

How Educators Train Your Child To Be A Follower

How Parents Can Identify Illegal Psych Techniques In The Classrooms of America

The political “Hot Potato” is testing what shouldn’t be tested on your children. It is called “Grit”. “Grit” is the new hot potato. Why? Because it is illegal. It is based on the Common Core Social, Emotional, and Behavioral standards that are illegal. This is being done without full disclosure and written informed parental consent.

Parents, the social, emotional, and behavioral aspects of your children are being monitored, evaluated, and CODED. Interventions are being performed without your written permission or consent. Sometimes the names for this are changed to such flowery phrases as mindsets, character development, citizenship, “grit”, or even civics. This tactic effectually catches some parents off guard. Why? Because it sounds so good. Do we really know what is being tested and taught in America’s classrooms? Do you know what data is being collected on your child? Education has moved away from academics. There is now a full focus on personality with teaching and testing. The goal is changing the social, emotional, and behavioral personality traits of your child.

The “whole child” (head, heart, and hand) becomes the focus of the federal government. The recently passed federal ESSA (Every Student Succeeds Act) is the latest draconian effort to test and teach values, attitudes, beliefs, and dispositions. This was legislated as the new education law in December 2015. The National Governor’s Association (NGA) and Chief State School Officers (CCSSO), who copyrighted the original Common Core which was developed by ACT, added dispositions (“grit”) to the Common Core. Academics play second fiddle – they are diluted, missing, and dumbed down. The ultimate goal is to squash all individualism in America. Parents beware! This falls under mental health. It is psychological conditioning. It also happens to be illegal the way they are doing this on children in the United States.

The goal of the education elite has always been teaching a mindset called the “whole child.” It includes psychological techniques to change a student’s personality. This is part of Benjamin Bloom’s Taxonomy. The “whole child” means controlling beliefs, feelings, and behavior. When Bloom said that good teaching was challenging a child’s “fixed beliefs” what did he mean? How would this be done? Here is his definition:

“A large part of what we call ‘good teaching’ is the teachers ability to attain affective objectives through challenging the students’ fixed beliefs... a child is no longer truly using his higher order thinking skills until he no longer believes in absolutes of right and wrong.” ~Benjamin Bloom, *Taxonomy of Educational Objectives*

Bloom’s “affective objectives” delves into a child’s psychological makeup, emotions and feelings. We have heard the new catch-phrase many times, that teaching is about what a student “will know or can do” which means their beliefs and their behaviors. Webb’s “deeper learning” model is duplicated in the same area. What a child knows to be true, their beliefs, or their feelings and attitudes will result in specific actions or behaviors. Notice that this isn’t about the ABCs.

One of the authors (Berryman) in the 1992 Department of Labor SCANS report stated that, children do not go to school with a blank slate. The purpose of this sort of education is to wipe the slate clean. In other words, remove everything that you as a parent have taught your child. Particularly the American ethic, such good qualities as individuality, patriotism, and a belief in God. Since the early 1990s the Department of Labor has officially deemed your child “human capital,” be prodded and toyed with in the classroom to increase his/her “value” to the workforce.

The Common Core agenda is about performance, but not academic. It is about challenging your child’s moral absolutes and change their behavior. This cannot be done without altering and controlling your child’s feelings, attitudes, values, dispositions and beliefs. A “fixed mindset” means believing in absolutes. The goal of this transformational education is to inculcate in children a “growth mindset.” This pseudo-scientific agenda is mind-bending and has absolutely nothing to do with academics. This system pushes a child toward universal values. Your children are not safe. Your children’s beliefs are being challenged every day in the classroom. It is embedded in the curriculum, the testing and the teaching methodologies. This is indoctrination.

You can identify these standards appearing in the Common Core classroom when education “elites” like Angela Duckworth and Robert Rothman (below) indicate that these qualities are needed for college and career readiness. These standards include efficacy, cooperation, interpersonal skills, ethical behavior, honesty, responsibility, and adapting to change, all subjectively scored and arbitrarily collected and coded by regular classroom teachers. You might think you know what these words mean, but many of them have been redefined. Furthermore, most people have never seen the criterion or proficiency levels for how these values would be scored, tallied, or given a digital merit badge. The goal of transforming education in the United States is for children to become dumb-downed worker drones. Its time for parents to revolt.

Experimental Research on Children-The Plan To Test GRIT.

EPIC (Educational Policy Improvement Center) in Eugene, Oregon, is a federally funded group for researching the dispositional aspects (mood, frame of mind, personality, etc.) of children in Common Core. EPIC identified the affective approaches to be used in the experimental research model Innovation Lab Network where 6 states began their probing Common Core study: West Virginia, Kentucky, Ohio, New York, Wisconsin, Maine. Oregon and New Hampshire were added later in the

pilot. This experimental model is the international connection for global data collection in which the OECD (International Organization for Cooperative Economic Development, a global intergovernmental group) is deeply involved. This experimental research on your children is rampant thanks to an Executive Order by former President OBAMA. [\[Source1\]](#) and [\[Source2\]](#)

“The Center for Innovation in Education (CIE) at the University of Kentucky and the Educational Policy Improvement Center (EPIC) recently launched a multi-year collaboration to better operationalize a set of metacognitive skills and dispositions that are critical to students’ academic success and postsecondary readiness. Operating at the intersection of research, policy, and practice, this initiative builds off of previous work with the Innovation Lab Network (ILN) – a group of states brought together by the Council of Chief State School Officers to identify, test, and implement student-centered approaches to learning that will transform our public education system.

“In the spring of 2012, the ILN states adopted a Knowledge, Skills, and Dispositions framework for college and career readiness based on the premise that content knowledge and skills are not attained in a vacuum but are aided by the development of dispositions that enable the learner to take responsibility for her own life and successfully operate within a greater social context:

Knowledge refers to mastery of rigorous content and the facile application or transfer of what has been learned to novel situations;

Skills refer to the capacities and strategies that enable students to learn and engage in higher-order thinking, meaningful interaction with the world around them, and planning for their future;

Dispositions refer to noncognitive, socio-emotional skills or behaviors (sometimes referred to as habits of mind) that associate with success in both college and career.

“While there has been a great deal of instructional effort and policy focus on core content knowledge, the second and third dimensions of the framework are comparatively underdeveloped. At the classroom level, teachers need clear and accessible definitions of skills and dispositions, an evidence-based model describing how they are developed into college and career-ready proficiencies, and tools to integrate them into instruction and assessment. Likewise, decision makers need to identify policy actions to better integrate skills and dispositions into state systems of accountability, assessment, and strategic investment.

“To address these needs, CIE and EPIC launched multi-phase initiative organized under a working group of 7 state partners and invited experts. The initiative leverages the expertise of each of the Centers: CIE’s expertise in policy and partnerships and EPIC’s expertise in

research and conceptual design.” [All emphases added]

But how do you measure and score a child’s dispositions? Who decides what the “common good” is? And, why must dispositions be changed? Isn’t this sounding a little creepy? It should! It is impossible to standardize a score for assessing character unless every child is targeted to change their personality or primary trait towards one single government-prescribed standard! Testing feelings, attitudes, and beliefs are difficult to measure as these fall into the psychological realm. This is an invasion of privacy. Students are pressured to lie when they attempt to answer according to what they know the test makers want

Emotionally-Sensitive Intelligent Tutoring Systems

The University of Memphis seeks a licensee to commercialize a significant advance in Intelligent Tutoring Systems (ITSs). The invention consists of software and proprietary algorithms which allow ITSs to sense and optimally respond to the learner’s emotional states and not simply their cognitive states. The inventors are internationally recognized, award-winning leaders in Artificial Intelligence-based tutor system research. This technology is built on decades of research supported by millions of dollars of federal grants.

While current e-learning systems focus on knowledge and cognition, it is widely acknowledged that the next generation affect-sensitive ITSs will be the wave of the future. For example, the theme of the 14th International Conference on Artificial Intelligence in Education was on “Affective Modeling” (i.e. detecting and responding to student affect).

[Source]

BETRAYAL! By using deceptive words like honesty, grit, and self efficacy, it is much easier to get everyone’s approval. But, can we all agree to one standard for ALL personality traits? How do you measure honesty? Can you trust teachers to collect this subjective data on your child? Obama pushed these non-cognitive standards in the ESEA flexibility Waivers. But ESSA federal legislation has attempted to legalize the measuring and teaching these globalist deceptive standards. This Act was an effort to get parent and statesmen approval for this illegitimate and unethical experimentation.

Recently an article in *Ed Week* (Aug. 4, 2016) tried to bamboozle readers with the entire psychological agenda by explaining the experimental research that was beginning (not true), and without clarifying the original research already accomplished in multiple experimental models. This marketing agenda is in full force. The article is a complete lie:

“Eight states will work collaboratively to create and implement plans to encourage social-emotional learning in their schools, the Collaborative for Academic, Social, and Emotional Learning announced this month.

The organization, which is also known as CASEL, will assist the states through

consultation with its own staff and a panel of experts. The participating states are California, Georgia, Massachusetts, Minnesota, Nevada, Pennsylvania, Tennessee, and Washington. And an 11 additional states that originally applied to join the collaborative will have access to the materials it develops.” [Emphasis Added] [Source]

Parents! This is the direction Common Core is going. Controlling what people think! Controlling the future. Controlling how people act. What is the “appropriate” attitude according to these experimenters? According to these behavioral scientists children need new mindsets. (See below) The key question here is are parents going to allow the federal government to change our American children to a collectivist mindset?

The ESSA legislation passed December, 2015, was already set in motion by the 2012 ESEA **illegal** Flexibility Waivers ushered in by President Obama and Secretary Duncan) which added non-academic social, emotional, and behavioral standards as a requirement to accept funds. It required teachers to be trained in behavioral conditioning, which force teachers to teach Common Core behavioral conditioning or be removed, fired, and/or having no chance of being re-hired. It’s time to look inside your classroom. These conditioning techniques are already being implemented on normal children through teacher training using Special Education teams (CHILD FIND) who are trained in behavior modification techniques that were originally researched to help violent autistic and handicapped children. These techniques are now being implemented in the regular classroom on **normal** children.

Let’s read further in another article in *Ed Week* from Robert Rothman (April 25, 2014) titled “The Challenge of Measuring Student Mindsets.”

“One challenge in expanding practices that foster **appropriate mindsets** to more classrooms is the state of measurement. Measuring mindsets in valid and reliable ways is essential for students and teachers. For one thing, **such measures make it more likely that teachers will address these attitudes and behaviors. (What gets measured gets taught, after all.)** More importantly, students and teachers need high-quality information on the extent to which students are developing these dispositions so that they can adjust instruction according to student needs.

“For example, student surveys that attempt to get at the extent to which students believe that their hard work in school will pay off are **time-consuming and intrusive**, and they don’t always yield accurate results. Students might be more likely to tell teachers what they think teachers want to hear, rather than what they actually believe, although research shows that in low-stakes situations students do tend to tell the truth.

“There are technological methods that can measure student dispositions in a non-intrusive and more accurate way. For example, data from computers can show how long students spend on a problem and whether and how they seek help. Biometric devices can track students’ brain patterns and anxiety levels as well.”

Yet as schools develop and implement measures of students’ mindsets, **they might face strong opposition from some parents who think that it’s none of schools’ business what students believe.** Recently, a U.S. Department of Education report that mentioned some of the **biometric measures of persistence and grit** generated a social-media flurry suggesting, erroneously, that the Common Core State Standards required measures of student eye movements. **And years ago, in the early days of the standards movement, states such as Pennsylvania proposed standards for**

students' "self-worth," adaptability to change, ethical judgments, and the like, and met a wall of criticism from parents.

“So scientists and practitioners need to move cautiously as they work to improve measures of academic mindsets. But the work needs to go on. The research is clear that these dispositions are critical to student SUCCESS, and measuring these dispositions is essential to foster them.”
[All emphases added]

Parents, the “CAUTION” sign is being put up by our opponents. Time intensive. Intrusive. Invasive. Not Accurate. **Did Mr. Rothman say, ILLEGAL? Well, he should have.**

The “wall of criticism” was all about the early days of Outcome Based Education and my all-out campaign to get rid of the psychobabble when I filed my federal complaint against the affective domain standards in Pennsylvania.

Success, defined by education researchers, means your child has met the government collectivist mindset. No child will be allowed to have moral or religious absolutes. These standards are NOT academic. These standards ARE NOT NEW. They are just being reshuffled into a new bag of tricks. Parents Beware! Where are our churches, pastors, and rabbis? (Do not be fooled into thinking that if you pick one of the government-controlled phony “choice” options that you will escape this! Under the ruse of “choice” Common Core follows the child. No child will escape!)

It’s time for all parents to step in and fight. Pennsylvania parents know the ropes.

[See: [“Pennsylvania Parents Demand A Moratorium on Data”](#)]

The following non-academic techniques were written into the ESSA legislation to be carried out by funding through IDEA, Special Education: response to interventions, RTI; positive behavior interventions supports, PBIS; multi-tiered system of supports, MTSS; School-wide multi-tiered system of supports, SWTSS; early intervening services, EIS; Specialized Instructional Support Services, SISS; and Universal Design for Learning, UDL.

Parents, are you reading this? Your federal Congressman and Senator passed this legislation mandating your schools apply high-risk psychological techniques in the classroom without your permission, without your consent, AND, with unqualified teachers being trained to identify your normal child with mental health problems.

So, the big CAUTION sign put out by the education “elites” is out there because they have reason to fear that parents might actually wake up – and interfere with this new (old) research being duplicated across America.

Frankly, I think that was an invitation. But realize, this research is being done secretly, marketed and embedded into curriculum, so parents do not realize their kids are being monitored through computer programming, DataMining, and observational data in phone apps like the BOSS phone app. Teachers are OBSERVING student behavior at school and inputting data into the state longitudinal data system. This personally identifiable information, which is data on your child’s attitudes, values, beliefs, and dispositions, is being collected by your local school, digitized and monitored, and sent to the federal government (NCES/IES) through the state longitudinal data system. This is a huge invasion of privacy and betrayal of trust. We must stop the collection of personal data and the abusive tactics to change

the dispositions of our children. Your child is at risk of abuse in your neighborhood school.

This can be our “wall of criticism.” Remember, it doesn’t matter if they CAN measure attitudes, values, and dispositions. It doesn’t matter that they WANT to measure attitudes, values, and dispositions. The question is, “**Is it legal?**” Is it legal to TEST and SCORE attitudes and values in American classrooms?

5 Magic Questions developed by Anita Hoge

It’s up to you parents. Use the 5 Magic Questions I developed to fight subjective and vague Common Core Social, Emotional, and Behavioral Non-Academic Standards. [\[Link\]](#)

© 2017 Anita Hoge – All Rights Reserved

Share this article