



# How Change Happens

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# Advocacy team @ The Arc of King County

**Ramona Hattendorf**,

Director of Advocacy

**Eric Matthes & Eric Warwick**,

Community Advocacy Coordinators

**Kyle Khachadurian**,

Communication Specialist

**Richard Mullen**,

Hope Collective/African American support

- Communications (social media, newsletters, blog)
- Legislative tracking and analysis
- Civic engagement opportunities
- Workshops
- Inclusion Academy & Leadership Intensive

<https://arcofkingcounty.org/advocacy/>

[rhattendorf@arcofkingcounty.org](mailto:rhattendorf@arcofkingcounty.org)





# Quick intro

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If you haven't, please add your name and pronouns to your Zoom profile

Question: Is there something you want to change/advocate for? Type it into the chat

# Context for class

This class was developed for The Inclusion Academy, which focuses on system change, specifically around inclusive early learning and disability equity.

It is a Best Starts for Kids Innovation Fund program.

**Situation:** We have laws in place; we have clear federal guidance; science is on our side ... but ... inclusion in Washington is the exception.

So, **how do we get people to change?**  
What are our options?

**Some issues are about compliance.**

**Some issues are about change.**

- What practices, policies and resources do we need? How do we get them?

**Some issues are about beliefs**

- How do we combat ableism? Other types of discrimination? How do we promote awareness and acceptance? How do we get people to understand consequences on children's lives?





# How Change Happens

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Part 1 - **BEHAVIORAL  
CHANGE**



# Power moms take on dyslexia

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- Saw a problem
- Connected
- Gathered data
- Decided how to solve problem
- Friendly overtures to "market" action
- **NO CHANGE**



## Power moms take on SEL (social and emotional learning)

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- Saw a problem
- Connected
- Gathered data
- Defined an action
- Connected more (and more, and more)
- Sought support, built rapport
- **ONGOING CHANGE**





## THOUGHTS?

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- Why did one group prevail where another didn't?
- Both were based on research
- Both were initiated by parents
- Both had larger movements to draw from
- **What are your thoughts?**



## How does change happen?

Motivation. A plan. Allies. Follow through. Yes. But.

Whether it is at the micro level (say, an inclusive placement for your child in a neighborhood school) or large-scale shift in attitudes and practices, when it comes to change, there are elements you need to plan for and **behavioral stages to be aware of.**

**Intentions  
aren't enough**

# Behavioral stages of change

PRECONTEMPLATION

```
graph TD; A[PRECONTEMPLATION] --> B[CONTEMPLATION]; B --> C[PREPARATION]; C --> D[ACTION]; D --> E[MAINTENANCE]
```

CONTEMPLATION

PREPARATION

ACTION

MAINTENANCE



# Precontemplation.

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**Denies** there is a problem.



# Precontemplation.

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**To advance**, they need to **be aware**  
of the problem and  
consequences of not acting



# Contemplation.

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**Recognizes** the problem and potential consequences of not acting, but not yet committed to making a change.





# Contemplation.

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**To advance**, they need to recognize that the **benefits of change outweigh the risks** of staying the same.



# Preparation.

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**Actively creating a plan.**

Do not rush. The planning stage sets up success.



# Preparation.

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People in this stage **may need support** to craft a good implementation plan



# Action.

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Plan is done; person or organization is ready to act.  
**This is the change!**



# Maintenance.

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What happens if obstacles arise?  
Successful, **long-term change**  
**requires monitoring**






# Maintenance.


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You need to be prepared to **craft strategies** to address emerging issues, secure resources, and provide affirmation.



Change happens when people **commit** to a specific action; **win over** allies and skeptics; take time to **plan** for implementation; **follow through** with monitoring and needed adjustments

**Intentions  
aren't enough**



A sense of humor  
can also be super  
helpful.  
(Promotes  
resilience!)

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**How Change Happens**

# Behavioral stages of change



PRECONTEMPLATION



CONTEMPLATION



PREPARATION



ACTION



MAINTENANCE



Almost 40 percent of pediatricians aren't screening toddlers for developmental disabilities. **What strategies might you use to get 100 percent of pediatricians to screen?**

Let's discuss.

**A theoretical case ...**



Would your strategy change if you learned doctors **agreed** that developmental screenings were important but lacked tools? What about if they didn't have relationships with intervention specialists?

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A theoretical case ...



# More Pediatricians Screen for Developmental Delays After AAP Offers Screening Tools, Educational Support

... “The study, published online March 2, showed that screening rates increased from 21 percent in 2002 to 48 percent in 2009. In 2016, 63 percent of pediatricians reported use of standardized developmental screening tools ... In 2006, the AAP released guidelines, updated in 2020, calling for developmental surveillance at every visit and use of a standardized screening tool at the 9-month, 18-month, and 30-month well-child visits. The authors note that the goal is for universal screening ... They suggest a need for improved communication between pediatricians and local early intervention professionals.”

<https://pediatrics.aappublications.org/content/145/4/e20190851>

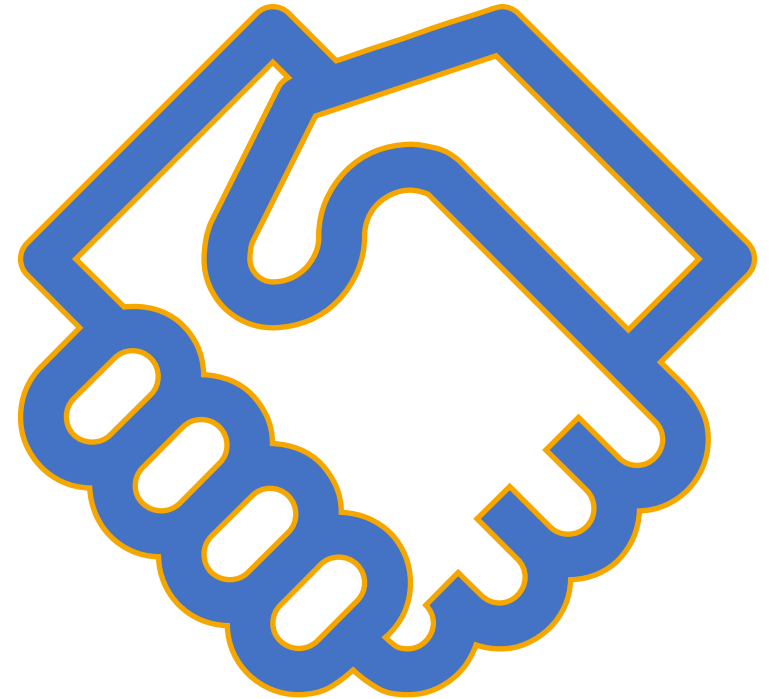


# Advocates usually ask OTHERS to change

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## **Questions to ask yourself, first:**

- Is the person or organization READY to change?
- Do they even agree there is a problem?
- Do they agree with your solution?
- Do they have the support and resources to make the change?



Your approach will vary based on your target and where **they** are in the process of behavior change. Being loud isn't enough. You need to be intentional.

**Strategy and tactics**

Change happens when people **commit** to a specific action; **win over** allies and skeptics; take time to **plan** for implementation; **follow through** with monitoring and needed adjustments

**So how do you “win over” allies?**



# Suggested reading

- [Change Doesn't Happen Overnight: It Happens In These Five Stages](#) - A look at the behavioral elements of change (Forbes)
- [What Makes Change Happen?](#) - A business take on change; flags the importance of small changes to build momentum and the need to condition the culture (Harvard Business Review)
- [Why Change Doesn't Happen, and What to Do About It](#) - Another business take; things to consider about why a policy change may not take in a school or other organizational culture (Entrepreneur)
- [Effective advocacy 101: how to bring about change in five steps](#) - A look at what works in the political space (The Guardian)

# Resources

- [Frameworks Institute](#) - This institute researches how to frame social and science issues so the public engages. Has examples of “reframing” that the public connects with.
- [National Center on Dialogue and Deliberation](#) - This online community looks at ways to bring people together across divides to tackle challenges.
  - Great resources (<http://ncdd.org/rc/>) if you are interested in hosting community conversations



# How Change Happens

Part 2 - **THE INGREDIENTS**

People who study successful campaigns identify **essential ingredients**



**CLARITY**



**DATA**



**STORIES**



**ALLIES**



**CHAMPIONS**



**MEDIA**



**CELEBRATION**



# Advocacy is better with partners.

**The North Star Project**, a grassroots effort facilitated by the state Developmental Disabilities Council

- Long-term supports, healthcare, civil rights, education and more
- People with disabilities, families, professionals. Statewide

<https://www.ddc.wa.gov/northstar-project/northstar>

**Investing in Student Potential**, a coalition pushing for systems change in education

- “We believe WA needs to assess and adjust how we accommodate and support the diverse and complex needs of students in public schools”

<https://studentpotential.org/>



# If you haven't yet, subscribe ...

**Sharing**, resources and information

**Engage**, legislative and policy news and opportunities for civic engagement

<https://signup.e2ma.net/signup/1894973/1898164/>

**Resources**, by and for people with disabilities

<https://signup.e2ma.net/signup/1902489/1898164/>