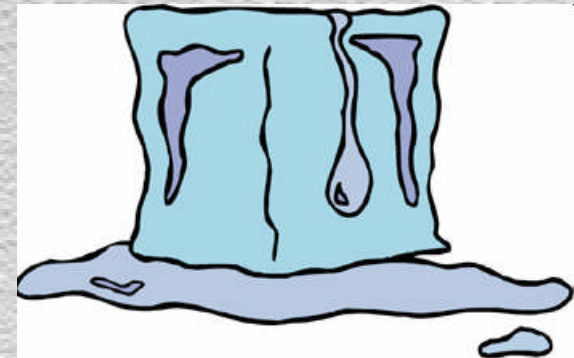
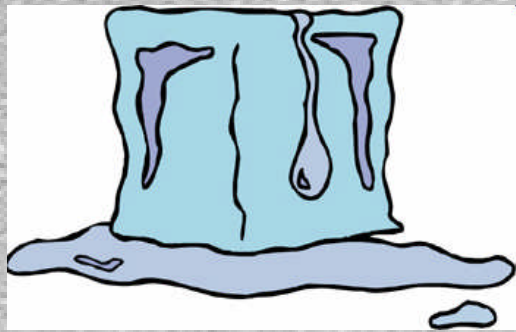


Resolution Options as New Practices: IEP Facilitation as Systemic Challenge!



A Workshop Developed for the CADRE Symposium
October 27, 2011
Dr. Margaret Reed
Catalyst Services

Background Legislation

- Chapter 766 – 1972
- Section 504 of 1973 Rehabilitation Act
- Education for All Handicapped Children (1990: IDEA)
- No Child Left Behind
- IDEA2004
- Other Massachusetts laws we'll get to.....

Massachusetts

June, 1993:

Education Reform Act

June, 1997:

IDEA Reauthorization

March, 1999:

IDEA '97 Regulations

March, 2000:

**MA Board moves to
adopt Federal Regulations (IDEA)**

April-August, 2000:

**Changes to Massachusetts law
attached to FY2000 budget**

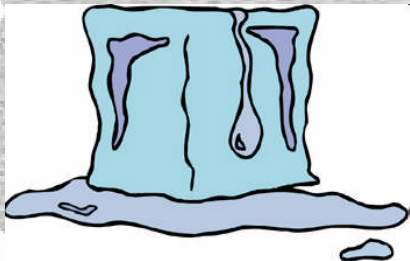
January, 2001:

**New Massachusetts Special
Education Regulations**

July 1, 2005:

IDEA2004 changes in effect

2008 BSEA changes. DESE changes. Districts? Not so much....



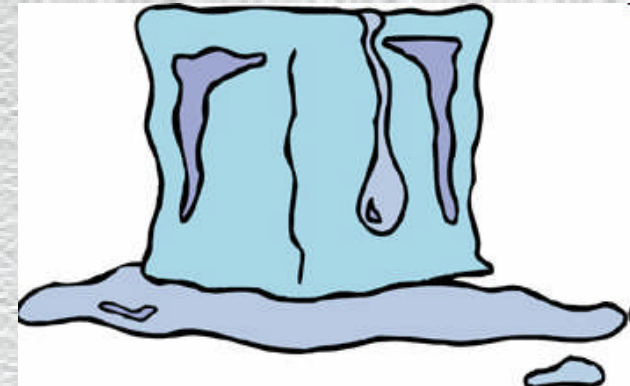
Impact of Chapter 766, 1972

- Red regulation/implementation manual arrives August, 1974. Trickle-down from Supt. to....
- Fiscal issues, underestimated, impact services
- Untrained staff grapple with sharing decision-making.
- Parents are encouraged to refer, encouraged to join Team, encouraged to listen and agree.
- Districts usually access attorneys for contract disputes – now what?



Parent Participation

- Original internal advocacy and support replaced with process and paperwork.
- Legislation -> Regulation -> Implementation
Government Agency Schools
-> **Enforcement = Parent**
- Current advocacy and support generally external.



Impact of CMR 603, 2005

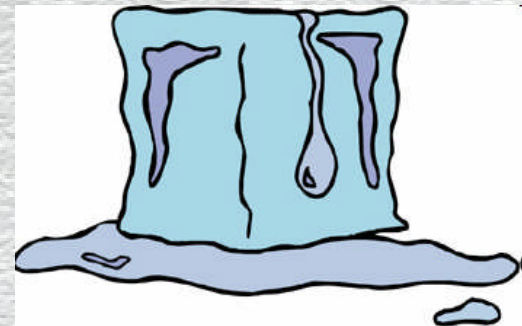
- New regulations pit competing constituencies & stakeholders;
- Fiscal issues, underestimated, impact services;
- Untrained staff grapple with changing practices;
- Parents more knowledgeable of entitlements & rights;
- OSEP continues to help us understand the errors of our ways;
- Districts have attorneys on retainer to assist with special education issues.

Change Isn't Easy



Research Suggests

- 15% of all change efforts are totally successful.
- 1/2 to 2/3 are failures. Change efforts have minimal impact and little persists or generalizes over a long period of time.
- In my opinion it is why Special Education Administrators/Pupil Personnel Services Directors don't get paid enough.



Advisories Don't Always Help.



Collaboration Characteristics

- Voluntary
- Parity among participants
- Mutual goals
- Shared responsibility for participation and decision-making
- Shared resources
- Shared accountability
- Belief in the value of the process

Special Education Process = Enforced Collaboration.

Why Does Change Take So Long?

Change in districts requires understanding why stakeholders would hold on to ineffective, inappropriate or unproductive processes.

Two theories might explain this phenomena:

1. Locus of control
2. Fundamental attribution error

Fundamental Attribution Error

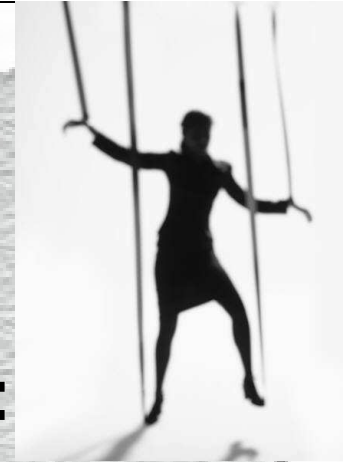
- Overestimate the role of the person in producing the behavior.
- Underestimate the role of the situation in producing the person's behavior.

Locus of Control

Humans attempt to explain everything that occurs within their environment. These explanations become frames of reference used during stressful times, such as IEP meetings. Locus of control construct assumes how strongly individuals think they can control events that effect them.

- Individuals with strong ***internal locus of control*** may feel that they have control over events that impact them. They are in control of what happens to them.
- Individuals with strong ***external locus of control*** may feel that fate, more dominant, or those they see as more powerful will decide what happens to them.

Score Yourself

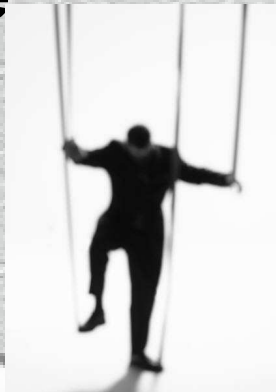


Score one point for each of the following:

2 b	6 b	11 a	16 b	21 b	26 a
3 a	7 b	12 a	17 b	22 a	28 a
4 a	9 b	13 a	18 b	23 b	
5 a	10 a	15 a	20 b	25 b	

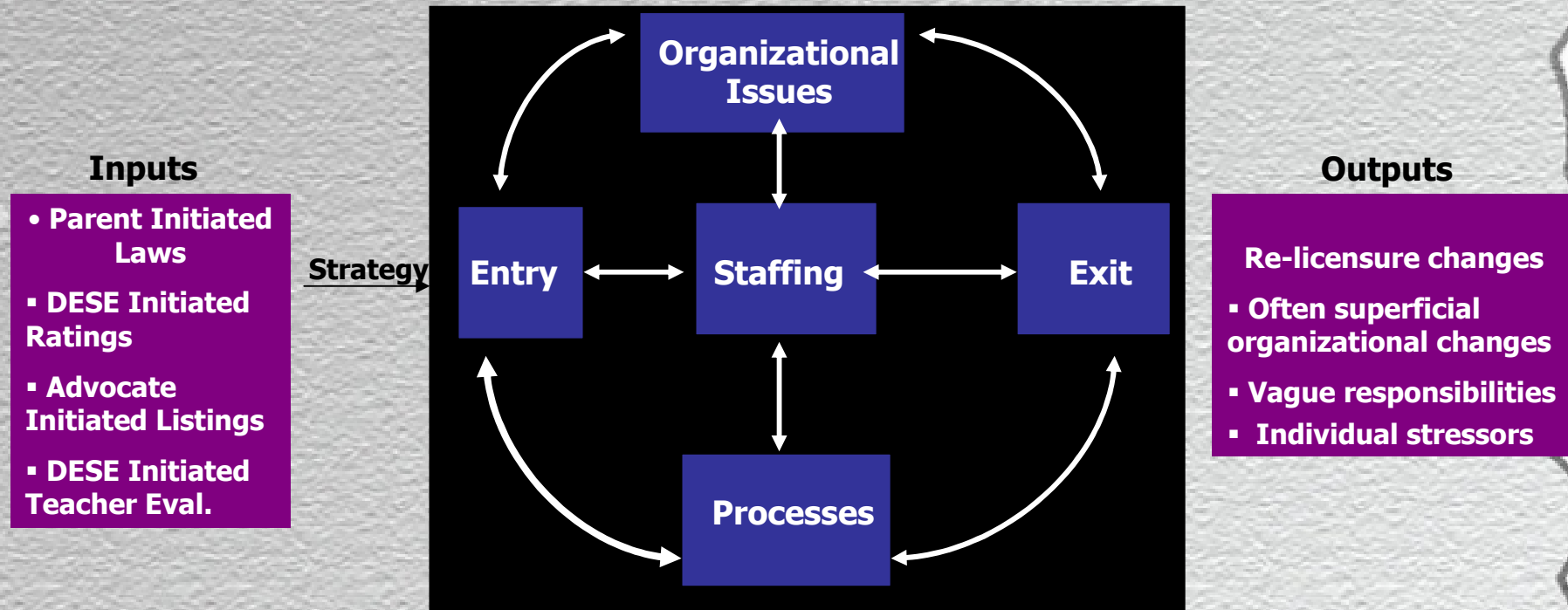
- **High Score:**
- **Low Score:**

Internal Locus of Control
External Locus of Control



Systems Model For Change

Internal Special Education Issues



FORCE FIELD ANALYSIS - KURT LEWIN

DRIVING FORCES
(Positive forces for change)



RESTRAINING FORCES
(obstacles to change)



Present
State
or
Desired
State

www.change-management-coach.com

Possibly Unique MA Forces

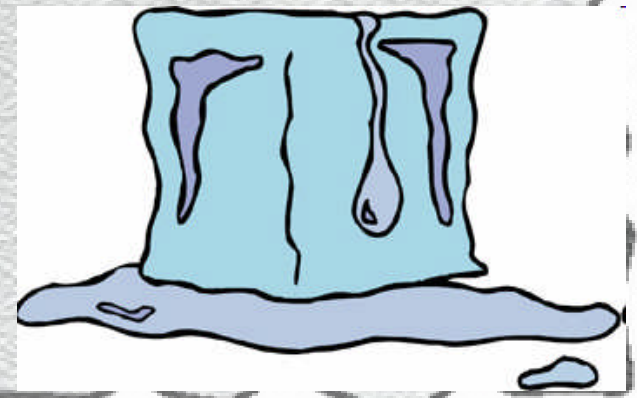
- Parent-initiated Laws:
 - > Autism Law
 - > Parent Visitation/Observation Law
- SPED Watch
- Open Forum Bullying Response Site
- National Wrightslaw PAC Site Winner



Possibly Unintended Results Of 1972

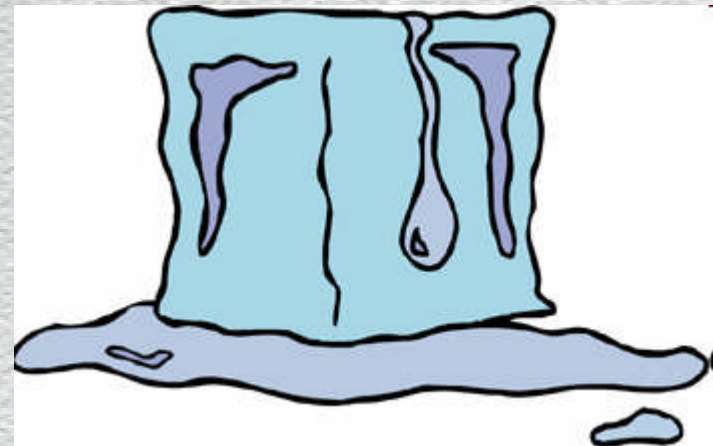
Team pressures result from:

- **Organizational history** (*We always do it this way!*)
- **Fiscal impacts** (*There is no money. Anywhere. Ever.*)
- **Programmatic restraints** (*Not enough staff. Ever.*)
- **Practice vs. policy** (*Our district doesn't do summer school.*)
- **Backloading vs. frontloading** (*2 hours today vs. magic stapler*)
- **Peers directing peers** (*Lonely Lunches in the Teacher's Room*)
- **Knowledgeable parents** (*I'm a professional and you're not!*)
- **Data-driven decisions** (*Accountability vs. teaching*)
- **High stakes MCAS tests** (*Who gets the blame?*)



Bottom Line for IEP Teams

We are the rationale, hardworking and thoughtful put upon by the irrational expectations and/or haphazard demands of others.



Bottom Line for Parents

We are the uninformed, bypassed and unappreciated stressed by the irrational expectations and/or haphazard processes of large organizations.

