



This transcript from the Indiana Disability History Project is under copyright of The Trustees of Indiana University and may be used with permission. Quotes and excerpts must be cited as follows:

Nowana Schroeder, March 8, 2013, interview 016-mi, transcript, Indiana Disability History Project, Center on Aging and Community, Indiana Institute on Disability and Community, Bloomington IN, <https://indianadisabilityhistory.org>

**ORAL HISTORY INTERVIEW WITH
NOWANA SCHROEDER
MARCH 8, 2013
INTERVIEWER: JENNIE TODD
VIDEOGRAPHER: PEGGY HOLTZ
RECORD ID: 016-DO**

NS: NOWANA SCHROEDER

JT: JENNIE TODD

PH: PEGGY HOLTZ

[00:00:10]

NS: My name is Nowana Schroeder. I'm retired from Indiana University Institute for the Study of Developmental Disabilities.

JT: Okay. Can you tell me how and when you got into this line of work, the one that's been in [inaudible]?

NS: I actually came to the Institute in 1975. I was working my way through school. My degrees are in Speech Communication, Communication Theory and Research. And in working here, I became so interested in the work of the Institute that I started taking courses in Special education. So I wound up taking a lot of courses in that area and finished my degree and then got a job here.

JT: Can you talk about the work that you did here, projects, particular themes around your work?

[00:01:01]

NS: Mm-hmm. It's interesting because of the time I came in in 1975, there was a lot of interest and emphasis in early childhood development. There was a lot of federal money in terms of grants and contracts, and the Institute was very involved in early childhood, particularly with kids with severe disabilities, and we had several programs in that area -- the Indiana Home Teaching System, PREPARE -- that were really fascinating areas at the time. And the Institute began to grow from that point to taking on ages as kids matriculated from pre-school to kindergarten, and then school-age. And that's really how the Institute developed in terms of moving through the age span which was really an interest of the Director to do that.

Indiana Disability History Project

Center on Aging and Community, Indiana Institute on Disability and Community
1905 North Range Road, Bloomington, IN 47408
indianadisabilityhistory@gmail.com | indianadisabilityhistory.org

[00:02:04]

JT: Okay. Well, I'm going to skip around a little bit because I'm going to go back to you talking about your specific projects, but can you talk a little bit more then about the age span. So it basically when it started it was just early childhood.

NS: Mm-hmm.

JT: So do you want to elaborate how Henry -- or how the Directors...

NS: The Directors interested in doing that? Henry was very aware that the need for interdisciplinary -- the need for an interdisciplinary approach with dealing with kids with disabilities was very important. One story I remember him talking about was being in an interdisciplinary meeting with school people, doctors, and the parents, and there was the -- the child was -- had a cleft palette and the doctors were very concerned about the causal fact, causation, and all of that. And Henry said -- he spoke up and said, "The problem is this child can't eat. That's the problem. We have to deal with the needs first." And his background was in speech therapy, speech and hearing therapy, so he was very concerned about that area. But he was always concerned less about what causes disabilities than, now that's it's here, what do we do about it, what do we deal -- how do we deal with remediation and how do we deal with the child in a situation they're in, and the family, and the community, and the home, with siblings, neighbors.

[00:03:43]

And that he always approached everything from that direction. And that the age span, I think, came out of that, too. It's like we did so much in the -- when I first came here there was so much interest in early childhood that kids aged out and they had gotten so much attention and so many things were really accomplished in terms of early childhood education. It's like well, what happens now? Because the situation that they're going into is not really prepared, you know. And the parents were very excited because they had seen tremendous growth in their children and advances, and in many ways the experiences of their young children exceeded the system's capacity to continue that level of service into school.

JT: That was really good. So when you said you started here you worked on a couple of projects, the Indiana Home Teaching System, and PREPARE...

NS: Mm-hmm.

[00:04:38]

JT: Do you want to talk a little bit more about those projects?

[00:04:41]

NS: Actually, that was when I first came and I was on support staff here because I was working my way through school myself. So I was just serving in a service capacity to the people that were really doing the work.

JT: Okay.

NS: There were a lot of graduate students -- probably the most graduate students I ever saw in the 20 some odd years that I was here overall. The materials development was really a very large part of that. The Indiana Home Teaching System is still used. I think it's been translated even into a couple of foreign languages. And I know for a fact its still being used in Louisiana. That's a story that happened much later but we can come back to that at a later date.

JT: Well, I know some of the work that you did here had to do with least restrictive environment...

NS: Yes.

JT: ...and mainstreaming.

[00:05:38]

NS: That's really where I was most involved professionally after I'd finished my degrees. That really came out of an interest from the State Director of Special Ed -- Gil Bliton, and Henry. And there was a lot of interest. At that point, Madeleine Will was the Undersecretary of Education and she and her husband, George Will, had a son with Down syndrome, so she was very interested in least restrictive environment at that point. And she was looking for like a concept paper to really focus attention on integrating kids with disabilities. And Gil, and Henry, and I worked on that paper. I was the technical writer for it which meant that they would sit and talk and I would just write it down and organize and then ask questions. And it was a process of technical writing through the whole thing with the two of them. The paper was very well received. It went through a series of public hearings all over the state.

[00:06:42]

When I say it was well received, it was well received from the standpoint of being very forward thinking and really moving the field forward. It wasn't well received in terms of the implications for what it meant to teachers who had self-contained classrooms, because they were saying things like, "You know, these kids really need to move into general education classrooms, you know, with the support -- " I'll never forget, a big part of my job later on was to do in-service training and development, staff development, with teachers. And it wasn't uncommon to have teachers cry. It's like, "I'm giving up my classroom?" You know, I -- you know, teachers' classrooms are their domain, they're their office, they're -- you know, the only way they know how to do what they do and to tell them, that you're going to be a team teacher with a general education classroom teacher was a very difficult concept.

[00:07:46]

The least restrictive environment movement also included really reviewing what special ed services looked like from an administrative standpoint. We discovered that classrooms, especially for kids with severe disabilities, were localized -- and particularly, in really rural areas it wasn't uncommon for kids to be on a school bus for really extended periods of time. I mean, mostly because -- well, not mostly because -- but in part because the geographic distance is a problem and because the kids had such a low prevalence rate that they would have to drive across county to go to the classroom for their -- the severe disabilities classroom. So they were frequently on a school bus as long as they were in the classroom.

JT: What was the timeframe? I think I've asked you that early on. Timeframe of this movement, you know, when you were writing the concept paper and you were seeing the changes.

NS: Why didn't Barbara Wilcox come? She'll know [laughter].

PH: We'll ask her [laughter].

NS: I'm thinking about 1985?

[00:09:08]

JT: Could you say that in a sentence, that the concept paper started around...

NS: The concept paper really laid the foundation for what came after that, and because Gil Bliton, the State Director of Special Education, was so interested in it and really embraced it from an administrative standpoint at the state level, it went from the concept papers to public hearings across the state and then we began looking at state funding and federal funding in the area of least restrictive environment for kids with severe disabilities in the beginning. And at that point, I believe it was around 1985, Barbara Wilcox -- Henry recruited Barbara Wilcox from the University of Oregon, and she really went to work and began writing grants, federal grants, that really got the projects really rolling here at the Institute.

JT: That was perfect. Okay. Anything else about that you can think of? Okay. Is there anything else you want to say about that because where we're going to go next is how things have changed.

NS: Mm-hmm.

JT: So, is there anything that you can think of that would be relevant before we move?

[00:10:22]

NS: I think the real wisdom of the LRE Projects -- and there were a group of them -- was the model demonstration part of it because Barbara and Henry were very much aware that it was important to prove -- to demonstrate -- that you can do it all over the state because, as everybody's aware, the southern part of the state is quite different than northern part of the state, and there are really urban districts and very rural districts. So we chose school districts from every major region in the state -- rural, urban, and everywhere in-between -- as our model demonstration sites, and I think that was a

very smart thing to do because, you know, if you can -- people couldn't say, then, "Well, you can do it there but you can't do it here because the circumstances are so different." That was the reason for sites all over the state.

[00:11:23]

JT: Very good. Okay, so how have things changed for people with disabilities over the years in terms of their school, school life? And what I want you to think about is inclusion, attitude, and opportunity.

NS: Mm-hmm. It's interesting because it's very mixed. I think where inclusion has continued to be truly embraced that magnificent changes have been made. Parents, many parents, just anticipate that their child will be fully integrated into the school, and in many cases in many ways that's the case. In other places, not so much. It's still very mixed. My most recent work experience, which was just a part time experience with a local non-profit organization, took me back into schools and I saw at local schools, and I saw some really wonderful things and still some things that surprised me in terms of segregated classrooms. But I think part of that's because what we were doing here was focused on kids with severe disabilities, and I think many people attempted to integrate, to include kids with differences that made it -- individual differences that made it much more difficult and I'm not sure that the resources are there to successfully integrate kids with severe behavior problems and that kind of thing.

[00:13:07]

JT: So in your examples of -- there were some places that things have really improved, that things are going really well. What do you think has made things go so well? I mean, why are the successes there?

NS: Mm-hmm. When I think back over the successes of the project, it was because people who did the work -- the administrators, the teachers, the school superintendent, and the parents were all on the same page. They all wanted it. They all worked together as a team and they just didn't take no for an answer. It's like where there's a will there's a way, which is probably no different from, you know, you have schools where everybody is really involved and motivated and the school, in general, just runs very well and students succeed and it just all comes together. In other schools, not so much. So I -- it's just like -- in that regard, I don't think it's any different than good schools across the board regardless of the nature of the kids inside the building.

JT: Have you seen many differences in people's attitudes of being more accepting? Students -- let's talk about students first, being more accepting of their peers...

NS: Mm-hmm.

NS: ...being more willing to even think about someone with a disability as their friend or as their...

NS: Mm-hmm.

[00:14:31]

JT: ...co-partner in lab, something like that.

[00:14:34]

NS: Mm-hmm. All -- yes, yes. In fact, it was our experience then, and I think still continues to be, that kids are not the big problem, you know. [Laugh] They're just not. I can remember early on when we were talking about bringing kids with severe physical disabilities into school buildings. The grownups were very concerned that -- oh, you couldn't possibly have this child in a wheelchair, you know, in school. It's like, you know, it's not safe. The other kids won't accept it. It will frighten the other children in some cases. And that just didn't happen. I mean, especially in the early grades, kids were so supportive. I mean they fought over who got to push the wheelchair and who got to lock the wheelchair. It was -- it wasn't the kids ever that were, you know, a challenge in doing this. And as kids grew up with that, you know, it became quite normal in high school. I don't spend a lot of time in high schools now, but I know when we did the -- a lot of work in peer tutoring and did the peer tutor conferences here, as Joel can tell you, that was just incredible how -- typically developing kids would -- enjoy and support and really work hard to make sure that the kids with disabilities succeeded in their school.

They don't see the difference. It's like, well, okay, fine, you know. We'll just go with it. So I think that normalization process has improved an awful lot.

JT: What about opportunities for kids in school and then once they leave school? Do you have some thoughts on that?

[00:16:21]

NS: It's interesting in Bloomington. You can go to the grocery store and someone who went through the local high schools in job training experiences, a lot of which was supported and demonstrated at the Institute, as well. It's very common to see that all over town. Kids with disabilities are out there. They're working. And it's -- I notice it only because I know how it came to pass.

But what I always enjoy is people who don't have that background, who don't know what it took to get those kids, you know, working in the stores and cleaning the tables in restaurants and bussing tables. Other people in the businesses are so supportive. They've come to know them. You know, they're the best and -- but we always knew that. You know, they were the best employees ever. So they're there for a long period of time, and people get to know them. They know their name. They talk to them, you know, about the personal things in their own lives that they care to share with them. It's just -- it's wonderful to see.

JT: Okay. Well, that's -- that's good.

PH: You mentioned the peer tutor conferences. Do you want to touch on that?

NS: Are you going to talk to Joel about that?

[00:17:43]

PH: I hadn't thought about -- [inaudible].

[00:17:44]

NS: I'm -- he is a -- he's good at that. He can tell you all about that. He was really very -- had a very big leadership role in putting those together.

PH: He's easy enough to get.

JT: Yeah, Do you want to talk about peer tutor or do you want to leave all that to Joel?

NS: Let's leave that to Joel.

JT: Okay. So, where does Indiana still need to improve in terms of least restrictive environment, mainstreaming, inclusion of kids?

NS: You know, honestly, I don't think I can help you with that. I've been away for so long; I don't really know what's happening in the state. After Gil left as Special Ed Director, the emphasis changed because the new Director was interested in focusing more on emotionally disturbed -- kids with emotionally disturbed...

JT: Mm-hmm.

[00:18:44]

NS: Kids with emotional disturbance, and that's about the point, you know, that I left, and I don't really know what happened after that.

JT: When did you leave? Where have you been?

NS: '95? It's been a long time. I never really...

JT: It doesn't seem very long.

PH: Yeah, it doesn't.

NS: Well, it doesn't to me until I think, you know, how much has surely happened since then that I know nothing about because I've had no contact with Gil since then.

JT: Well, then, you'll enjoy these next few questions.

NS: [Laughter].

JT: Okay. So, yeah, I didn't realize it was '95. All right, the next question is basically, how did the Institute change over time? So we'll say over time for when you got here until '95.

NS: Mm-hmm.

[00:19:30]

JT: In terms of residential pre-school [inaudible].

[00:19:32]

NS: Well, actually, the changes were quite dramatic because in the -- when Henry took this job, I don't know how many people really know this, but the facility was designed to be a residential facility. In fact, a big section of the Administration Building was actually a clinic, designed as a clinic for women and children - - women and babies. I think the idea was that they would deliver and stay here, and their babies would actually live here at some point in time, and then all -- what's now all the office buildings would be residential apartments for people with disabilities. Henry made sure that never really happened. When I came here we had an agreement -- only because we had the facility, to have like group homes settings for Stone Belt clients, and we -- that was by contractual arrangement.

And then over time he phased that out with the goal that people need to live in their home communities, that it doesn't build the capacity as a community to care for people with disabilities if you package them up and send them to Bloomington to be cared for the rest of their life. He was -- deinstitutionalization was very important to him, and he believed that really should happen at home first. That was also not a very popular move because, as you can imagine, if you're a parent of a severely mentally retarded young adult, they've always lived in a sheltered environment. The fear of deinstitutionalization was horrendous, and that was a very difficult time, and that continued on, you know, through the closing of Madison State Hospital and all the rest. David can -- David Mank can certainly shed a lot of light on that as can Michael Tracy, because Michael Tracy did a lot in deinstitutionalization in the early days.

[00:21:45]

But the Institute changed from a residential facility for people with mental retardation. In fact, that was the first name of the Institute. It was the Mental Retardation Institute -- on paper, in the beginning. And that was changed to Developmental Training Center, and then Institute for the Study of Developmental Disabilities, and the name was changed again. But as people were moved into their home community and outside of this physical complex, the age range began to build focus on the age range -- like I said before, it started in early childhood and then moved onto school age, and then the job development graduate transition area, and then, finally, aging was the last center. So it did follow the whole progression, the chronological life span progression. That was a major change that happened between '75 and '95. That was pretty dramatic.

JT: And then it also seemed to go from programs to centers.

NS: Mm-hmm.

JT: Were you here when all that was happening in...

[00:23:00]

NS: Mm-hmm. They'd -- that was one of the organizational design of it that followed chronology with the exception of autism, the Center for Autism. That was just a different focus because the opportunity presented itself and because it was such a new up and coming field and prevalence rates were skyrocketing. But that's the only outlier of the chronological age center administrative division.

[00:23:31]

PH: I never knew that about the mothers.

JT: I know. We had a woman that we interviewed whose son lived here.

NS: Mm-hmm.

JT: And he came -- and the way she explained it, if I'm recalling correctly, that they picked -- people that worked here picked people from a variety of places and had them come. Because her son was at Muscatatuck.

NS: Mm-hmm.

JT: And he was chosen to come to Bloomington which is where they lived.

NS: Mm-hmm.

JT: So she was quite thrilled, you know, he was part of the project.

[00:24:00]

NS: Michael Tracy can give you a lot of information about that. That was his project, deinstitutionalization. And people were hand-picked for a variety of reasons. One, it was a model demonstration project, you know, so you're looking for representative samples. But I can recall some of the people who were picked were -- actually, when you knew their background, it was quite amazing.

JT: Mm-hmm.

NS: I believe there was one woman where there was a question if she was at -- was really mentally retarded. The circumstances of her being institutionalized, you know, when they really went back and looked at the circumstances of her institutionalization, it was highly questionable if she ever should have been placed in that environment to begin with. But she had lived, like, 30 years. Michael can give you the detail of this...

JT: Mm-hmm.

NS: ...but there were circumstances like that that, that were really quite heartbreaking.

JT: All right. So then, in thinking more about the Institute, what are some of the major influences the Institute- brought to the state, and what are some of the most significant pieces of work that you think that the Institute has contributed?

[00:25:17]

NS: [Breath intake] Well, I think the major contribution would have to be communitization, inclusion, least restrictive environment, both from a community standpoint and a school standpoint. I don't know that there's anyplace else in the state that could have, or would have been that leaning forward on those issues. The fact that we were so effective in working with the State Department in those days was, of

course, a big help in terms of dealing with schools. But I think the Institute had a magnificent impact in those areas. I'm sure there are many others that I was not directly involved with. I know that the Center for Autism has done remarkable things in the state. I know that a lot of the material -- the training material that was developed here has had very broad use.

[00:26:14]

The Indiana Home Teaching System, the -- a lot of the early childhood material that was developed. The two papers -- actually, there were two concept papers for least restrictive environment. The first one was the Blue Paper that I talked about first. There was a second paper that came right before I left, and we brought people in from all over the state. Wayne Sailor facilitated a group of administrators, teachers, parents, and it was to follow up from the first paper, and I'm not sure how far that went because there was less interest at the state level to really embrace it and move on from there. But I know that Wayne Sailor was very interested in carrying that back to Kansas and working through the University affiliated facility in Kansas to use a lot of the things that were developed in that paper.

We developed like how-to manuals for elementary, middle, and high school principals on how to include kids with disabilities in schools. I know that that had very broad use across the state. Adapting curriculum instruction is another product of the Institute that came out of those projects. That's had really broad dissemination nationally. And I'm sure there are many others that I'm missing now, but...

[00:27:52]

JT: Nice list. Well, this next section we're going to talk about Dr. Schroeder then. Okay with you and you're going to kind of represent him [laughter]. So -- and if this gets too personal or we're being too nosey, you can just tell us to stop.

NS: [Laughter].

JT: But, so basically what we want to know is how Dr. Schroeder became the Director of the Institute; how and when the Institute started; some of his background, too.

NS: He was hired as an Interim Director, and he was still finishing his doctorate. And after he finished his doctorate, he went through the interview, competitive interviewing process, and he was offered the position, and he stayed. So he finished his doctorate in 1971 and began as Director. I think he was Acting Director for a year and then became full time Director, and served as Director until his retirement in '95.

JT: Okay. And so in terms of the name changes and his vision for the Institute, can you talk about, you know, his vision was, what he shared with you about his vision?

[00:29:02]

NS: Mm-hmm. I think what Henry brought to the Institute, and I think the reason why he was so effective as an administrator of the Institute, was because he had a lot of practical experience. He was an older student to start with because he went through school on the GI Bill and then a fellowship for his graduate program, so he was mature already when he took the position. But his background was in

speech and hearing therapy, and he had been a speech therapist in Kokomo before he became a Special Ed Director and then took on more responsibility -- administrative responsibility. So he had classroom experience. He had school experience -- administrative experience. And then, of course, the university research training and service experience from his graduate program. So he was well prepared to deal with people at all those levels.

[00:30:06]

The name change, it's interesting because the first name of the Center was the Mental Retardation Center, and that's the first name that I ever saw when the budgets would come from accounting. Everything and -- nothing said Developmental Training Center. Everything said Mental Retardation Center. And I wouldn't be surprised if that's still not what the line item in the state budget calls the Institute to this day. I never saw it called anything other than that. But it became the Developmental Training Center, which was sort of a generic name for several centers across the country, and it just, in general, meant facilities that serve people with mental retardation.

JT: Mm-hmm.

NS: So, when LRE became an important focus, the need and the recognition to get away from that was very evident. I'll never forget Barbara Wilcox said, "I can't live in a place called the Developmental Training Center." So she was very supportive of changing the name to the Institute for the Study of Developmental Disabilities because what that would bring to it. It implied integration, inclusion, communitization, deinstitutionalization -- all those good things of moving people with disabilities into the real world.

[00:31:26]

JT: And so initially, did it focus mainly on people with just mental retardation?

NS: In the beginning, yes, yes. And, as you know, the definitions changed over time. The definition -- "developmental disabilities" is just a legal term that determines who gets services in what areas, so those definitions have changed over time.

NS: Okay. So what do you feel like were some of Dr. Schroeder's biggest career successes or some highlights of his career?

[00:31:57]

NS: I think he would tell you the LRE Paper, because that brought so many things together in one place. That was really a systems change. It picked up on a lot of what -- a lot of the groundwork that had already been going on here with the early childhood projects, with Dr. Tracy's deinstitutionalization work, and it just pulled it all together and put it in the schools and in the communities, in the real world where people with disabilities live, work, and play. And I think that was the jumping off point that led to many other good things to follow.

[00:32:35]

JT: And this is somewhat redundant, but can you talk about his legacy, or the impact that he's had on the field in addition to the LRE work? And maybe it's his personality or...

NS: I -- you know, honestly it's hard to know. He was a very modest person in terms of letting people know what his contribution was. He was very quick to give credit away. So I don't know that, that people think of his name -- you know, I think he changed the world in Indiana for kids with disabilities, I don't know that. What does make me smile when I'm traveling around other places and it just comes up, you know, a lot of times, just in social conversation of people that I don't know in a totally unrelated social situation. They'll say something about, "Oh, well, we do inclusion in our schools," or you know, something like that will just sort of be presented as something that's very normal and it -- you know, without knowing that I understand where all that came from and not that he was the only one.

Many people worked very hard. I mean, we'd -- there were other people working on the same things that we were at the same time, you know. Like all scientists, you know, are working on a problem, and somebody gets credit for doing it in -- not everybody that does the work gets the credit, so, honestly, I don't know.

[00:34:13]

PH: Well, one question we've asked some people is how the leadership in the state of Indiana influenced their job and then wonder you would know how state government changes kind of influenced how the Institute operated or was affected...

JT: In terms of all the different governors that had been in place, the different politicians, and how politics run. Would there be major changes or trends depending on who was in office?

NS: Well, the only one that I'm personally familiar with was the change between Gil Bliton and Bob Mira, because that was a major change only because the two of them -- you know, Bob came from an ED background so he would naturally gravitate more in that area. From a gubernatorial standpoint, you know, I couldn't say because Henry never viewed things in terms of politics, he was appointed to the Developmental Disabilities Council by both Republicans and Democrats. He was invited to the White House twice, once by Ronald Reagan, and once by Bill Clinton. And he was very good at steering clear of the politics of the thing. So -- and I don't know that governors worry about special education all that much, you know. It's like they have other things to worry about for the most part.

PH: So what was he invited to the White House? Was it for White Paper type of deal or...

NS: He was invited -- yes, once was the -- it was the Blue Paper, yeah. He and Gil were invited out for that. The White House, I think, both times were the passage of 94 -142 celebration of that.

[00:36:19]

JT: Do you want to talk about that?

[00:36:21]

NS: I -- you know what? There's not much to talk about. But I mean I just don't know. He was -- just got a call that the White House has invited you to come out and, you know, you're going to go through an FBI background check and, you know. Fortunately, that was fine. [Laughter] They let him in the door and they had tea, and coffee, and cupcakes, I guess. I don't know. He did steal a paper napkin out of the White House to bring back to me and then Secret Service just pretty much let everybody know it was over, and he got on a plane and came home the same day. So...

JT: Okay.

NS: That's about all I know about that [laughter].

JT: What do you see in terms of education and training needs that people that are going to do this work as a career, what do they need to know and how do they get that? You know, how do they get what it takes to really do good work in this field?

[Noises]

NS: That's a really interesting question.

[00:37:36]

NS: Just wanting to do good things is not nearly enough. There's a lot of science and a lot of hard work that goes behind really changing the system to make it work for people with disabilities. I guess what's coming to mind, and I don't know how to put all this together, but it's what I see happening in general in the country, and what I saw from being in schools recently is that poverty is a really big, big issue. And I saw so many kids that were so -- so many at risk kids that I just think that that's going to be a major problem. And I'm not involved in the field professionally so I don't really know what I'm talking about, but I do think that the field is going to really open up for behavior management -- it already is.

But I think that's going to continue to be a bigger concern. I think kids with emotional problems will continue to be a very critical problem, and much of it's related to poverty and, you know, what's going on at home and failures of society to just take care of the least of us, honestly. I'm very concerned about that.

NS: Great. Is that then including -- I think there's going to be so many new labels that come into the field and the new label is going to be based around poverty.

NS: Mm-hmm.

JT: And people are so impoverished.

NS: Mm-hmm.

[00:39:21]

JT: They're hungry. They have no consistency.

[00:39:23]

NS: Mm-hmm.

JT: So I think -- I agree, I think consistency.

NS: And I can tell you I lived in -- I lived under a rock until, like I said, I had the opportunity to work part time for a nonprofit. At the level of poverty and what teachers are dealing with in the classroom -- the number of hungry kids in school is really frightening. The level of poverty was beyond anything I could imagine. And I'd -- you know, I don't -- most people that live in Bloomington don't see it.

JT: Mm-hmm.

NS: But believe me, teachers do, and principals do, and it's a dirty little secret that we really need to be dealing with.

JT: Yeah, this is off topic, but my daughter did student teaching in Indy a couple of years ago, and she thought she'd been under a rock because there are segments -- but she had whole schools...

NS: Mm-hmm.

[00:40:19]

JT: You know, in the IPS district, that everyone in the school was impoverished.

NS: Mm-hmm.

JT: You know, they were sending lunches home on the weekends and things like that. So it's not even just a few kids in each school, it's whole schools...

NS: Mm-hmm.

JT: ...doing the experiences she was just saying, "I don't know how the kids in first grade at this school are ever going to catch up to the kids in first grade in another school because they're already so far behind."
[Inaudible].

[00:40:46]

NS: Well they -- exactly. That's kind of what I was getting at, you know. It's like the whole idea of developmental disability well you could come to school, just fine. And if you're hungry and you fall behind or, you know, mom can't figure out how to get you to school more than twice a week, you know, pretty soon, developmentally you are delayed and disadvantaged and that just adds to the problem along the way. So, I agree with you. I think there will be many new labels to be explored and resources in schools. You know, really, I'm very concerned about that. I think back on some of the things that we were able to do in the least restrictive environment projects because there were resources there to support the needs of kids. I am stunned and amazed at what teachers do and how hard they work from what I saw on the inside in the last three years.

[00:41:43]

JT: Mm-hmm.

NS: I have absolutely no patience for people who pick on teachers, you know. I just don't. It's like they -- and principals, they have no idea what they deal with in the course of a day, and how hard the job is, and you know, just loving kids is not -- it does not make you a good teacher anymore than liking to read makes a good librarian. You know, there's so much more to it than that -- it's going to be an incredibly interesting and challenging field in the future.

JT: Well -- and that's something that maybe you could talk a little bit more about because I think that is going to be a whole new label and a whole new area because people aren't going to get ahead. They aren't going to succeed. Teachers are teaching new rules. They have new tests to teach children. They have new expectations.

NS: Mm-hmm.

JT: So that's going to, you know, really broaden the base of people with disabilities in Indiana and anywhere. So, do you have any more thoughts about the future trend, that you would like to share from and in poverty?

[00:42:55]

NS: Well, you know -- and my mind is drifting back. I should go back and read it. It's been so long, but the Third Wave Paper had some very interesting ideas in it, I thought, in terms of how schools could be restructured to be more of service to the community, particularly in times of strapped resources. We were thinking really out of the box when that paper was coming together in terms of asking interesting questions like, "Why would a school -- why would this big building sit there empty three months out of every year?" You know, why are we so tied to bricks and mortar that -- and the territory of my room and this room and, you know, of course, that it just -- from a practical standpoint somebody's got to have some territorial control over it. But the whole notion that we're so tied to just physical facilities that we forget about what needs to be going on in there, you know.

[00:43:56]

And schools have started taking on a lot of social responsibility in terms of after-school programs, breakfast programs, you know, free reader's lunch, all that. It really addresses some of the needs, and as we were talking before about poverty, certainly, that's an important part. But, I mean, it is true, a child can't learn if they're hungry. It's just that simple. And if they go home and there's nobody there, why are they going to do their homework, you know? So, schools have worked very hard to fill in those gaps, but it doesn't make sense that we have to look at everything so compartmentalized that this is what happens here, this is what happens here, you know, the whole notion that you could combine social services and community services in places where schooling occurs would be a really good idea, you know. Like why not have a senior citizen center in an elementary school?

[00:44:57]

You know, massive resources or you'd want somebody to read to a third grader, you know? Maybe she would, you know, give up playing bridge to read a book, you know?

JT: Somewhat like tutoring?

NS: And it -- like the whole notion of how to maximize available resources, you know, many of which don't cost anything, or using physical facilities in better ways. I mean, the Institute's a perfect example of that, you know. It was originally designed to be a residential facility that would help, you know, a very, very small number of people if that's all that occurred inside this bricks and mortar complex. But changing it to a facility that provides office space, conference space, meeting space, training space, for teachers that come in from all over the state, for administrators that come in from all over, you know, to advance development and develop products here that have broad dissemination, it's like dropping a pebble in a pond, and the rings just spread out. But it's still, you know, just these bricks and mortars around us.

PH: That's a nice way to put it.

JT: Well [inaudible] see. I had one question on here that you could talk about your...

[00:46:26]

NS: You know what? And honestly, take a look at that paper. I'm sure there's a copy in the -- this is funny because Peggy Denning, my good friend, that I actually did a lot of training and technical assistance with in the projects, she is thinking about putting together a private consulting business in Florida and she asked me to send her all that stuff. I just boxed all this stuff up and shipped it off to her like in the fall. And I told her I wanted it back, but that hasn't happened yet. But I'm sure there's a copy of that paper in the library. Take a look at that because I -- that was relevant and it was so far forward-thinking that honestly I think it scared a lot of people. It seemed like so far out there that it couldn't possibly, you know, happen. But given the way things have changed, I think it's worth a second look.

JT: And you called it the Blue Paper?

NS: It's -- Third Wave. It's...

JT: Third Way. Oh, Third Wave.

NS: Third Wave, yeah.

PH: And was that something you just got together with? Did it have some funding to put it together or...

[00:47:38]

NS: No, that was the problem. That was the intent. Sandy Cole participated in that. She probably has a copy. She was part of the group that put it together. But we had Special Ed Director -- and it was the same kind of thing. People from all over the state and administrators, teachers, parents, worked on it. And Wayne Sailor facilitated it, and the idea, and the paper was, I thought, exceptional, and everybody

was very pleased with it. And we took it to the State Department and they said, "No, thank you. This will never fly."

[00:48:16]

JT: What year was this roughly?

NS: It was right about the time Henry had his heart attack. So that was like '95.

JT: Okay.

NS: And he was -- I think he was already on leave by the time that was finished.

JT: Are all the papers that you talked about, except for about three, are they all in the library...

NS: Should be.

JT: ..do you think?

PH: You know I...

NS: Well, there's two.

[00:48:40]

PH: One of them I think was online. I think I saw that.

NS: Probably.

JT: All right. Well, is there anything that you would like to talk about or you'd like to say? A story, a memory. The highlights?

NS: I think I've told you everything I know [laughter].

JT: Good.

NS: Ah, I'm trying to think who else -- I would talk to Gil Bliton on the phone if that's the only way. Skype would be good if you can work that out. But he can give you far more detail about what was going on at the state level. But he's the only Special Ed Director that I ever had a lot of dealings with. Sandy Cole can talk to you about the Third Wave Paper, and probably has the copy of it. [Silence] Barbara Wilcox you're going to talk to -- and Mike Tracy.

JT: Now Barbara and Mike are on the list for sure, so can you think of anything else?

[00:49:55]

PH: No. It's just interesting you're talking about taking stuff you wrote a long time ago and people wanting to use it again. And we're experiencing that with community memberships. Things that we did 20 years ago are still...

[00:50:12]

JT: And those are really a good idea.

NS: Mm-hmm.

JT: Come tell us how to do it [laughter].

NS: Now it looks like you're talking about -- I don't mean to talk about something else.

NS: Well, I mean it's like Peggy was saying, you know. People in Florida want to do inclusion. But you know, it's so funny because at the time we were doing all of this here, Florida had every -- in fact, that's the reason she gave up teaching in the state of Florida. Because every dollar for teacher in-service training was in bi-lingual, because that was the big issue -- the influx of... Latinos, you know. They're -- they were so busy trying to sort through that, that it's like inclusion for kids with disabilities? Are you kidding? Not in -- you know -- not happening. [Laughter] It's just not happening. So, so much of, you know, social change is dependent on where people are and the resources they have, and the talent that the people in charge, you know, calling the shots. I mean it was just kind of a lightning bolt that I think that Gil and Henry were at the same place at the same time, and they were just really, you know, good friends, very compatible, you know, and thought very much alike. In fact, Henry -- they both applied for the job of State Director at the same time, and Gil got it. So, Henry was competing with Gil for State Director of Special Ed, which he didn't care about it one way or another. He was trying to -- happy to be here. He had a lot more latitude.

[00:51:42]

JT: Mm-hmm.

NS: Who else would -- I can't think of anybody else, but I'm sure if you talk to those people, they'll have other suggestions.

JT: Okay.

[Silence]

NS: See, I've been gone so long it's like I don't even...

JT: Because this was a very good...

PH: Yeah.

NS: And, I don't know how to help with [inaudible] it probably was on the news in there.

[00:52:12]

PH: [Inaudible] you know, we don't have that, and the piece on the LRE, yeah .

[00:52:22]

NS: Well, Barbara wouldn't -- was so involved in that. And she worked in Washington before she and Tom Bellamy worked -- when they were married, they worked together in the Department of Education, and then from there to Oregon. So, she's got, you know, the national perspective because it was sort of like -- this all came out of a group of five or six people, you know -- Wayne Sailor and Lou Brown and that crowd.

JT: Mm-hmm.

NS: It -- and it seems -- I'm sure that's probably true in a lot of areas of -- see, I don't know your area, so I'm - that's probably true, you know, lightning strikes...

JT: Mm-hmm.

NS: ...at one university in graduate training program and it takes off from there and then they go all over the country and do great things.

JT: Thank goodness.

NS: Get jobs in high places and work for presidents and things if they can get....

JT: Yeah.

[00:53:19]

NS: ...appointed. [Laughter] And confirmed by a Senate. [Inaudible].

[END OF INTERVIEW]