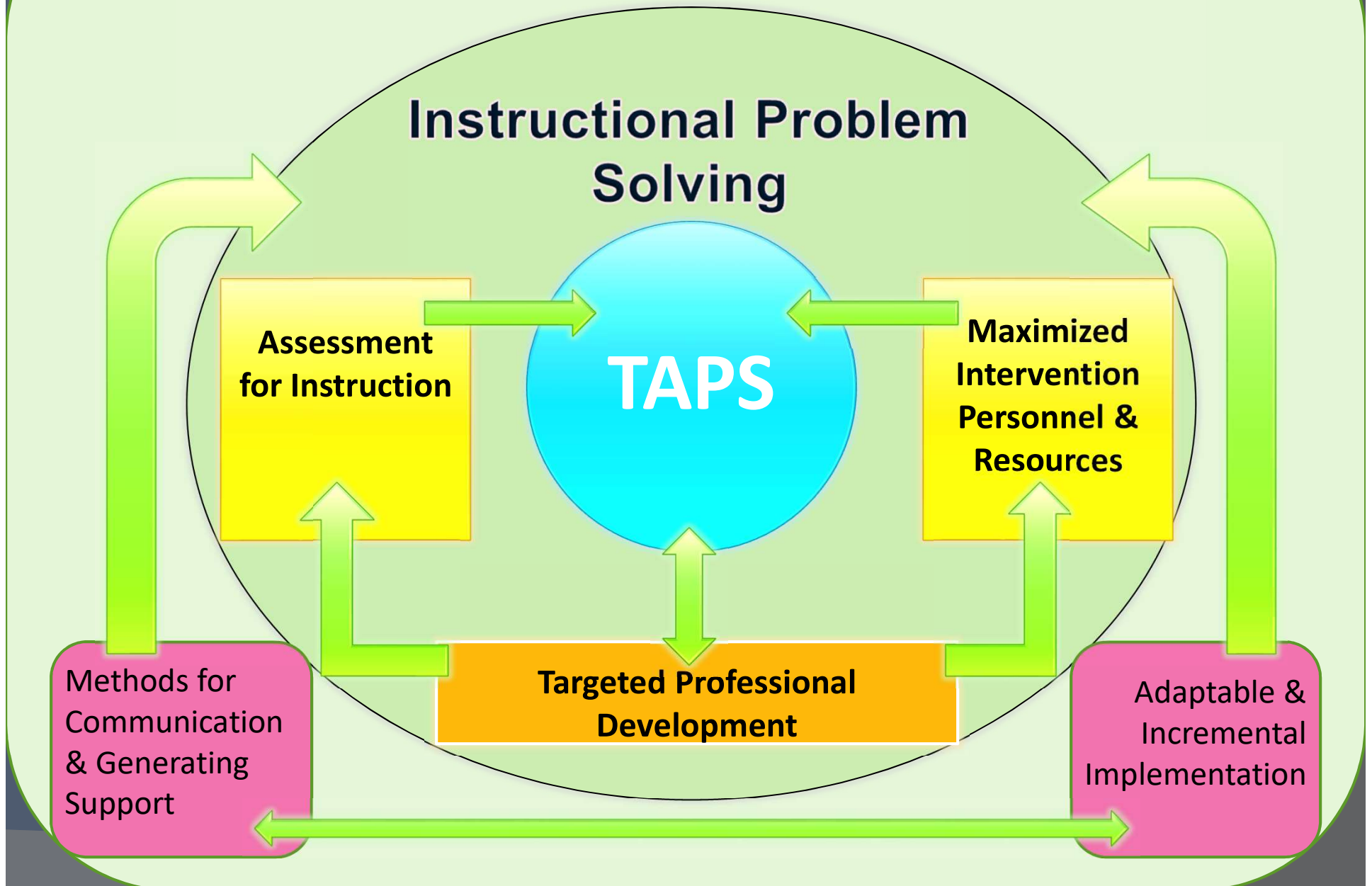
# Simple “stand-alone” advantages of “isolated” components and the SOPAA guidebook

6. Suggestions of key resources (most FREE) to improve educators’ expertise in academic intervention, assessment, etc.
7. Recommendations for generating “buy in” and sustainability of grade-wide or school-wide practices
8. Everything in the SOPAA is purposefully **incremental** and meant to move slowly but strategically...with this the outcomes should be more effective and sustainable

# The Six Components of the SOPAA

1. Targeted Assistance Program for Students (TAPS)
2. Assessment for Instruction
3. Maximized Intervention Personnel and Resources
4. Targeted Professional Development
5. Methods for Communication and Generating Support
6. Adaptable and Incremental Implementation

# The SOPAA Model



# Describe your Tier 2 system

- Describe your school's system for assisting struggling learners at the Tier 2 level.
- What challenges do you observe with that system?
  - 10-15 min total



# 1. Targeted Assistance Program for Students (TAPS)

- Systematic and time-efficient approach to helping a regular education teacher assist a student with learning difficulties
- A prescriptive problem-solving approach, using triadic consultation



# TAPS Process

- As part of the entire TAPS process, easy-to-use forms are available for documenting and streamlining the process.



# TAPS Process

1. The classroom teacher requests support from the respective **TAPS Support Teacher** (e.g., the TAPS Reading Teacher) by using a **user-friendly form** to explain the teacher's primary concerns.
2. The TAPS Teacher reviews the teacher's information, conducts a brief but targeted skills observation of the student (if needed), and based on all acquired information develops a list of evidence-based intervention programs likely to improve the student's academic deficit.

# TAPS Process

3. TAPS Teacher meets briefly with the classroom teacher to develop and document an intervention plan, which includes a plan for implementing an evidence-based intervention.
4. TAPS Teacher and TAPS Support Coordinator facilitate support for the classroom teacher in implementing the intervention, monitoring its effectiveness, documenting implementation integrity, etc.
  - Request for information from TAPS Support Coordinator
  - Intervention Support Options Identified by Coordinator

# TAPS Process

5. TAPS Teacher meets with classroom teacher (and likely others) to formally review intervention effectiveness and continue the instructional problem-solving, if needed.

Keeping TAPS Cases Organized

How much time is required for a TAPS Case?

Some consistencies with other models of instructional problem-solving (including RTI)

- See handout: **Understanding the *Systems-Oriented Plan for Academic Achievement* (SOPAA) Model in the Context of Other Models of Instructional Problem Solving, such as RTI**

# Peer problem-solving in small groups of 3-5 (20-30 min)

- Go to part of the room with one or more of the challenges you starred/rated as most important.
- Turn in your survey at the front of the room.
- Within the category you select, get with a group of 3-5 people.
- Each person in group should briefly describe the challenge that you encounter; and then as a team think about potential solutions and plans for action that are systems-based.

1. Identifying and monitoring struggling learners (assessment and linking assessment to lx)
  - Items 1 & 6
2. Providing rich-based lxs for all students and building capacity to select and use proper lxs
  - Items 2, 5, & 7
3. Teacher training and implementation fidelity
  - Items 3, 4, 8, & 9
4. Need for on-site expert in a key academic area
  - Items 10, 11, & 12
5. Documentation challenges and/or evaluating lx effectiveness
  - Items 13 & 14
6. Functioning and efficiency of school-based teams
  - Items 17-20
7. General interest in doing more systems change in schools
  - Items 15, 27, & 28
8. Methods of communication and getting others in school to adopt more effective or efficient systems
  - GENERAL INTEREST



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## What are some key problems?

- Too many failing students across all academic areas and all grade levels
  - A problem in the U.S. and most countries internationally
  - At the most fundamental level, there is a moral and ethical imperative to provide a free AND effective education to all individuals, and therefore address this issue

### Why?

- Equity and fairness; promoting life opportunities
- What are other reasons to promote educational equity?
  - A high percentage of failing students hinders a productive economy, democratic government, and overall societal growth.

## What are some key problems?

- What are other problems related to this issue of improving students' learning?
  - Students who are most economically disadvantaged often receive the poorest educational opportunities and resources; and cycles of poverty continue.
  - Educators often have insufficient resources and/or training (and many are very underpaid).
  - A huge gap exists between education research and practice.

## Would you agree?

- **All children**—regardless of race, color, age, religion, economic background, presence of a disability, etc.—deserve a free and **effective** education
- Developing the most effective educational tools and strategies requires research **and** authentic partnerships between educational practitioners and researchers
- Financial costs and access to educational resources should not prevent educators' effectiveness

## Mission and Goals

***The Helps Education Fund  
connects research with practice and engages  
teachers, parents, and volunteers to improve  
student learning.***

- Goal: to improve educational outcomes for children by supporting educators with evidence-based materials, services, and professional development

## Mission

- Goal: to improve educational outcomes for children by supporting educators with evidence-based materials, services, and professional development
- We are driven by principles of:
  - Equity
  - Authentic Collaboration
  - Evidence for Effectiveness
  - Access



# Mission

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***See website for descriptions...***

1. HELPS Programs
  - English, Spanish, Portuguese
  - One-on-One (HELPS) and for small groups (HELPS-SG)
2. SOPAA Model (Systems Oriented Plan for Academic Achievement)
3. PASTEL Project (Parents and Schools Together to Enhance Learning)
4. Advancing Math Performance with Practice Strategies (AMPPS)



***See website for descriptions...***

5. Metropolitan Organization of Volunteers for Empowering Students (MOVES) Program
6. Leamos para Avanzar (Programa de Voluntarios)
7. The A+ Team

## Materials and Services Offered

- 1. All instructional and training materials for all programs
- 2. Free or low-cost workshops for schools, districts, and educational organizations, as well as for parents
- 3. (Soon) The PASTEL book, website, and related free services offered through PASTEL

## Materials and Services Offered

- 4. Free on-line consultation for educators and schools that use the SOPAA model to assist struggling learners in reading, math, and writing
- 5. Low-cost on-site consultation in schools to assist educators with using the SOPAA model
- 6. Free consultation and support to assist schools with enhancing their volunteer programs

## Impact

- During our first four years as an organization we donated **\$666,436** in services (e.g., professional development workshops for teachers, direct intervention for students) and materials (e.g., pre-assembled HELPS Program materials).
- But this dollar amount does not include many of the other ways the Helps Education Fund has helped to support teachers and improve learning outcomes for students.

- **More than 35,000 educators (across 50+ different countries)** who access and use our free, research-based educational materials and/or services to improve students' academic skills.
- Educators in multiple countries use our free educational strategies and professional development materials to train teachers and parents in their own schools and communities.

- Many scholarly/research publications (professional books and journal articles) documenting the evidence-base, and need, for our programs.
- Several state and national awards we have received in recognition of our work to support educators, parents, and K-12 students.
- Highly active community involvement

## Vision

- But we're a young organization and we're eager to do more. For example:
  - Free/low-cost intervention programs (and related professional development for teachers) in many more areas (e.g., writing, socio-emotional learning, school bullying, health and wellness)
  - Programs for high school students from low-income families to become first generation college students
  - Fostering stronger community engagement among education researchers and practitioners



# We Value Your Support





# We Value Your Support

- Educators can support the Helps Education Fund in a variety of ways:
  - Visit the Helps Education Fund website (then go to the **Take Action** link at the top)
  - At minimum, “**Join Us**” and “**Like**” us – and tell others about our goals and programs

# We Value Your Support

- Educators can support the Helps Education Fund in a variety of ways:
  - Purchase the pre-assembled HELPS reading fluency program
  - Request a low-cost (or free) professional development workshop (e.g., HELPS, PASTEL, SOPAA, AMPPS, etc.)
  - Attend one of our events or make a small donation

# Additional SOPAA Components

## 2. Assessment for Instruction

- Students assisted through the TAPS process first receive a brief initial assessment (targeted skills observation) to assess instructional needs, and then...
  - Students are monitored with research-based and time-efficient assessment methods to evaluate their responsiveness to individualized TAPS intervention plans.
- Third, in order to best identify all struggling learners, schools not already using a brief, research-based, school-wide screening assessment in reading and math (e.g., DIBELS, AIMSweb) are provided with information and resources to help develop such a system over time.

### 3. Maximized Intervention Personnel and Resources

- This component assists schools with identifying, training, and coordinating school personnel to assist classroom teachers during the TAPS process.
- School personnel assist by occasionally implementing the evidence-based intervention program selected as part of the student's TAPS intervention plan.

### 3. Maximized Intervention Personnel and Resources

- School personnel involved in this way will differ depending on the characteristics of a particular school, but may include school volunteers (**entire focus of Chapter 8**) and/or any other available school employee (e.g., teacher assistants, guidance counselors, librarians, and many others).
- Overall, this SOPAA component is designed to best maximize school personnel so they can effectively assist classroom teachers with remediating students' learning difficulties.

## 4. Targeted Professional Development

- Many schools have classroom teachers who are not adequately prepared to intervene with struggling learners,
- ...and many schools do not have a key leader in the school who can always offer expert support and guidance for teachers who need assistance with improving a student's academic difficulty in reading, math, or writing.

## 4. Targeted Professional Development

1. Aligned with SOPAA goals and procedures, professional development workshops occur for all teachers (e.g., classroom teachers, teacher assistants) involved with the TAPS process, typically 1-3 times throughout the school year.
2. During the formal review of each TAPS case, TAPS Teachers help to draw connections between case content and workshop content with classroom teachers involved with the case.
3. Systematic and ongoing (e.g., bi-weekly) professional development is feasibly integrated for the 1-3 specialized support teachers (i.e., the TAPS Teachers) within the school who are selected to manage and facilitate TAPS cases in reading, math, or writing.



## 5. Methods for Communication and Generating Support

- Planning to implement the SOPAA must begin with ensuring that the model must be feasible, sustainable, and valued by those involved with implementation (e.g., classroom teachers and the school principal).
- Therefore, SOPAA facilitators must effectively communicate a meaningful rationale for using the SOPAA in order to generate and maintain support from school leaders (e.g., the principal) and the teachers who will be involved with SOPAA implementation (Adelman & Taylor, 2003; Cherniss, 2006).
- Likewise, **effective communication about SOPAA components and procedures is critical to ensuring and sustaining accurate implementation, as well as producing the desired outcomes for students and teachers** (Furney et al., 2003; McIntosh, Horner, & Sugai, 2009).

## 5. Methods for Communication and Generating Support

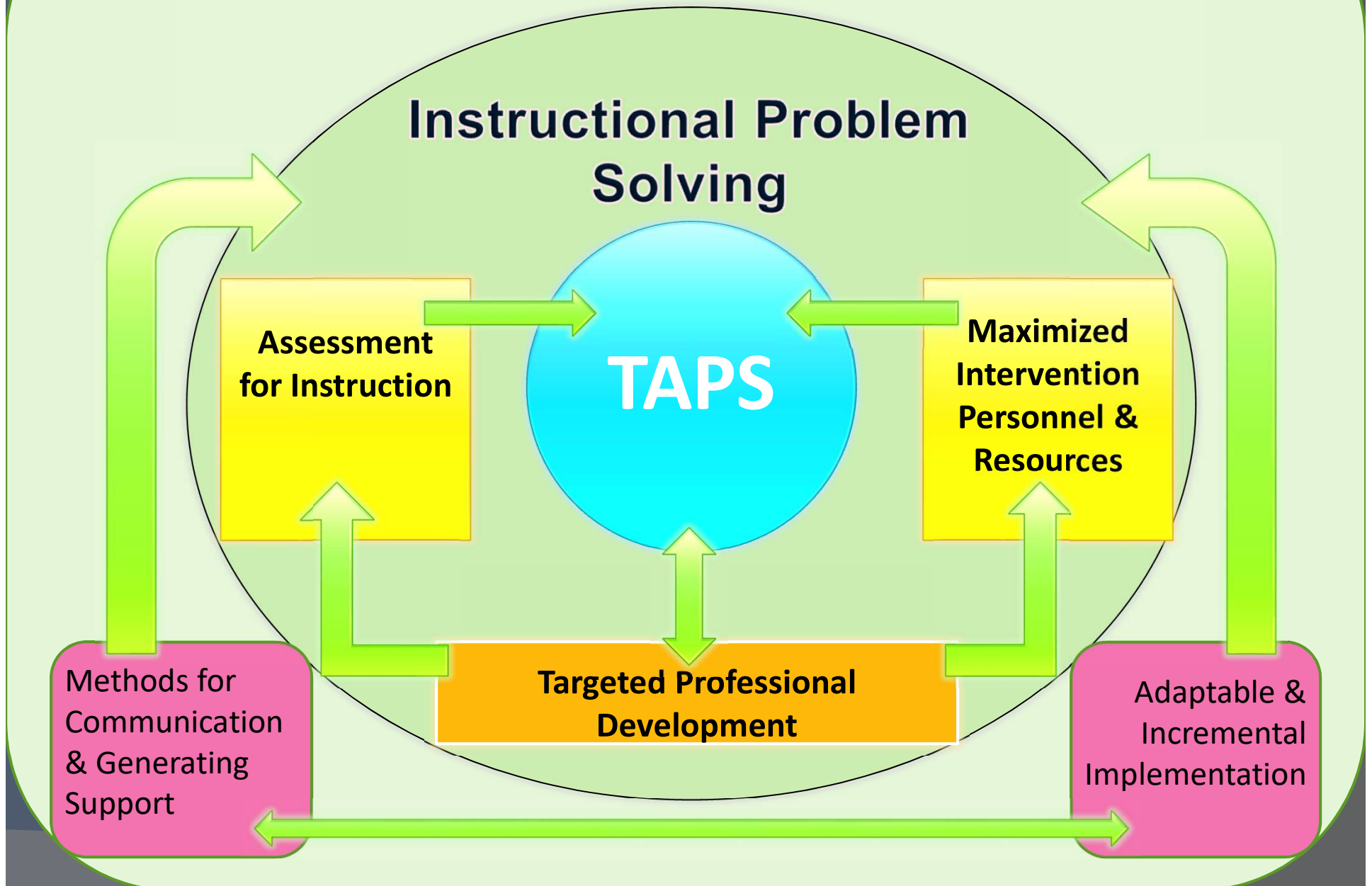
- Thus, an essential component of the SOPAA is for its facilitator(s) to clearly communicate the SOPAA rationale and procedures with school leaders and all classroom teachers who will be involved with SOPAA implementation.
- As part of the model, there are several recommendations and resources for effective communication with the school principal, particularly as it relates to introducing the SOPAA and generating support and resources.
- Similarly, specific suggestions and resources for introducing the SOPAA to teachers, both conceptually and procedurally, are provided in the guidebook.
- Guidance is also provided for helping SOPAA facilitators maintain ongoing communication about the SOPAA and how this is important for sustaining and/or increasing teacher and principal support.



## 6. Adaptable and Incremental Implementation

- ◎ Through adaptable and incremental options for implementation (including how to “scale-up” implementation over time), SOPAA procedures should be more feasible to implement, implemented more accurately, and more strongly supported by school leaders and other educators in the school. The model therefore offers:
  - Methods to assess school needs, strengths, and characteristics that will support or prevent SOPAA implementation
  - Implementation options that can occur with **multi-disciplinary co-facilitators**, if needed
  - Incremental implementation options that allow schools to systematically introduce the full SOPAA model over multiple school years

# The SOPAA Model



# Facilitating the SOPAA model

- ◎ The SOPAA Lead Coordinator
- ◎ The TAPS Support Teachers (three roles)
  - TAPS Reading Teacher
  - TAPS Math Teacher
  - TAPS Writing Teacher
- ◎ The TAPS Intervention Support Coordinator
- ◎ In schools, facilitators MAY include:
  - “Intervention and instructional specialists, school psychologists, special education teachers, reading specialists, Title I teachers, and/or speech-language pathologists, etc.

# How to get additional information, resources, and support

- Guidebook: **Enhancing Instructional Problem Solving: An Efficient System for Assisting Struggling Learners** (Begeny, Schulte, & Johnson, 2012)
  - Published by Guilford Press within the *Practical Intervention in the Schools Series* ~\$32 (see flyer)
  - All of my proceeds of this book go to The Helps Education Fund ([www.helpseducationfund.org](http://www.helpseducationfund.org))
- Visit [www.sopaaforschools.org](http://www.sopaaforschools.org) for:
  - More information about SOPAA model
  - Supplemental resources
  - On-line consultative support
  - Potential for free or low-cost support directly in the school
- Email: [john\\_begeny@ncsu.edu](mailto:john_begeny@ncsu.edu)

# Key take-home points

1. Each school is its own organization.
2. Evidence-based interventions should be carefully selected and evaluated within a respective school to determine their context-specific effectiveness.
3. Achieving educational equity, and realizing a student's true academic potential, requires strong school leadership and systems that are maximally effective and efficient.
4. School psychologists have a moral and ethical responsibility to improve school systems and can serve as an essential leader in the school.



# Key take-home points

5. Ensuring effective and efficient systems is challenging, but an incremental and strategic approach to enhancing your school's existing systems will save a lot of time in the long run and be more sustainable over time.
6. Now is the time to critically assess your school's system for instructional problem-solving and to start creating strategic but incremental plans to improve it.

# Motivation needed to push on

- You don't want to be just well adjusted to injustice and well adapted to indifference. You want to be a person with integrity who leaves a mark on the world.

--Cornel West, included within lyrics to Brother Ali's "Letter to my Countrymen"

- I have noticed even people who claim everything is predestined, and that we can do nothing to change it, look before they cross the road.

--Stephen Hawking

- Change does not roll in on the wheels of inevitability, but comes through continuous struggle. And so we must straighten our backs and work for [educational equity]. [An inadequate school system] can't ride you unless your back is bent.

--Dr. Martin Luther King, Jr. (with my education-based adaptation)

How can the SOPAA model be used to support schools that already use a problem-solving model such as RTI?

- Please refer to handout

# Why use the SOPAA model?

- Provides a structured system of consultative services that are clear for teachers and administrators
- Easily fits into other contemporary problem-solving models, such as Response to Intervention (RTI) and problem-solving “teams,” or it can be implemented without a school’s adoption of a specific problem-solving model

# Why use the SOPAA model?

- Does not require that all educators have a mastery knowledge of instructional interventions and consultation because:
  - The approach integrates numerous forms of ongoing professional development activities
  - The guidebook provides easy-to-use resources for implementation, **including suggestions for evidence-based interventions across the major academic areas and sub-areas**

# Why use the SOPAA model?

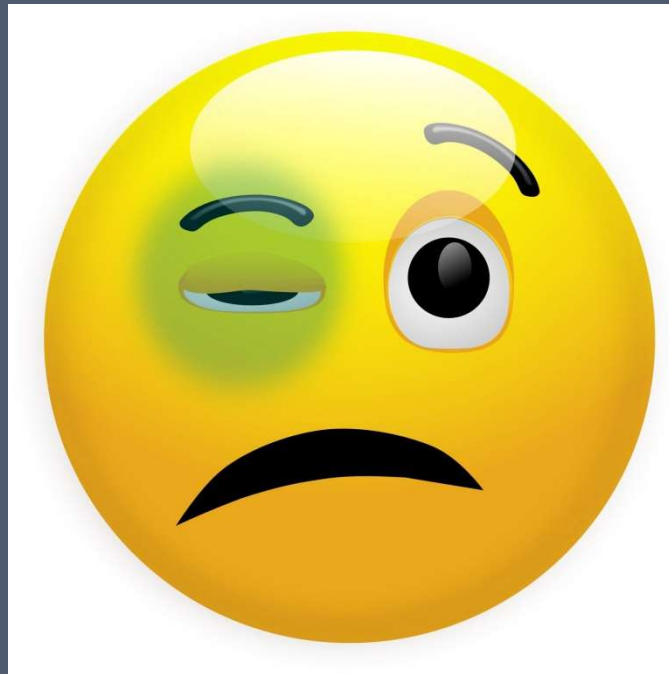
- Can be implemented by one school-based leader (e.g., school psychologist, special education teacher, Title 1 teacher) or co-facilitated by 2-4 educators
- More time- and resource-efficient than a problem-solving model that relies mostly on school-based teams
- Utilizes community participation, which helps:
  - Empower community volunteers
  - Extend school resources
  - Demonstrate that all school personnel (e.g., school psychologists, social workers, administrators) can help to facilitate delivery of intervention/instruction

# Why use the SOPAA model?

- ◎ As needed, the components can be implemented incrementally, which should
  - Improve the overall success of implementation
  - Limit stressors and barriers associated with creating school-wide procedural changes
  - Allow educators to progressively influence systemic change within a school
- ◎ The process allows for systematic implementation, documentation, and evaluation of academic interventions...and in doing so the process adheres to legal accountability standards

# Impact Potential of Systems Change

- Budget cuts, losing staff, increased demands to attend more meetings





# Impact Potential

- Implementing HELPS intervention vs implementing the full SOPAA model

HELPS



**SOPAA**



But...

