My Research Agenda: The first component of my research agenda focuses on the evaluation of efforts to implement a multi-tiered system of supports (MTSS) through the lens of systems change principles. MTSS is a service delivery model that includes multiple tiers of instruction and intervention matched to student need based on data. Data-based decisions to match services to student need are often made using a problem-solving process. MTSS is not a standard set of processes and procedures, but rather a framework based on a public health model. Thus, implementation of the model represents an effort to fundamentally change the way in which decisions are made regarding student needs and the way that resources are organized and allocated. Common themes can be found from the literature regarding principles and processes for change that should be attended to when implementing new practices; however, the empirical literature on *implementing* MTSS is limited. One potential reason for the lack of empirical research on the implementation of MTSS is that research focused on a dynamic and complex educational system is fraught with methodological challenges. Research investigating implementation of MTSS must account for numerous independent variables that are related to the framework (e.g., administration of assessments, fidelity of instruction and intervention, fidelity of a problem-solving process). Additionally, numerous confounding and extraneous variables (e.g., policy, funding, school climate) result in threats to internal validity. Should researchers be successful in controlling for these variables, questions likely will be raised regarding the external validity of findings. As a result, this thrust of my agenda requires the proposal of methods to evaluate MTSS implementation within the context of complex, dynamic educational systems, the creation of methods and tools to evaluate implementation, and studies that examine relationships between implementation and educational outcomes (e.g., implementation of the target practices; changes in educator beliefs, knowledge, and skills; improvements in student outcomes). Recently, I also have become interested in how educators make sense of and enact MTSS implementation through professional learning.

The second component of my research agenda involves professional and practice issues impacting school psychologists. School psychologists often are called upon to provide both direct and indirect services that support implementation of the evidence-based practices that comprise an MTSS. Despite numerous calls for change, research spanning three decades indicates that many school psychologists do not engage in practices consistent with MTSS. The capacity of school psychologists to deliver services likely is impacted by factors such as their pre-service preparation, demographic characteristics, work setting conditions, and personal preferences. Systematic research on professional and practice issues is necessary to inform strategies for increasing the capacity of the field to engage in the evidence-based practices that comprise the MTSS framework. One major finding from this strand of research involved the lack of attention school psychologists gave to cultural responsiveness as a factor in promoting or hindering evidence-based practices. School psychologists’ lack of emphasis on cultural responsiveness as a factor in their service delivery and Program students’ interest in social justice resulted in a relatively newly formed research group focused on social justice in school psychology.

**Recent Publications, Presentations, and Grants**

*Select Recent Publications*

**Castillo, J.M.** (2020). The intersection between systems change, implementation science, and human beings: A call to investigate

people and context in future systems-level consultation research. *Journal of Educational and Psychological Consultation.* doi:

10.1080/10474412.2020.1728283

March, A., **Castillo, J.M.**, Daye, J.\*, Bateman, L.P., & Gelley, C.D. (2020). Qualitative investigation of RtI coaches’ roles,

responsibilities, and experiences supporting schools participating in a state-level RtI implementation project. *Journal of Educational*

*and Psychological Consultation, 30*(2), 210-250.doi:  10.1080/10474412.2019.1687310

Sabnis, S.\*, **Castillo, J.M.**, & Wolgemuth, J.R. (2020). RTI, equity, and the return to the status quo: Implications for consultants.

*Journal of Educational and Psychological Consultation, 30*(3), 285-313.doi=10.1080/10474412.2019.1674152

Parker, J., **Castillo, J. M.**, Sabnis, S.\*, Daye, J.\*, & Hanson, P.\* (2020). Culturally responsive consultation among practicing school

psychologists*. Journal of Educational and Psychological Consultation*, *30*(2), 119-155. doi: 10.1080/10474412.2019.1680293

Mann, A., **Castillo, J.M.**, & Meyers, M. (2019). A case example of one state’s efforts to measure and address the critical shortage of

school psychologists. *Psychology in the Schools, 56*, 1716-1736*.* doi: 10.1002/pits.22297

**Castillo, J.M.**, Wolgemuth, J.R., Ginns, D.S\*\*, Latimer, J.\*, Scheel, N.\*, McKenna, M.\*, March, A., Moulton, S.\*\*, Wang, J., Thoman,

S.\*, Jenkins, A.\*, Henson, K.\*\*, & Ferron, J.M. (2018). Protocol for the systematic review of research on professional learning to

promote implementation of a multi-tiered system of support in education*. BMJ Open.* doi: 10.1136/bmjopen-2018-024057

**Castillo, J.M.**, Wang, J.\* Daye, J.\*, Shum, K.\*, & March, A.L. (2018). A longitudinal investigation of the relations between professional   
 development, educators’ beliefs and perceived skills, and RtI implementation. *Journal of Educational and Psychological*

*Consultation, 28*(4), 413-444.doi: 10.1080/10474412.2017.1394864

*Select Recent Presentations*

Brundage, A., Moulton, S., & **Castillo, J.M.** (2020, February). *Understanding reasons for chronic absenteeism in urban versus rural settings.* Paper presented at the National Association of School Psychologists Annual Convention, Baltimore, MD.

Hanson, P.\*, Parker, J., & **Castillo, J.M.** (2020, February). *Evaluating the inclusion of cultural variables in consultation models.* Paper presented at the National Association of School Psychologists Annual Convention, Baltimore, MD.

Thoman, S.\*, Latimer, J.\*, Scheel, N.\*, & **Castillo, J.M.** (2020, February). *Effective learning strategies for MTSS implementation.* Paper presented at the National Association of School Psychologists Annual Convention, Baltimore, MD.

Green, S., March, A.M., Thoman, S.\*, & **Castillo, J.M.** (2019, November). *Examining educator beliefs and building capacity: An evaluation of a statewide multi-tiered system of supports initiative.* Poster presented at the American Evaluation Association Annual Conference, Minneapolis, MN.

Sanchez, A.\*, Hanson, P.\*, Durango, S.\*, **Castillo, J.M.**, & Gray, J.\* (2019, August). *Underrepresentation and socialization: A literature map of the experiences of marginalized school psychology students.* Poster presented at the American Psychological Association Annual Conference, Chicago, IL.

*Select Grants*

**Castillo, J.M.** (2019). Student Support Services Project ($2,134,709). Florida Department of Education Discretionary Project Grant.

**Castillo, J.M.** (2019). The Florida Problem Solving/Response to Intervention Project ($1,825,045). Florida Department of Education Discretionary Project Grant.

**Castillo, J.M.** (2019). The Florida Problem Solving/Response to Intervention Technology Project ($1,969,396). Florida Department of Education Discretionary Project Grant.

Blair, K.C., **Castillo, J.M.**, Cividini-Motta, C., & Crosland, K. (2017-2022). Project EBAS: Enhancing behavior analytic services for children with severe emotional and behavioral disorders ($1,116,825). United States Department of Education: Office of Special Education Programs (#H325K170085).