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Special Education Legal Alert

By Perry A. Zirkel © May 2020

This month's update concerns two issues that were subject to recent court decisions of general significance: (a) the school district of residence's IDEA obligations to students in private schools, and (b) liability for defamation arising from the special education context. For further examination of such issues, see Publications section at **perryzirkel.com**

As summarized in the May 2018 Legal Alert based on my earlier article, the school district of the family's residence has an obligation to students voluntarily placed in private schools independent of the concurrent obligation of the district where the private school is located. In general this obligation is to provide an evaluation, if necessary, and to offer FAPE to the eligible child. However, neither OSEP guidance nor the growing line of case law had made particularly clear the extent of the parent's role in triggering this obligation. In A.B. v. Abington School District (2020), a federal district court addressed this specific issue. In this case, the parents of child with autism placed him in a private school at the start of fifth grade. During sixth grade at the private school, the parent emailed the school district, stating: "I'm interested in what programs the district can offer [the child]." The overall question is whether the obligation applies on an ongoing basis unless the parents make clear their intent to keep the child at the private school. If, instead, it requires an affirmative parental request, the specific question is whether this parental statement suffices to trigger the school district of residence's obligation?

First, as a threshold and distinctive matter, note that the school district did not require the parents to enroll the child in the district as a prerequisite to evaluation and a proposed IEP.	An earlier court decision in the same jurisdiction, <i>Shane v. Carbondale Area School District</i> (2017), rejected the prerequisite of enrollment.
Second, for the overall question, the court concluded that the obligation required a parental request, not the expression of the opposite, which is the intent to keep the child at the private school.	The court interpreted the opposite language in the OSEP guidance as solely addressing which district—that of location or that of residence— has a FAPE obligation.
Finally, for the specific question, the court ruled that the obligation requires a parental request objectively manifesting the desire for the action of an evaluation and/or an offer of FAPE. The bettern line is not to confuse the gabout distribution.	Applying this standard, the court concluded that the parent's communication was reasonably understood only as a request for information, not for an evaluation or proposed IEP.

The bottom line is not to confuse the school district of residence's IDEA obligations to private school students with those of the school district of location; these obligations overlap but are

independent of each other. Although this court decision is not necessarily generalizable to other jurisdictions, both parents and school districts need to pay careful attention to their

respectively applicable roles when the child is enrolled in a private school and either is eligible under the IDEA

or—as a matter of child find—is reasonably suspected of being IDEA eligible.

In August 2017, an Internet periodical published an article entitled "Alabama School Board Member Considers Institutionalization for Special Education Students." The gist of the article was the following quoted statement by Ella Bell, a long-time member of the state board of education (SBOE), during a meeting discussing the academic performance scores of the state's public school students: "Is it against the law for us to establish perhaps an academy on special education ... so that our scores that already are not that good would not be further cut down by special-ed's test scores?" Illustrative of its criticism of Bell, the article commented, "The idea that a SBOE member would even seriously ask the question about returning to a practice of institutionalization demonstrates a tragic lack of knowledge and thoughtfulness." Bell sued the publisher and the author for defamation,* asserting, for example, that she had not used the word "institutionalization." The trial court dismissed the suit, thus resolving the matter without even proceeding to the next step prior to trial. Bell appealed, seeking reversal of the dismissal.

In *Bell v. Smith* (2019), the state supreme court upheld the dismissal of Bell's suit, concluding that "a fair reading of . . . [the] article reveals it to be an expression of opinion that does not mislead the readers about the contents of Bell's actual statements."

Examining not only the headline, but also the various statements in the article, the court concluded that a reasonable reader would readily understand it to be "a piece of advocacy expressing Smith's opinion that the people of Alabama should pay more attention to whom they elect to the [SBOE]."

The court warned that some cases would require moving to the next pretrial stage, summary judgment, when more contextual information is needed to determine whether the publication was an expression of opinion or a statement of fact.

In this case, the court concluded that Bell did not point to any additional context that would be necessary to determine whether the communication was reasonably capable of a constituting defamation, not merely opinion.

Although not addressed in this decision, Bell faced two alternative hurdles—(1) as a public official, the First Amendment requires the plaintiff in a defamation case to prove the defendant engaged in actual malice, and (2) even if she were not a public official or public figure, various state law immunities may apply to defamation in the context of public education.

The Supreme Court established the defamation defense against public officials in its famous decision in *New York Times v*. *Sullivan* (1964) and subsequently expanded its application to public figures. The less well-known state law defenses, which vary by common law and state statute, include governmental immunity and qualified or absolute privileges in the public school context.

The bottom line is that, defamation suits in the specific context of special education or public education more generally are

often—contrary to the plaintiffs' sensitivities and knee-jerk notions of fairness—exercises in futility.

* "Defamation" is generally defined as dissemination of untruthful statements of fact that result in injury to one's reputation. It has two subsets—libel, when in writing, and (b) slander, when in oral expression. Being a common law tort, its nuances and defenses vary from state to state.

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Buzz from the Hub

All articles below can be accessed through the following links:

https://www.parentcenterhub.org/buzz-may2020-issue1/

https://www.parentcenterhub.org/buzz-april2020-issue2/

https://www.parentcenterhub.org/coronavirus-resources/

Framing the Issue of Equity

Video | Shifting the Narrative to Advance Racial Equity

Foundations and nonprofits alike often struggle to communicate effectively about the importance of racial equity in their work. Having the skills to persuade skeptical audiences and activate existing supporters is increasingly necessary for the successful delivery of any organization's mission. This video discusses best practices and new approaches shown to advance equity across issues and communities.

Racial Equity Tools

Racial Equity Tools is designed to support individuals and groups working to achieve racial equity. Content is organized by the tabs across the top of the page: fundamentals, plan, act, evaluate, connect, and curricula.

Data Sources Reveal Current Realities

Where to look to capture the current profile of the nation, your state, a specific population, even your neighborhood? Start with these resources.

America's Children

Here, you can find the most recent statistics on children and families in the United States across 41 report indicators, covering a range of domains: family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health.

The State of America's Children 2020

Children remain the poorest age group in America. Nearly 1 in 6 lived in poverty in 2018—nearly 11.9 million children. The youngest children are the poorest and nearly 73% of poor children in America are children of color.

The Demographics of the Nation or Your State

Explore the many dimensions of the nation's population at the U.S. Census Bureau, such as race and ethnicity, families and their living arrangements, health, education, employment, housing, and income and poverty. Find out your state's data by entering the name of your state in the search box at the top of the page.

Specifics at the School Level

Using Search for Public Schools, you can see demographics for every public school in your zip code zone, city, or state.

Stuck at Home No More

Here are two resources for everyone to enjoy during at-home learning and play. You could get lost here, exploring history, outer space, and Earth itself.

NASA at Home — For Kids and Families

A fantastic collection of science lessons, activities, and virtual tours for kids curated by NASA.

Ken Burns in the Classroom

Ken Burns and his collaborators have been creating historical documentary films for more than 40 years. The full-length film series and short videos in Ken's online classroom cover the spectrum of school subjects and grade levels, eras, and topics. We warn you—you'll never want to leave.

Also for Parents Schooling at Home

Parents: Supporting Learning During the COVID-19 Pandemic

The IRIS Center has created a new module specifically for parents to address their need for reliable, easy-to-understand resources to support their children's learning at home. The module includes practical, real-world tips and strategies for keeping up with what a child is expected to learn; creating learning spaces in crowded living spaces; and reducing distractions and other obstacles to learning.

4 aplicaciones educativas que se pueden usar sin conexión a Internet

(Educational apps that you can use without an Internet connection) Si su familia tiene acceso limitado a internet o si no tiene banda ancha en casa, Common Sense Media le recomenda algunas aplicaciones educativas y divertidas que sus chicos podrán utilizar sin necesidad de internet.

Virtual IEP Meeting Tips

Are you about to hold or participate in a virtual IEP team meeting? These tip sheets are designed to support both school officials and families. Included are tech tips, tips for hosting such a meeting, tips for participants, a sample agenda in English and Spanish, and a 1-page infographic about virtual meetings (also available in English and Spanish). Developed collaboratively by 6 OSEP-funded centers, including CPIR.

Coronavirus Resources

Coronavirus. *COVID-19!* What to do, where to turn?

The amount of information that's constantly emerging is so staggering, it seems nearly impossible to keep up. At CPIR we thought you might find it helpful to have a brief list of resources to address key issues such as multilanguage materials to share, places parents can turn to as so many schools are closed for now, and telecommuting tips to help with maintaining social distancing practices. The list is nowhere near exhaustive, nor is it intended to be. We'll be continually updating what's here, and posting selective new info via our Facebook and Twitter feeds.

May these resources inform you without overwhelming and may you find them useful and timely to share with the families and the professionals you serve.

Guidance from the U.S. Department of Education (and Others)

From the Federal Government and Congress | Coronavirus Relief Package

Just passed by Congress and signed by the President, here's an early summary of what the legislation contains. This will no doubt be an unfolding story, so stay tuned as the legislation is enacted.

From DOE | Q & A on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outreach

(Also see other-language infographics created by Family Network on Disabilities in Florida that explain this guidance from DOE.)

From OCR at DOE | Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with

Disabilities

(March 21, 2020) This fact sheet explains that as a school district takes necessary steps to address the health, safety, and well-being of all its students and staff, educators can use distance learning opportunities to serve all students.

From DOE | Broad Flexibilities for States to Cancel Testing During National **Emergency**

(March 20) DOE announces that students impacted by school closures due to the coronavirus (COVID-19) pandemic can bypass standardized testing for the 2019-2020 school year. Upon a proper request, the Department will grant a waiver to any state that is unable to assess its students due to the ongoing national emergency, providing relief from federally mandated testing requirements for this school year.

From DOE | COVID-19 Information and Resources for Schools and School Personnel Resource list that includes links to the CDC, guidance from the Office for Civil Rights, the Office of Postsecondary Education, and more.

From DOE | Webinar on Online Education and Website Accessibility 7-minute video.

From OCR at DOE | Addressing the Risk of COVID-19 in Schools While Protecting the **Civil Rights of Students**

4-page fact sheet, primarily aimed at education leaders.

Legal FAQs on Coronavirus, School Closings, and Special Education

Some basics on what most of us are worried and wondering about.

COVID-19 and Students with Disabilities

From the National Center for Special Education in Charter Schools.

Map: Coronavirus and School Closures

From EDWeek, this US map tracking school closures is updated twice daily.

State-by-State Coronavirus News

Want to see the latest goings-on in your state or another? What's closed? What's open? What orders have been put in place at the state or local level?

COVID-19 Info in Other Languages or Formats

The CDC, of course!

(Available in English, simplified Chinese, and Spanish)

Among the many dozen of resources on the coronavirus from the Centers for Disease Control and Prevention are two that Parent Centers may wish to share with families: (1) What you need to know; and (2) What to do if you are sick.

Talking to Children About COVID-19 | A Parent Resource

(Available in English, Spanish, Amharic, Chinese, and Korean)

Children look to adults for guidance on how to react to stressful events such as COVID-19. They need calmly delivered, factual information that's age appropriate, with concrete instruction about positive preventive measures. This guidance comes from the National Association of School Nurses and the National Association of School Psychologists.

Explaining in graphic form DOE's guidance on providing services to children with disabilities during the coronavirus outbreak

(Available in English, Spanish, Russian, and Haitian-Creole) | Thank you, Family Network on Disabilities, for this fine work!

4 from Understood.org

(Available in English and Spanish) | Check out these 4 resources available at understood.org: (1) How to talk about coronavirus with kids; (2) School closings and special education; (3) Activities to keep kids busy at home; and (4) Disability issues at work. The same tips and updates are available in Spanish.

From Washington State, fact sheets on the virus

(Available in English, Amharic, Arabic, simplified Chinese, traditional Chinese, Hindi, Japanese, Khmer, Korean, Russian, Somali, Spanish, Tagalog, Thai, and Vietnamese) Wow!

Plain language info about COVID-19, by and for people with disabilities

Simple wording, lots of graphics illustrating key points and important protective things to know.

COVID-19 Information in Different Languages, with Videos

(Available in Spanish, simplified Chinese, traditional Chinese, Vietnamese, and Arabic) Brief info about the coronavirus, how it spreads, and how to protect yourself and find help. Includes videos!

Telecommuting Technology and Tips

Need to hold meetings virtually?

Here are some ways to do it.

Free Zoom Personal | Host up to 100 participants, Unlimited 1 to 1 meetings, 40 minute limit on group meetings, Unlimited number of meetings, online support, video conferencing, web conferencing

Free Microsoft Team | Microsoft Teams is a hub for teamwork in Office 365. Keep all your team's chats, meetings, files, and apps together in one place.

Free G Suites and Google Hangouts | advanced Hangouts Meet video-conferencing capabilities with up to 250 participants per call, Live streaming for up to 100,000 viewers within a domain, ability to record meetings and save them to Google Drive.

Free Slack for small businesses | Access to 10,000 of your team's most recent messages, 10 integrations with other apps like Google Drive, Office 365, 1:1 voice and video calls between teammates.

Comcast offering 'Internet Essentials' package free for low-income customers for 60 days

Tips for Working Remotely

How to work from home

Some good tips and practical advice here.

Remote work starter guide for employees: how to adjust to work-from-home

Thoughtful suggestions, especially for people who are working remotely for the first time.

Schooling at Home

School closure learning guide during Coronavirus (COVID-19)

If school has closed, these resources will help your child learn from home. Find out how to set up athome learning and use Great Schools' grade-based resources to fill in the gaps.

Great Schools free worksheets in English and Spanish for different ages and grades

These actually look like fun for kids while emphasizing certain skills and addressing gradeappropriate information.

Free online learning resources during COVID-19 closures

From National Center for Families Learning: **Wonderopolis.org** is a free online learning resource visited by 13 million students, teachers, and parents annually. Also explore NCFL's **Out-of-School Time** free resources page.

Resources for Learning at Home When Schools Close

Links to resources for teaching reading/English language arts, math, writing, science, and social studies.

11 Tips for Parents Starting to Homeschool in a Hurry

A lot of us are in the same boat!

Handpicked recommendations for learning apps, games, and websites for kids

Common Sense Media offers this list of "best for learning." Topics range from skills essential to life and work in the 21st century, to traditional academic subjects, to recommendations for particular settings or types of kids. Organized by age of child.

Virtual Early Intervention Home Preparation Checklist for Families

A 1-page checklist of how to prepare for a virtual early intervention home visit.

Coping Tips and Other Useful Info

<u>Tips For Social Distancing, Quarantine, And Isolation During An Infectious Disease</u> <u>Outbreak</u>

From SAMHSA.

Daily tips (in video form) for parents

Every day, the Child Mind Institute publishes a video and social tile with a tip for supporting families through the coronavirus crisis. Sign up to get these tips, and tell the families you serve to do so, too.

How You and Your Kids Can De-Stress During Coronavirus

From PBS for Parents.

What To Do With Kids At Home On Coronavirus Break For Who Knows How Long (Without Losing It)

Interesting resources and good advice here.

12 World-Class Museums You Can Visit Online

The digital age has made it possible—easy, even—to visit some of the world's most famous museums from the comfort of your own home, including the Louvre, the National Gallery of Art, the British Museum, the Smithsonian National Museum of Natural History, and NASA.

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The 'Life Passport' – Transition Support For Young People with Special Needs

By Thomas Richardson

Abstract

In this article, a Scottish teacher of Special Education, Thomas Richardson, discusses transition support in Scotland and beyond for children and young people with special needs. He refers to his doctoral research in which he examined the effect of new legislation in Scotland upon the transition experiences of children and young people there with special needs. He found, for example, that while transition planning meetings had diminished in frequency since the legislation was introduced in the mid-2000s, the remaining meetings were now centred more upon the needs of the person than formerly. He also found that a need for a co-ordinator or link person to guide the young person through transition processes recurred in legislation and research and he wonders if an electronic 'life passport' might make this process easier and lead to earlier identification of needs for children and more personalised support throughout their childhood.

The author of this article, Thomas Richardson, is a teacher of Special Education (known as Additional Support Needs - ASN - in Scotland) in a large Scottish secondary school for students aged between 11 and 18.

I have had a considerable professional and academic interest in educational transitions for many years. Transitions (and collaboration between professionals and families) was a focus of my Doctorate in Education (2015) with the University of Dundee, a Scottish University. Two key educational transitions in Scotland are the transition between primary and secondary school at the age of about 11, and the transition beyond school (e.g. to college, work or university) at age 16-18.

In Scotland, and in the United Kingdom as a whole, there has been a focus in legislation and in research upon educational transitions and the collaboration between educators, other professionals, parents/carers and the children/young people themselves at times of transition in recent years. Inter-professional collaboration in education is promoted strongly by the UK government (Bagley et al. 2004; Mittler, 2007). The UK and Scottish governments have, over many years, voiced their strong support for the notion of inter-professional collaboration in the support of children with ASN.

In the USA, relatively recent legislation in the US, which aims to drive the inclusion agenda for children with disabilities, is the IDEA Act of 1990 and its 1997 Amendment (Nolan, 2004; Bollmer et al. 2010).

In my doctoral study, I looked particularly at post-school transitions at a time when existing support structures in Scotland (like the 'Future Needs Assessment') were becoming obsolete and new legislation was being introduced ('The Additional Support for Learning (Scotland) Act' 2005, amended in 2009). I wanted to examine the extent to which these changes would affect the experience for young people of post-school transitions with ASN across Scotland.

To gather data for this study, I interviewed students with ASN, staff and parents at a local further education college about the experiences of the students when they made the transition from school to college. I also carried out an internet survey with staff across Scotland from education, health, social work and careers (now 'Skills Development Scotland') who were involved in transition planning and support for young people with ASN.

Additionally, I examined the minutes of transition planning meetings which took place around the time of the introduction of the new legislation.

Broadly, the outcomes of my study included the perception that post-school transition meetings had decreased in number following the introduction of the new legislation but those that did take place had become more young person-centred. Additionally, my study suggested that a 'key person' to help the young person navigate the transition process could be useful. I addition, 'feedback loops' to provide information about the destinations of school leavers would be beneficial.

Over a considerable period of time, there seems to have been a requirement in Scottish and US legislation for a 'co-ordinator' to be identified to manage the post-school transition for vulnerable young people and/or those with additional support needs (Children Scotland Act 1995; Beattie Report 1999, IDEA 1990, The Children and Young People Act 2014).

Since completing the study, I have extended my interest in 'transitions' by becoming the primary to secondary ASN transition co-ordinator in my school network. This role is supported by my line manager and other senior staff. The role involves visits to all the primary schools in our cluster and the facilitation of visits to the Academy for children in the last year of primary school with ASN. This includes collaboration with the school Pupil Support Worker (PSW), who also runs transition sessions here. I also work with senior pupils with ASN who are about to move on to post school settings e.g. work and college. This involves collaboration with Skills Development Scotland (SDS) staff and the design and delivery of specialist 'world of work' courses (e.g. Employment Skills: Preparing for Employment – this is a course offered by the Scottish Qualifications Authority, SQA, for children and young people with support needs).

Feedback from staff, pupils and parents/carers suggests that, for example, having a 'known face' visiting all the primary schools / pupils to prepare them for the primary to secondary transition sessions is beneficial. Additionally, when the same member of staff (myself) delivers the sessions and, in some cases, works with the pupils once they are attending the Academy, there seems to be a positive sense of 'continuity' in the process.

The 'Life Passport'?

As stated, one of the recommendations from my research was that there should be a 'link professional' to guide the young person through the transition process. This person might be a teacher, other professional or member of the young person's family, but they should be someone that the family trusted and could relate to. In Scotland, proposals were developed for a 'named person' to be assigned to every child who would have a co-ordinating 'link' role in the young person's life to, 'ensure that there is someone who is responsible for helping them getting the support they need if and when they need it...' (www.gov.scot). However, this proposal was abandoned in September 2019 (www.bbc.co.uk).

An alternative might be an electronic 'passport' containing key information about the child / young person which could help ensure that their needs were met throughout their school careers. This 'Life Passport' electronic document would be initiated at birth for every child by a health professional. The passport could contain information about the child's physical and cognitive development compared to developmental standards and so any discrepancies could be 'flagged up' at an early point. From the nursery stage, the passport could contain educational information also. The document could be updated every year and carried by child into adulthood (becoming 'theirs' at 18?). School staff could access the passport on a 'need to know' basis, but, as far as possible, the passport would be 'owned' by the child's family, and by the child / young person themselves. Such an approach would require government support and coordination, plus, in all likelihood, collaboration between education, health and social services. That government might be in the United Kingdom, the United States of America or elsewhere in the world, but such an approach could lead to far earlier identification of support needs for an individual and a far more 'tailored', individualised approach to their support from schools, health and social services throughout their childhood and beyond.

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Transfer of Learning Key Elements

By Marissa Desiree Pardo and Natasha Quesada

Abstract

Students with disabilities (SWD) have difficulties transferring learned skills into different contexts. Transfer of learning is more likely to occur when interventions are implemented to explicitly teach skills, monitored to determine effectiveness, and supported for students to achieve objectives and apply the skills in other areas. Using levels of learning gives students opportunities to to acquire knowledge and then eventually apply it to different areas. On-task behavior and participation increases when multiple steps are used to complete tasks.

Transfer of Learning Key Elements

Transfer of Learning is the application of previous experiences and skills to perform a skill or apply knowledge in a new area or context. The goal of learning is to acquire new skills and knowledge that can be used in different contexts to further advance skills and student ability (Fuchs, Fuchs, & Malone, 2018). Learning that does not transfer to new settings is unproductive and ineffective for the learner. In a seminal article titled Teaching for Transfer, Perkins and Salomon (1988), explain that while some basic skills show transfer on tests or probes, the application of the skills for the purpose of problem solving in other forms does not always translate. The need for reflective thought to connect knowledge into other areas or experiences is also mentioned.

Students with disabilities require different levels of learning support that include both academic and behavioral components. While learning should be a constant process that builds upon previously mastered skills, it is important for students to have the ability to transfer prior knowledge and connect it to new applications.

Transfer Instruction

While transfer of learning is a vital component to the purpose of education, it does pose challenges for students with disabilities (Fuchs & Fuchs, 2015). Explicit transfer instruction is necessary for students with disabilities to learn how to transfer what they have learned. Explicit transfer instruction requires explanation, practice and encouragement. First, the teacher must explain each aspect of a concept or skill. This should include features, vocabulary, various applications, and

differences that the student may encounter. Next, the teacher should practice the skill with the student. Practice opportunities should provide encounters with the skill in various settings, styles, material and include any confusing elements that students may encounter. The last element necessary in transfer instruction is encouragement. Students must be motivated and encouraged to seek out transfer opportunities in different applications. The impact of transfer instruction on interventions, including encouragement, gives students the intrinsic control of transferring learning to new contexts and areas of learning (Fuchs, Fuchs, & Malone, 2018).

Generalization

Generalization is similar to transfer of learning in that it requires the ability to perform skills in different settings. If the final goal is for the student to perform a skill, complete a task, or maintain a behavior, it is ultimately intended for the student to accomplish that as independently as possible without the support of reinforcers or adult interference. First, the generalization objective should be clearly created and evaluated. Then the skill would be taught in a classroom with teacher direction. As the student acquires the skill or task completion, the teacher should reduce the support provided to the student to allow the student to gradually be able to complete the task or skill independently. As the student's skill increases, the assistance decreases. Finally, the skill should be applied in different settings or environments (Alberto & Troutman, 2017). One example of decreased assistance is giving a homework assignment after a lesson. The homework assignment allows the student to encounter, tackle, and complete a skill in a different setting with different levels of support. Another example is reading a restaurant menu in the classroom with teacher assistance. Then the student would read a restaurant menu at the restaurant with assistance. The setting has changed, but supports remain. These steps support the student in eventually being able to go to a restaurant, read a menu, and order a meal independently.

Maintenance

Maintenance occurs once a skill has been acquired, supports are gradually withdrawn, and the student continues to perform the task or skill outside of the classroom without continued reinforcement. Maintenance is demonstrated through a long-term continuation of the skill or task performance over time (Alberto & Troutman, 2017). For example, a student that raises her hand to get attention in her resource room classroom and also raises her hand in her general education classroom has acquired a generalization of behavior. If she continues to raise her hand to get attention the following year, she has maintained the behavior.

Sustainability

One goal of special education intervention is long-term sustainability and progress for the student. An achievement is not merely measured by the accomplishment of a particular task or skill, but whether there is long term retainment of the outcome of the achievement (Belli, 2018). In an action research project, Belli (2018), finds that sustainability of intervention depends on "consistency, communication, support, motivation, and adaptation." In her study of the Southampton Advisory Outreach Service's research of interventions in schools, Belli found that sustainability of interventions can be attained if the school community is involved in the implementation of intervention support. Interventions must have set targets that are used for monitoring of interventions. Goals must be set in increments to reach targets. Communication

between students, teachers, and staff is vital to ensure that interventions are monitored and adjusted as needed, and also continued to monitor after supports have been withdrawn. Finally, staff must be motivated to participate and implement interventions. Proper training and guidance is necessary to teach staff how to effectively implement interventions. Motivation to continue to monitor student progress is key to maintaining a sustainable outcome after supports are withdrawn. As a whole, if proper involvement is implemented, the outcome of interventions will have long term results (Belli, 2018).

Issues with Transfer of Learning Strategies and Interventions

When thinking about students that have disabilities and how they function within a classroom setting, about 5% to 10% do not respond to Tier 2 interventions that address learning deficits, despite the high success rates of evidence-based Tier 2 programs (Fuchs, Fuchs, & Malone, 2018). These students typically are placed in a special education setting and require Tier 3 interventions to access the curriculum in an efficient manner. What the researchers are finding is that Tier 3 is usually underdeveloped and lacking when finding interventions to help students achieve academic skills and goals. In another article, Lynn and Douglas Fuchs describe Tier 3 as different from Tiers 1 and 2, because at Tier 3 instruction is modified, whereas students in Tier 1 and 2 do not have any modified instruction, although it can sometimes be adapted according to the needs of the learner (2016). Programs and interventions for Tier 3 are designed based on teacher judgement and experience with the students, as well as data collection and consistent progress monitoring of the students who are typically non-responsive to Tier 2 interventions. Instruction must also be far more data-based and individualized for each student to be able to reach their maximum potential and make learning gains. Frank Gresham (2014), also has a myriad of criticism in regards to the implementation of Tier 3 interventions, citing that when looking for research on successful interventions for students that fall within this tier, many of the studies included loosely defined problem behaviors and typically lack the implementation of replacement behaviors. This implies that Tier 3 is lacking in both academic and social interventions that meet the high learning needs of SWD. It is also evident that although it is easy to spot the deficits that each student has, there is little research done on finding successful ways to implement Tier 3 interventions. As a result, students are not receiving the assistance they need to apply transfer of learning skills after receiving instruction.

Application of Explicit Practices

The process for transfer of learning is very comparable to Bloom's Taxonomy. Although there are many models to describe the levels of learning, the most commonly used model involves a pyramid. Golparian, Chan, and Cassidy (2015), break down Bloom's taxonomy into six levels of learning into three lower order thinking skills at the base and three higher order thinking skills from the center to the tip of the pyramid model. Lower order thinking skills tend to be cognitively undemanding in nature and require little use of metacognition. At the base of the pyramid is "remember", meaning to recall facts and basic concepts. One example of a "remember" task is asking a student to name three kinds of berries. Above this level is the "understanding" level, where students can summarize, compare, or interpret the facts. For example, a student can compare a strawberry to a blueberry. The "apply" level follows, where students begin to apply their facts and knowledge of a topic to novel situations, such as "can strawberries lessen the risk of gingivitis due to their potency in vitamin C?" Students must then begin to use higher order thinking skills to "analyze" information by searching for evidence and organizing thoughts, An example question for this level can be, "Find three ways in which including berries in your diet can improve health and identify which ones had the greatest health benefits." Afterwards, students must "evaluate" information they are presented with, or develop personal opinions about the information being presented and justify it using support. In this case, a good question to ask is," "Determine which berry is the most healthy out of a set of different berries. Justify your reasoning." The students must formulate an opinion based on research or data and reflect on prior knowledge as well. The last level and the tip of Bloom's Taxonomy pyramid is "create". Students continue to formulate opinions about the information and create new and original work based on what they have learned throughout the process. This model mimics the transfer of knowledge by creating a base where students can begin to observe information at a level that is cognitively undemanding then increase the intensity of the learning. As students begin to acquire knowledge on the topic, they will eventually use higher order thinking skills to answer more complex questions and complete more challenging tasks. Transfer of learning can be attained at the "evaluate", "apply", and "create" level, where students begin to observe facts and information and relate it to their prior knowledge and their personal experiences. At the highest level of Bloom's Taxonomy, they can create new ideas and opinions based on what they have learned from previous levels. Teachers can use this model across all subject areas as a way to shift from lower to higher level thinking and to ensure that knowledge is stored for future or long-term use.

According to Fuchs, Fuchs, Compton, et al. (2015), specialized and explicit instruction in regards to any subject area can be taught by using multiple steps in order to increase on-task behavior, participation, and incentive to complete tasks, particularly when looking at cases involving students with mild to severe disabilities. As a result, transfer of learning is more likely to occur. Before the instruction begins, the teacher will review complete examples of skills and will explain the expectations of the work in a step by step manner so that the students are aware of what the learning goal of the assignment is. The teacher must explain the content in a very objective and explicit manner and have students repeat the information in their own words. This is where they are expected to remember and try to understand the content. During the problem-solving process, students must apply the strategies they have learned and find reasoning as to why the strategies are correct or incorrect or whether they make sense. This helps students apply what they have learned to new situations, meaning the complexity levels of their thinking is increasing. The students need to be provided with many opportunities to practice these skills to generate more correct responses and to help them retain the information in their long-term memory. Students must also be cumulatively reviewed on these skills to check for understanding. It is the teacher's job to challenge students to remain motivated and on-task, possibly through the use of responsive feedback. The teacher must also teach for transfer of knowledge, in which the students can analyze novel or unfamiliar tasks and relate them to the skills they have acquired throughout the lesson. This is considered higher order thinking, in which students can begin to apply abstract information and make connections among other ideas, form their own opinions, and possibly create new ideas from the skills they've learned. According to the research, this practice is also effective for at-risk students and decreased achievement gaps.

Fuchs and Fuchs also described Data-Based Instruction (DBI) as effective when looking at how to improve learning gains and foster transfer of learning (2016). They focused primarily on Tier 3, because these students are chronically non-responsive to interventions and lack transfer knowledge when learning new skills. Between 70%-90% of SWD were performing below grade level proficiency and it was found that teachers seldom employ specialized adaptations and interventions for Tier 3 students. They also state that students have different things that they need from their teacher to succeed, just as athletes need their coach to address different needs to succeed as well. Their solution to lowering these very high percentages for students particularly in Tier 3 was DBI, which is an evidence-based and systematic approach to improve student learning throughout the course of the school year. In the beginning, the teacher needs to administer a diagnostic test to measure the skills and weaknesses of each student. Afterwards, they can start by using Tier 2 interventions applicable to each student and that are proven to be successful and have a moderate to high effect size. Teachers must then monitor the response to these interventions using a valid progress monitoring tool. With this same progress monitoring tool to measure the effectiveness of the intervention, the teacher must spend three days collecting data to establish a baseline for the student, meaning the student's initial levels before DBI begins. They must then have a goal for the end of the year or the end of the

progress monitoring period. The teacher will draw a straight line from the baseline to the end of the year goal and every week the teacher will plot points to measure whether the student is meeting the goal by the specified time. The interventions must be modified as needed and at least eight data points need to be plotted to measure growth or regress. The teacher can also use the data to create new strategies and interventions based on how the student is performing. How this applies to transfer of learning is that these interventions are put in place to address the learning deficits SWD have, especially those weaknesses in transfer of knowledge. How can improvement be possible if Tier 3 is often ineffective in reaching these students? What Fuchs and Fuchs implied throughout this study is that Tier 2 is among the most successful tier due to the level of research done to provide effective interventions (2016). For this study, Tier 3 used Tier 2 interventions and modified them for the students and it was evident that learning gains can be made using this model due to the extensive research done on effective Tier 2 interventions and strategies. Although data-collection and progress monitoring are mandatory among all tiers, this strategy has the rigor of Tier 2 interventions with the modifications needed to address the needs of students in Tier 3. Teachers can use this to monitor whether transfer of learning is taking place when addressing different skills and then modify the interventions and strategies as needed based on the data collection. In turn, the knowledge gap will also decrease, because the needs of the students are being met.

Not only can transfer of learning occur on an academic level, but on a social level as well. In a case study conducted by Coy and Kostewicz (2018), Mrs. Day is observing a student named Adam, who exhibits pervasive behavioral problems during instructional time in all classes. His problem behavior is identified as calling out without permission. Mrs. Day uses a system called Noncontingent Reinforcement or NCR to address and ultimately decrease the target behavior. This intervention aims to find the reason(s) the behavior occurs and provide a reinforcer to the student at specific intervals of the day, despite exhibiting target behavior. The teacher also must intentionally withhold the reinforcer when the problem behaviors are occurring, then provide it 10 seconds after it ends. This practice is centered around the concept of applied behavior analysis (ABA), an established method in which to teach, manage, or reduce behaviors. NCR is considered a practice in which the teacher reduces behaviors using proactive approaches rather than reactive approaches. A reactive approach to managing behaviors would be to attempt to stop target behaviors at almost every occurrence. This does not teach students how to engage in positive and appropriate classroom behaviors, which in turn can reduce on-task behavior and achievement, increase the probability of behavioral problems in the future, and cause the teacher to burnout. The goal of NCR is to shift away from reactive classroom management practices and focus on how the environment and the teacher's behavior can be changed in order to reduce problem behavior. This practice can effectively reduce target behaviors within the classroom and increase the likelihood of replacement behaviors being applied in the future or in other settings. NCR has five critical steps. The first step is establishing context: Why is the behavior occurring?

Mrs. Day used an A-B-C chart to identify the antecedent (what happened prior to the behavior occurring), the behavior (when Adam speaks without permission), and the consequence (how Mrs. Day responded to the behavior). She did this throughout the course of one day within a ten minute span. She also collected frequency data, which measured how often the behavior was occuring in her class, On average, Adam spoke out of turn in the class six times per interval. She then used a NCR planning worksheet to speak to other teachers and verify if the behavior is persistent in other settings. The next step was to identify potential reinforcers. For Adam, positive reinforcers were being read to, taking notes to the office, and variety of leisurely activities during play time. The teacher focused on "teacher attention" as the main reinforcer. In the third step, Mrs. Days determines how often she must provide the positive reinforcer. Based on the observation time (50 minutes) and how often the behavior occurred (30 times), Mrs. Days decided she will provide the reinforcer, a pat on the back and a warm smile, once every 1.6 minutes or every 90 seconds. She pulled the plan together by filling this information out on the NCR planning sheet. Afterwards, Mrs. Days began implementing and assessing the reinforcer. She implemented the plan as written with fidelity using a device that vibrates every 90 seconds to remind her to provide the reinforcer. Adam eventually met the fading criteria, three or less call outs within a 15 minute interval given three independent work times, and there was a 20 second increase applied to the reinforcement provision. Initially, the problem behavior worsened, but as Mrs. Day continued to implement the plan with fidelity the target behavior once again reduced. The end goal is to eventually terminate the target behavior, but to consistently monitor Adam nevertheless. This behavioral classroom management practice is critical to transfer of learning skills, because Adam can apply the replacement behaviors he's learned to other settings. He can produce near transfer, transfer of learning skills to similar settings, in his other classes or far transfer, transfer of learning applied to different contexts, in communal or social settings.

Conclusion

Transfer of learning is the application of prior knowledge and skills into a new area or context. The research has shown that to be able to transfer learning, students must be provided with explicit instruction for completing a skill or task, opportunities to complete the skill or task in different environments and with different levels of support, and then supports should be withdrawn. Through the use of DBI and progress monitoring, students will show evidence of transfer of learning and sustainability of intervention outcomes.

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A Push for Inclusion: Meeting Students with Disabilities' Needs

By Yariana Bushman

Abstract

Due to the Individuals with Disabilities Education Act (IDEA), we are seeing an increase of students with disabilities (SWD) in an inclusive and collaborative general education setting, changing the role of the general education teacher. This push for the Least Restrictive Environment (LRE) has been a victory in the view of families of students with disabilities. However, this push has not been as ideal as some parents would have hoped. Many questioning whether or not teachers have sufficient knowledge of their child's disability or how to meet their academic and behavioral needs best. These are meaningful discussions to be had to make the least restrictive environment a more responsive one for learners with disabilities.

The Push for Inclusion

Historically, students with disabilities (SWD) were excluded from the public school system and rarely ever received appropriate educational services. SWD's were discounted from being educated with their peers. It wasn't until the mid-1970s, where the Education for All Handicapped Children Act of 1975 (Public Law 94–142) gave students with disabilities the right to a free appropriate public education. In 2004 the U.S. Department of Education (DOE) made revisions implementing what we now know as the Individuals with Disabilities Education Act (IDEA). Among these updates, the law states that students with disabilities are ensured access to the general education classroom to the maximum extent possible, or more popularly known as the least restrictive environment (LRE). Additionally, IDEA declares that at least one general education teacher required in the creation and implementation of the Individualized Education Plan of SWD (IDEA, 2004). Resulting in a rise of SWD in the general education classroom and an increase in the importance of the general education teachers role for SWD; Leaving many to wonder if teachers have sufficient training on the natures of disabilities, meeting the needs of SWD, their families, and the best practices in doing so. These are essential topics to discuss if we are to create a thriving, inclusive environment for all involved.

The Inclusion Classroom and the General Educators Role

Since the introduction of IDEA in 2004, the DOE has continued to push toward inclusive practices in our schools. This rise in schools trying to meet the guidelines set forth by IDEA generated more prevalence of these diverse types of classrooms. The DOE recognizes that "more than 62% of children with disabilities are in general education classrooms for 80% or more of their school day..." (About IDEA). Special Education Teachers are no longer solely responsible for SWD. This move from

pull-out to inclusive programming significantly changes the roles of the general and special education teachers and creates the need for greater collaboration between them (Arthaud et al. 2007). General education teachers are now sharing the responsibility and integrating these students into their classrooms. They must be aware of how to best work with SWD and expected to understand their IEPs, accommodations, behavior interventions, modified curriculum, among being the content expert. However, many general education teachers are not sufficiently prepared to meet the needs of SWD.

Meeting Needs: Teacher Preparation, Knowledge, & Best Practices

Including SWD in the general education classroom in an inclusive or collaborative setting, has proven to be beneficial for student success when done correctly. If, while in the general education setting, students with disabilities have access to their services, accommodations, and given individualized instruction to continue to meet their needs with the cooperation of both the special and general education teacher, the inclusive setting would be beneficial for the student's success. However, including the student in this placement is not enough, as some may think, proving the gaps of some teachers' understanding of special education. Rock et al. (2008) explain: "To fully engage in and progress through the general classroom, students with disabilities need more than to be physically present in the classroom. They need group individualized instruction, supplementary aids and services, accommodations, and modifications to which they are entitled. It is unfortunate that many teachers lack training in ways that ensure students with disabilities cognitive access-an opportunity to participate actively and to profit from instruction linked to the general curriculum."

Special education preparation programs for preservice teachers demonstrate the skills necessary to educate students with a wide variety of academic and behavioral needs across different settings (Nagro et al., 2017). Teacher preparation field experience in special education programs are often seen as "the cornerstone of special education teacher preparation" (Nagro et al., 2017). Still, these special education field experiences are not the field experiences preservice general education teachers are trained on. Most general educators are unaware of the importance of their role and their part in the education of SWD. Teacher preparation programs, as well as district programs, need to examine and expand their methods of training to teachers in acquiring the working contributions of all stakeholders in SWDs' educational needs, including their IEPs (Arthaud et al., 2007).

Most general education teachers lack the exposure to different exceptionalities and evidence-based practices that their special education colleagues have, often resulting in negative perceptions of SWD and their families. In the study conducted by Starr and Foy (2012), results showed that "the ability of school personnel to manage children's behavior effectively, teacher education and understanding of the disability, and effective communication and collaboration between parents and school personnel were themes that continually emerged and overlapped across all questions." This same

study asked parents to rate overall satisfaction of their child's education, those who were not satisfied mention lack of teacher knowledge about the nature of Autism Spectrum Disorder (ASD) and effective interventions (Starr & Foy, 2012). Parents are often put in the position of having to educate teachers on how to best work with their child or teaching them of the disability itself due to this lack of preparation. One researcher found that merely 30% of parents of students with ASD in inclusive classrooms were satisfied with the level of teacher understanding about the disability (Starr & Foy, 2012). These low approvals from parents of students with ASD in an inclusive setting raise concerns on whether we are preparing teachers enough to meet these student's needs in the least restrictive environment (LRE). If teachers are to provide beneficial instruction to all students in an inclusive setting, all teachers must receive the proper training and education to meet these different students' needs. Consulting with special education teachers or communicating with parents on what are the techniques that work best for them are useful techniques to collaborate with all stakeholders involved to ensure student success. However, teachers should have basic knowledge of the students' disability in order to be a productive member of that team.

Furthermore, some general educators might have negative perceptions of special education because of their lack of understanding of how to reach them best, leaving them worried about the success of the typical student. Teachers are fearful that inclusion will decrease the typical students' academic achievement, reduce the time teachers dedicate to the general education students as a whole, and the likelihood that these students were to imitate inappropriate behaviors of students with disabilities (Garriott et al., 2003). However, the research consistently demonstrates the opposite of these claims. Contradictory to these statements, students with disabilities are more likely to model the appropriate behaviors of typical students (Garriott et al., 2003). Professional developments and research, on limitations and the best practices, when teaching SWD would be instrumental in helping teachers feel knowledgeable on how to implement effective instruction in an inclusive setting. Starr and Foy (2012) note that those parents who reported that they were satisfied in the quality of their students' education, overwhelmingly mention collaboration and effective communication as contributing aspects. Driving the point that educators require training on special education practices including, communication and collaboration with their colleagues and, most importantly, the families of SWD to implement the inclusion model effectively. The importance of teacher preparation for the everchanging general education setting population has never been more critical as the push for inclusion rises.

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Meeting the Educational Needs of Students with Disabilities

By Olivia Perez

Abstract

Under the Individuals with Disabilities Act (IDEA), the federal government is required to provide public schools with funding so all students with disabilities (SWD) have access to a free and appropriate education (FAPE). Also, the education should be tailored to their individual needs and with necessary related services. Despite the law being signed over 40 years ago, schools receive about half of the support that was originally assured. As a result, students with disabilities do not receive appropriate services. Therefore, their needs will not be met in or out of the classroom. Also, of importance are IDEA Procedural Safeguards designed to protect the rights of parents. Parents of many SWD come from different cultures and backgrounds. They may not understand the language used in legal documents such as IEPs. Accordingly, parents cannot take a meaningful part in the educational decisions about their child. Both issues are of concern to many researchers and educators alike.

Meeting the Educational Needs of Students with Disabilities

The beginning of any school year is new and exciting for all parents and students alike. This is a time where parents are informed on new educational curriculums, grading policies, and information they have not been familiar with until their child starts school. Parents of students with disabilities face these and many other challenges during this time. They must now undertake additional tasks such as annual IEP meetings, related services, and unfamiliar terminology used by school personnel during their day to day communication. Unfortunately, many parents are not prepared or equipped with the tools, have adequate appropriate information, nor are familiar with resources available within the community. Due to language barriers and culture differences, often communication between home and school is confusing and unfamiliar terminology makes it impossible to understand how to best meet their child's educational needs. Eventually, they will also learn that despite the least restrictive environment (LRE) and related services they were promised, per the law, their child may not receive these services due to lack of funding. It is important to discuss these topics of funding and how to boost forms of engagement with schools and teachers to facilitate with efficacy the success of all students with disabilities.

Funding

Before the Individuals with Disabilities Education Act (IDEA) was enacted, schools only educated one in five children with disabilities. Students with special needs did not receive equal and appropriate education and were placed in separate classrooms from the rest of the school population. The IDEA signed in 1975, required, among other things, that all states which received federal funding shall provide a free and appropriate public education and equal access to education to all children with disabilities. Later, in 1976, an amendment required that states provide services to families of children born with disabilities from the time they are born (National Council on Disability: Broken promises: The underfunding of IDEA. IDEA series. (2018) According to neaToday, the government has failed to meet these needs in 6.9 million students with disabilities and funded only half of what they committed to contribute to the education of SWD (2015, April 1). Students with special needs will receive services that their school district can afford. Initially, funding started at 5% in 1978 and should have gradually increased to 40% in 1982. The monies distributed through this formula was to provide an incentive to states and ensure that students with disabilities received the necessary services. This authorized 40% of funding is known today as "IDEA full funding". A change to this formula came in 1997 when Congress became concerned that the number of students admitted into special education programs had increased from 4,475,011 in 1987 to 5,775,519 in 1996. An increase of 33% in 10 years. Were schools identifying more students to receive more funding? To correct this, a new formula was created that funded on the number of students living in poverty in each state instead of on the number of children receiving services in each state. The funds were broken down by 85% based on the total population of children ages three 3 to 21; 15% based on the state's share of children living in poverty. Herein, Congress made a connection between poverty and disability. (National Council on Disability 2018)

According to the Federal Appropriations for IDEA Part B, the most funds made distributed were during the fiscal years of 2004-2006 with 18% of required funds made available. In 2018 and 2019 this percentage dropped to 14% (US Department of Education, 2019, p. 26). The lack of funding for programs of students with special needs has an immediate and lasting effect on students.

Communication

Valle (2011) states that in 1978, shortly after the IDEA was adopted, parents of his special education students were not able to fully access their child's right to their education until they understood the new law. Similarly, parents today continue to struggle with familiarizing themselves with this same doctrine. Valle (2011) also explains that mothers of students with disabilities described their new experience as the parent of a SWD as "embarking on a journey, not of her choosing". He further stated, "... a process of disorientation as she gradually gains her bearings in an unfamiliar place, followed by a turning point along the journey in which she regains clarity and autonomy" (p. 185) representing the confusion parents oftentimes experience. A qualitative study conducted by interviewing 18 teachers and 39 parents of children with ASD revealed that both teachers and

parents have concerns with communication (Azad et al., 2018). Parents were concerned about not receiving important information about events such as back to school nights or school activities. According to the study, parents also felt they lacked information about the student's progress or challenges, and this made it difficult for parents to help the students at home. A study assessed the qualitative aspects of documents presented at IEP meetings and found that the reading difficulty of said documents is Grade 12. However, the grade level of the average parent was Grade 9 (Mandic et al., 2012). Parents are clearly at a disadvantage when they attend meetings in which the academic needs of their child are discussed by members of a team that are fluent in the terminology and features of a legal document such as an IEP. A useful strategy used by school personnel and other community members is to provide the family with terminology and acronyms to help them understand the educational processes (Lechtenberger & Mullins 2004). This is important during Individual Educational Plans (IEP) meetings where the student's weaknesses, strengths, and goals are prepared by the IEP team. This will enable the family to actively participate in meetings and make informed decisions about their child. Psychological testing is often unclear during meetings and parents are not able to ask questions and IEPs are pre-prepared for parents to just sign (Valle 2011). It is common practice for IEP teams to have a completed IEP at meetings. Lechtenberger & Mullins (2004) suggest that parents become aware of resources that are available in their community and that school personnel is not aware of. "Schools developing a vision with families for their children is imperative to building the trust that leads to more collaborative partnerships that, in turn, facilitate better social, emotional, and academic success for children" (p. 19). If we want to meet the needs of the "whole" child, we must also include the family in the process. Parents are a collective source of information for all principle areas of a student's life. As an IEP team, we assist with the success of these areas and finally, facilitate the educational needs.

A study was conducted in Canada to determine the overall satisfaction of parents with their child's education. Students were at the time enrolled in a publicly funded school and had a diagnosis of an ASD such as autism, Asperger Syndrome, atypical autism, a pervasive developmental disorder. Surveys were sent to 168 parents with a return rate of 91%. The study surveyed these parents of students with ASD and presented them with 106 questions, both open-ended questions, and Likert-type scale. The open-ended questions ranged from details about any suspensions, feelings of resentment or prejudice from teachers, needs for meeting the educational needs of the child, reasons for being satisfied or unsatisfied with the present education of the child, and a description of the ultimate goals for the child. Upon return of the questionnaires, the comments were categorized by emerging themes (Starr 2012).

The findings were very similar to research conducted in different countries and at different periods. Parents whose children had been suspended felt it was due to the lack of the school's ability to deal with the child's behavior. Furthermore, resentment or prejudice was often mentioned as a negative experience by parents. Of note, is that a major source of parent's dissatisfaction was the feeling that the school system was not meeting the needs of their child. Almost half of the parents felt that

teachers needed more education and knowledge in the field. Finally, like parents of all children, the main goal they had for their child was for them to be as independent as possible and for them to be happy (Starr 2012).

Without the necessary funding for programs and more education for teachers, students with disabilities will not have access to a complete and adequate education. It is evident from the research, that parents of students with disabilities are not satisfied with the quality of education their children are receiving. This overall dissatisfaction crosses both different eras of our time and crosses borders into other countries. It is not enough to say that research has proven all the doubts we have about the education of students with disabilities. Congress must step up and meet their part of the bargain that was signed into law over 40 years ago. Parents of students with disabilities deserve transparent communication with comprehensible language that pertains to their child. They should not just be a signature on a page, but instead, they are part of the solution. Difficult conversations need to take place if we are to provide all students with disabilities an opportunity at independence and happiness through their education.

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Self-Regulation Interventions for Students with Disabilities

By Caroline E Ibanez

Abstract

This literature review seeks to examines different aspects of self-regulation interventions for students with disabilities and identify strategies to increase self-regulation which will improvement behavior and academics. Self-regulation is a crucial skill that children develop from infancy through adolescence that helps monitor thoughts, behavior, and emotions. Students with disabilities have difficulties recognizing when circumstances around them are causing them to become less regulated. When they are less regulated, it can cause challenging behaviors or withdrawing from an academic task. This is a concern within an educational setting due to the negative effects of having limited self-regulation skills can have on academic progress and behavioral expectations.

Keywords: self-regulation, disabilities, challenging behaviors, academic progress, behavioral expectations

Self-Regulation Interventions for Students with Disabilities

Previous studies have defined self-regulation as the process of one using one's own thoughts, feelings, and actions to manage one's behavior which is essential to the learning process. (Damsuwan, Suwanmonkha, Thummaphan, & Yoelao, 2013; Reid, Schartz, & Trout, 2005). Self-regulation is also known as self-management, anger management, impulse control, and self-control. The purpose of learning self-regulation skills for students with disabilities is for them to independently control their impulsive behavior, emotions, sensory issues and deal with different struggles they may face.

There are several psychological and neurological theories of when self-regulation develops. According to Thomas & Waters (2014, P. 174) children by age five can recognize emotional expression and understand the causes as well as how that emotion can be reactivated by external reminders. Then, by age seven, child can make a connection between emotions and beliefs and understand that emotions don't always have to be expressed. Finally, around the age of nine children are aware of how to make meaning and or regulate emotions. When working students with disabilities it is important to keep in mind the ages of understanding and regulating emotions may vary based on the child's individual developmental milestones.

Self-Regulation for Attention Deficit Hyperactive Disorder

Reid, R., Trout, A. L., & Schartz, M. (2005) conducted a study on self-regulation intervention within in the context of the classroom. The study focused on intervention strategies such as self-monitoring (SM), self-monitoring plus reinforcement (SM+R), self-reinforcement (SRF), and self-management (SMGT) for students with Attention Deficit Hyperactive Disorder (ADHD). There was a total of fiftyone participants with ADHD having difficulties in a school environment whether it's disciplinary problems or academic problems. The study divided the students to collected data on one aspect of the self-regulation interventions. The SM intervention consist of monitoring attention and performance. Students monitoring their attention is used as support for them to acknowledge his or her attention to a required task. SM performance is to help the students determine the amount of completion or accuracy to the task. SM intervention participants received no prompting during the task, the activities to no longer than ten to fifteen-minute. Teachers gave verbal and non-verbal cues to self-assess and self-record after the SM activities with systematically withdrawing cues over time. SM+R supports the same steps in SM, however, the student is awarded reinforcement from an outside source for changes in the target behavior. The purpose of combing SM+R is to increase the students feeling of being noticed for his or her efforts in self-assessing and self-recording. The SM+R intervention participants received tangible reinforcements for on task behaviors and accuracy of selfmonitoring. The tangible items consist of stickers, token, edibles, choice of preferred activity, and/or good behavior marks sent home. SRF is like SM+R however, if differs because the student is awarding themselves if they determine they reached the predetermined target behavior or criteria. SRF intervention participants had similar self-cuing methods to self-assess, self-record, and now self-reinforce their performance immediately after completion of task. SMGT is also known as selfevaluation which like SM because it requires students to self-assess and self-record a behavior at given times. However, SMGT has an additional step of evaluating accuracy. The SMGT intervention participants were asked to rate their behaviors from zero to five which is a likert scale rating. Then, the student's self-evaluation is overlooked by a teacher or paraprofessional to determine the students rating matches the adults rating. The student should be awarded reinforcement if their selfevaluation is close to the desired outcome. The results show that self-regulation interventions created students with ADHD to display on task behavior, academic productivity and accuracy, and reduction of inappropriate or disruptive behaviors (Reid, R., Trout, A. L., & Schartz, M. 2005). Although the study demonstrated gains in academic and behavioral areas SMGT intervention was proven to be effective with on task behaviors and inappropriate behaviors but there was no data to support the effect on academic outcomes. Further studies need to be conducted to compare these self-regulation intervention methods on students with other disabilities.

Self-Regulation for Autism Spectrum Disorder

Thompson and Johnston (2013) conducted a research study with three pre-schools students who have Autism Spectrum Disorder (ASD). They investigated the use of Social Stories incorporated with sensory integrative-based strategies to improve self-regulation during a specific activity that they have difficulty with such as staying seated for circle time. Based on prior research children with ASD have sensory issues with the orientation to sensory input entering the nervous system and stimuli within the neurological system. As well as issues with understanding and reading social situations to formulate a socially acceptable response. The three preschool ASD participants demonstrated having difficulties with sensory input, engaged in behaviors that interfered with daily educational activities and having an interest in books which was determined by a likert scale rating. The Social Stories were developed to address the student's individual behavioral difficulties and sensory processing problems. The Social Stories were read one on one and the average time spent on each session varied from seven to fifteen minutes. In addition to the Social Stories, objects were needed to reinforce the intervention such as weighted fabric, small squeezable ball, and a small toothbrush. The objects were utilized to support self-regulation by soothing and reducing stimulation levels though touching. After the Social Story intervention, the students transitioned to the activity that was identified as difficult for the student to display the desired behaviors. The Social Stories were easily accessible during the activity to help promote self-regulation. However, no-verbal or non-verbal prompts were given to encourage self-regulation. The results showed that all three participants had an increase in frequency of the desired behaviors during the transition to the activity that was identified as difficult.

When comparing the intervention study for students with ADHD and the study of interventions for students with ASD, the finding shows that both groups of participants had behavioral difficulties that interfered with educational activities. Both intervention studies had similarities such as the process not exceeding fifteen minutes, as well as, giving tangible reinforcement to support self-regulation. The interventions showed that teaching self-regulation strategies increased the desired behavior and independents in all participants regardless of the disability.

Special Education and Self-Regulation

After reviewing a substantial amount of literature for self-regulation and Special Education, there doesn't seem to be any discussion about parent-teacher collaboration to enhance self-regulation skills in students with disabilities. Studies have shown early interventions and self-regulation interventions increase positive results for desired behaviors and academic outcomes. According to Mandic, Rudd, Hehir, & Acevedo-Garcia, (2012, p. 195) early intervention has continuously proven that parental involvement in education is an important predictor of cognitive and academic achievement. For students to be able to carry over the self-regulation interventions outside of an educational setting, it is vital the parents are involved in the process and given guidance of how to support their child to become self-regulated. It is hopeful that there are several strategies that have been proven effective in helping students with different disabilities gain self-regulation skills to

increase their academic progress and behavioral expectations. What is missing is the lack of parental input or support for earlier self-regulation interventions through collaboration.

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Parents' Experiences in Special Education: A Literature Review

By Larybett Pirela Moreno

Abstract

Amid the diverse experiences of parents in special education, there are commonalities that imply the existence of issues which transcend the specific situation of any child, parent, or professional. The moment parents perceive or are informed that their child has a special need, they are thrown down the rabbit hole of the special education system. Parents' experiences in this system are fraught with feelings of uncertainty, unmet expectations, and confusion. In order to better support students with disabilities, teachers and parents need to form meaningful partnerships. However, in order to effectively partner with parents, teachers must understand the experiences in the special education system from parents' perspectives. This paper provides a review of the literature of parents' experiences in the special education system with the aim to inform teachers' approaches to form partnerships with parents of SWD.

Introduction

Parents' experiences in special education are diverse (Brown, Ouellette-Kuntz, Hunter, Kelley, Cobigo, & Lam, 2010; Valle, 2011; Vaughan & Super, 2019; Wischnowski & Cianca, 2012). Nevertheless, amid these diverse experiences there are commonalities that imply the existence of issues which transcend the specific situation of any child, parent, or professional (Valle, 2011, p. 184). At one point or another during their journey in the special education system, all parents experience feelings of uncertainty, unmet expectations, and/or confusion (Brown et. al, 2010; Griner & Stewart, 2012; Irvine, 2012; Mandic, Rudd, Hehir, & Acevedo-Garcia, 2010; Starr & Foy, 2010; Valle, 2011; Vaughan & Super, 2019; Wischnowski & Cianca, 2012). Valle (2011) states that the moment parents perceive or are informed that their child has a special need, they are thrown down the "rabbit hole" of the special education system (p. 185). Parents know they need to get help for their children, but they do not know how to get it or even the type of help they should get. In order to better support students with disabilities, teachers and parents need to form meaningful partnerships. However, in order to effectively partner with parents, teachers must understand the experiences in the special education system from parents' perspectives. The purpose of this paper is to review the literature on parents' experiences within the special education system. The following questions guided this review: (a) what areas within the special education system cause the most dissatisfaction to parents? and (b) what practical steps can be taken to address these areas of dissatisfaction?

Areas of Dissatisfaction for Parents

The literature recounts various issues that cause discontent in parents of children with disabilities. However, most of these issues fall under two umbrellas: special education bureaucracy and interactions with professionals.

Special Education Bureaucracy

One of the aspects of special education that causes the most dissatisfaction for parents of students with disabilities is the extreme focus that is placed on legal documentation and compliance (Irvine, 2012). Valle (2011) describes mothers' experiences with the special education system as akin to going "down the rabbit hole" (p. 34). Parents complain about having to decipher confusing jargon regarding testing, labels, eligibility, etc. (Irvine, 2012; Valle, 2011).

Central to the special education bureaucracy—and a key source of frustration for parents—is the Individualized Education Program or IEP (Starr & Foy, 2012; Valle, 2011; Wischnowski & Cianca, 2012). Parents view the IEP as irrelevant to securing the provision of necessary services for their children with disabilities (Starr & Foy, 2012). In many instances, parents may even perceive IEP's to negatively impact their children's education. Wischowski and Cianca (2012) documented that "one parent referred to the documents [IEP's] as 'really bad resumes for kids'" (p. 36). Overall, parents feel that IEP's do not accurately reflect their children's strengths and weaknesses and play a minimal role in securing the provision of services to children with disabilities.

Nevertheless, the IEP document itself is not the only source of dissatisfaction. Much of the frustration parents experience in this regard begins at the IEP meeting. Valle (2011) describes mothers' experiences at IEP meetings as fraught with confusing explanations of testing, eligibility, and services. Even the procedural safeguards documents—which explain the rights of parents and children with disabilities—have a readability level that makes the document hard to understand for most parents of children with disability (Mandic et al., 2012). Moreover, parents feel excluded from the decision-making process since their input is not sought prior to the writing of the IEP document (Valle, 2011). The fact that parents' perspectives and needs are overlooked throughout the process of writing the IEP creates a source of frustration for parents of children with disabilities.

Interactions with Professionals

Wischnowski and Cianca (2012) highlight the tension that exists in parent-professional relationships, and lack of collaboration between them. Teachers' greatest challenge is often believed

to be that of working with parents. Misunderstanding and mistrust often characterize parent-teacher conferences and IEP meetings. In all, Wischnowski and Cianca (2012) describe most parents of children with disabilities as having feelings of "anxiety, panic, and vulnerability." (p. 35).

One key aspect that complicates parent-teacher partnerships is the cultural differences that exist between home and school. For instance, Chen and Gregory (2010) state that parent-teacher partnerships have "been difficult to achieve, often as the result of cultural differences..." (p. 455). Moreover, Griner and Stewart (2012) mention that the disconnect between home culture and school culture exacerbates the levels of underachievement in racially, culturally, ethnically, and linguistically diverse (RCELD) students with disabilities. When this happens, parents perceive that their children are not being provided the necessary services and their needs are not being met by the system. This, in turn, causes parents to perceive higher levels of unmet needs (Brown et al., 2010). Irvine (2012) states that when there is cultural misunderstanding between the home and the school, miscommunication follows which then leads to tensions between parents and professionals.

Another important issue that impedes parent-teacher interactions is the parents' perception that teachers are not appropriately trained to provide services to children with disabilities. Starr and Foy (2012), surveyed 144 parents of children with ASD. The open-ended responses to this survey revealed that parents feel teachers should be better trained in disability.

Furthermore, Irvine (2012) pointed out that teacher education programs do not offer enough training in culturally responsive instructional practices (p. 270). In all, the perception that teachers are inadequately prepared to address the needs of diverse students with disabilities is a source of dissatisfaction for parents.

Improving Parents' Experiences

Although there are many avenues to improving parents' experiences in special education, the following two areas constitute the cornerstone upon which all other actions may be taken.

Training Teachers

The first step to improving teacher training is to make sure that educator preparation programs include robust, comprehensive field experience opportunities (Nagro & deBettencourt, 2017; Wischnowski & Cianca, 2012). Nagro and deBettencourt (2017) conducted a literature review which found that field experiences play a pivotal role in preparing teachers to deal with the complexities of the classroom. They concluded that the success of field experiences is because teachers can test their knowledge in real classroom situations. Furthermore, field experience is said to encourage self-reflection in teacher candidates (p. 24).

Given the fact that field experience has proven to be a pivotal element in teacher preparation, it would make sense to require pre-service teachers to interact with parents during field experience programs. To support this concept, Wischnowski and Cianca (2012) studied the results of a pre-service teacher preparation course on parent-teacher collaboration. The course was designed following the format of a field experience for pre-service teachers. The essence of the course was to pair up teacher candidates with parents in order to work together to improve the education of children with disabilities. After the course concluded, pre-service teachers admitted that they felt better prepared to deal with parents, understood that parent-teacher collaboration is possible, and learned that parents are an invaluable resource to teachers (p. 37).

Finally, one key component which should be part of any teacher training program is the inclusion of Culturally Responsive Pedagogy (Irvine, 2012). Culturally Responsive Pedagogy (CRP) has proven to be pivotal in improving the educational experience of children with disabilities, especially those who are racially, culturally, ethnically, and linguistically diverse (RCELD) students (Griner & Stewart, 2012). Most importantly, CRP helps strengthen parent-teacher partnerships by prompting teachers to "build two-way bridges to families and respect cultural differences that might affect the forms of communication and collaboration" (Irvine, 2010, p. 272). In all, training teachers to be culturally aware is foundational to improving teacher-parent relationships.

Empowering Parents

One of the most effective strategies to improve parents' experiences in special education is to empower their voices to be heard by professionals. But empowering parents to be heard does not mean that they should be simply viewed as sources of information. Parents' input should be central to the decision-making process involving their children's education (Chen & Gregory, 2010; Valle, 2011; Wischnowski & Cianca, 2012). Teachers must be able to engage in conversations with parents; but it is important that these conversations do not become interrogations that make parents feel like they must defend themselves (Wischnowski & Cianca, 2012). Instead, teachers must have meaningful conversations with parents in order to learn whether their educational practices are working (Valle, 2011). Therefore, it is important to involve parents in the process of writing their children's IEP (Wischnowski & Cianca, 2012). And it is also important to collaborate with parents in all aspects of their children's education, especially when it comes to determining the most effective intervention strategies to be implemented at home and school (Chen & Gregory, 2011).

Empowering parents' voices does not only help improve teacher practice, but it also allows parents to effectively advocate for their children. However, parents cannot successfully advocate for their children unless they possess working knowledge of the law regulating special education, and of their

rights as parents of children with disabilities (Valle, 2011, p. 184). One way to counter this situation is to design workshops that will equip parents with the knowledge they need in order to advocate for their children's educational services (Valle, 2011). Another way is to empower parents of children with disabilities to work collectively rather than individually (Vaughan & Super, 2019). In their roles as parent-teacher-scholars, Vaughan and Super (2019) concluded that individual advocacy for their children is not as effective as working for a disability justice movement that will collectively improve special education for all children. Hence, it is fair to conclude that parents should be given the tools to advocate for the individual needs of their children, but they must also be provided with the means to work with other parents to make the educational system more inclusive for all children. According to Vaughan and Super (2019), this can be achieved by giving parents access to Disability Studies narratives. Doing so would give parents a network of support for collective action. In all, a balance must be reached between individual advocacy and group advocacy in order to improve the educational outcome of children with disabilities. Vaughan and Super (2019) summed it up best when they stated that, "...while professional-parent collaboration may be focused on securing an inclusion placement for an individual child, a Disability Studies network could advocate for creating more inclusive spaces for all children" (p. 1118).

Conclusion

Although parents of children with disabilities face unique experiences in the special education system, they all share the common desire to improve the lives of their children. However, the complex bureaucracy of the special education system and unfavorable interactions with professionals make it difficult for parents to advocate for educational opportunities that will improve their children's lives. In order to reverse the prevailing tendency of the special education system to cause dissatisfaction in parents of children with disabilities, two overarching needs must be addressed. First, the need to train teachers to effectively collaborate with parents must be dealt with. To this end, teacher candidates must be exposed to field experience opportunities that would allow them to work with parents of children with disabilities. In addition, teacher training programs must include Culturally Responsive Pedagogy in order that teachers may be well-equipped to communicate and collaborate with parents of RCELD students. Second, the need to empower parents' voices must be met. Parents must be equipped with knowledge and opportunities to advocate individually as well as collectively for their children with disabilities. All in all, it is possible to improve parents' experiences in special education; but doing so will require purposeful action on the part of the larger professional education community.

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Book Review: Leverage Leadership 2.0

By Daniella Parra

Bambrick-Santoyo, Paul. *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. San Francisco: Jossey-Bass, 2018. 403pp. \$36.95 - 16.59.

"Much of the current research has studied effective school leadership and identified the characteristics of effective schools. Yet these are often the outputs of effective schools, not the actions leaders took to get there." Paul Bambrick-Santoyo strives to provide readers a practical roadmap to achieving exceptional student results that exceed expectations and are replicable. As the chief schools officer for Uncommon Schools and the founder and dean of the Leverage Leadership Institute, he has had over fifteen years of experience working with school leaders across the country, and has used his observations and experiences as a foundation for this guide. As Bambrick-Santoyo states, "this book's goal is to show that the success these leaders enjoy does not stem from some magical quality but from a practical set of decisions that any leader, at any school, can apply" (p5).

At over 400 pages long, this book was surprisingly very easy to read, due in large part to the format of the book. Bambrick-Santoyo provides an introduction in which he explains the core of his thesis, a set of seven principles that he calls "The Seven Levers" and allow for consistent, transformational, and replicable growth. He also explains the creation and description of the three essential steps in implementing those principles to education: See it, Name it, and Do it. The remainder of the book is divided into three sections. Part one focuses on instruction and includes information on levers 1-4: data-driven instruction, planning, observation and feedback, as well as professional development. The second part focuses on school culture as it pertains to levers 5-7: student culture, staff culture, and managing school leadership teams. The third and last part of the book focuses on finding the time to implement the seven levers discussed in parts one and two. Throughout the book are special boxes highlighting the "core idea" of the section being read, as well as video and testimonial clips of top-tier leaders in action that correlate with the reading and can be found in the accompanying DVD.

Main Themes

Bambrick-Santoyo's thesis can be summed up into two main themes: providing information and ideas for exceptional educational success that are (1) practical, and (2) replicable. The author successfully accomplishes both goals with his book through his use of personal stories and anecdotes,

functional forms and templates already created and ready to be used, and choice of varied leadership examples artfully infused into every lever and offered via DVD.

Practical

Practical is defined by the Oxford Dictionary as "concerned with the actual doing or use of something rather than with theory and ideas". While using research studies, journal articles, and other literary resources as background knowledge to guide his writing, Bambrick-Santoyo does not bog down the reading with overly technical terms or an overt emphasis on percentages and numbers as most authors of books on leadership may be tempted to do to show their grasp on the current knowledge and studies in the field. He also does not waste time discussing lofty ideas of what a perfect leader would do, and then focusing on just one or two leaders that have successfully implemented those theories. He has a Notes section at the back of the book with every literary resource used and the important notes from each that he used in case readers want to read those on their own (p367-375). Instead, he chooses to focus on providing the core idea in ways that the reader can internalize and connect with the material. He uses personal stories about watching his father-in-law cook to explain the effectiveness of the three essential steps "see it, name it, do it" (p9). He uses sports analogies about basketball, baseball, and even weightlifting to bring the ideas into perspective. "Weightlifters need sleep – physical rest – for the body to actually build stronger muscles. If weightlifters don't get enough sleep, it doesn't matter how much they train – they will not make progress. For learners, that translates to time to think" (p202). His approach to the material feels personal, and the additional video clips provided in the DVD bring home the point that this is achievable.

In alignment with the definition of practical, Bambrick-Santoyo successfully provides the readers not just with the theory and ideas to reach the goal of educational success, but delivers the actual tools that the reader can print out and use right away; like calendar pages, rubrics, and templates for weekly meetings. As the reader goes through the book, they are not just shown examples of what forms that effective leaders use should look like or the information that they suggest be included in forms. Instead, readers are provided the rationale for its effectiveness, given a section within the book for the teacher to write their own personal reflections, and offered their very own copy of said forms on the DVD as well as video clips of leaders or coaches using those exact forms in a way that makes them most effective. "What tools from this book will you use to improve observation and feedback at your school? Check all that you will use (you can find all on the DVD) (p179).

Replicable

The ideas and protocols suggested by Bambrick-Santoyo are specific and intentional but work broadly across all types of schools. This begins with his choice of group leaders selected as examples

in the book and for the video clips. "These leaders come from every type of school and every type of location: small and large, city and rural, district ad charter, and everything in between. They hail from Dallas to DC to Denver to Memphis to New York City. They represent school leaders in the broadest sense of the word: they are in roles from principal to coach of principals" (p4). The reader is encouraged to believe that by following the ideas, strategies, and using the tools provided, they too can achieve exceptional educational success in their schools.

While the provided tools on the DVD are one of the keys to making Bambrick-Santoyo's work practical, it also strengthens the likelihood of its replicability. Readers don't have to find the time to create the forms suggested within the book or try to master excel spreadsheets on their own to make it fit the data they want. The forms are created and ready to be used. The forms have also been explained and modeled for effectiveness. The book can be read and reread, and the clips can be watched and re-watched, should a reader need guidance or tips on the specific forms being used. There is little room for error as it is so well-explained and demonstrated, making the use of these forms, and the ideas they represent, painless to replicate.

Comparing and Contrasting to Fullan's Leading in a Culture of Change

At its core, Bambrick-Santoyo's Leverage Leadership 2.0 (2018) shares many of the same components of Fullan's Leading in a Culture of Change (2001). While Fullan concentrates on a framework for leadership that focuses on five key components: (1)moral purpose, (2) understanding change, (3) relationship building, (4) knowledge creation and sharing, and (5) coherence making, as "independent but mutual reinforcing forces for positive change" (Fullan, p3), Bambrick-Santoyo incorporates his own framework of "see it, name it, do it" as steps to implement his seven levers of leadership: (1) data-driven instruction, (2) instructional planning, (3) observation and feedback, (4) professional development, (5) student culture, (6) staff culture, (7) managing school leadership teams.

It is interesting to note that Fullan's five key components can all be found within Bambrick-Santoyo's seven levers as demonstrated in the table below:

Fullan's Key Components	Bambrick-Santoyo's Levers
Moral Purpose	Lever 5. Student Culture
	Lever 7. Managing School Leadership Teams
Understanding Change	*touched upon lightly within all Levers
Relationship Building	Lever 6. Staff Culture
	*Lever 5, 7
Knowledge Creation & Sharing	Lever 3. Observation and Feedback
	Lever 4. Professional Development

	*Lever 6
	Lever 1. Data-driven Instruction
Coherence Making	Lever 2. Instructional Planning
	*Lever 3, 4

Similar to Fullan, Bambrick-Santoyo puts a premium on school culture and data-driven instruction. "If in doubt, data and culture must take priority" (p19). Bambrick-Santoyo also reveals data-driven instruction to be crucial, much like Fullan describes on page 117 of his book, "Focusing on outcomes clarifies for teachers and principals what they are trying to accomplish and drives backward through the process toward moral purpose. It helps schools produce more coherent action plans" (2001). This is exemplified within the first part of the Bambrick-Santoyo's book from pages 23 to 218, in which he analyzes data-driven instruction, planning, and even professional development that follows the data. "The power of data-driven planning is that it doesn't just give one teacher the tools to be successful. It builds a community that walks the most efficient possible path to success together" (p120).

While there are many similarities in the concepts and levers of both authors, the difference between both books is primarily on the style of the authors. It begins with the difference in purpose and leads to the differences in examples and practicality. Fullan's purpose is to help leaders in all industries to become more effective as leaders. Fullan states on page 2 of his book, "I have never been fond of distinguishing between leadership and management" (2001). This is obvious in his choice to focus on not just educational leadership successes, but also success by managing CEOs in big businesses. Many of the examples used by Fullan may sometimes be difficult for an educational leader to implement themselves, making them more idealistic than practical. Bambrick-Santoyo however, concentrates on effective leadership in education, and chooses to emphasize strategies and applications to successfully make it practical and replicable, by providing examples of school leaders from all levels: principals, coaches, instructional leaders, etc. as well as the tools necessary to replicate (templates, rubrics, data charts, video clips on how to use the tools).

At a total of 166 pages, Fullan's book seems more inviting and readable, but his style which is research heavy and includes many examples of businesses instead of schools, make it a harder read in the long run. Bambrick-Santoyo offers the same components as Fullan, but in a much simpler and practical way, that is more reader-friendly (despite the size of the book!).

Conclusion

Leverage Leadership 2.0 is a second edition of Bambrick-Santoyo's original book "Leverage Leadership" published in 2012. Perhaps this is why the book feels so well-done and is such an engaging book to read, because it wasn't written to just get a point out. It was written, used and

thought about for years, then using additional experience and feedback, it was improved upon, so that the seven levers make sense and feel easy to replicate. In effect, this book utilized many of the same principles it suggests.

There also aren't enough words to express how helpful the video clips that are provided are for making this book truly practical and coherent. Much like our students, leaders too learn better by seeing and doing, not just reading about the subject. "If I had not seen Miguel prepare the meal (see the model), I wouldn't have captured the subtleties that made his preparation magical – and far better than my own (see my gap). Then I needed to write down those steps (name it), and finally I needed to do it myself (do it)" (p9). Bambrick-Santoyo leaves readers with the ideas and the tools so they too can "do it"!

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Book Review: "The Coaching Habit: Say Less, Ask More & Change The Way You Lead Forever"

By Jane Doyle

Purpose and Thesis

Leadership entails dedication, hard work and most importantly coaching. In "The Coaching Habit: Say Less, Ask More & Change The Way You Lead Forever", Stanier refines the central message of powerful coaching through seven key questions. These questions help leaders manage relationships in the workplace, effectively engage with others, and productively guide team members or coworkers to solve problems and develop reasoning on their own.

Michael Bungay Stanier is the senior partner and founder of "Box of Crayons", which is a successful company that helps individuals and organizations do less "good work" and more "great work". They provide programs which teach leaders the tools to coach an effective team. While becoming the founder of "Box of Crayons", Stanier identified "three vicious cycles" at the workplace, which were creating overdependence, being overwhelmed, and feeling disconnected. In essence, he developed coaching habits or guidelines in which an affluent leader utilize. These habits included the self-sufficiency of a team, refocusing on what truly matters, and pushing knowledge and growth for all members of a team. Stanier claims, "Only 23% of people being coached thought that coaching and a significant impact on their performance or job satisfaction. 10% even suggested that the coaching they were getting was having a negative effect," (pg. 4). The book serves as a guideline for effective coaching through the seven essential questions, the idea that an individual can be coached in 10 minutes or less and the idea that coaching should be a daily, informal act through coaching habits.

Main Themes

The main theme of the book involves seven essential questions which address successful coaching methodology and capture the essence of coaching. These questions are The Kickstart Question, The AWE Question, The Focus Question, The Foundation Question, The Lazy Question, The Strategic Question, and The Learning Question. These questions are meant to break leaders out of the three vicious cycles of overdependence, being overwhelmed and feeling disconnected in the workplace.

"The Kickstart Question is the way to start any conversation in a way that's both focused and open,." (pg. 10). The power of The Kickstart Question gets conversation happening quickly and effectively. Stanier talks discusses how small talk might be useful for a warm up conversation but barely bridges conversation that matters. Meetings can become dreary with the same people, same place and same agenda, as Stanier calls it, "The Ossified Agenda". "The Default Diagnosis" is when both parties of the team think they know what is being talked about or solved and both parties are off to a race to pursue something that is not close to the topic. The Kickstart Question is "the question that says, *Let's talk about the thing that matters most*. It's a question that dissolved ossified agendas, sidesteps small talk, and defeats default diagnosis," (pg. 39). Instead of setting up or framing a question ask a question to your team and wait to hear answers and responses.

The AWE Question works as a self-management tool and a boost for the other questions. It is triggered by the question, "And What Else?". "With seemingly no effort, it creates more wisdom, more insights, more self-awareness, more possibilities – out of the air," (pg. 57). When asking this question, as a leader, you get more options, and better options. You also get better decisions, which can lead to greater success.

As a leader, an organizational culture is usually set in place which involves enjoyment of checking off the to-do list, or getting things done. Unfortunately this culture breeds decent solutions to problems that don't really matter or aren't the priority. This is where The Focus Question comes into play. Stanier brings up several guidelines in order to establish an appropriate focus question with your team. You must identify problems that are the wrong problems, and not solve the problem on your own. The Focus Question relies on "What's the Real Challenge Here for You?". (pg. 84). He brings up how leaders must be able to identify too vague of questions and make them clear and concise, with one goal in mind. "Implied here that there are a lot of challenges to choose from, you have to find the one that matters most," (pg. 84). Asking and identifying, "what's the real challenge?", "what's the real challenge here?", and "what's the real challenge here for you?" cuts the proliferation of challenges, abstractions and generalizations of the challenge at hand.

The Foundation Question, "What Matters Most?" signifies the illusion that both parties to a conversation know what the other party wants is persuasive, and it sets the stage for plenty of frustrating exchanges. Stanier relies on the Marshall Rosenberg model of nonviolent communication, which is a model that gives the differences between wants and needs. This is important because in order for this question to work, a leader must identify wants and needs of individuals of their team. "When you ask someone, "What do you want?" listen to see if you can guess the need that likely lies behind the persons request," (pg. 115). The Foundation Question is a powerful question which is amplified when you not only ask your team but also answering it for yourself.

The Lazy Question entails trusting your team more and giving up overdependence as a leader and team. "You want to add value and be useful. You feel like you are contributing. However, there's being helpful and then stepping in and taking over," (pg. 135). Often leaders are relied on to give all the answers or fix problems on their own. This is an issue as it can cause the leader to feel overwhelmed and frustrated. Stanier explains the "Drama Triangle" to bring attention to who on your team is often the victim, persecutor, and rescuer and who do you become as a leader when you converse with these people. "They are roles we end up playing when we have been triggered, and in that state, find a less-than-effective version of ourselves," (pg. 137). The Lazy Question asks, "How can I help?". This forces colleagues to make a clear and concise request. It also stops you thinking that you know best how to help and leaping into action to solve the problem.

The Strategic Question focuses on "good work", the work we do that is part of our everyday job, and the "great work", which is the work that has more impact and meaning. The main question relies on "If you are saying yes to this, what are you saying no too?" As a leader, or coach, you have to realize if you are saying yes to something, it means to be fully committed to it. Stanier explains that a "yes" is nothing without a "no" that gives it boundaries and form.

As a leader or administration, you want individuals to get things completed. You also want people to learn so that they become self-sufficient, competent and successful. However, helping individuals learn can be a difficult process. This is where you ask "The Learning Question: What was the most useful for you?" (pg. 187). Stanier uses Chris Argyris's term of "double-loop learning" to explain how learning is essential. "If the first loop is trying to fix a problem, the second loop is creating and learning moment about the issue at hand," (pg.188). The learning question helps create a space for a learning environment. Michael Stanier follows Josh Davis and his team of colleagues at the NeuroLeadership Institute model of "AGES". This model explains the four drivers of long-term memory, which include attention, generation, emotion and spacing of an individual. In order for individuals to learn, the must retrieve information learned. As a leader it is important to do this with your team frequently. The learning question assumes conversation was useful, and it asks people to identify the big things that were useful. It makes it personal for individuals and gives leaders feedback.

Key Quotes

"The essence of coaching lies in helping others and unlocking their potential" (pg. 7) – Stanier explains how successful coaching translates into leadership and how you can assist or help individuals in the best way possible. This quote signifies how important coaching can be for others and you.

"When you build a coaching habit, you can easily break out of three vicious circles that plague our workplaces: creating interdependence, getting overwhelmed and becoming disconnected" (pg. 7) – This quote introduces the common difficulties when working as a leader. It also begins to describe how the seven essential question address these problems in the workplace and how to handle them.

"In which we unpack the real science of how to change your behavior, rather than relying on the myths and lies that you will find on the internet" (pg. 14) - This is how coaching habits are introduced in the text. Stanier explains how to identify triggers in the workplace, identify old habits and how to change them, and defining new behaviors. Ultimately, these coaching habits can improve leadership and team success.

"In which you discover the power of an opening question that gets the conversation happening deep and fast" (pg. 36) – This quote introduces The Kickstart Question: what matters most to you? It's a question that dissolves ossified agendas, small talk, and default diagnosis. When you ask people strong opening questions and give them time to answer, it can make a tremendous impact.

"Talk less, ask more, your advice is not as good as you think it is" (pg. 58) – This quote explains The AWE question, which introduces the theory of asking more questions to your staff instead of trying to solve everything yourself. Your team becomes more independent and there is less stress on the leader.

"Focus on the real problem, not the first problem" (pg. 86) – Stanier explains, as a team and leader, you must have one clear and concise goal. With this in mind, you have a solution to a proliferation of challenges. Leaders must trust they are being useful and keep in mind that there is a place for advice.

"The illusion that both parties to the conversation know what the other party wants is pervasive, and it sets the stage for plenty of frustrating exchanges" (pg. 113) - In the Foundation portion of the text, Stanier explains the difficulties of recognizing needs and wants from others. This probes the "what do you want?" question towards teammates and staff. Following the Rosenberg model, leaders can recognize surface requests and identify the underlying tactical request.

"The goal here isn't to avoid ever providing an answer, but it is to get better at having people find their own answers." (pg. 145) — Stanier comments on how, as a leader, you shouldn't give an answer to an individual problem right away. Instead ask the individual, "what are your thoughts?" Provide an opportunity for the person to think on their own and provide solutions. Afterwards, it is a good idea to give your own advice or input.

Strengths and Weaknesses

In Michael Bungay Stanier's "The Coaching Habit", coaching becomes a regular, informal part of the day so managers and their teams can work less hard and have more of an impact. The book has a "guidelines" type of format and is very well put together. Each chapter contains a plethora of information regarding each individual coaching question. The author makes realistic comments and relatable scenarios that happen in common workplaces. The mentality of the text was "matter-offact", which makes it an easy and memorable read. Bungay Stanier reveals how to unlock your teams' potential. He unpacks seven essential coaching questions to demonstrate how--by saying less and asking more--you can develop coaching methods that produce great results. After each chapter, Stanier includes "new habits" which can easily translate into any leader or coaches business. Through experience and occupation, the author pinpoints common deficiencies that coaches often lack in communication and helping others. The books serves as a fresh innovative take on the traditional how-to manual and mixes insider information with research based neuroscience and behavioral economics. Manager and leaders can benefit from this book by building a more engaged and purposeful team. Executive or leadership can benefit from this book by giving ideas to help clients. It truly is universal by building teams and relationships in the workplace, or even personally.

While "The Coaching Habit" may be beneficial for all types of leaders and individuals working to build teams, it tended to lack relevant research and flimsy or insubstantial research. A lot of the research didn't seem plausible for the extent of the essential questions. This could have been under the publishers or editors request to include the brief analysis of each.

Comparison to Fullan

Michael Fullan, the author of "Leading a Culture of Change" and Stanier have similarities in their books by holding guidelines for leaders to succeed. Stanier accommodates coaching a team of people and how to communicate with individuals in a productive manner. He ushers this with seven essential questions. Fullan argues that good leadership is not inborn rather one must learn to lead by mastering five core competencies- moral purpose, understanding change process, relationship building, knowledge building and coherence building. Like Stanier, Fullan devotes each chapter to

each competency and illustrates each concept with a solid collection of public education and private corporation cases.

Fullan believes the business leader, the principal of the future – the Cultural Change Principal – must be tuned to the big picture, a sophisticated conceptual thinker who transforms the organization through people and teams. Stanier is also a firm believer of transforming a business or workplace through coaching people and teams. Fullan states, "if you don't treat others fairly, you will be a leader without followers" (p. 13). Both books provide an element of trusting your team and providing effective communication to others. Once of the differences of the two books is that Fullan addresses the change of time, or technology, and how to handle it as a leader. Stanier's seven essential questions only cover two of Fullan's components, which is coherence building and relationship building.

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Book Review: Be Excellent on Purpose: Intentional Strategies for Impactful Leadership

By Buruuj Tunsill

Competitive and athletic, Sanee Bell was not one to tamper with—she rivaled against boys in every sport and did not back down. While Bell enjoyed every sport, she particularly enjoyed basketball. In the inner city of Kentucky, where Bell was raised, she was not allowed to have a basketball goal in her yard, so she played curb ball with the boys where the ball had to bounce off the curb into the streets. She believes that she had to think that she was the best in order to become the best, so during street games she would speak confidently and push herself harder each time she played. At a young age, Bell believed that one must be clear and intentional in order to achieve excellence. She later translated her viewpoints on playing the game into the professional world where she believed "without a personal vision, you don't have a strategy for success" (pp 19).

As a leader, a principal, Bell's mindset remained the same; she continued to be excellent on Purpose. Be Excellent on Purpose means "following a clear-cut path: being intentional with your time, being intentional with the company you keep, and being intentional about where you focus your thinking and energy" (pp 13). Through Lead Forward strategies, Bell explains the importance of making an impact as a leader and daring to be different.

This riveting book delves into the process of being an excellent leader and/or educator. Bell explains that the essence of being a leader means impacting lives and organizations, fostering an environment where equity is present, meeting the needs of all students, identifying your 'why', facilitating productive conflicts, overcoming challenges, inspiring others, creating stories worth telling, and reflecting and refining your practices.

Main Themes

"To Be Excellent on Purpose means not making excuses but making a plan for life and working the plan, so it becomes reality" (pp. 14). Bell's primary focus is being intentional with everything you do, personally and professionally. Bell strategically touches basis on ten key points for embodying excellence.

In order for a leader to be successful, one must "own their excellence." Through analogies, personal experiences, and previously written books, Bell thoroughly conveys her thoughts on "owning" your excellence. She explains that it is imperative for leaders to know what goals they want to achieve, and they must be specific and afterwards, create action steps to successfully achieve desired goals and

refrain from formulating obstacles. She stresses just visualizing what you want to achieve and then identifying possible barriers in order to develop a plan to overcome them. Bell states that in order to be excellent, you must know who you are, where you are going and what your reasons for pursuing your goals.

Furthermore, Bell emphasizes the importance of words as words can give one a glimmer of hope or they can dim one's spark. She explains that leaders must model their words in order to promote their vision so everyone else can follow suit. The school's culture is a direct reflection of the person who is leading the school. Bell explains that a leader must communicate his or her vision to his/her organization so the people within the organization can become excited and energized to work collectively to achieve the same vision. She continues to highlight the importance of being intentional when engaging with individuals who are a part of the organization. Bell discusses the importance of identifying an area of focus within the school system and discovering what is working and what is not working, then creating a solution as a team. In essence, when a leader communicates challenges within the school system, he/she must do so in a positive way by recognizing others' strengths and encouraging members of his/her organization to contribute their thoughts.

Bell believes leaders should expand their connections via social networks such as Twitter, Facebook etc. because it is a great way to connect with other educators and/or leaders. She strongly urges educators to build a personal and professional network wirelessly, then connect with the individuals who can contribute to their personal and professional growth in person. Bell states that "cultivating authentic, purposeful relationships is the gateway to excellence" (pp. 60). She does not fail to mention the fact that leaders must be intentional when using social networks. She mentions that leaders should not use social media to gain followers who are going to continuously be in their "amen corner." Instead, leaders should seek relationships with individuals who can contribute to their growth and vice versa.

Moreover, Bell shares the significance of providing "focused" feedback. According to Bell, there are three reason to give feedback such as to validate, refine, and/or correct. Validate means reinforcing what is expected to be seen, refine means making small, specific changes, and correct means stopping a behavior or repairing a broken system. She quotes "it's not what you say; it's how you say it" (pp 77) to describe the importance of communicating in a respectful manner when you are giving feedback as a leader. Individuals receive feedback differently, so leaders must understand their members and handle their feelings with care when communicating feedback.

"Creating an environment where people matter and feel safe to share ideas is a critical component of engaging in productive conflict" (pp. 91). Bell spends some time discussing why it is critical to work as a team versus individually. At any school, there's going to be conflict; however, it is best to resolve issues by working with each other, apologizing and owning up to mistakes, showing compassion to the others, being honest, asking for help, and living in harmony (pp. 91). Bell compared the aforementioned rules to rules individuals had to follow as a kindergarten student and suggest that

educators continue to adhere to those rules. She believes that it is important to be an active listener, share ideas in a structured way, and learn about other members of the organization.

In this book of excellence, Bell highlights inequity within school systems and explains why it is imperative for educators to meet students where they are and honor who they are before educating them. Equity does not mean all student should be taught the same way, but it means that all students should be given the greatest opportunity based on what they can do. She thinks educators should teach students to be a self-advocate and the ones who cannot advocate for themselves, then educators should be their voice. Inequity is still a major issue within the United States, and it is up to educators to make sure children have a safe, supportive, and reasonable environment.

Bell uses an in-depth analogy from another author to express how schools can lead "impactful" change. According to Ronald and Marty, in an organization it is important to view everything from the balcony versus the floor (pp 123). On the floor, educators cannot see what is truly going on, but if they look from the balcony, they will be able to view everything and see all the possible challenges. In leading change, leaders/educators have to sometimes refrain from thinking about what they are used to and start on a new track. Bell recognizes that it is difficult for individuals to make sudden changes and completely relinquish what they are used to, but it is necessary to bring about change.

Additionally, Bell believes school improvement should involve students, students should have a say in their education. She specifically explains how things operated at her former school; she explains that when changes needed to be made that she received suggestions from students first. Educators should consistently have open communication with students, accept critically feedback from students, and make appointments with students. Students who are the most challenging academically and/or behaviorally are the ones that should be a part of students' meetings because they can provide feedback on what is not working for them. Lastly, educators should have students to set specific, intentional goals.

To embody excellence, mean to be self-aware. When leaders are aware of who they are inside and out, they are better equipped to lead a school towards a positive direction. Leaders who are self-aware practices gratitude and they learn from failure. A self-aware leader can lead his/her organization in a crisis because he/she would have a better understanding of emotions. Lastly, in order to influence others as a leader, one must be able to tell a great story that can inspire members of the organization.

Overall, Be Excellent on Purpose focuses on the importance of being intentional in every single thing you do and being intentional is the only pathway to excellence. Sanee Bell captures the story from her personal experiences and other books.

Key Quotes

"Knowing where you want to go and visualizing yourself there is a critical step toward pursuing excellence" (pp. 19). -This quote expresses Bell's feelings towards being intentional and having a moral purpose before attempting any goal.

"Practicing vulnerability means being comfortable with self-improvement and growth" (pp. 31). -Bell suggests that a part of being self-aware is being vulnerable and being able to ask for help when you do not understand something.

"If you are dedicated to being excellent on purpose, there is no way you will be able to ignore inefficient or incorrect behavior. It is preventing you and others from achieving excellence" (pp. 73). -This quote explains the importance of correcting members of an organization behavior because it takes all members of a team to be successful.

"As adults we tend to focus on completing tasks and projects, and we forget the fundamental principles that we learned in kindergarten: how to play nice in the sandbox with others" (pp 90). -Bell explains that individuals learned valuable lessons as children, but do not adhere to the rules now even though they should. Educators should be able to communicate conflicts without being disrespectful or dismissive.

"If it is important to us, we will find a way to ensure that all students have a safe, supportive, equitable environment to thrive academically, socially, and emotionally" (pp. 117).-Bell is saying that if all teachers cared enough to make sure ALL students reach their highest potential, then there will be more equity within the education system.

"While our wisdom rules in many areas, we still need to involve our students in the conversation" (pp. 141).-Students are very essential to the success of the school and their input is valuable because it is their education.

"By giving your mind the time to process, you clarify your life's purpose and mission" (pp. 159).-This quote stresses the importance of being intentional and striving for excellence; and when one gives his/herself some time to process things, then they are growing more self-aware.

"What are you doing to share the greatness of your school? How do you share the message with others to amplify your story?" (177). -Bell shines light on the significance of sharing your story to motivate and influence others.

"Expecting to win means nothing unless they are training like a champion" (pp. 190). -Bell's quote towards the end of her book is suggesting that expectations do not mean anything unless one is visualizing his/her desires and being intentional in his/her efforts to achieve greatness.

Strengths and Weaknesses

Sanee Bell's encouraging book provides educators with various strategies to be successful. Bell does an excellent job of bringing her personal experiences to life and using analogies to get many of her points across. Many of Bell's stories are relatable, which makes it an easy read. *Be Excellent on Purpose* is a great source for leaders to learn different ways to handle conflicts and it can teach leaders various ways to communicate with members of their organization. As an educator, it can be difficult to receive feedback from anyone, but this book teaches educators to accept feedback from leaders and students. This book is an impactful book because it covers every aspect of being an educator and provides educator with strategies to handle a variety of situations.

While this book covers many aspects of being an educator and leader, it lacks in depth concentration on certain topics such as experiencing change and properly communicating with members of an organization. A few of Bell's chapters are closely related, so some of the information Bell provided seems to be repetitive. She provides readers with an insight on different techniques that work for her, but she did not share any downfalls. Yes, this book is supposed to be treated as a tool to utilize when searching for various ways to lead an organization. However, sharing downfalls can help guide educators understand why certain methods are not useful when leading a school.

Overall, this book is inspirational and after reading the book can inspire educators to make changes in their daily approach to students and conflict.

Comparison to Fullan

Be Excellent on Purpose: Intentional Strategies for Impactful Leadership focuses on a variety of areas in education while Leading a Culture of Change has a more concentrated view on various ways to handle change. Fullan makes use of tables and different case examples to convey his points about

the strategies suggested for handling change. Bell's book provides readers with journals after each chapter, where educators can write out their goals concerning the topic.

Fullan does an exceptional job of revealing a simple and concise way to handle change. He breaks his book up into seven key points that make it easy to follow and retain information provided to help organizations thrive in chaos. His use of a figure at the beginning of the book helps beginning leaders understand what is essential to lead a business and/or school in a culture of change. Fullan's in depth analysis on different schools really helps educators understand how to focus under the pressures of change. Fullan, being an author for over two decades, actually served as a reference for Bell's book.

Bell's book provided other authors ideas, but it relied heavily on Bell's personal experiences. In Bell's chapter on "Lead an Impactful Change," she mentions Fullan's theories from his book *The Principal*, which discusses the importance of challenging the status quo. Bell makes use of other authors who discuss leadership, but did not provide case examples like Fullan. However, Bell's idea of being intentional as a leader is like Fullan's idea about having a moral purpose. Both authors begin their books with a focused "purpose."

Be Excellent on Purpose and Leading in a Culture of Change are both riveting books that are simply delivered differently.

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