



**“Requests for Impartial Due
Process Hearing: A Study of
Special Education Directors’
Experience”**

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Who's here?

- Parents?
- Directors?
- Educators?
- Attorneys?
- Advocates?
- Researchers?
- Myself & my positionality



Our time together today...

I welcome your insights as I continue my study

1. Purpose & Significance of Study
2. Brief Review of the Literature
3. Methods
4. Preliminary Findings
5. Discussion

Share your thoughts with me...

Agree or disagree, I want to hear from you!

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Purpose

- To examine the implementation of special education dispute resolution procedures
- at the local level
- from the perspective of special education directors

Significance of Study

- Examines a point in the conflict resolution process that has largely not been studied by other researchers
- Explores the perspective of the school administrator responsible for responding to the request

Relevance: Why is this important?

- To educate practitioners & policymakers about district-level implications of implementing law regarding conflict resolution in special education
- To provide insight into the possible reform of the conflict resolution process in practice and potentially in the next reauthorization of IDEA

Research questions

- 1) What factors of micropolitics do special education directors experience when responding to requests for an impartial due process hearing?
- 2) How do special education directors mitigate disputes between families and schools?

Framework: Micropolitical



Framework: Micropolitical

- Micropolitics refers to use of formal & informal power by individuals & groups to achieve goals
- Examines interactions in an organization
- Useful way to analyze the impact of political decisions (Blasé, 1993)
- Facilitates understanding of the impact of federal legislation when implemented at the school district level
- Focus on processes & routines, their function & effect, identification of developments, challenges, and changes
- Cooperative & conflictive processes are integral components of micropolitical analysis
- Collective of individual & group decisions in relation to the law reflect the implementation of legalized procedures
- Provide simplified assumptions which can explain and predict political decisions from the local level

Current status of the study

20 interviews complete, transcribed, & coded

Data analysis is underway

Drafting Chpt 4 (findings) and Chpt 5 (implications)

Some minor revisions needed to first three chapters

Anticipated completion: Spring 2018

Review of the Literature



Two major Federal decisions in 1972

- *PARC*: all children (ages 6-21) with mental retardation were to receive FAPE in LRE
 - All children can benefit from education
 - Both academics & life skills can be taught
 - State cannot deny FAPE
 - Benefit of early childhood special education recognized
- *Mills v. Board of Education*:
 - Extended rights under *PARC* to all children with disabilities
 - Due process safeguards & procedures
 - Procedures for assessment, identification, eligibility, & written notice

IDEA

- FAPE
- LRE
- Entitlements for parent participation in IEP development
- Due process
- Issues of enforcement & interpretation of requirements
 - Legal remedies
- The letter & spirit of the law includes parents
 - encourages a working relationship between home & school
 - fosters an educational team

Disagreements

- Special education is uniquely individualized
- Amicable relations can break-down
- District failed to provide FAPE in the LRE
- Some parents seek “optimal” program
- *Rowley*: access to instruction & services designed to provide educational benefit
 - Rejected maximization
- *Endrew F.*: IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances
 - *More than de minimus*, but did not define appropriate

Methods of dispute resolution: Indiana

- Informal meeting
- Case conference
- Facilitated IEP meeting
- Complaint to State Department of Education
- Mediation
- Due process hearing
 - Mediation
 - Resolution process (within fifteen calendar days of receiving request)

Due process hearing

- Most formal & litigious way to resolve dispute
- Formal administrative law proceeding; quasi-judicial forum
- Use of attorneys
- Presentation of evidence and cross-examination of witnesses

Flaws with due process

- Enforcement & Relationships
- Lack of capacity for change
- Inequities
- Cost

Enforcement & Relationships

- Due process no longer only way to enforce policies
 - Enforcement of civil rights left to parents
 - NCLB & IDEA 2004 established compliance targets & data disaggregation
- Hinders relationships between families and schools
 - Emotional toll; lack of trust
 - Student not well served with feelings of hostility between home & school
 - Threat of due process has negative impact on teacher retention

Due process lacks capacity for change

- American Association of School Superintendents (ASSA)
 - April 2016 position paper to spark dialogue
 - Proposes modifications that could reduce burdensome & costly litigation that does not necessarily lead to measureable educational gains
- Neal and Kirp (1985)
 - Concur the limitations of the capacity of due process to bring about change have been documented
- Weber (2014): Law Professor at DePaul defended current procedures
 - ASSA criticisms are erroneous or over-stated
 - Due process is effective

Inequities

- Cost & complexity may hinder access for low & middle-class parents
- Pasachoff (2011) referred to IDEA's enforcement mechanisms as an entitlement program leading to implementation disparities
- Weber (2014)
 - Agrees the rights are exercised more frequently by parents with more resources
 - Contends that inequities exist across all societal strata
 - Asserts that poor children benefit indirectly as legal decisions have set precedents for all children

Significant cost barriers

- \$90M per yr spent by school districts
- Weighing cost of compliance with requests vs. cost of hearing
- Negative impact on students as funds shift for legal defense
- Weber (2014): due process not a zero-sum game
 - Less expensive requests
 - Could use state risk pool or insurance

Conflict resolution is possible

- Concerted effort to problem-solve
- Follow-up with skilled execution & implementation
- Focus on meeting the needs of the student, not winning

Key studies sparked research interest

- Bailey and Zirkel (2015)
 - proposals for changes questionable from empirical viewpoint
 - “wasted effort resulting in shifting skewed adjudicative balance further in favor of schools”
 - Concluded that due process isn’t a concern for most schools
 - Level of analysis: judicial
- US General Accounting Office (2003)
 - Headline “Number of Formal Disputes Low...”
 - Hearings decreased from 3,555 to 3,020 HOWEVER
 - *Requests* increased from 7,532 to 11,068

Gap in literature

- Exists with the study of the implication of due process requests filed against school districts
- Because so few due process requests are decided on by a hearing officer, researchers don't see a need to revise the procedures as part of reauthorization
 - Indiana 2015-16 SY, 64 requests filed. 1 heard by IHO.
- Possible estimated cost of \$630,000 in taxpayer dollars in Indiana in 2015-16 school year could have been saved
- Studying the avenues pursued and the resources involved to resolve conflict **before a due process request is heard by an independent hearing officer** could result in data that
 - Provides consideration for a change in practices
 - Demonstrates serious consideration for revising the dispute resolution processes in the upcoming reauthorization of IDEA



Research Method

Research method

Qualitative descriptive case study

- Interviewed ten special education directors
- Two interviews each
- Interviews 35-60 minutes each
- Conducted by phone

Why interview special ed directors?

- Main person responsible for district response
 - Most intimately involved
 - Most informative responses

Setting & Participants

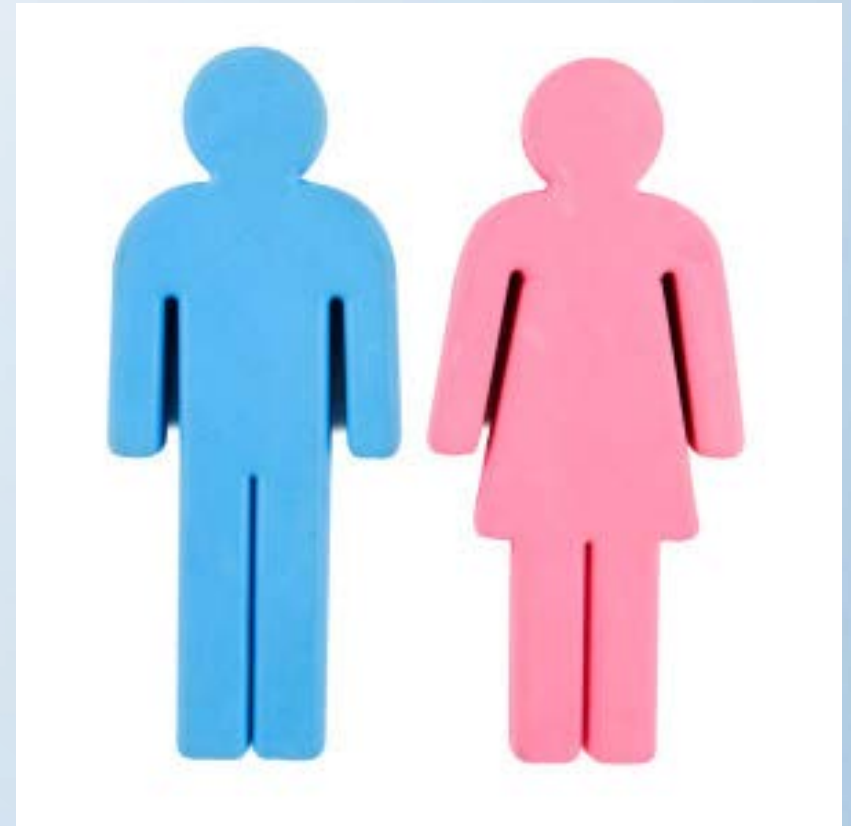
Directors were selected from across the state of Indiana

- Active director of a district or co-op
- Experienced at least one due process

5 males & 5 females

6 directors from cooperatives

4 directors from single planning districts



Data

- Represents State of Indiana
- 37 public school districts
- Serving 135,068 students
- 19,685 students with IEPs



Sample of interview questions

- Parent satisfaction
- Responding to dissatisfaction
- Experiences with alternative dispute resolution
- Educating others about the options to resolve
- Experiences with due process & resolution
- Most memorable request
- Resources devoted to responding for requests
- Factors considered when deciding to resolve

Data analysis

- Quantitative data analyzed with descriptive statistics and displayed using tables
- Qualitative data coded within Dedoose and categorized to elicit common themes

Limitations

- Geographical Constraints: (Indiana only) More difficult to generalize to other parts of the country
- New Leadership: If the special education director is new to their role, they may have less experiences & historical perspective
- Potential Bias: Researcher has professional relationship with many of the survey participants
- Personal Involvement: With settlement of due process
- Terminology: Effort invested to explain the complex and unique terminology in the field of special education

Preliminary Findings



Preliminary findings

Answering the two research questions*

1) What factors of micropolitics do special education directors experience when responding to requests for an impartial due process hearing?

2) How do special education directors mitigate disputes between families and schools?

**Data analysis is in progress. Findings will be more elaborate and thorough at the conclusion of the study.*

RQ1: Factors of micropolitics

- Conflict
- Cooperation
- Relationships
- Power

*It is likely that other micropolitical factors will be identified as data analysis proceeds.

Cooperation

- Communication
- Focus on student
- Case conference
- Empathy
- Customer service
- Education



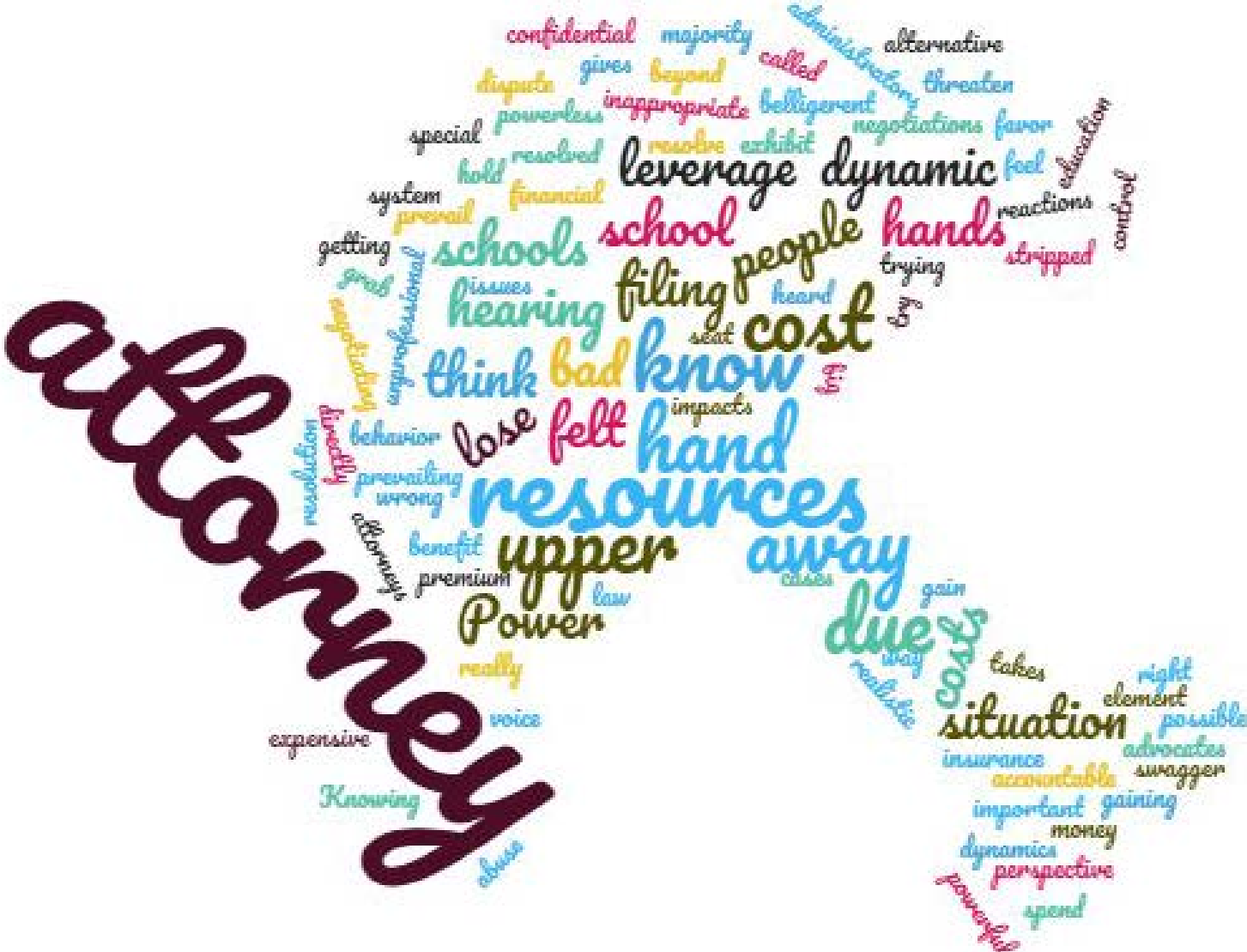
Power

Parents

Schools

No one?

Cooperation & relationships



Participant perspectives on power

Parents have power: *"The parents hold the majority of the power. If the public understood how the process really works and understood how much money we shell out as school corporations, they would be shocked. I've even seen parents with almost like a swagger at what they've gotten us to spend and do with that process."*

Schools have power: *"Schools have a lot of power in due process because we know the process and special education. We know what is possible and what we should be doing and whether we've done it or not."*

No one has power: *Due process "kind of puts people in a power seat, but I don't know how realistic that power is. I always try to resolve cases because the power really isn't in my hands or in the parents hands. Because if we do go to due process and I prevail, it takes the power completely away from (the parent). And it really takes it away from me too because we don't get anything resolved in a good way. All of the power is stripped away and it becomes just a bad situation. It's kind of like there are power plays and there is power involved in it, but I don't think it gets anybody what they want."*

"Cooperation & relationships are more important in connecting with the parent and trying to resolve the due process than who has the power and who has the upper hand."

RQ2: Special ed directors' experiences mitigating disputes

- Preventative practices
- State complaint
- Facilitated IEP
- Mediation (before request for due process)
- Mediation (after request for due process)
- Resolution session
- Due process hearing

Preventative practices

- Relationships & Trust: Early, available & visible
- Communication: Listening & sharing
 - Systems in place to escalate concerns to director
- Professional development for admin, teachers, & parents
 - Directors too: CASE, CEC, & ICASE
- IEP strategies: Agenda, agreements
- Treating parents like customers
 - Be professional & prepared
 - Reflect on practice & use as opportunity for growth
- Parent paradigm: Advocating for their children
 - Parent advocates
 - Parent education

State complaint

- Many able to resolve without IDOE issuing a finding of fact
- Two reports of parents filing for state complaint, mediation, and due process hearing request all the same time
- Director from wealthier district reported parents wanting to “go straight to the top” and generally skip the state complaint process
- Parent unhappy with outcome from complaint process
 - Rectify situation & possible compensatory services
- Director used complaint investigation to motivate unwilling school stakeholders

Facilitated IEP meetings

- Offered for free in Indiana
 - Directors are aware of availability of free tool
 - IDOE & IN*Source recommend to parents
- Many directors report not using FIEP offered from IDOE
 - Trained on process prior; strategies used in house to get similar result
 - Not wanting to give up control
 - Prefers to demonstrate local willingness and investment in CCC process
 - Meetings are belabored & outcome is unclear
- *“We request FIEP when parents have the emphasis on the wrong syllable.”*
 - *Helps to buffer & build understanding of the process*

Mediation (before request for due process)

- Used when impasse reached with case conference
- Directors prefer not to involve attorneys
- Attractive option because no cost
- Success dependent on
 - Focus on student
 - Both parties willing to compromise
 - Skill of mediator
- Parents sometimes disappointed; expected mediator to take sides
- *“I would much rather go to mediation than due process because you have the opportunity to talk.”*

Mediation (after request for due process)

- Only one respondent reported successful use of mediation after receiving a request for due process. She utilized it three times
 - Complaint about discipline; shouldn't have been DP request
 - Error in manifest
 - Playground accessibility
- Reasons others don't use mediation after due process request
 - Attorneys don't recommend it
 - Timelines for response too tight
 - Barrier: willingness of parties to compromise when already feel they've gone the extra mile
 - Similar to resolution session

Resolution meeting

- All directors participate in resolution in good faith
- Many are willing to offer significant compromise at the resolution meeting
- A couple participants noted ability to resolve shortly after the meeting
 - Parent represented by self or advocate, not attorney
- **Depends on the parent attorney**
 - Directors describe process as “worthless, pointless, frustrating”
 - Parents told not to agree to anything at the resolution session
 - Example: Months later & same outcome for significantly more fees
 - Destroys relationship
- Despite obstacle, directors still able to gain insights into proposed outcomes

Participant perspective on resolution meetings

R: Why do you feel the resolution session is worthless?

" The parents have already obtained an attorney at that point. 99% of the time I could probably resolve it in an agreeable manner and the parent is somewhat agreeable at that point too. If the attorneys are there or they are not there, which they don't come to them anymore, they twist it all back around and don't let it get resolved. They start pulling in and attacking new issues or maybe going more in-depth on the issues that they filed on. I get the impression that they will not allow the parents to resolve at that point. "

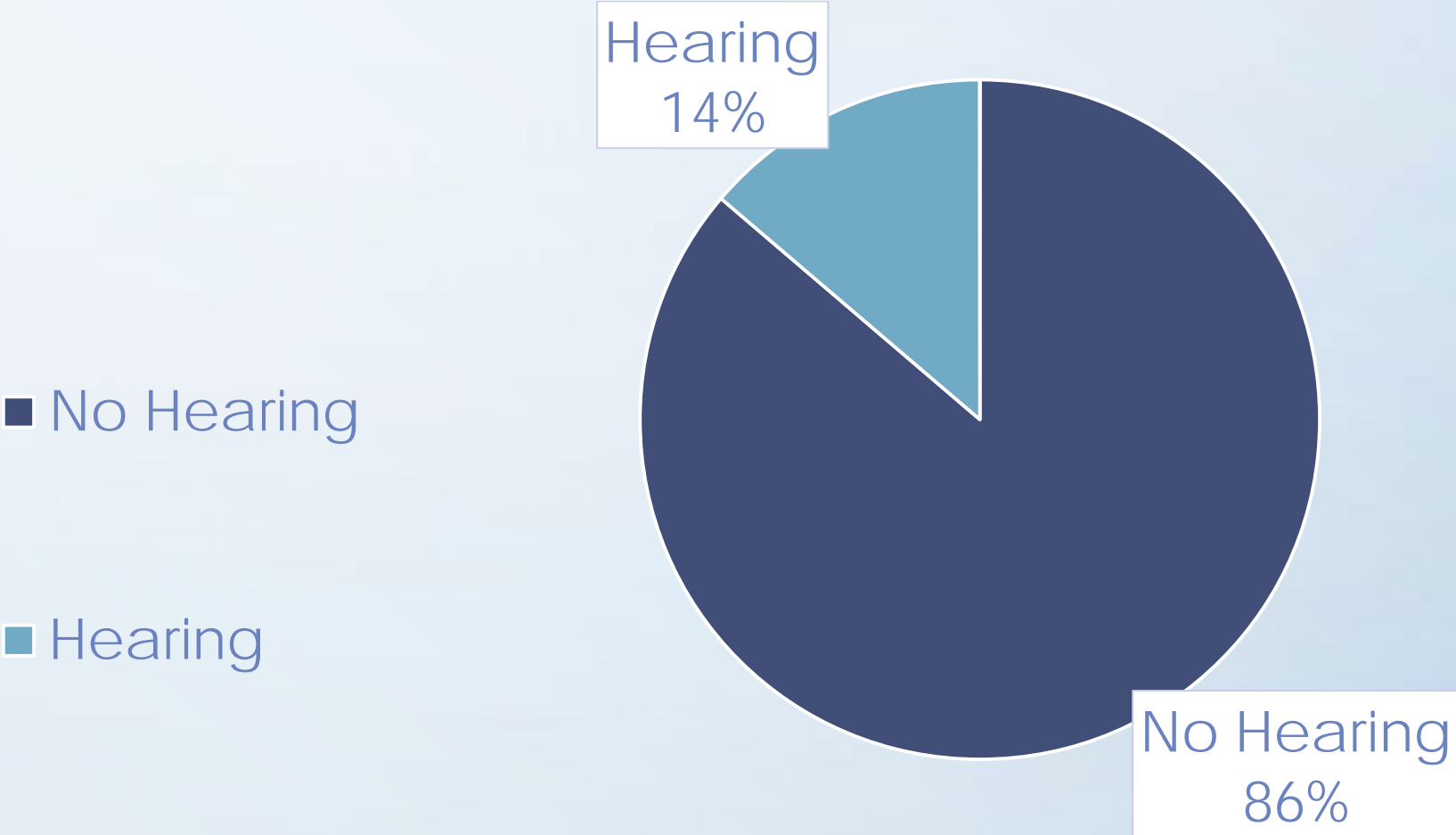
R: If you are willing to resolve it 99% of the time and you feel the parents are agreeable, why do you think that the attorneys would prevent that from happening?

" Because they want \$10,000 or \$20,000 from the school district instead of just the fee for filing the due process because that is all they have done at that point. So they are not making any money on that. That's exactly what it is."

Due Process Hearing Requests

Participant	# of requests	# resolved	# to hearing
KM	23	21	2
CJ	7	6	1
WP	3	3	0
AR	3	3	0
GM	3	3	0
SF	10	9	1
LB	11	10	1
LF	17	11	6
GK	1	1	0
JP	2	2	0
TOTAL	80	69	11

Outcome: Due process hearing requests



Settlement or hearing? Resources

- Cost benefit analysis
- Time
- Agreement with & ability to meet the requests
 - Reasonable?
 - Appropriate?
- Risk factor: putting decision in someone else's control
- Evidence
- Human capital

Settlement or hearing? Evidence

- Student need
 - *"I'm not going to go down the line for somebody's ego or money. It has to benefit the kid."*
- FAPE
 - Implementation of plan
 - Procedural perfection
 - Measureable goals
 - PROGRESS
 - Evidence of PROCESS
 - All student needs being addressed (ex: crying in math)
- Documentation
 - To support school position
 - Nothing damaging (ie emails)

Settlement or hearing? Human capital

- Support of Board
- Attorney's confidence in case
- Emotional stress on staff
 - *“When the attorney & I sat down and talked to the school staff, we didn't feel they would hold up well under cross-examination.”*
- Damage to relationship with the parent
- Message to community
 - Attempting to counter community perception of “this is how we get attention at this district”

Participant perspective on resolving due process hearing request

"My desire is to resolve every due process hearing that comes across."

- Gone to hearing six different times, up to Federal court
- Prevailed on all cases

"Nobody wins, even when we prevail."

- Parents lose face and integrity
- Relationships crumble
- Parents leave the district

"Even if I win, we lose for the child. No matter what. Every one of them. So my intent is to resolve as quick as possible."

Advised to settle

" Our law firm basically said we should cave based upon the IHO's analysis of the facts. The IHO was approaching the facts differently than we were. We ended up having to pay a significant amount for their attorneys fees, reimbursements for evaluations, and the placement itself."

- IHO also a parent attorney that would file complaints against school districts
- Questioning balance in her approach
- Analysis perceived as slanted in the parents' perspective based on questions of expert witnesses

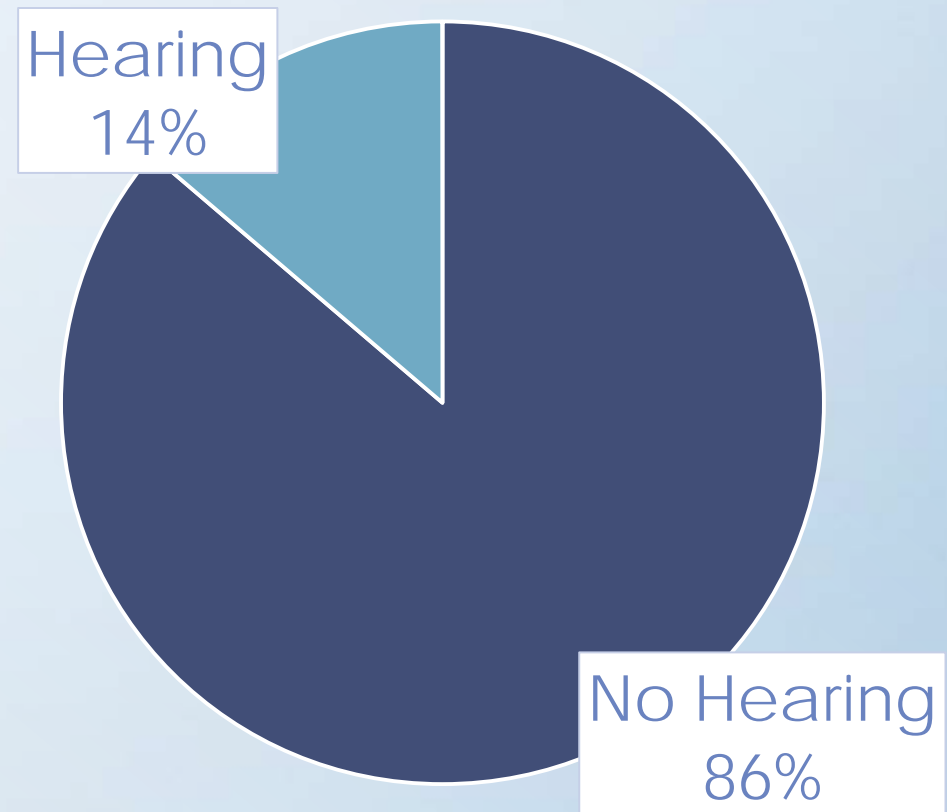
Emerging themes in the data

Evidence aligns with literature

- Expense
- Time
- Relationships negatively impacted
- Staff negatively affected

Additional theme

- Issues with attorneys



Expense

"It's just cheaper in the long run to try to settle. The parents' attorneys use a laundry list approach to filing. Nobody is perfect. If they find one thing, you're doomed. So more often than not, there is not even a discussion of going to hearing."

School counsel recommends to settle because of the cost

- Attorney: avg. \$10,000 deductible unless self-insured
- Hearing officer, court reporter
- Settlement components (independent eval, compensatory education, private placement, etc)
- \$50,000-60,000 in a good situation

Expense: Managing the financial risk

- Co-op costs shared (two responses)
- Self-insured (one response)
- Budgets legal defense line item on worst year historically
- Unsure about insurance plans. Two districts and co-op may have paid deductible in one case
- Weber (2014) stated that schools could use insurance or state risk pool for legal costs
 - In Indiana, state funds are for *students*, not attorneys
 - Insurance premiums are also costly as well as deductibles when requests are filed

Expense



Expense

"People didn't realize this was going to cost the school districts everything. And it costs the parent a lot, some of them their whole life savings if they don't win. They thought it was going to be child focused, but it is not. It's focused on the money and who is getting the money at the end."

"Parents don't have any skin in the game when they file due process, but we do the second it is filed. We're automatically on the hook for \$10,000 to resolve the case."

"We had five due process complaints filed in one year (ABA). Our legal expenses were insane."

Due process complaint example:

- Outside of the statutory period & didn't include proposed resolution or specific Article 7 issues
- Dismissed, but district still incurred attorneys fees & paid for IHO

Time

hundreds of thousands of dollars in man time

Mapping the last 2 years- what has and hasn't happened

Loss of productivity

Time intensive= gathering information

It's best for the student is to resolve as quick as possible

Attorneys drag it out for 8-10 weeks to make money

then resolve for what we offered back at the start

Time



Time

"More often than not, in my office it's mostly my time and the secretarial support for copying all of the records. It's a high dollar costs when you look at all of the hours that I, as a director, spend on a due process situation. Even if it just goes to resolution, I've put a lot of hours in and time is money."

"It really is time consuming on the director's part because of the amount of time not only participating, but in preparing. I don't ever go into a situation cold. I always go through the whole child's history and then I start having conversations with the buildings, trying to find out what truly happened and why that parent felt like they had to get to that point."

"It pulls on the time of the teacher, administrator, and folks in the building to pull records together, to meet with me, to meet with the attorney. So they are not providing instruction during that time. Instead they are helping us prepare for a hearing."

Relationships negatively impacted



Relationships negatively impacted



Relationships impacted

- *“The reason you avoid due process like crazy is because the attorneys will stop us from developing or taking advantage of the personal relationship we have built.”*
- *“Unable to communicate with parents once due process is filed”*
- *“The process is set up to be a antagonistic relationship between the school and the parent”*
- *“Attorneys are working to create an adversarial relationship between the school and the parent”*
- *“When attorneys are involved relationships get really strained. I feel like I’ve been misrepresented and manipulated in that attorney-parent relationship. I’ve been made out to be made out to be some villain who doesn’t care about kids. That’s just so far from the truth. It’s really destructive in those ways.”*

Staff negatively impacted



Staff negatively affected

“Just introducing the attorney into the situation drastically increases the stress level of your staff.”

“The special ed teacher is still dealing with that child each day. I don't want them to have a biased opinion of the student in their classroom.”

“People are being asked hard questions. I'm really interrogating them as to whether they have done everything the IEP says they should have been doing. That's an uncomfortable situation for everybody.”

Issues with attorneys



- Boilerplate complaints
- Hinders relationships
- Time & money

Issues with attorneys: Boilerplate complaints

"It's just plug & play language. They file on everything but the kitchen sink. They are just chucking things in there. Essentially generating more work to respond. I think that's strategic. They know the economics of it just like we do. The time for our staff and our attorneys is more likely to push us to settle even if we have offered FAPE."

"This attorney group kind of had a laundry list approach. They have a very lengthy due process request form with lots of things listed. They are typically 20 some pages long with items A-Z."

"I try to piece apart where we went wrong, if we did go wrong. And where did we not, even though it says that we did. Which of these things are probably accurate and which are way off base."

Issues with attorneys: Hinders the relationship

- *"I think people get entrenched when lawyers are involved. They are very good at arguing. I feel like it really damages the relationship with the parent and the school."*
- *"It becomes much more difficult to bring people together and come to a resolution."*
- *"We attempted a couple of resolution sessions with a particular set of parents' attorneys on the other side of the table. Those were ridiculous. It was bad in terms of the posturing. They didn't negotiate in good faith. It was perceived from our attorneys and myself like manipulating the parents. Really even not letting me speak directly to the parent in one case."*

Issues with attorneys: Time & money

"I wish we didn't have to battle with parent attorneys."

- Ambulance chasers*
- Prey on vulnerable parents*
- Drag the resolution out for weeks*
- "They took their dear sweet time with every witness. They had a 27 person witness list. They were potentially trying to make it a very long hearing. And this is a kid who is six. He's only had a year and a half of schooling."*
- "The leverage is all with the parents' attorney. They want to get their pay and they want to dictate where the child is placed. It's hard to come to resolution unless you're willing to pay their attorneys' fees. I've never been able to do it."*
- "I'm in one that was filed in May. We came to their terms in three weeks. We still do not have a resigned resolution yet. It's September. That, to me, is stealing from tax payers. They are just dragging it out and raking in attorney fees."*



Implications

- Increase proactive practices
- Parent education
- Potential changes IDEA

Increase proactive practices

- Build relationships & trust
- *" Make sure that your focus is on the child. It's not about who is right or who is wrong. It's about what's the best thing to do for that child. When you lead off with that, it sets the tone for that meeting process."*
- *" Meet individually with the parents. Listen. Don't take sides."*
- *" Make sure the school has their ducks in a row and are compliant with the law. Also make sure that the school listens to the parent and understands what the parent is asking."*

Increase proactive practices

- *"We keep the parent working with us so there is student success. As long as there is student success, the parents seem to be okay."*
- Understand the paradigm of the parent & assist them in advocating for their children
 - *"Sometimes parents don't know that we exist. They don't know what a special ed director is or what we do or that we can help or we can intervene."*
 - *"During a due process, a mother told me she wish she would have known I existed. I'll never forget that."*
- Be clear about options for resolving conflict
- Educate stakeholders
- *"Quality service is the best preventative measure for avoiding due process. So, if we're providing good services and kids are making progress, parents are not going to request due process or file complaints."*

Parent education



Parent education

- *"Parents don't know all of the vernacular. They don't see the tearing. A hearing is court. That's an administrative lawsuit. I don't think the language is strong enough when it is shared with parents of what they are actually doing. We must message more clearly to parents how intense due process is! It's not the same as a simple complaint. It's more involved than mediation."*
- *"We're up front with parents about the processes. We say if we go to a hearing, we're spending money, you're spending money. Let's see where we can come together and try to take care of these issues and really direct those dollars towards the student versus all of these experts and things outside of the school."*
- *"I found myself sharing with parents. I say this is your right. You can file a due process complaint against us or a complaint or mediation anytime you want. And I said I just will warn you that, as a parent to a parent, you are suing us. It is all-encompassing. The timelines are very involved. The amount of effort and work that the IHO will expect from you is high. And usually we will come to the same place that if we just would have sat down and worked it out."*

Changes to IDEA?



Changes to IDEA needed

“Due process exists for, well the whole conflict resolution options, exist for a reason. They’re really to hold us accountable to make sure we’re doing what we’re supposed to be doing. I know they are not going to go away. It needs to be there. But it forces us to play games to try and cut our loss rather than focusing on what is really most important for the student.”

“The way that it is set up right now is so favorable to parents. I wish we could shift a little more to the middle. While I believe it is an important avenue to have for parents, because unfortunately not all schools are doing the right things all of the time, I don’t think that schools who are doing the right thing should be automatically penalized because it is so far in favor of the parents.”

Changes to IDEA needed

"I feel like the scale is tipped a little too far towards the attorneys and not really in the direction of the families or the schools."

"Change is necessary because the process causes an antagonistic relationship between the school and the parent."

"I think there should be some protection in there for schools from parents who want to circumvent the case conference process and go for that power play. I'm not the expert. I would want to make sure that you preserve the right to file due process should you need it, regardless of parents' financial abilities. There has got to be some way of reigning that in a little bit and keeping the whole spirit of IDEA which is a collaborative process."

Potential changes...

- Sequential steps
- Cap on attorney fees
- Different response process
- Ethics complaint process



Sequential steps

*“The problem with a lot of the due process hearings that I am getting filed now is that they are moving so fast. They are **escalating** from I am not even involved in the situation and the school may even feel like things are going very well and then we get served due process notification.”*

“The law is causing that. It is allowing those things to happen instead of being mandated to have certain conversations before the parent takes that step. It’s driven by the attorneys that know that they can go straight to a due process request.”

Sequential steps

" We need to have true resolution or true mediation that involves people getting around the table and having the conversations about what we can do and provide and what they want. If you had those steps, like the resolution session itself, if that was changed to happen before due process was filed, we could have some success at that point."

" IDEA has to change to require the parent and any support they are getting like advocates or attorneys to create a situation where we have to come together and facilitate a conversation. Right now we only have the resolution session which takes place after due process is filed. It's worthless at that point."

- Return to the case conference before filing
- Make a demand before filing for due process
 - Possible require a resolution session before a parent can file for due process

Cap on parent attorney fees



- Standard rate that could be set for attorneys fees
- Like insurance companies
- Maybe limit to \$250/hour?

Different response process

- *"It's set up right now to be the school is guilty already. And we're only innocent until proven innocent. And that's not right."*
- Separating out the charges
 - Procedural vs. substantive
 - Plead guilty to certain charges to only need to defend a few

Ethics complaint process

- Mechanism for identifying the bad players

" We had a parent law firm email me and two staff directly during the course of a negotiation. It was really threatening. That's very unethical.

" We weren't sure that they were really sharing every settlement with the parents."



Citations*

*includes most but has not been recently reviewed to ensure comprehensiveness

Acknowledgements

Larry & Ben: and all of my family & friends who have supported this learning journey and taken care of “life” when I wasn’t available

My 2013 IU Cohort: whom I now consider family

Dr. Janet Decker: my dissertation chair for her enthusiasm, support, guidance, and knowledge

Concluding thoughts

Thank you to CADRE for this opportunity to share preliminary findings and for hosting this symposium to bring together stakeholders who are interested in restoring the focus on the child!

I welcome your thoughts & insights as I complete this study

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Discussion