

**SPECIAL EDUCATION:
Dead or Alive?**

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———— INTRODUCTION ————

I) SPECIAL EDUCATION: DEAD OR ALIVE?

The Dead Part

A) EVERYONE WANTS TO KNOW THE DETAILS OF DYING.

1) **Though few are willing to say so.**

*Here, where men sit and hear each other groan;
Where palsy shakes a few, sad, last grey hairs,
Where youth grows pale, and spectre-thin, and dies;
Where but to think is to be full of sorrow . . .*

-- JOHN KEATS, "Ode to a Nightingale"

PowerPoint 1:
Bird

B) THERE IS A FASCINATION WITH DEATH THAT WE ALL SHARE

1) **We are lured by thoughts of life's ending.**

a) We are drawn by a primitive excitement...

That arises from flirtation with danger.

Moths and flames, mankind and death...there is little difference.

C) WE HIDE FROM DEATH'S FACE,

1) **But still...we spread our fingers just a bit,**

a) Because there is something in us...

That cannot resist a peek.

D) **THE CONCEPT OF THE BEAUTIFUL DEATH**

- 1) **Truly...**
The correct way to die...
- 2) **Is made difficult by our attempts**
 - a) To prevent it.
- 3) **The good death**
 - a) Has increasingly become a myth.
- 4) **It is rare to see much dignity.**
 - a) In the process by which we die...

| |
|--|
| <p>Perhaps the same could be said about what has happened to special education.</p> |
|--|

E) **ONLY BY A FRANK DISCUSSION**

- 1) **Can we best deal with those aspects,**
 - a) That concern us the most.
- 2) **The weapons ...the horseman of death...**
 - a) The stoppage of.....

Or the inadequate transport of funds,
 - b) The flickering out, the failure.....

The destruction of the original concept
of special education.
 - c) The disconnect from what others say about what we do...

And what is really happening.

II) THE DUAL SYSTEM OF

A) GENERAL AND SPECIAL EDUCATION

- 1) **Has created confusing and conflicting discussions.**
 - a) At the level of philosophy,
 - b) Policy, and
 - c) Curriculum.

B) MANY SPECIAL EDUCATION PROFESSIONALS

- 1) **Perceive a dilemma.**
 - a) Created by conflicting mandates of IDEA and NCLB.
- 2) **Teachers and IEP teams.**
 - a) Are confronted with the challenge of designing programs...
That assure access to the general curriculum,
 - b) While at the same time providing instruction...
That is responsive to highly individualized needs.

C) IN THE EARLY DAYS,

- 1) **Special needs children.....**
Were simply excluded from school.
- 2) **In 1923, Hollingworth¹ pointed out, that with the advent of compulsory attendance,**
 - a) The schools and these children.
“Were forced into a reluctant mutual recognition of each other.”

¹ Hollingworth, L.S. (1923). *The psychology of subnormal children*. New York: MacMillan.

3) **Resulting in the establishment of self-contained special schools, and classes...**

- a) As a method of transferring these “misfits” out of the regular classroom.

D) **EXPANDING ACCESS AND OPPORTUNITY FOR CHILDREN WHO HAD BEEN POORLY SERVED BY THE SCHOOLS**

1) **Was a massive task,**

- a) And one that was consistent with the overall goals of a democracy.

All this was far... from trivial.

2) **Unfortunately,**

- a) Many reforms that were intended to alter the fundamental structures of schools.

Met with little...if any...success.

III) **HOWEVER, THEY HAVE RESULTED IN A NUMBER OF EDUCATIONAL FADS²**

— **MAINSTREAMING (70's)** —

- A) **THEN THE REGULAR EDUCATION INITIATIVE, OR REI** (Hallahan, Keller, McKinney, Lloyd & Bryan, 1988³; Jenkins, Pious & Jewell, 1990⁴).

— **80's** —

1) **REI was based on these arguments:**

- a) Students were more alike than different,

² Lemire, David, Ph.D. (2007). Debunking educational fads: The scientific evidence for “high expectations” causing high student achievement. *Communique, Volume 36, Number 4*.

³ Hallahan, D.P., Keller, E., McKinney, J.D., Lloyd, J.W., & Bryan, T. (1988). Examining the research base of the regular education initiative: Efficacy studies and the adaptive learning environments model. *Journal of Learning Disabilities, 21*, 29-35, 55.

⁴ Jenkins, J.R., Pious, C.G., & Jewell, M. (1990). Special education and the regular education initiative: Basic assumptions. *Exceptional Children, 56(6)*, 479-491.

- i) So truly “special” instruction was not required.
(Good teachers can teach all students.)
- b) All students can be provided with a quality education.
 - i) Without reference to traditional special education categories.
(General education classrooms can manage all students without any segregation.)
- c) Physically separate education.
 - i) Was inherently discriminatory and inequitable.
- 2) **REI was aimed primarily at students.**
 - a) With high-incidence mild disabilities
 - i) With the option of alternative separate settings for students with severe and profound disabilities (Reynolds & Wang, 1983⁵).
- 3) **This federal policy focused on having as many students as possible remain in “regular” education** (Ackerman, 1987⁶).
 - a) It was an attempt to make sense of the regular and special education continuum (Drame, 2002⁷).
- B) **THEN IT WAS “INCLUSIVE EDUCATION” (FUCHS & FUCHS, 1994⁸; KUBICEK, 1994⁹).**

— 90’s —

⁵ Reynolds, M.C. & Wang, M.C. (1983). Restructuring “special” school programs: A position paper. *Policy Studies Review*, 2, 189-212.

⁶ Ackerman, R.D. (1987). Regular education initiative (Letter to the Editor). *Journal of Learning Disabilities*, 20, 514-515.

⁷ Drame, E.C. (2002). Sociocultural context effects of teachers’ readiness to refer for learning disabilities. *Exceptional Children*, 69, 41-53.

⁸ Fuchs, D., & Fuchs, L.L. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60, 294-300.

⁹ Kubicek, F.C. (1994). Special education reform in light of select state and federal court decisions. *Journal of Special Education*, 28, 27-43.

- 1) **IE possessed the larger goal of reducing special education** (Gartner & Lipsky, 1989¹⁰).
 - a) The inclusive school was viewed as a setting essentially devoid of special education.
 - b) “No students, including those with disabilities, were relegated to the fringes of the school by placement in segregated wings, trailers, or special classes” (S. Stainback & W. Stainback, 1992, p. 34¹¹).
 - 2) **Proponents of full inclusion.**
 - a) Hoped that general education would be forced to deal with students previously avoided,
 - b) And thus transform itself into a more responsive and resourceful system.
 - 3) **IE focused on establishing,**
 - a) The rights and needs of students with disabilities (Kavale, 2002¹²).

...The philosophical issues, moral imperative to educate all children.
 - b) But failed to utilize...empirical evidence of effective practices.
- C) **HOWEVER, THESE FADS**
- 1) **Seldom dented**
 - a) Existing organizational structures.
 - 2) **They did not substantially modify the curriculum or classroom instruction.**
 - a) Because no such changes were sought...and few occurred.

¹⁰ Gartner, A. & Lipsky, D.K. (1989). *The yoke of special education: How to break it*. Rochester, NY: National Center on Education and the Economy.

¹¹ Stainback, S. & Stainback, W. (1992). *Curriculum considerations in inclusive classrooms: Facilitating learning for all students*. Baltimore: Paul H. Brookes.

¹² Kavale, K.A. (2002). Mainstreaming a full inclusion: From orthogenesis to pathogenesis of an idea. *International Journal of Disability, Development and Education*, 49, 201-215.

3) **The emphasis of our past was to guarantee equal access to school.**

a) Rather than to transform...

The structures, roles, and relationships within the school.

D) **THESE ARE OLD PROBLEMS (DUNN, 1968¹³) THAT HAVE NOT GOTTEN BETTER (KAVALE, 1990¹⁴)**

1) **Bennet (1932¹⁵) compared 50 mentally handicapped children.**

a) Who had been enrolled in special classes for at least one year with an equated group who were enrolled in the regular grades.

i) Regular placement students did better.

2) **Thurstone noted in (1959¹⁶).**

a) Almost universal agreement that the mentally handicapped children enrolled in special classes achieve, academically, significantly less than similar children who remain in the regular grades.

3) **Johnson (1962¹⁷) summarized the situation well:**

a) It is indeed paradoxical that mentally handicapped children,

i) Having teachers specially trained,

ii) Having more money (per capita) spent on their education,

iii) Having instruction designed to provide for their unique needs,

¹³ Dunn, L. (1968). Special education for the mildly retarded: Is much of it justifiable? *Exceptional Children*, 35, 5-22.

¹⁴ Kavale, K. (1990). The effectiveness of special education. In T.B. Gutkin & C.R. Reynolds (Eds.) *The handbook of school psychology (2nd Ed.)* (pp. 868-898). New York: Wiley.

¹⁵ Bennet, A. (1932). *A comparative study of subnormal children in the elementary grades*. New York: Bureau of Publications, Teachers College, Columbia University.

¹⁶ Thurstone, T.G. (1959). *An evaluation of educating mentally handicapped children in special classes and in regular classes*. Chapel Hill: School of Education, University of North Carolina.

¹⁷ Johnson, G.O. (1962). Special education for mentally handicapped – a paradox. *Exceptional Children*, 19, 62-69.

- b) Should be accomplishing the objectives of their education,
 - i) At the same or at a lower level than similar mentally handicapped children,
 - ii) Who have not had these advantages,
 - iii) And have been forced to remain in the regular grades [p. 66].

4) **In 1968, Dunn states:**

- a) Much of our past and present practices,
 - i) Are morally and educationally wrong.
- b) We have been living at the mercy of general educators.
 - i) Who have referred their children to us.
- c) And we have been generally ill-prepared and ineffective
 - i) In educating these children (Dunn, 1968¹⁸).

5) **According to Christopolos & Renz, 1969 (p. 373¹⁹). “A democratic philosophy would dictate**

- a) That the most justifiable course of action in dealing with exceptionality would be altering classroom practices whenever possible, rather than the segregation of the deviant individuals.”

E) **I ROOT AROUND IN THE PAST BECAUSE THE FUTURE IS UNAVAILABLE**

1) **This pervasive amnesia about earlier school reforms...**

- a) Is more than puzzling to me.

We simply ignored empirical evidence in favor of ideology to produce change.

¹⁸ Dunn, L.M. (1968). Special education for the mildly retarded – Is much of it justified? *Exceptional Children*, 35, 5-22.

¹⁹ Christopolos, F. & Renz, P. (1969). A critical examination of special education programs. *The Journal of Special Education*, 3, 371-379.

F) **HAS THERE BEEN A TIME IN YOUR CAREER**

- 1) **When what you believed was right personally,**
 - a) But was different from what you thought was expected,
 - b) Or the right thing to do professionally?

IV) **A TRUE SKEPTIC**

A) **HAS AN ATTITUDE OR A DISPOSITION OF DOUBT**

- 1) **Either in general,**
 - a) Or toward a particular object
- 2) **This method of suspended judgment...**
 - a) Or systematic doubt...I believe.
 - b) Is a general education initiative (Brown-Chidsey and Steege, 2005²⁰).

B) **THE INVENTORY OF EFFORTS**

- 1) **Aimed at changing what teachers do in their classroom**
 - a) Staggers the observer.
- 2) **Reformers, however, have seldom asked the right questions:**
 - a) Instead they often jump to.....

How *should* teachers teach?

²⁰ Brown-Chidsey, R., Steege, M.W. (2005), "Response to Intervention: Principles and Strategies for Effective Practice," New York, NY: Guilford Publications.

C) **ASKING THE WRONG QUESTION FIRST –**

1) **Leads to a succession of disappointment in classroom reform.**

a) And the inaccurate conclusion...

That intransigent teachers are to blame.

D) **ASKING MORE FUNDAMENTAL QUESTIONS...HOWEVER,**

1) **Leads to a very different analysis.**

a) Which innovations have been embraced or rejected and why?

b) What are the implications of the proposed changes for classrooms and schools?

E) **EVER FIND YOURSELF IN A CONVERSATION, AND SUDDENLY YOU HAVE THE OVERWHELMING SENSE –**

1) **Even though you know it's impossible –**

a) That you've been there before?²¹

b) Déjà vu...already seen," in French...

2) **Despite the phenomenon's universal familiarity,**

a) No one has offered a convincing explanation of why it happens.

b) But it turns out to be a sort of memory-based analogue...

Of an optical illusion.

F) **CONFLICT BETWEEN TWO PARTS OF THE BRAIN**

1) **Results in the strange feeling of déjà vu.**

a) Your neocortex is aware of the fact,

i) That you've **never** been in a situation before.

²¹ Lemonick, M.D. (August 20, 2007). Explaining déjà vu. *Time*.

- b) But your hippocampus is telling you,
 - i) That...yes...yes...you have.

G) **JAMAÍ S VU, ON THE OTHER HAND**

- 1) **Results if you strengthen the circuitry too much.**
 - a) It is the opposite illusion from déjà vu.
- 2) **An eerie feeling that you've never been in a situation before,**
 - a) Even though you know otherwise.

**Jamaís vu is a daily experience for our regular
education partners.**

- b) They are skeptical of what to expect from us.

V) **THE CONTINUUM OF PLACEMENTS AS EMBODIED IN DENO'S (1970²²)
"CASCADE MODEL"**

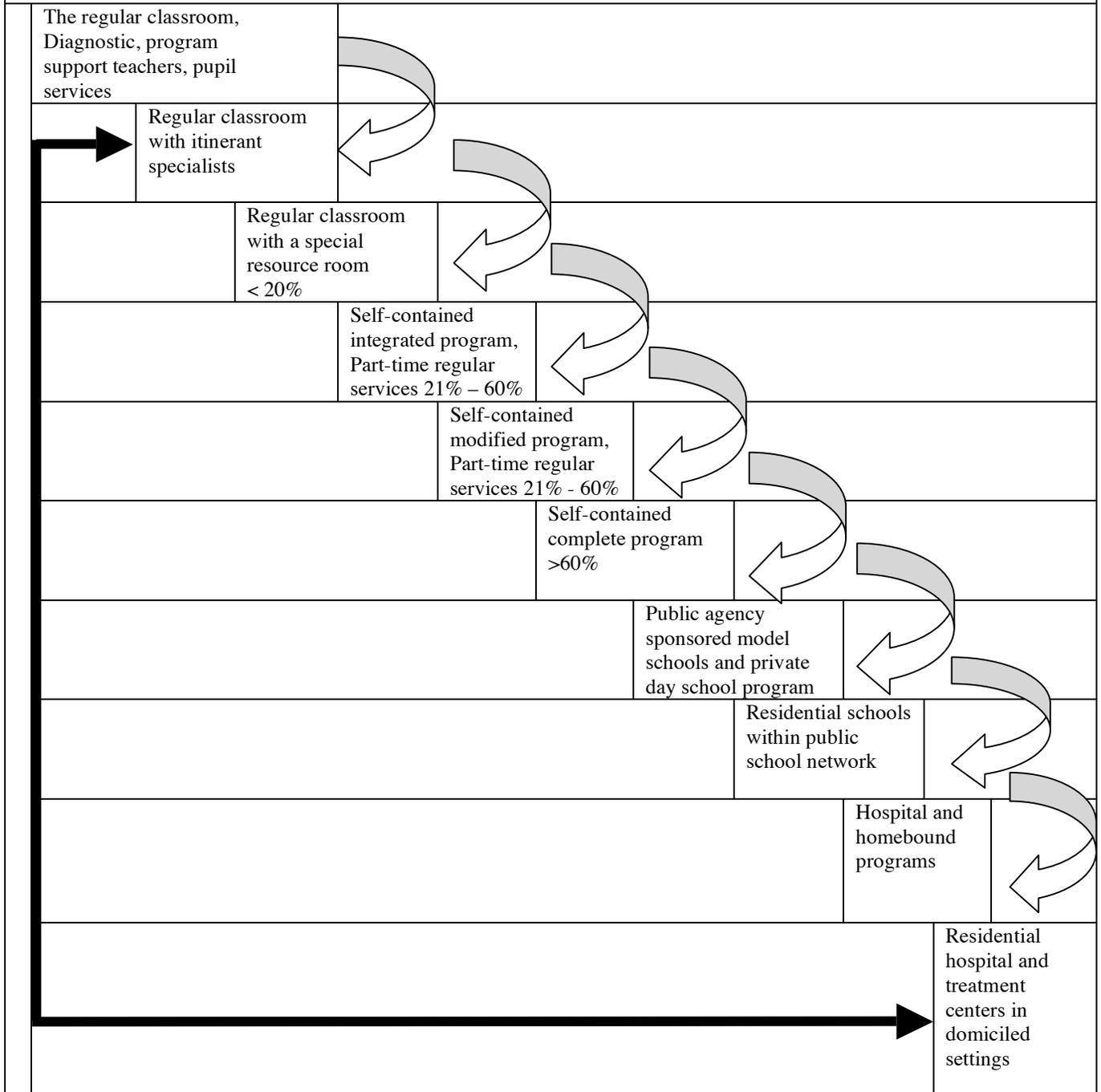
A) **SHOULD HAVE REPRESENTED THE DEMISE OF SPECIAL
EDUCATION...**

- 1) **Even when direct services are provided,**
 - a) They are usually in the form of a low-intensity pullout model,
 - i) With as many as 15 or 20 students in a resource room,
 - ii) With absolutely no individualization.
- 2) **What was supposed to be special about special education,**
 - a) Was remediation.
- 3) **Going right at the disability:**
 - a) Teaching to cure it;

²² Deno, E. (1970). Special education as developmental capital. *Exceptional Children*, 37, 229-237.

THE LEAST RESTRICTIVE ALTERNATIVE SYSTEM

All Exceptional Children



- b) Teaching to diminish its impact; or
- c) Teaching to raise competence.

But that just didn't happen.

B) SPECIAL EDUCATION IS BEING SWALLOWED BY THE BEAST

- 1) **How?**
 - a) Mandated curriculum,
 - b) Mandated tests,
 - c) Mandated standards...and

Process and paperwork.

C) IN LARGE MEASURE THIS CASCADE MODEL

- 1) **Has resulted in digging**
 - a) The educational graves of many children
- 2) **Special education has become by some measure**
 - a) A destructive, self-fulfilling prophecy,
 - b) And in the process we contributed to the delinquency

Of general education.

- 3) **Increasingly we created separate general and special education systems.**
 - a) A myriad of special programs with separate funding streams and eligibility criteria,

- b) Even though we had similar goals and clientele (Reynolds, Wang, & Walberg, 1987²³).

D) **BUT SPECIAL EDUCATION HAS BEEN HARD TO KILL**

1) **I'm not sure you can kill it.**

- a) It simply seems to bide its time,
 - i) After being dislodged by one of history's periodic attacks.
- b) Then it returns,
 - i) Wearing disguises or carrying new mandates,
 - ii) But consisting of the same old ideas,
- c) Doing business much in the same old way."

E) **SPECIAL EDUCATION HAS BEEN PRONOUNCED**

1) **But it hasn't left....yet.**

- a) We do so love our labels.

VI) **CAN WE HANDLE THE TRUTH?**

A) **POLICY CHANGES CERTAINLY HAVE ALTERED THE LANDSCAPE OF SPECIAL EDUCATION**

1) **But the risk of any policy change.**

- a) Is the intended and unintended consequences...

...That occur as policies become conventionalized in practice.

- b) Students often become lost in policy...

...That may or may not actually address their unique needs (Foucault, 1978²⁴; Reid & Valle, 2004²⁵).

²³ Reynolds, M.C., Wang, M.C., & Walberg, H.J. (1987). The necessary restructuring of special and regular education. *Exceptional Children*, 53, 391-398.

B) **IN LARGE MEASURE,**

- 1) **We may have been,**
 - a) Falsely guided by Bruner's dictum (1967²⁶)
- 2) **That almost any child can be taught almost anything.**
 - a) If it is programmed correctly.
- 3) **By denying genetic influences,**
 - a) Or the behavioral characteristics of children with learning difficulties,
- 4) **We can place responsibility on,**
 - a) An inadequate society,
 - b) Inadequate parents,
 - c) Unmotivated pupils,
 - d) And almost always on...
...Inadequate teachers.

C) **BY DEFINING A PROBLEM INITIALLY AS...**

- 1) **Persuading teachers to use a new methodology,**
 - a) The solution must be framed in terms of **getting** teachers,
 - i) Individually or in groups,
 - ii) To alter routine behaviors.

²⁴ Foucault, M. (1978). *Discipline and punish: The birth of the prison*. New York: Random House.

²⁵ Reid, D.K., & Valle, J.W. (2004). The discursive practice of learning disability Implications for instruction and parent-school relations. *Journal of Learning Disabilities*, 37, 466-481.

²⁶ Bruner, J.S., Oliver, R.R., & Greenfield, P.M. (1967). *Studies in cognitive growth*. New York: Wiley.

- 2) **It ignores the power,**
 - a) Of organizational and cultural norms,
 - b) And the individual teacher's perspective...
 - i) In shaping behavior in the workplace.

D) **MANY REFORMS THAT WERE INTENDED TO ALTER THE FUNDAMENTAL STRUCTURE OF SCHOOL**

- 1) **Met with little,**
 - a) If any, success...why?
- 2) **Promising ideas and programs often fail.**
 - a) Not because they are conceptually ill founded,
 - b) But because they do not align with student priorities,
Or teacher needs.
- 3) **They do, however, influence the content of journals,**
 - a) And the agendas of conferences.
- 4) **Some have even, on occasion, altered professional criteria.**
 - a) But, seldom have they found,
 - i) A permanent home in the classroom.

E) **IS RtI: A BLUEPRINT FOR CHANGE?**

Listen to this.

→ We should try keeping instructionally marginalized children in the mainstream of education with special educators serving as diagnostic, clinical, remedial, resource room, itinerant and/or team teachers, consultants and developers of instructional materials with prescriptions for effective teaching.

- The first step would be to make a study of the child to find what behaviors have been acquired along the dimension being considered.
- Samples of a sequential program would be designed to move forward from that point.
- The instructional program becomes the diagnostic device.
- Failures are program and instructor failures, not pupil failures.

F) **RtI? NOPE**

1) **Prescriptive teaching,**

- a) **Mackie 1967-1968²⁷.**

2) **Problem solving?**

- a) Conceptualized and first researched by John Bergan in 1970 (Bergan²⁸).

3) **...Jamaís vu?**

- a) An eerie feeling,

- i) That we have never been in this situation before?

.....Even though we have?

VII) **SPECIAL EDUCATION IS CERTAINLY LIFE-ENDANGERED**

A) **“IT WAS A GOOD IDEA –**

1) **That was poorly implemented –**

- a) So it is now a bad idea.”²⁹

²⁷ Mackie, R.P. (September, 1967). *Functional handicaps among school children due to cultural or economic deprivation*. Paper presented at the First Congress of the International Association for the Scientific Study of Mental Deficiency, Montpellier, France.

²⁸ Bergan, J.R. (1970). *Behavioral consultation*. Columbus, OH: Charles E. Merrill.

²⁹ Guskey, T., Ph.D., (May 2001). It's Time to be Unreasonable: New Views on Improving Professional Development, *Instructional Leader*, Vol. XIV, No. 3.

B) **IS RtI A GOOD IDEA?**

- 1) **Or will it be a good idea,**
 - a) Poorly implemented?
 - b) Which will make it a bad idea?
- 2) **Is this another trek...**
 - a) Across a vast wasteland?

C) **AS A CONFIRMED SKEPTIC,**

- 1) **I am bound by the conviction that we must not only question all things,**
 - a) But be willing to believe that all things are possible.
 - b) Almost all skeptics wish to be convinced.
- 2) **But they have doubt.**
 - a) Doubt is a messenger of intuition,
 - b) Likely because there is reason for doubt.

D) **IF WE ARE TO INFLUENCE BETTER INSTRUCTIONAL PRACTICE³⁰**

- 1) **We must be equipped,**
 - a) To dialogue in public.
- 2) **Do we really welcome challenge...?**
 - a) Are we ready to consider statements about RtI,
 - i) With the same scientific skepticism we purportedly advocate?

³⁰ Viegut, D., Ph.D. Common Formative Assessments: A powerful multiple measure, presented at Marathon School District In-service on January 21, 2008.

E) **OR DO WE HAVE ANOTHER VISION**

1) **Without system thinking?**

F) **FEW OF US PREDICT THAT UNEXPECTED**

1) **Undesired events...**

a) Will lead to great things.

2) **Something within my rational soul,**

a) Does rebel.

“Vision without systems thinking ends up painting lovely pictures of the future with no deep understanding of the forces that must be mastered to move from here to there” (Senge, 1990, p. 12¹).

G) **TERRIBLY UNHEALTHY PRACTICES DAMAGE TEACHERS IN MANY WAYS**

1) **But one of the saddest is the destruction of the teacher’s belief.**

a) That they have a purpose and value.

2) **The way circus elephants are trained demonstrates this dynamic well:**

a) When young, they are attached by heavy chains,

i) To the large stakes driven deep into the ground.

b) They pull and yank and strain and struggle,

i) But the chain is too strong, the stake too rooted.

c) One day they give up,

i) Having learned that they cannot pull free,

ii) And from that day forward they can be “chained” with a slender rope.

- d) When this enormous animal feels any resistance,
 - i) Though it has the strength to pull the whole circus tent over,
 - ii) It stops trying.

3) **Because it believes it cannot pull free.**

- a) It cannot.

H) **WHILE HISTORY IS REPLETE**

1) **With stories of heroic expectations,**

- a) E.g., Lincoln was born in a log cabin and became president,

2) **There is no evidence.**

- a) That whole groups of teachers,
 - i) Have been elevated to greatness.
- b) By ignoring the chains that bind them.

I) **WE CAN NO LONGER**

1) **Rely on luck...**

- a) To make this RtI initiative work.

We Must Make it Come Alive.

- b) Without killing off what is good about special education.
 - i) The second line.

J) **REGULAR EDUCATION HAS...**

1) **Its own institutions,**

- a) Its own way of doing things,

- b) Certainly its own problems,
 - i) That have to be solved in regular education terms.

K) **UNDERSTANDING WHY REGULAR EDUCATION TEACHERS APPROACH THINGS AS THEY DO**

1) **Is pretty important.**

- a) We need to know why...

They do what they do.

2) **We must learn to respect them.**

- a) Respect their reality.

L) **COLLABORATION AND SHARED RESPONSIBILITY ACROSS GENERAL AND SPECIAL EDUCATION** (e.g., Vaughn & Fuchs, 2003³¹)

- 1) **Requires a “seismic shift in beliefs, attitudes, and practice”** (Fuchs et al., 2002, p. 40³²).

M) **THERE ARE STUMBLING BLOCKS TO COLLABORATION**

1) **That can be conceptual and pragmatic;**

- a) A climate of competition rather than cooperation;
- b) A lack of clarity about underlying values and beliefs; and
- c) Inadequate administrative support,
 - i) Planning time, and
 - ii) Opportunities for professional development (Leonard & Leonard, 2003³³).

³¹ Vaughn, S., & Fuchs, L.S. (2003). Redefining LD as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice, 18*, 137-146.

³² Fuchs, D., Mock, D., Morgan, P.L., & Young, C.L. (2003). Responsiveness-to-Intervention: Definitions, Evidence, and Implications for the Learning Disabilities Construct. *Learning Disabilities Research & Practice, Volume 18, Number 3*, pp. 157-171(15).

³³ Leonard, L., & Leonard, P. (2003, September 17). The continuing trouble with collaboration: Teachers talk. *Current Issues in Education 6*(15). Retrieved June 5, 2006, from <http://cie.ed.asu.edu/volume6/number15/>

N) **BUT THE FIRST STEP IN ANY CHANGE INITIATIVE**

- 1) **Is to assess the level of agreement in our schools along two critical dimensions:**
 - a) **The first...**the extent to which staff agree on *what they want*:
 - i) The results they seek from participation,
 - ii) Their values and priorities,
 - iii) Which tradeoffs they are willing to make in order to achieve those results.
 - b) **Secondly**, the extent to which staff agree on *cause and effect*:
 - i) That is...
 - ii) Which actions will lead to the desired outcome.
- 2) **If there is little consensus on either dimension of agreement,**
 - a) The only tools that will elicit cooperation are “power tools”.
- 3) **Power tools can be extremely effective in low-agreement situations.**
 - a) The key is having the authority to use them.
- 4) **Sometimes we must have enough clout**
 - a) To be capable of humiliating both sides into compliance.³⁴

VIII) **HOW? REALLY TAKE CHARGE**

A) **FIRST, WE NEED TO FOCUS ON DEEPER**

- 1) **And more fundamental change,**³⁵
 - a) Do lunch or be lunch³⁶.

³⁴ Ephron, D. (December 3, 2007). In the Mideast, giving peace (another) chance. *Newsweek*.

³⁵ Guskey, T., Ph.D., (May 2001). It's Time to be Unreasonable: New Views on Improving Professional Development, *Instructional Leader*, Vol. XIV, No. 3.

- 2) **We have to put more emphasis on *instructional quality*.**
 - a) Capacity building for instructional fidelity.
- 3) **More emphasis on *needs*.**
 - a) While most teachers can articulate difficulties they are experiencing,
 - i) They may not be aware of their actual needs.
- 4) **More emphasis on *purpose*.**
 - a) “What is our purpose or goal?”
 - i) “Begin with the end in mind.”

B) **SECONDLY, ADDRESS THE HURDLES OF COLLABORATION**

- 1) **Head on.**
 - a) Disparate knowledge and skills.
 - i) Gaps in research.
 - b) Conflicting beliefs and values.
 - i) Misaligned policy.

C) **THIRD, ESTABLISH AN ADMINISTRATIVE PROTOCOL**

- 1) **To be actively and visibly involved,**
 - a) Make sure that everyone understands,
 - i) There is no timeline for unacceptable behavior.
- 2) **Redirect criticism and condemnation.**
 - a) Increase cooperation and trust.
 - i) In a meaningful and positive manner.

³⁶ Stevenson, Howard H., & Cruikshank, Jeffrey L. (1986), Do lunch or be lunch: The power of predictability in creating your future. *Wall Street Journal*.

- b) Across situational-specific concerns,
 - i) Without character analysis.

D) **FOURTH, USE A COMBINATION OF**

1) **Persuasion and coercion – the 3 C’s:**

- a) Compel.
- b) Convince.
- c) Cajole.

E) **RELATIONSHIPS ARE THE FOUNDATION OF A POSITIVE, PERSONALIZED SCHOOL**

1) **You certainly cannot build relationships,**

- a) Without first cultivating a culture of **trust and respect.**

2) **Trust begins with a personal commitment to respect others,**

- a) To take everyone seriously.

3) **Respect demands recognition.**

- a) Of each individual’s strengths and interests,
- b) And consideration of skills level not yet achieved.

F) **RESPECT AND TRUST**

1) **And the positive behaviors it inspires.**

- a) Are essential to a positive work environment.

2) **Staff need the freedom,**

- a) To find support and motivation,
 - b) From inspiring co-workers in a safe place.
 - i) Where they won’t be dealt with indiscriminately.

- ii) Where expectations are clearly stated.
- iii) Where the consequences for violating social rules are clear.

G) **IN ORDER TO PROMOTE NEW COLLABORATIVE BEHAVIORS**

- 1) **We have to develop a standard of what we expect people to do.**
 - a) You know...explain the benefits of active collaboration.
 - b) Reinforce existing collaborative relationships.
 - c) Redirect criticism and condemnation.
 - i) Address negativity in a swift, direct manner.

IX) **CHANGE MUST BE DIMENSIONAL AND INCREMENTAL...**

A) **SPECIAL EDUCATION: DEAD OR ALIVE?**

- 1) **Our special education system has been quite successful in fulfilling its historical mission.**
 - a) It is not broken...nor is it **dead or dying**.
 - b) It is a well-oiled machine,
 - c) Doing the wrong thing...

B) **WE HAVE SPENT 70 YEARS TRYING TO GET OUT OF THIS PLACE,**

- 1) **Lookin' for something we couldn't replace.**
 - a) Runnin' away from the only thing we've ever known.
- 2) **And like a blind dog without a bone,**
 - a) We are special education gypsies...

Lost in the twilight zone,

- b) Expecting to hijack a RtI rainbow...

And crash into a pot of gold.

C) **WE CAN'T KEEP LOOKIN' BACK**

1) **Been there,**

- a) Done that.
- b) It doesn't matter where you are...

Doesn't matter where you go,

2) **If it's a 1000 miles away,**

- a) Or just a mile up the road.

3) **The RtI seeds**

- a) Have been sown.

4) **But we have...to be careful.**

- a) The wind blows where it chooses...

And while you hear the sound of it...

- b) You do not know where it comes from or where it goes.

D) **THE MODERNIZATION AND IMPROVEMENT OF OUR WORK**

1) **Depends on planting those seeds deeper.**

- a) To protect our effort from the winds of destruction.

Although, one can picture a good life by analyzing feelings, one can only achieve it by arranging environmental contingencies. (B.T. Skinner, 1983)