

Organizational Influences on School Psychology

Industrial/Organizational Psychology

- Trained in psychology, business management or administrative science, research design and methodology and measurement.
- Address the problems of organizations and problems of individuals and groups within organizations to enhance effectiveness.

Industrial/Organizational Psychology

- Trained to observe and describe problems,
- Measure, analyze and hypothesize about these problems,
- Develop interventions to bring about change.

What are organizations?

- “Systems of independent components that work in harmony.”
- Suprasystem-molar level—large societal institutions
- Subsystem—molecular level—levels of individuals or small groups related to one another

What are organizations?

- Organizations are dynamic and in a continuous process of change where changes in one system lead to changes in another.
- Organizational systems engage in self-regulation, seek homeostasis, and grow and develop over time.

What are organizations?

- Delineate boundaries through a mission statement.
- Have a physical environment.
- Relate to other organizations and individuals within their environment.
- People in organizations engage in behavioral routines established by their roles and functions and interact in predictable ways in carrying out their responsibilities.

Unique Features of School Organizations:

- Must respond to many different inputs:
- Federal & state mandates (e.g. IDEA, NCLB)
- Dept. of Ed. Regulations (e.g. accreditation standards, program guidelines)
- Local, state & national organizations that represent staff (e.g. unions, AFT, NASP, etc.)

Unique Features of School Organizations:

- Schools must also respond to:
- The culture and context of their community (e.g. rural vs. urban),
- The School Board through which the community expresses its interests.

Unique Features of School Organizations:

- Because of the need to respond to these many inputs, boundaries are over-permeable.
- The many influences and inputs may be inconsistent, conflicting or otherwise problematic.
- It can immobilize a school, or in the other extreme, result in changes for which staff are not adequately prepared.

Unique Features of School Organizations:

- Makes schools susceptible to educational and political fads
- Creates job stress, overload and other organizational dysfunction.

Unique Features of School Organizations:

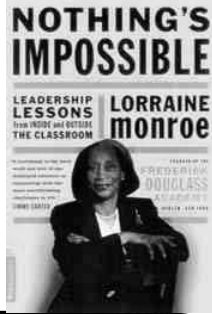
- Until NCLB, accountability was difficult and goal attainment difficult to evaluate.
- Until the recent increase in charter schools, there was little competition.
- Public schools had a monopoly on education.

Unique Features of School Organizations:

- Within schools, teachers are often isolated with little opportunity for professional supervision or meaningful sharing of ideas with other professionals.
- Unless a school subscribes to models such as the Lorraine Monroe method, most teachers are rarely visited by their administrator and receive little meaningful feedback about their performance.

The Lorraine Monroe Method: An Alternative to School Organization

- Articulate and communicate a simple vision and mission statement to all of the school community, and keep coming back to this theme.
- Be visible to all staff, students and parents.



The Lorraine Monroe Method: An Alternative to School Organization

- Choose your staff carefully, train them, continue professional development, and honor their competencies.
- Develop a multidisciplinary action team to carry out a carefully developed action plan for your school.



The Lorraine Monroe Method: An Alternative to School Organization

- If something works, publicize your successes and duplicate them.
- Delegate to your most competent.
- Model reflective practice and problem solving.
- Enforce your non negotiable rules.



The Lorraine Monroe Method: An Alternative to School Organization

- 12 non negotiables:
- 1. Attend school daily and on time.
- 2. Leave all outer clothing in your locker—no hats, jackets.
- 3. Move quickly from class to class—take your seat and get to work.



The Lorraine Monroe Method: An Alternative to School Organization

- 4. Be prepared to work everyday with all necessary equipment.
- 5. Do homework nightly.
- 6. Eat only in the cafeteria.
- 7. Do not bring radios, iPods, cell phones or games to school.



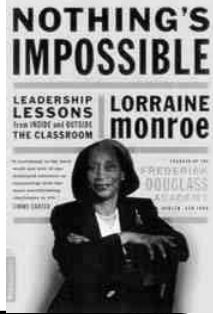
The Lorraine Monroe Method: An Alternative to School Organization

- 8. Keep you desk area clean.
- 9. Do not engage in physical or verbal violence. Do not fight. Learn to disagree without being disagreeable.
- 10. Respect the school building. Don't deface or graffiti.



The Lorraine Monroe Method: An Alternative to School Organization

- 11. Show your student ID to any adult in authority who requests it.
- 12. Wear your uniform daily.



The Lorraine Monroe Method: An Alternative to School Organization

- All classrooms use the Black Board Configuration (BBC).
- Contains the Aim of the Lesson, a "Do-Now" and the homework.
- Principal makes classroom observations daily to ensure compliance and consistency.



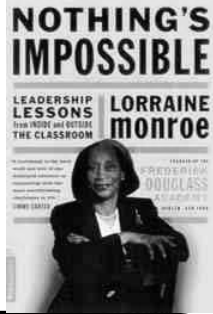
The Lorraine Monroe Method: An Alternative to School Organization

- In the Lorraine Monroe method, the following characterize effective organizations:
- A clear statement of purpose and goals understood by all.
- The ability to adapt to change.



The Lorraine Monroe Method: An Alternative to School Organization

- A future orientation rather than a past orientation.
- Decision making that is decentralized.
- An open action oriented focus that acknowledges problems and addresses them.



The Lorraine Monroe Method: An Alternative to School Organization

- A simple administrative structure.
- A willingness to drop things that don't work.
- Frequent contact and communication with the customers e.g. parents.



The Lorraine Monroe Method: An Alternative to School Organization

- A commitment to moral, ethical and legal standards and swift responses to those who violate those standards.
- A high regard for employees and opportunities for them to develop and assume larger roles.



An Integrative Perspective of School Organizations:

- Three interactive domains of organization functions: structure, process and behavior.
- 1. Structure = the enduring basic foundation; the organizations philosophy and mission statement; its policy and procedures; the chain of command; and its programs and services.

An Integrative Perspective of School Organizations:

- 2. Process = allows for the enactment of policies, procedures and programs and maintenance of stability.
- Involves: planning and organization, communication of information and decision-making.
- School psychologist can be involved in all aspects of the organizational process.

An Integrative Perspective of School Organizations:

- Planning and organization: school psychologist may develop and implement a school-wide consultation program or building Positive Behavioral Support program.
- Assess the effectiveness of the plan.
- Assess the impact on parent and teacher satisfaction, referral rates, etc.

An Integrative Perspective of School Organizations:

- Communication of information: psychologist is always processing some sort of information: referrals, test data, intervention plans, student records.
- Decision-making: effective schools have a collaborative and systematic way of making decisions as a multidisciplinary team of which the psychologist will be a part.

An Integrative Perspective of School Organizations:

- Effective decision-making involves:
- Clarifying and defining the problem,
- Specifying the rules, procedures and criteria that must be followed in making a decision,
- Selecting appropriate alternatives,
- And assessing the outcome of the decision.

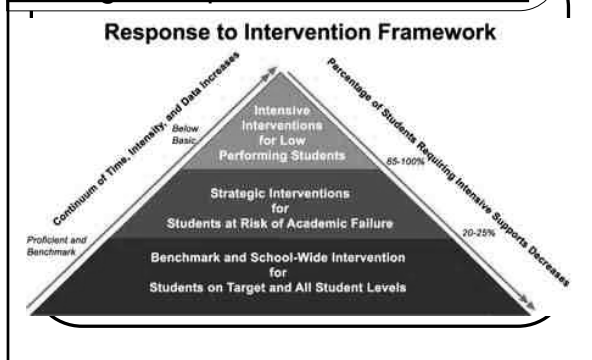
An Integrative Perspective of School Organizations:

- **3. Organizational Behavior** = the activities, duties and interactions of people in schools as they provide services, communicate and make decisions.
- Effective organizations have clear roles that may be based on tradition and history, needs and circumstances, and personal preferences.

An Integrative Perspective of School Organizations:

- Responsibilities are more specific but based on roles.
- May be based formally on a job description or at least by what a supervisor communicates to you.
- Last part of organization behavior is effective interpersonal relationships that are harmonious and collaborative.

An Example of Organizational Change: Response to Intervention

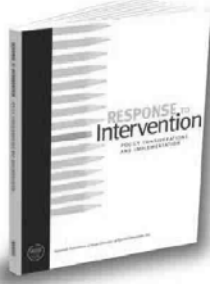


An Example of Organizational Change: Response to Intervention

- Why does organizational change fail in schools?
- Homeostasis.
- Insufficient information about the "problem" or need for change.
- Poor diagnosis or problem clarification.
- Inattention to the readiness for change.
- Strategies or procedures that are too simplistic.
- Poor follow through.

An Example of Organizational Change: Response to Intervention

- Organizational diagnosis:
- Provide valid and reliable information about the child outcome data related to RtI in making accurate decisions about the effectiveness of general and spec. ed programs, early identification and intervention, and determining eligibility.



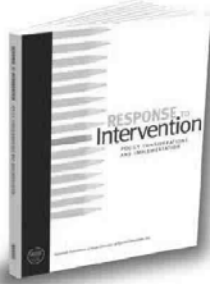
An Example of Organizational Change: Response to Intervention

- Organizational diagnosis is on going and can lead to problem reframing and goal setting.
- Effective organizational diagnosis promotes a sense of collaboration and problem ownership.



An Example of Organizational Change: Response to Intervention

- Diagnosis may include reviewing current policies and procedures to see how they might need to change for an RtI process,
- Interview, question, do surveys to get an idea of what your staff already knows and needs to know about RtI.



An Example of Organizational Change: Response to Intervention

- Successful systems change may involve:
- Process interventions
- Structural interventions
- Individual interventions



An Example of Organizational Change: Response to Intervention

- Process interventions include planning and evaluation, decision-making and communication.
- Centers on teamwork, conflict and conflict resolution, creative problem-solving, trust and cooperation, attitudes and values, leadership style, and listening and communication.



An Example of Organizational Change: Response to Intervention

- In preparing for change, collect data about area of concern (e.g. knowledge of RtI) and summarize results.
- Form a multidisciplinary work group to implement the changes.



An Example of Organizational Change: Response to Intervention

- Keep the concepts of group dynamics in mind as they apply to all groups, even work groups designed to implement or prepare a school for a change.
- Groups will go through the phases of forming, storming, norming and performing.



An Example of Organizational Change: Response to Intervention

- Groups go through a forming stage: who should be in the group, what will your roles be within the group, what is the group's goal.
- Storming stage: conflict will inevitably arise to some degree related to power, prestige, decision making, etc.



An Example of Organizational Change: Response to Intervention

- In the storming phase, implicit interpersonal hierarchies will likely arise, and different roles will be taken on by the members (e.g. leader, recorders, etc.).
- Members will voice opinions not only on the task (e.g. moving toward RtI) but also on the process (e.g. who should speak, how will you make decisions, etc.)



An Example of Organizational Change: Response to Intervention

- Successful resolution of the storming phase will result in a group with shared responsibility, an openness to input, goal direction, good conflict management, and a positive sense of group identity.



An Example of Organizational Change: Response to Intervention

- Norming stage: productivity toward the goal takes precedence.
- Routines that lead to efficiency will be developed.
- Individual members' unique skills will be recognized and capitalized on.



An Example of Organizational Change: Response to Intervention

- Performing: an effective group will not work against each other but will be interdependent, cohesive and flexible.



An Example of Organizational Change: Response to Intervention

- School psychologist and other change agents may take the role of process consultant: helping the members of the organization behave more effectively in the school.
- May involve building relationships, facilitating interactions, giving process feedback, suggesting alternative ways of communicating and collaborating.



An Example of Organizational Change: Response to Intervention

- Process interventions could be more global, focusing on school climate, morale, interpersonal relationships.
- A large part will likely be determining the type of training and professional development needed by staff to successfully make the change.



An Example of Organizational Change: Response to Intervention

- Structural interventions:
- Redesigning policies and procedures,
- Rewards systems,
- Service and program configurations.



An Example of Organizational Change: Response to Intervention

- Successful organizations will capitalize on both formal and informal reward systems, providing special incentives to staff to cooperate with and facilitate the change, and provide clear feedback about staff behavior as it promotes or fails to promote the desired change.



An Example of Organizational Change: Response to Intervention

- Effective organizations will use performance management and control systems to enhance the behavior of staff.
- This involves:
 - Delineating key goals and activities for individuals, groups, and sub-groups,
 - Measuring progress toward those goals,
 - Providing feedback and modifying the goals as necessary.



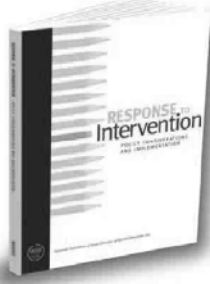
An Example of Organizational Change: Response to Intervention

- Task and organizational design methods:
 - Task design is more explicit than job description.
 - Altering the work tasks to increase productivity, collaboration and satisfaction.
 - Analyze what needs to be done to accomplish the goal of the systems change and group tasks.



An Example of Organizational Change: Response to Intervention

- Organization design is more global.
- How might the school need to reorganize, shift lines of authority, redeploy staff, and restructure programs and services to accommodate the change.



An Example of Organizational Change: Response to Intervention

- Individual interventions:
- If a specific person is hindering progress toward the change, interventions need to be targeted to that individual.
- Addressed through personnel decisions, such as goodness-of-fit for the position, remedial and/or disciplinary actions, continuing professional development, and increased supervision or even counseling as needed.