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## Letter from the Editor

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*JADARA Editorial Board*

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Gabriel I. Lomas, Ph.D.

*JADARA Editorial Board*

In 1998, Spencer Johnson published *Who Moved My Cheese*, a groundbreaking book on change that applied to individuals, families, and organizations. The publication was based on the simple story of a group of mice that once received their cheese in a consistent place, but later had their cheese moved. Two characters realized that the cheese was moved and changed their ways to find the cheese and sustain their lives. Two others, certain that the cheese would return, resisted change and continued to work in the same way. The book was required reading when I was a student in the counseling program at Gallaudet University. Touting sales of over 23 million copies in 42 different languages, it is clear that this straightforward text has attracted the attention of many interested in managing change.

Change is complicated as studies show it takes most organizations from 5 to 10 years to accomplish significant restructuring. It's important to note that individuals and organizations change only when those involved are willing to do so. Typically, a single individual is powerless to change a large organization. However, if the leadership, the political circumstances, and the stakeholders are all seeking the same outcome, change is inevitable.

In our current economy, governments are forced to make changes to agencies in order to save money and retain jobs. I believe schools for the deaf are scrambling to protect their programs from the government axe as enrollment continues to decline. The same is likely to be true in other agencies that serve deaf people across our nation. In higher education, a friend and colleague of mine at a major university was recently informed that the deaf education program is slated to be closed soon due to budget problems. I believe the message is clear: Our cheese has moved and we cannot continue to operate with the belief that all will continue status quo.

Although the focus of our journal has historically been on vocational rehabilitation, the situation in schools for the deaf impacts all readers. Students, whether they attend schools for the deaf or public schools, are our future clients. The services they receive in schools greatly impact how they function as adults in the community. I believe all of our readers desire

that schools for the deaf remain open and thrive long into the future. Yet, with increasing numbers of deaf youth receiving cochlear implants, students who receive services at schools for the deaf are decreasing. Schools for the deaf must find a way to reach out to students with cochlear implants and their families. Implanted students and their families must feel they have a place at schools for the deaf. Otherwise, I fear schools for the deaf will continue to function as targets of budget-cutting legislators. If schools for the deaf experience a closing trend, I anticipate we will see increasing discontinuity for our students. Faced with public schooling as the primary option, struggles are likely to be more pronounced. This will certainly have implications for vocational rehabilitation that include psychological and educational interventions.

Finally, like the changing field that we work in, change has impacted me. For the past three years, I've worked closely with the journal co-editor, David Feldman, on the management of JADARA. However, new opportunities have arisen for me and it's time for me to hand my responsibilities with JADARA to others. Dr. Feldman will continue to stay at the helm of JADARA while I will work as an editorial reviewer on the board. I thank the ADARA board for trusting David and me to make the changes necessary to promote our journal. I'm both honored and humbled to have worked as a co-editor for one of the top journals in the field of deafness.

## References

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