

**Response to Intervention  
Cohort training session:  
Communication IS Rocket Science**

**Developing and Sustaining Evidence-based, Formal and  
Informal Communications Strategies Within and Without the  
Organization**

**Session 1**

**April 23 - April 24, 2012  
Roanoke, Virginia  
Sponsored by the  
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Office of Student Services**

Response to Intervention  
Cohort training session: Communication IS Rocket Science!

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Welcome – 8:30 am – 8:45 am

H. Douglas Cox – Assistant Superintendent  
Dr. Cynthia A. Cave – Director of Student Services

Taking a Backwards Glance Before Moving Forward

Regina Pierce, Rtl Coach/Consultant – 8:45 am – 9:00 am  
Sandy Hart, Rtl Coach/Consultant

Lost at Sea Exercise

Dr. Cythia A. Cave – 9:00 am – 9:45 am

Communication IS rocket science! – 9:45 am – 12:00 noon

Dr. Denise Seguine, CAO, Witchita Public Schools  
Dr. Stevan Kukic, VP, Cambium Learning Group

00:00:00

Mr. Cox: Good morning, is it on? Good morning again. I'm Doug Cox I am assistant superintendent for special education student services at the Department of Education. And as always it is an honor and privilege for me to welcome you to our tiered system of supports meetings. We continue to grow together, to work together; to implement what we know is a great way to organize our resources. And yet we know that there is a lot of work ahead of us in the way that we communicate what we're doing and message what we're doing to make sure that we get the maximum buy inform the entire community, not just educators. So, we're spending the next day and a half with you talking about that very important element of what we need to do.

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Mr. Cox: I know we are occasionally reminded that, that people still sometimes see Rtl as a program, something that you do from 9:45 to 11:15 3 days a week. We know that sometimes the community doesn't understand it, and we know that parents are often very skeptical. Particularly parents whose children are struggling, and they may believe the child needs to be in a special education program, and they see this sometimes as stalling tactics. And we know that is absolutely not that case. But there is a lot of work that needs to be done, so I think that you are really going to enjoy the next couple of days. Learn a lot, share with each other what you're doing, and as always you come here not only to learn but to teach. Our friends Steve Kukic and Denise Seguine are

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with us again, and we're so pleased to have them. Steve has been our leader and our mentor for just about the entire time we've been working on our tired system of support.

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Mr. Cox: When we called it Rtl, and we have certainly learned to admire and trust our colleagues in Kansas for the way they're implementing their system there, and especially the way it's happening in Wichita. So we are honored and pleased they're with us, and Cindi will come up and give a little more formal introduction. But I wanted to just give you my welcome, tell you how happy I am to see you here today.

Dr. Cave: Good morning to ya'll. I just wanted to say this is how the day will flow, you know now that it's going to be our practice to review the previous training, and exercises before we move onto the next content. And you also know that we are training according to the components of the tier system of supports benchmarks.

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Dr. Cave: So this is a good way to wake everybody up, get us thinking, get us talking, I did want to tell you and remind you about Denise. Remember that she is the chief academic officer for the Wichita public schools. Also remember that the last time she came to speak to us she'd lost all of her luggage, and she still looked great. So we're looking forward, she's had, of course you know as Doug said we look to Kansas a lot. Because they've been doing this a little bit more than we have, but they have a philosophy and an approach that's very similar to ours. And so we've learned so much, and we're so grateful to have Denise come back. And speak with us and share her experiences in terms of working with stakeholder groups, working with parents. Also you know Steve is just, we've just relied on him so much over these years now that we've been working.

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Dr. Cave: And one of the things that we haven't addressed too much is the internal communication processes that are absolutely necessary for implementation of a tiered system of support. We all think communication is so easy, but we know then ultimately when we are in the middle of trying to get something done how difficult it is. So we're grateful for that. And happy that you are here. And Regina it's you and Sandi right, so once again our coaches par excellence are gonna sort of take you through remembering what we did last time and applying that. So let's go. Thanks.

Ms. Pierce: We're actually gonna kind of go through what we've done in total. Sum total, so what you need is you need this handout, everybody got it? You kind of need to have it in front of you, it's on the screen.

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Ms. Pierce: But you need it in front of you. I'll give you a minute to find it, has everybody got it? And if you'll look at Waldo, you know when I'm saying now we're gonna kinda talk about sort of a sum total of what we've been doing. If you look at Waldo you can see where you are, so good job. All right, so at the very top, and let me just be really clear first, whatever we talk about now we're talking about reading, math and behavior all right. So the very first thing is everything starts with a vision, and we started that with Denise oddly enough. So Denise was here and as you recall we all wrote out our vision, and well stood up and we took pictures of it, and then I think we all forgot what our vision was. So we need to revisit that. The very first thing though is you have to start with what you're talking about, because as Doug as saying if this really is more than just a program, it's systems change, you can't have system's change unless you're really clear about what that is.

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Ms. Pierce: So the very first thing that you have to do is sort of start with that vision and what it is that you're talking about, your principles, your non-negotiables, what you got going on. All right so now since we're all educators, take your pointer finger, your tracker finger, and go across and so what do you need to really carry out that vision. You need that leadership team. And we had Larry Tihen here; we had George Batsche talking about that leadership team. In a sense you need a group of people to really carry out what that vision is. A while back, some of you newbies probably didn't see him, but we had Dean Fix in, so he's sort of introduced us to that notion of scaling up and that you need the big three. Sort of the consensus building the infrastructure, the implementation. And then a lot of our divisions we noticed also, somebody they would hire an Rtl coordinator, an Rtl chair, an Rtl organizer, whatever.

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Ms. Pierce: But you needed somebody, you still need that leadership team, because that Rtl coordinator is a whole lot more effective if they're carrying out the duties and responsibilities of the team rather than having to make it up themselves and saying okay everybody come along with me. All right so now you got your leadership team, you got your vision, tracker finger down to the downward arrow. So now what do you need? So now you need some sort of a plan. And here's Steve Kukic who's helped us all the way through, sort of we started with the NASDE blueprint and that crashed and burned, and that's okay. We, then we did the assessment mapping; do you all remember the assessment mapping? That was the warm-up activity before Mark Shinn. We did some assessment mapping, and then Steve tied us to some chairs and made us do the VTSS benchmarks, which was really really smart because now we have a gold standard. We know what it should should look like okay.

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Ms. Pierce: And how you implement it, now I made a mistake when I was doing this. You know we keep talking reading, math and behavior, and I have it on the slide, but didn't have it initially and so again we're all learning to get better at this. The benchmarks of quality from ESD. So pencil those in, that's another tool that you need. In terms of sort of those beginning implementation tools. All right so everybody still with me? All right so now take your pointer finger and go down to universal screening. So now that we've sort of gotten, you know what we're talking about, who's gonna lead it, we've got our tools, it's time to start some universal screening and that's gonna give us that big picture we talked a lot about multiple measures. Then we go across, once we have that data it's time to start defining our tiers. So in terms of tier definition, the big thing that we all realize we had to come back to is really defining tier 1. It was hard to do it without saying what is really good first instruction?

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Ms. Pierce: And Randy Sprick was here and did a fabulous job of that with us on what's really good first instruction in the behavior realm. We also had Shapiro was talking about sort of some of that first instruction, and even some of that moving the pile and getting kids out. Dan Reshley, do you all remember Dan Reshley, Dan Reshley made that really good point with tier 1 saying it depends on your type of learner. Even tier 2, and tier 3. So for example if you have a lot of kids in your building that have very limited background knowledge, your first instruction is gonna look different than some of your schools where everybody's gonna come and they're gonna read despite you. So again, that tier definition, so it's also you can't have fluid movement between the tiers unless you have those decision making rules, those cut points all of that goes into the tier definition. All right, so now come across, and here is sort of a big point. Remember when we started all we could think about was interventions.

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Ms. Pierce: So you can see in sort of the whole flow chart, you're not, it's only till here now we're thinking about interventions, what we're gonna pick. And we're gonna select those interventions. Amanda Vanderhaden went through that with us, how do you pick an intervention. And so you're gonna pick an intervention now based on all of that other data. And then school schedules that came up a lot even as we were reviewing some of your other comments. So now what are you gonna give those kids that you've pulled out, and when are you gonna give it to em'. And the resource allocation, who's gonna give it to them. Larry Tihen did a lot of that as well all right. So now that you kind of got everything fixed up ready to go, you got the interventions, you got you know who's gonna get it. Who's gonna give it to em', when they're gonna give it to em', you can make an intervention plan. So that's another step that I think that we still need to work al

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little bit more on, are those intervention plans. What specifically are they getting? And if you don't have the intervention plan it's hard to link it to those tier 1 systems.

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Ms. Pierce: Cause we know now that for it to be successful it's kind of like that combo pack. It's your good first instruction with your intervention. All right so now everybody's getting something and it's time at the very bottom, that's where we just had Mark Shinn, that whole progress monitoring and monitoring student outcomes. So is it working? Not just for the individual student, but is it working in core? How do you progress monitor tier 1? All of those types of things. And it's really important to define that, and then the decision-making, the data meetings. So I know for some of you that I work with we've actually been doing some of those data meetings, how do you really make decisions at data meetings? And just oddly enough I've modeled a few data meetings for a number of divisions, and I think the participants were calling it blunt force trauma. Once I got through with em', but I will say this we didn't talk about anybody's mama for very long. Okay. All right, and so now that you've done all of that, and you're constantly monitoring those student outcomes, all right, not just the kid, but then the grade level at your PLC meetings.

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Ms. Pierce: Your school, and then the divisions are looking amongst their schools, looking at all the student outcomes. So finally now you can evaluate your process. And you'll plan your PD around what you've done. Now if, again if you got to the very center, this is again, was a lot of George Batsche, and Steve Kucic's been telling this all the way along. You know now we have to problem solve. So no matter what it is, your problem solving, and we all need to pick a problem solving method. And whatever we do we you have to do it with fidelity. And how are you gonna prove that fidelity. We talked a little bit about that in the nuts and bolts about not just fidelity of the intervention, but also fidelity of tier 1, fidelity of the assessments. Are you giving it the way you said you were gonna give it? All of those types of things. So, with that then we're sort of circling back now, so today we're gonna be talking a whole lot about communication. So we're at the top of the page, top right part again.

00:13:07

Ms. Pierce: Back to that leadership team, we're kind of moving; we've done the whole circle. We're gonna come right back now to that leadership team, and you can see in problem solving, our problems change. So early on you know two years ago our problem solving was what do we pick for a universal screener. Now we're talking more about how do we build consensus among stakeholders? Things like that, so our problem solving changes, but we keep using that model. So today's all about

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communication. And of course we have an activity first, and then Sandi our techno wiz we have another great little something for you to watch. It's gonna tie it all in.

Ms. Hart: So Regina's taken us down memory lane with the flow chart, and as she said it would be perfectly reasonable to think that many of you were thinking as she went through, well hey we really need to go back and revisit one of these areas up here.

00:14:03

Ms. Hart: We knew, we learned about it back then, we said we were gonna do something about it, but we really need to go back and sure it up, redefine it, and maybe do a better job of communicating in that area. So we have an activity for you today, we gave out some sheets and we gave almost every division a sheet with the division name on it. And we put on that sheet the goal that you folks had identified at the end of November's training way back last fall. So what we'd like you to do, as a division team is look back at what you said back in the fall, and then just answer two or three questions about how you've done so far with that. To give yourselves a little assessment, well where are we? And what do we need to do next?

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Ms. Hart: If you don't have any specific goals from the fall, we put on many of the tables a generic goal sheet. That's based on those sentences strips that you all put on the all back in January for us. So those are some other goals that you have identified as divisions earlier in this process. And of course you're gonna come up with others. You don't need to necessarily just address those; you can address some other goals that you've created. So take a few minutes as teams and revisit your goals. And what we'd like to do is the coaches would like to come around and pick up the goal sheet when you're finished. That'll help us know how we can help you in the future. We'll give it back to you before the end of the conference. Halifax are you here? We can't find ya.

00:16:00

Ms. Hart: Okay. Take about 10 minutes please.

[Tape Cuts]

Ms. Hart: So we promised you a video clip again. And I heard my former division laughing when I was referred to the techno queen, they know that is not true. But this is a film, a small clip of a film that I think many of you have seen. But when we watched it, we were really taken aback by the connection that we could make from this scene to the challenges you face as change agents in your division. Specifically when it comes to creating, or conducting data meetings. So there are two groups in a room, one group is

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trying to make decisions based on some objective data. And there's another group that's referring back to the way things always were, tradition, opinion, gossip.

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Ms. Hart: And that's the group that has experience on their side, and we think that's probably happened in some data meetings that you have been in. As you watch this clip, be thinking about the advantage of creating decision making rules and defining your tiers. And see if you see anybody you've ever encountered in this film clip.

[Video - See Ms. Hart's PowerPoint presentation]

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Ms. Hart: Look familiar? Thanks.

Dr. Cave: heard any of that before? I don't see it. And that's really what you're doing because you are looking at data; you're considering different ways to work with kids. You're considering different ways to work with all of your teachers, and all of your specialists. You're Billy. Do you feel like Billy? So we thought this was kind of fun to see the kinds of things, and all those guys, did you notice all the grey hair?

00:22:02

Dr. Cave: You know this, they'd always chosen the star, and as far as they were concerned it's the star that makes it. If we pay a couple of stars, and we pay big bucks for that star that's what's gonna make us a winning ball team. But Billy's approach was no, it's not the star. We're gonna put a combination of folks on the team that can really what? Get on base. And so we love this, we thought this was pretty cool. So the next thing we're gonna do just to make sure you're awake, is this little fun brain teaser called Lost at Sea. And Wayne Barry, where is Wayne? There he is, you know Wayne, ya'll know Wayne. He's always here taking care of things. We don't usually put him front and center, but we have. Because this was his idea and we think it's pretty cool.

Mr. Barry: Thank you, our idea was to try to be active this morning, and kind of demonstrate how you can learn through play.

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Mr. Barry: So that film clip set just a perfect stage for what we're about to do. Is there, every table should have two pages in front of them, hold it. Don't turn, don't pass anything out yet. How many people already have the pages? I mean just the, the, I have to say when I was putting these on the table I was jokingly saying leave them there don't pass them out. But you guys are such high achievers, such doers, you want to get it, and get started. And move along, and I didn't want you to do that. So if you've done it, you've done it, that's okay we'll move on. But everybody else should pass out the two pages that are on the table. And I'm gonna give you, I'm gonna read to you what's on the back of the page with the ship that says Lost at Sea.

00:24:11

Mr. Barry: And you can read along with me, but I want to make sure everybody has the directions. You've chartered a yacht with 3 friends for a holiday trip of a lifetime across the Atlantic ocean. Because none of you have any previous sailing experience, you've hired an experienced skipper and two-person crew. Unfortunately in mid-Atlantic, a fierce fire breaks out in the ship's galley, and the skipper and crew have been lost while trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking. Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall.

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Mr. Barry: You and your friends have managed to save 15 items undamaged and intact after the fire. In addition you've salvaged a four person rubber life craft and a box of matches. Your task is to rank the 15 items in terms of their importance for you as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so on through number 15. So as individuals I want everybody on the left hand side, it should say my score, or my rating; and on the right hand side it says team ranking. But take 5 to 10 minutes without consulting your confreres, and fill out rank order 1 through 15 the most important to the least important items.

00:26:06

Mr. Barry: Yes. Hello hold it, a sextant. A sexton is a navigational tool right they use to, anybody, any real sailors in here? Anybody done sailing? Yes what's a sextant? I'm sorry. It helps you find your way, it measures the stars and alignment and the horizon, and I thought, that was an unanticipated question thank you. You shouldn't be consulting with each other except if you need somebody to define the word sextant for you.

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00:27:06

Mr. Barry: You're gonna get a chance to come up with a group rating after you rate as individuals. The purpose of this exercise is and it's worked every time I've done it; I'm not gonna tell you what it's supposed to do. But it's imperative that you do it individually, and then I'll release you to form groups and do it as a group. Yeah this is readily available on the Internet.

[Tape Cuts]

00:28:00

Mr. Barry: Two, cause the real learning here is what you do after this. And when you report back next month what a sextant is. The feelings you are feeling are the feelings kids this time of year are feeling as they take their SOL tests. How am I gonna do? Am I gonna affect the group's score? Oh my god. Can I ask for help?

00:29:03

[Tape Cuts]

Mr. Barry: Show of hands, how many people need two more minutes? Okay two minutes you have. Five, four, three, two, one. Okay I'd like you to get into; many of you are at tables where you can get into groups of four or three.

00:30:05

Mr. Barry: I'd like everybody as much as possible to get into a group of four. And I'd like you to discuss for ten, fifteen minutes or so; what your ranking as a group would be. Does that make sense? The fifteen, and so there should be a lot of chatter, the chatter we had in the very beginning when we started this should resume, but there should be if you're a table of one or two people, please get to where there's at least 3 or 4. If you're at a table of 8 or 9 break into groups where 4 is about the size please okay. And any other directions you need as a group you're going to rate the 15 items in their importance.

00:31:06

Mr. Barry: Two, one. Usually a group of this size has two or three people that need to comment on their experience, they need to say something. Who is it in this group that just has to talk about what this was about? Anybody? Just talk, what was your reaction?

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Audience Response: Oh I thought you were talking about how we interacted as group, but as a comment we all had a lot of different answers. Some of the things that we had most high include mirror and water I think just about all of us had one or the other as one or two. And as lower I think just, just about all of us has sextant and map of the Pacific Ocean as either 15 or 14 in every case.

00:32:00

Mr. Barry: Okay but it was a fun exercise, anybody feel anxiety? Given up their rating of a tool for the groups rating of a tool. Did anybody have to give up their, they were sure that this was number one, and then somebody in the group said, no. That's not, it's nighttime you can't use a... who had, anybody have to give up their ranking and what was that like? Another comment? You had to accept what?

Audience Response: I had to accept the seat cushion.

Mr. Barry: Oh he had to accept the seat cushion. He's not sure why.

Dr. Cave: He's still not sure why.

Mr. Barry: But he accepted the seat cushion. We'll learn in a minute why you did. Okay. Anybody got an idea what this exercise is about? How many people when they were filling out their ranking of the things, thought about this is what I need to survive?

00:33:10

Mr. Barry: This is what's gonna do it for me. I would think most people did. Did you think about how what you decided? Oh go ahead Evelyn.

Evelyn: I did because I wanted them to keep the candy, they did not want to keep the candy. Wait a minute, wait a minute; because I'm diabetic, they are not.

Dr. Cave: That's important to know. All right I have some questions for you.

Mr. Barry: So Evelyn, how much of your individual survival do you think depended on other people's surviving as well?

Evelyn: They threw me off the boat.

Mr. Barry: They said Evelyn was expendable.

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Mr. Barry: They could feed her to the sharks and that would all be over, everybody would be safe for another day or so. That's a facet of this that escapes a lot of people is that when we're in this thing, I mean we are thinking about ourselves. We're thinking about the kids we teach, but we also have to think about the survival of our institution, I mean we have school board members that think it's got to be done this way because I know what the tax rates gonna be in 3 years, and we're not gonna be able to do this and do that. So one of the challenges of this is to take our individual ranking and give a little bit. And it's probably easier to give if you're giving up a 13 for a 14. You can live or you can a 14 you've got it ranked 13, they want it 14. It's probably easier to do that than if you have it second.

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Mr. Barry: And the group wants it 14. Then you get into a different thing, but these group dynamics are operating all the time in the work we do. Here is how the coast guard ranks these things. Number one, what would it be? Water? Woops. Sorry. You know what, I'm afraid I did, hold it. Yes. Yes, let me give you their rationale, and then I'll show you why. According to the experts in this case the US Coast Guard, the basic supplies needed when a person is stranded mid ocean are articles to attract attention and aid survival until rescue arrives. Articles for navigation are of little importance, since even in a small life raft, if it were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time.

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Mr. Barry: Without signaling devices there is almost no chance of being spotted and rescued. So this list reflects that information. How many people had shaving mirror as number one, individuals? How many groups had shaving mirror as number one? Okay. Number 2, this is number 2 because it's critical for signaling. The mixture will float on water, and could be ignited using matches.

00:37:00

Mr. Barry: The container of water, vital to restore fluids lost through perspiration, presumably you'll live through a day and a night. Or two days and two nights, and the case of army rations your basic food intake, what's next? Plastic sheeting can be used to collect rainwater and shelter, provide shelter from the wind and the waves. Evelyn, boxes of chocolate is number 6. Your reserve food supply. The fishing kit is ranked lower than the chocolates as there is no guarantee you will catch any fish.

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Mr. Barry: The nylon rope could be used to lash people or equipment together to prevent being washed overboard in a storm. The floating seat cushion, useful as a life

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preserver if someone fell overboard. Shark repellent, the bottle of rum contains 80% alcohol which means it can be used as an antiseptic for any injuries otherwise of little value. It would cause dehydration if you drink it. The transistor radio, you'd be out of range of any station.

00:39:03

Mr. Barry: Maps of the Atlantic are worthless without navigation equipment. Excuse me?

Dr. Cave: It's the Pacific; you're in the Pacific Ocean.

Mr. Barry: So maps of the Atlantic wouldn't be worth a, they should be, 14 mosquito netting. Probably no mosquitos in the ocean. And the sextant, which we wondered what it was anyway. So how many people, we're not, we didn't go through, we didn't give the whole length of time that you probably should give for this. Just wanted to get a sense, do you think you improved your individual score by getting the group input?

00:40:12

Mr. Barry: Do you have a sense? That's generally what happens. That to me was such an eye opener, and made me a pretty individualistic kind of thinker years ago, into somebody that can depend more and more on the input from other folks. That's kind of the big learning in a couple of minutes, Cindi wants to ask a couple of probing questions, and then we have one little piece of thing that I want you to do, and I'll pass these out. Please leave them at the end of your table. Don't start distributing them until Cindi and I say go.

Dr. Cave: I have a couple questions to ask you about your group process. As you were doing this exercise think about your communication patterns, did one person dominate the conversation?

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Dr. Cave: And did one person or two people represent themselves as the experts, and if you knew that that expert was incorrect, did you have enough courage, or did you feel like you were supported enough to say, you know, I've actually been sailing I know that's not right? What was the comfort level in the group in terms of everyone being able to express their opinions? And if you didn't know anything about any of this, how comfortable did you feel asking questions? Cause part of this exercise is also about your group dynamics, any group's dynamics, the communication flow within a group. Does everybody get the opportunity to talk? And if nobody's talking do you know why? Have they been given the opportunity? Now by this time ya'll are pretty seasoned right? You've been working together how many years? One year, two years, as a group.

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Dr. Cave: So you know each other pretty well, and you probably know each other pretty well personally. So how comfortable did you feel in this group? And even in groups that you know very well sometimes you feel like you know, I'm just, it's just too much effort to make my opinion known, because the sense of this is not that we want to hear from everybody. And also how many of you checked out and said you know I just don't care? I'm gonna check my email while they decide, and you know I'm checked out. And when you check out of course you lose the opportunity that Wayne was talking about for any kind of group learning, so that the lesson, the take home is that everybody at your table has something to contribute. But it is not gonna happen without a structured approach to make it happen. So that means you really have to be aware of what's going on. You have to be aware of who's talking. You've got to be aware of the tone of the group. Now one thing about that *Moneyball* clip is we decided that Billy you know, Billy is not exactly a group facilitator is he?

00:43:04

Dr. Cave: No he's not. And maybe he had to take that approach because he had those folks there that were just dinosaurs. But what was happening to those people as Billy was throwing stuff on the board and saying this is what we're gonna do? What was happening to the rest of his group, and these were his people? This was his management team to pick ball players. What was happening to em'? They were shutting down, what else was happening to em'? Frustrated angry, so your responsibility as leaders, your responsibility as communicators and every one of you, everyone of you it does not matter what your title is; when you're at a table in a group meeting, you're responsibility as communicators is to facilitate the environment that helps people have fun and feel like they can do problem solving without anxiety, frustration, anger, and depression. Or withdraw, so that's something else to think about, and Wayne's got something that's gonna help you evaluate that.

00:44:02

Mr. Barry: So everybody can take the sheet of papers that I put at the edge of the table and distribute them, and what I'd like you to do is, I don't want you to put a personal identifier on it, but the group that you work with, your work group, your team, your school division team, your school leadership team should agree on a number that will represent all of the members of that group. It could be somebody's birthdate, the last four digits of their social security number. But I want to get a team, I want to get three or four or five or six responses so that we can do some kind of assessment. This is kind of our screening of how people are experiencing teams they work on. And it will help us, yes? You didn't get any?

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00:45:04

Mr. Barry: Oh my goodness. There is three here, we'll give you three, but does that, does that last direction make sense about come up with a group identifier and everybody in the group put the same group identifier? I don't want it to identify your school division. You personally agree on a number, a letter system, so that I can group them. And just see how this team is experiencing their teamwork. Does that make sense? Yes? Okay. Yes. Your experience, this is an individual evaluation; this is your individual evaluation of the experience of the team that you're a member of. Does that make sense? So again there should be dead silence, because you're doing it as an individual.

00:46:07

Mr. Barry: Decide what you want, decide which, I'm just trying to get a measure of a team experience okay. But it should be individuals, no, you know you shouldn't have to talk about how do you think I think about this. Fine. You're evaluating your team on your, you're evaluating your experience of your team on your day to day functioning, not what happened if you were with your team here today. Not what we just did on this exercise. But that would be a good thing for your team to look at if you have a sense that it would be different, you might want to go back to your school and say why did we have such a good experience there, but we didn't have, we don't have it day to day? So it's your day to day, your individual experience of your team in a day-to-day kind of atmosphere.

00:47:15

Dr. Cave: Just to clarify it was not this team exercise, but the kinds of things that you experienced and made you sensitive to with this team exercise should make you reflect on well how do things work back home? When we get together and have a data meeting, when we're doing problem solving, how do things work back home? And how do we interact together? And if you had some good experiences here because you got to a better solution because you shared ideas, you respected each other, and you allowed everyone to talk, does that really happen when you're back at home? So this is what we're trying to get a sense of and give you a tool, this little survey is a tool for you to use with yourself individually, and then with your team when you get back home. How do you function as a team? How do you function in groups?

00:48:00

Mr. Barry: Is that clear? It shouldn't take 30 seconds really to do that, and then after people are done I'm gonna show you your results of the survival. Does anybody need another rating scale survey because they were operating under a different idea? Okay.

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So you're rating your experience of your team at home on a day-to-day functioning thing.

00:49:01

Mr. Barry: Everybody about finished? And you have, everybody has some kind of identifier, and you can just leave those collectively on the table and we'll have somebody pick them up. On your table, your team table. Okay, so if you want to record, I mean if you didn't, these are, this is how you could have done, you take your rating of the survival at lost at sea. You take your rating of the items and measure the distance from the rating that I gave you. So if you had sextant one, and sextant was 15 that's 14 points difference.

00:50:00

Mr. Barry: And so don't worry about minuses but we look at difference scores. If you're interested. I just didn't know, with all of us being educators, and being high achievers we want to do the best we can. This is the coast guard rating of, now the good news is most everybody gets rescued. But there might be some folks that weren't able to get rescued. Okay. We huh? We do have, I do have and I'll send it to whoever Susie has as the team contact persons, but I have that team climate survey that I asked you to complete.

00:51:08

Mr. Barry: The 14 items, they're broken out into 4 different categories. And they measure the team's vision, the team's participative safety, how safe do the participants on the team feel, task orientation, and support for innovation. Which seemed to be the critical factors in effective teamwork. Having a vision, participants feel safe, they're clear on what the task is, and they feel supported in being innovative. So, we will get that to you to the team leader so that you can...

00:52:07

Mr. Barry: Cindi.

Dr. Cave: All right, we're ready to transition Steve and Denise; you ready to rock and roll? Okay. Thank you Wayne, thank you very much, thank you all for your participation in this and we can get you more information about this. You could even go home and use this exercise, have some fun with it.

00:53:00

[Tape Cuts]

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Dr. Kukic: Good okay.

00:54:00

Dr. Kukic: It's a pleasure for Denise and I to be here with you today and tomorrow. That was a good exercise I think. That was kind of a surprising thing for me, I've sailed a little but I wouldn't have picked those in the order that they were picked, especially that oil thing. That was, I thought that was a pretty unique idea to have oil so that you could like dump it over and then light it on fire, so that would provide some sort of a help for you for people to find you. Which I thought was kind of a cool idea. We are looking forward to this, and I hope that you will find this to be invigorating and thought provoking, and useful for you. This is really at the core of making VTSS work. Would you agree? It's the dilemma that we face any time we have any meeting, would you agree with that? I know that in any organization I've been in I quickly become known as someone who will make an enthusiastic optimistic comment about anything at any time.

00:55:08

Dr. Kukic: I have also noticed that after people get to know me for a little while in any organization they get tired of me doing that all the time, and I see eyes rolling from a few people who hate that. Because they view themselves as realistic, I view them as pessimistic. So when they talk I roll my eyes because they're being pessimistic, because I'm realistic and they're pessimistic. You get how that works? And you all have strong characters like that wherever you work in any meeting you're in. And that causes a bit of a problem when we're trying to work together, because the only way of making any of this work is when we can figure out a way of working together. And over time working together, actually reveling in the differences amongst us, rather than hating the differences amongst us. One of the ways of really not succeeding is to hire a bunch of people around you if you're a leader who are exactly like you.

00:56:07

Dr. Kukic: See I'm a person who when it really comes down to it, to be really honest I'll confess this to you Cindi, that I really don't care about data. I care about my heart wanting to go forward, and when my heart wants to go forward I want to go. So on the inside of my office as I walk out of my office at Cambium Learning it says got data? Cause I have to force myself to think about that because I know the important of having data along with the passion. But I actually don't care about the data; I just care about the passion. So what I was at least smart enough to do was to hire people around me when I was in state government especially, who were so into data and had so little passion that they were boring and they were essential for us to get anything done. It would be really bad to have a bunch of me sitting around the table trying to decide anything complex.

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00:57:02

Dr. Kucic: And it would be really bad having a bunch of reflective people who are into data sitting around the table trying to make a decision, cause they never would. It's only when we really celebrate the diversity, and have the diversity around the table that we actually can accomplish something. So what we're gonna be doing in this next bit of time with you is really going through a kind of a really pretty detailed and comprehensive kind of a journey through this whole area of this idea of communication. Because communication is rocket science. You know that's really what Fullen says, he says the rest of this isn't rocket science, what is rocket science is the communication amongst people to get it done. And because I have my PhD, that means piles higher and deeper, I always have a title that is like a dissertation. There is a few words before the colon, then a bunch of words after the colon, that's sort of what you have to do I think. So developing and sustaining evidence-based formal and informal communications strategies, focused on improving student outcomes in the context of VTSS.

00:58:05

Dr. Kucic: And you really, you really have a treat in these next couple of days, and that's to have the great Denise Seguire here who is one of my very favorite, if not my very favorite chief academic officers in the country. She is not a person who fits a stereotype that I am unfortunately finding as I travel around the country in big districts. A lot of the chief academic officers are more ideologically based, and more power based than Denise would ever think of being. She's mission based. She's dedicated to the idea that if it works keep doing it; if it doesn't work stop doing it. And it's with that kind of leadership that Wichita is really moving forward with their version of VTSS called MTSS. So when Cindi asked me like how could we talk about this stuff, I just thought well let's bring Denise back and spend some time talking about where Wichita is. Because Wichita is nearing the end of year two of a five year plan to fully implement MTSS across the district, pre-K – 12, with no pilot projects.

00:59:07

Dr. Kucic: And so for you to get a hint of what that's like, what does that feel like in a district of 50,000 kids that's sort of the reason why we thought that Denise should be here. Aside from the fact that you'll just really enjoy getting to know better this glorious person so thank you Denise for being here. Let me tell you the kind of process we'll use. You've got lots of handouts here. Those of you who have been in these sessions with me before know that you roll your eyes when you look at the number of PowerPoint slides that Steve brings. Because are you kidding? How could you possibly do that? Well I believe in giving people references, rather than just a presentation. So believe me I am certainly not going to go through all of these PowerPoint slides. There are even more than you have in your handout by the way, because Denise has a bunch that

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we're gonna be showing you from Wichita, and we can get that maybe on a website or something for people to have those as well.

01:00:00

Dr. Kukic: So know that you've got a reference here, that hopefully in a logical way takes you through a discussion of this idea of communication. So let me kind of show you the order of these handouts, so that you kind of know where we'll be going with it. And I'm gonna ask Denise in a second to talk about what she has in these handouts, but I'll got to another PowerPoint that we have for Wichita, so that she can explain what Wichita is for you. To remind you, first of all, the first PowerPoint kind of presentation, death by PowerPoint part 1. Is the blue version. So put that as your first handout if you will. The second is the green. That really is death by PowerPoint if you have that one. The third and last is the pink.

01:01:00

Dr. Kukic: Now as usual you have the latest version of this collection that I've been doing since 1998. I don't mean for this to be egotistical, I mean to do this because people have found it to be helpful. What I'm trying to do is to encourage all of you to do this in your school divisions. Create a list of books and articles and studies and websites and whatever else you want to put on this, I'm contemplating right now adding a fourth page by the way it'll be movies. Because I just saw one last Friday, a week ago Friday I should say. In Denver, that was just showing for the first day in Denver, and I want to recommend this movie to all of you. And this is what's generating the idea of maybe creating movies; I'll have to have a documentary division, and a fiction division I guess. Blockbusters or something, but the movie is called *Bully*. Now many of you know about the controversy about the movie.

01:02:02

Dr. Kukic: Because it's first rating was R. Remember that? But *The Hunger Games* was rated PG-13, so it was okay for kids to go and watch children being killed, but it wasn't okay to watch a documentary on the biggest problem we have on the school campus in terms of behavior, and that is this idea of bullying and what it's doing to kids. And so what happened finally was, there was gonna come out without a rating, that was the first idea that the director had. And then they took out two F words, but left in a scene on a bus that is very vivid and very disturbing about what a bully says to this one young man. But they left that in, and for some reason they were given a PG-13, so as the movie has come out now as a documentary it is rated PG-13. I would recommend that everyone in America see this movie. I had a really wonderful experience this last Wednesday. I took my family to New York City, cause I'm on a foundation board there for the National Center for Learning Disabilities.

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01:03:00

Dr. Kukic: And one of the award winners that night was the director of the movie. And that's because the National Center for Learning Disabilities is mentioned in the beginning credits as one of the sponsoring producers of this great movie. And he had with him the parents who were one of the case studies, the family of Tyler Long. And they were from Georgia, and Tyler was bullied unmercifully, until he got to a place where he couldn't stand it anymore. And he hanged himself fin his closet in his bedroom. And now the mom has an office in that bedroom with the closet door open. To keep Tyler's voice alive. And her intention is to try to get people to understand what's happening to kids. And to not stop until it stops. Interacting with that mom and dad was one of the greatest experiences of my whole life, because of how wonderful those folks are.

01:04:00

Dr. Kukic: But this issue is a big issue for at risk kids right? If you think about all the good work you're doing in terms of organizational work for VTSS, all the good work you're doing in terms of problem solving, all the good work in terms of all the structuring you're doing. If we don't handle these issues, these social issues amongst out children as well as the adults, because there is bullying that happens amongst all of you too as adults. Then we're in trouble. Now I don't want to get too philosophical here but I will say that I think this is a problem for our country. We're trying to bully our way into this next election on both sides, unbelievable. So what you can do in your circle of influence related to VTSS is let your communities, let your state, let this country understand the power of great communication. Bring diverse opinions together in a respectful way. So that we can come up with the best solution possible.

01:05:00

Dr. Kukic: That's the point. So anyway, that's a wonderful movie go see that. In this latest edition of this collection I've included some resources that Wayne and others from the Department of Ed. gave me to get prepared for this session today. And I wanted to call your attention especially to those, if you turn to the second page of it, and if you'll go to the one that says Johnson, Zorn, Tam etc. (?) Stakeholder view of factors that impact successful interagency collaboration, we'll be talking about that kind of communication tomorrow. And using that source as a reference. The next one, Johnson and Chris Peels (?), is a really great piece of work on linking central office in schools for reform. And the reason of course I think it's a great piece of work is as I said to you before I think it's always good to read a lot because you find some piece of research that will validate your bias. So it's really good to keep reading, cause then you'll find something that really does validate what you think.

01:06:02

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Dr. Kukic: Well this piece is not written by Fullen or Marzano, or Dufour or Cubby (?), it's written by these researchers at this university who found guess what? If the district or the school division does not get firm about a limited number of non-negotiables, then site-based decision-making will never work. So part of what we'll talk about, mostly tomorrow, is this idea of leadership and how important it is at the school division level as well as at the school level. One last one that I'll mention to you is down here, Shaunin and Moran (?) it's TSCH. Trust matters. And Denise will be mentioning this one here in just a minute, but that's another piece of work that Wayne suggested that I just really enjoyed diving into that you'll be seeing as we go. So that's kind of the resources you have, the structure of this is, is to start with the issue of trust because you know that I'm exactly who I think you would predict I would be.

01:07:07

Dr. Kukic: When you work for Steven Cubby (?) for two years in the middle of your career, then you become this lovey dovey cubby guy, so I really do believe that Cubby (?) was right when he said that the foundation of trust is trustworthiness. And that when you get into a situation where you're not getting things done together, and you're wondering why aren't people trusting my opinion about this, Cubby's (?) point is reach back inside yourself and determine whether or not you're living a trustworthy life 100% of the time, and if you're not don't expect people to trust ya. So the issue of trust is kind of the foundation of all of this stuff about communication is the point, and then we're gonna kind of briefly work our way through Cubby's (?) first seven habits, spending the least amount of time on habits 1 through 3. That are the inner habits of getting yourself together as a person, and spending a lot more time on this issue of synergy.

01:08:00

Dr. Kukic: Because that really is the point, Cubby's (?) latest book is called *The Third Alternative*. He just published it last year, and it's on the book list, and that book is about habit number 6, to synergize. So we'll talk about that concept, and then we'll talk about the issue of leadership, and how leadership has an essential part of what this whole issue is. And then we'll move from there and talk about the issue of communication between families and schools, and John Eisenberg (?) will talk about what you've got going on in the state as well as what the research literature has to say about that issue. Then we'll talk about interagency collaboration, another essential part of this. There is a big correlation between the needs of kids who need an intensive intervention, a tier 3 intervention and the needs of their families to need intensive inter-agency help to be able to get things done. Did you know that? So if you're not interacting with your local mental health people and your substance abuse people, knew that would happen.

01:19:02

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Dr. Kukic: For some reason I play golf and don't play the piano, because it's a gross motor activity, and not a fine motor activity. But we'll talk about that issue of inner agency collaboration because of how important it is, and then we'll lastly move into Cubby's (?) 8<sup>th</sup> habit at the end of our time together tomorrow. Find your voice and inspire others to find theirs. Which is the educator's habit by the way. We've got lots of videos to show you, and lots of activities for you to get engaged in. That's our intention that we will be doing, so that's sort of the structure that we'll be using this next bit of time together. I want to turn to Denise to talk to you a little bit about Wichita and about the handouts that you have in front of you from Wichita. Are you gonna use that mike?

Dr. Seguire: I think. Good morning everybody, I'm really happy to be back. I'm not sure if I see familiar faces or not, I think last time when I was here and didn't have my suitcase. I kind of wanted to keep my head down a little bit.

01:10:04

Dr. Seguire: So I tried to you know recover myself a little bit by wearing a flower, and you know something sparkly. And things like that. Thank you. I guess one of the things that I want to say to you as we start out this two-day journey in terms of what I bring, is that I bring our story. And it's, there's the good, and there's kind of the ugly. And I'm very willing to share all of that with you not necessarily that you need to do exactly what we did. What we did was all right, but rather as a springboard for you to think about some of those things and how you might move from where we were and are. So ask me questions, I will tell you as much as I can.

01:11:03

Dr. Seguire: As much as I know. About whatever you have questions about, and don't be afraid to ask about did everything work? Because I can tell you right now we had some great ideas that maybe didn't play out the way we thought they would, so ask okay. What in terms of the resources provided, you have three sheets from Wichita. And if you were here last year you already have seen one of em', but there are three fact sheets. These are one of our communication tools in Wichita. There are the colored sheets; you'll see one that says at the top MTSS, systemic implementation plan. And that was the plan before we got started, okay. So that's the first one and I'll be referring to things on these sheets all through the two days.

01:12:00

Dr. Seguire: The second one says MTSS, woops I got em' backwards. Implementation year one. So this is the fact sheet that identifies what really happened. And this was last year. And what our results were in terms of student outcomes. Okay. Then the third one actually says year 3. And this is a overview for next year. At the end of this year when we get our state data back, and other data back, we'll be creating

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implementation year 2 to tell what exactly happened during this year. And what those results were, so it might look like there is a little gap there between year 1 and year 2, and there is. But that's because the intention is that that will be what actually happened.

01:13:00

Dr. Seguire: The PowerPoint pieces that I'm going to refer to you do not have a copy of right now, cause I ended up putting in a lot of slides that you might not really want. But they reference some of the things we're doing, instead what I've done is I have on a flash drive, and I understand that can go on to your website, or some place where you can access it. And it's in folders by the sections of the presentation. So I've put in there some of the tools that we've used, some of the documents that I'll reference, you may or may not be interested in them. But I wanted to provide em' for you just in case you might find them of interest. Of that they might useful to you. So you'll have access to those after the fact. So okay.

Dr. Kucic: Thanks Denise for that. So at the end of each of the subsections that I talked about, there is gonna be a slide that you'll see if you look in the PowerPoints I provided for you. That says the Wichita way.

01:14:03

Dr. Kucic: At that moment Denise will come in and give you the case study from Wichita about that concept. And what they've been doing related to that concept. So you'll see an application of each of these ideas in a real life school district as we continue on. As well as obviously you're discussions about what you're up to. This afternoon to 4 o'clock, you're going to have a special treat. Tom San Angelo's (?) gonna come in and talk about instructional support and resources. And you've got, that's the other PowerPoint you've got for today. Okay. So that's kind of the direction we'll be headed. Denise do you want to talk a little bit more about Wichita, if this the right one sends it forward.

Dr. Seguire: got it thanks. Well just in case you didn't know, where Wichita was. Hello. We're right in the middle of the country. I when we think about systemic reform and we think about it not just from the district or the state level, but as a country.

01:15:05

Dr. Seguire: I always say we can't just have reform on the east coast and the west coast. You can't build a suspension bridge that far. You've got to have Wichita in the middle helping to support that work. So there we are, where the red star is. And about the school district we are a large school district in our geographical area. In the country we might not be viewed as that large of a district, but if you can see the arrows here, Wichita is the largest school district from Wichita to the Canadian border, to the north.

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From Wichita to the Mississippi river to the east. From Wichita to Dallas. And to Denver. So that's a very large geographic area, a lot of people think Kansas City is larger.

01:16:00

Dr. Seguire: Actually if you put Kansas City, Kansas and Kansas City, Missouri school districts together they still wouldn't be as large as Wichita. So when in our part of the country people think we're different. Because we're bigger. But we have many of the same; we do have many of the same issues. They're just kind of at different levels; I think we all recognize that. So here are our demographics. Our enrollment is just a little over 50,000 students. We have about a 100 schools; we just because of budget cuts went through some school closings. And closed four schools. At the same time interestingly enough we are also building new schools. Because of a recent bond that passed a few years ago. So we're closing and opening schools. So we're closing and opening at the same time.

01:17:00

Dr. Kukic: So Denise the bond election provided you with the resources to build schools and then you had another little event that happened that related to those schools that were being constructed. That had to do with budget cuts right?

Dr. Seguire: Right. So we had some of the schools that were part of the bond, we are not building yet. And others, the community actually questioned as we had them built if we should actually open the brand new schools. Because they didn't want to close their neighborhood school. It didn't matter that they could move into a 21<sup>st</sup> century building with all, everything they did not want to leave behind their school. People are so connected, and that's a whole other issue of communication there. But we did after months and months of community meetings and focus groups decide to close four schools, and open three new schools.

01:18:05

Dr. Seguire: Our poverty rate is about 72% of our students are on free and reduced; I think some of these statistics surprise people who don't know anything about the middle of the country. That might not be civilized yet. I know a lot of people think still cowboys and Indians in Kansas. And in fact just one little story. I was in the Chicago suburbs a couple of years ago in a store, and I was having to provide my driver's license as I checked out. And this little gal at the, at the register said, "Oh you're from Kansas?" I said, "Yes." And she said, "Well I could never live in Kansas cause I just have to be able to go to the mall."

01:19:00

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Dr. Seguire: Oh well yeah we have malls. We're kind of yeah, we live in this century. We have almost 7,000 employees. 4,000 of em' are certified, so when we think about professional development, we're always thinking about approximately 4,000 employees. But a lot of our classified employees are also instructional employees, so there's that professional development that goes on as well. Our operating budget, this might be a little flexible right now, we've been cutting a lot of money. But our operating budget is about \$621 million. We have special Ed. in the 15.7% of our students are in the special Ed. services. That does include the, that does not include the gifted population, which in Kansas is part of special Ed.

01:20:00

Dr. Seguire: ELL learners about 12,000 and we have 97 languages spoken in our district. Our students are about 5% Asian, 19% African American, Hispanic is 28%, and that is our increasing population, our Hispanic population. American Indian about 2%, white 38%, and multi-racial 8%. So that's who we are. So just a little bit of background for you on that.

Dr. Kukic: Thanks Denise. So here's what we're gonna do. One of two things, some of you being adults took a break by yourself, and that's good. If you'd like to take a formal break right now we can do that, and then get into this. Or I can show you a quick video and then we can take a break. Your choice. Video. Okay people spoke up. That's good see. The extraverts spoke up and the introverts were still thinking. Would you give me time to think about this please? Okay.

01:21:04

Dr. Kukic: No you can't have any time. That's not gonna work, okay so that's the way it goes. All right. So,...

[Video - See Dr. Steve Kukic's PowerPoint presentation]

01:22:00

01:23:00

01:24:00

Dr. Kukic: So having seen that little video I think it's 463 times in my life now, it effects me the same way every time. I don't know how it effects all of you. We only have so much time right? What are we gonna do with it? You know when I see people making decisions around the country to invest in curricula and interventions and technology that have a proven track record of not working, that's not using your time wisely is it? When

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I see people wasting their time continuing to hate all principals because their first principals in their career that started 20 years ago mistreated them. And I'm gonna show all the rest of these principals.

01:25:00

Dr. Kukic: That's a waste of time. But how do we get over it? How do we get over ourselves in order to be able to do what we need to do for kids? That's what we're here do talk about in these next couple of days. So lets take a break and look at your watches. We will start in 15 minutes from whatever your watch says, so just take a look at that.

[Tape Cuts]

Dr. Kukic: Your blue handout, your blue handout of PowerPoints. And what I also wanted to reinforce is something that was done early on, and I really appreciated the VTSS coaches for starting the session off with what you have done to this point. I wanted to reinforce a couple of quick things that the great George Batsche talked about last time that we were here. And that is a few things I thought these were the three issues that he discussed.

01:26:01

Dr. Kukic: One of them that we'll be discussion during these days that we're with you, because Wichita was carefully chosen here, is this integration of academics and behavior. Don't allow PBIS and what you've been doing in academic interventions to be separate projects, but integrate them together. That's the promise of VTSS. And as George mentioned to you I think while he was here the reason Florida changed their model fro problem solving/Rtl to MTSS is because of George's work that he's doing in an ongoing way in Wichita public schools. And when he got a chance to do that and spend some time in Wichita to see the power of consciously and purposefully integrating behavior and academics, that's when Florida changed their model to MTSS. And I thought that was kind of a tribute to what's going on in Wichita in fact. One of the things I wanted to mention in fact about that is coming up in June, Denise is having George Batsche and Randy Sprick and James Baker from the state department in Kansas and myself, we're the external partners for this initiative in Wichita.

01:27:14

Dr. Kukic: We're gonna do a two day kind of a status report of where the district is after two years of doing this. Using the MTSS benchmarks from Kansas, it would be like using the VTSS benchmarks here. Sometimes it's good to have every so often have someone come in with external eyes and take a look. And then get feedback. The one thing I'd mention about that though that I think is important is I asked Denise a question

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just last week in fact, I said, Denise before we come in, we'd like you to come up with a specific set of questions you want answered from this review. Not just an external review using benchmarks, but what specifically do the school district leaders in Wichita want answered?

01:28:00

Dr. Kukic: So she's gonna do that as well, and then that'll target what we'll be up to. The second thing that George talked about was this idea of effective and powerful instruction. My hero on the issue of instruction is a woman named Anita Archer. And Anita now has a mantra that she is saying everywhere in the country when she gives a talk. When people say well what's the answer to this tough question. And she says, "Explicit instruction." Like she's not afraid to say explicit in front of instruction. I visited one of the school divisions in Virginia just pretty recently, and the problem solving team at one of the school said, "We understand what tier 3 interventions are, and we'll talk about any of them as long as they don't have explicit instruction in them. Because we do not believe in explicit instruction." Okay that's interesting, what if kids need explicit instruction to learn?

01:29:00

Dr. Kukic: Because not all kids are gonna learn using any approach right, so you've got, you've got that dilemma I think. So George talked about that, and then lastly of course he talked about problem solving as he always does. I wanted to remind you of something George said; I thought this was really beautifully said about what effective and powerful instruction is. So it's a combination of frequency, focus, and format, plus size, plus data, plus professional development. You put all that together, and you have a chance of really having people that are effective and powerful in terms of the way they instruct kids. Listen to what Denise says about how Wichita is handling that when we get to that part of the conversation. He did talk about problem solving, and I know that your coaches use this wonderful slide that does describe one version of problem solving. So I want you to look carefully at this slide if you haven't seen it, and know that this is a way of I guess staying out of trouble I suppose. If you're careful.

01:30:00

Dr. Kukic: You know one of the things that this recession has done to all of us, is it has focused us in an interesting way on what we're trying to accomplish with our careers. Are you finding that there are people that you work with more and more people that you're working with whose mission has switched from let's improve outcomes for kids, to god I better get to retirement because this is a really tough time? And when you do that switch, then what happens is, is that you do keep your head down a little. And then you also accomplish less in relationship to kids probably because you're not taking risks. But you're sure gonna get to retirement, that's the whole idea right? I don't know

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if you want to get to that place in your life, and then move on to the next chapter with that kind of an attitude. That's sort of an interesting one. I'd rather get to that point in my life that Doug Cox is in his life. Whose announced that he's going to be retiring. And that is that he's ready for the adventure. He's like Indiana Jones when he was going over that chasm, like let's just go baby.

01:31:02

Dr. Kusic: You know we're gonna see what happens, and we'll see what the next adventure is. That makes more sense, so what George and his colleagues pioneered at the University of South Florida, for the state of Florida. And then for the nation is this basic model for problem solving, and Virginia has come up with it's own version, as has Wichita for what this problem solving model really is. It's not a big surprise actually the problem we have with most problem solving, I think you would agree is what? What is the biggest problem? Which step is the biggest problem where you work? Defining the problem right? Because we're so busy that we want to get on to it. And we often solve a problem that it looks like is the right problem, but maybe isn't. We've had that problem in special Ed. forever. There are seven different areas that you can define LD in you know for a deficit, but if you find a reading deficit, then people stop. Rather than going on to find what other problems might exist.

01:32:00

Dr. Kusic: In the Florida reading model that I think is the best one in the country, they say there are like about 12 different aspects of reading, from phonemic awareness to very sophisticated analysis and synthesis of what you're read. If kids are having a problem with one of the more sophisticated parts of reading, the Florida reading model says you have to look at everything above it. To determine what the problem is, otherwise you won't find out what the problem is. So defining the problem is really and important issue, doing a problem analysis makes great sense. The first step in problem analysis of course is to spend some time actually brainstorming and not evaluating. That's something else we don't spend time doing. You know, I'm a student of someone named Ogden Linsley (?), who was the father of precision teaching, which is the father of all this Aimes Web stuff and all this Dibbles stuff and all the other things we have that are one minute timings, and PALs, and everything else. And you know and Ogden said that you can do brainstorming in a very brief period of time, eh called a 2-minute brainstorm.

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Dr. Kusic: Doesn't take a long time, all you do is focus the group on the topic you want them to think and write about. You have them write down ideas with no evaluation for two minutes, just write write write write write, focus. And then at the end of the time put a circle around the idea that you think would work best, and then share those ideas.

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That takes a grand total of about 7 minutes; don't tell me you don't have 7 minutes to brainstorm. You do, and that could work. Because then that allows you to get ideas out that will help you to be able to build a plan that makes sense, then implement it, then to evaluate it obviously. So that's the basic model that he had, now I want to talk to you just for a second about a problem solving activity that I am involved in. I really love this problem solving activity that Bob Pasternak (?) and I are both work for our company, and some of you know that name. Bob was assistant secretary for special Ed. and rehab services under George W. Bush. And helped to oversee Rtl being put into the special Ed law.

01:34:00

Dr. Kukic: And helped to oversee the No Child Left Behind act being passed, with Reading First in it, which was a wonderful tool for helping a lot of kids in this country. And so Bob and I are helping the state department there to do something called Special Ed. reinvented. Because we're kind of thinking that we agreed with the state director there, that the dilemma is that you know we haven't had a reauthorization since 2004 in special Ed. And we haven't had a reauthorization for the Elementary and Secondary Education act since 2001. Has anything changed since that point? You know being as how do I say; I wanted to say not being old. I didn't want to say old, but being as old as I am I was a special educator before there was a federal special Ed. law. I remember the debate about least restrictive environment, and I will tell you that it was not research based when it was put in the law. It was put into the law as a guess, let's try this.

01:35:01

Dr. Kukic: But LRE is based on the concept, as you know that the preference is to put that kiddo as close as appropriate to the general Ed. environment right? That's what the point about LRE is. So our company just acquired a virtual learning coming from the University of Nebraska, called Class.com. It's a very cool company. But I began to think about this, if kids are in that virtual high school that we now have, called Lincoln National Academy, if they're in there, what is LRE? For the kids who are in a totally virtual environment, what is that? We were thinking about that back in 2004 even, about what that might be. So we got a group of people together, there's 15 local directors of special Ed., university people, parents are involved, other advocates are involved in helping to define what this is. And I love this little cartoon that says, "Good news I hear the paradigm is shifting."

01:36:00

Dr. Kukic: And it really is, their ideas have come down to six ideas. And a couple of them are that they want to see if we can get some flexibility about the way funds are spent. So that you know if you're meeting the needs of kids, why can't you make the best use of the staff you have? Now don't, the state department people aren't allowed

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to look at the way you respond to what I'm about to say, but if you have a special Ed. teacher who is the best deliverer of your tier 3 literacy intervention, in your school, why can't that person deliver that intervention to all the kids who need it? Whether they're in special Ed. or not. That doesn't seem logical that we wouldn't be able to do that, but if the feds come in and take a look at what you're doing, through the conduit of the steward of the federal law, the state department. They're gonna have to say that you're doing something wrong, because that's not what the purpose of that money is. It's supposed to be just for direct services to the kids, except for incidental inclusion.

01:37:00

Dr. Kukic: So what if you had two kids with disabilities and five kids who were there because they were poor kids who were English learners? Would that be okay or not? In Title 1, if you're not a school-wide school a lot of Title 1 directors around the country are saying you can't use Title 1 money in those schools for VTSS purposes. Because that's supplanting, not supplementing. So that's one of the issues, I'll just mention one more. The other one was trying to define who should be eligible for special Ed. And this is a really incendiary comment that they've made, and we've shared it with several groups. And we're gonna keep sharing it around the country. Sharing with you now. And that is, that special Ed. should be only for those students whose condition has a significant adverse effect on their learning, not just an adverse effect. But a significant adverse effect. Because the idea is that we're still putting kids into special Ed. who suffer more from disteachia than dyslexia. Yeah? Although the current cool disability is not LD, the current cool disability is autism.

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Dr. Kukic: And if we keep expanding the definition of autism spectrum disorder, we'll have 40% of the kids there, and everyone will think it's the water. Because after all that's what it's caused by. No it's not caused by that, we're just expanding the definition out to ridiculousness. I just did hear that the American Psychiatric Association is going to ratchet it back in their latest edition of DSM. And make it, get it back to a clinical definition of autism really is, which I think makes some sense. So the reason I mention this group is that it's really an interesting conversation with this crowd because they're all very committed people. Who are really trying to figure this out? So this is a comment that was made by the one of the university people from the University of Northern Colorado that I think really says something about what we're talking about in these couple of days. Diane said, "I really love being with you all, and thinking beyond ourselves."

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Dr. Kukic: "That's when you know you're doing something really grand and appropriate. When you can get out of a meeting and think you know what, we've thought beyond

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ourselves. We've kept ourselves focused on the mission, we've come up with a solution that all of us think really kind of makes some sense." So that's where we're going. So just a couple of quick thoughts to get us going. Linus Pauling (?) said this a while ago, "The way to get good ideas, to get a lot of ideas, is to throw the bad ones away." So get ready for that, you're gonna have a lot of ideas here, you decide which ones are good ones and which ones aren't. Another way of putting that from *The Help*, which is one of my favorite most current books. "In the kitchen I fixed some grits without not seasoning, and put them baby marshmallows on top. I toast the whole thing to make it a little crunchy. Then I garnish it with a cut up strawberry." That's all a grit is, a vehicle. For whatever it is you'd rather be eating. Isn't that a perfect comment, that's a perfect comment. So what we're looking for are the grits you know, that can be used to help us do whatever we're trying to accomplish.

01:40:02

Dr. Kukic: That's the point. Now here's the problem, the problem is when you're interacting with other people; it's not always true that a pat on the back is a good thing. My friend Jim Eiseldyke (?) from the University of Minnesota, the most prolific writer in the history of special Ed. Just a wonderful guy. But he's a guy who is like that many of you won't know what I'm talking about when I say *Little Abner* cartoon. The comic strip, but there was a guy named Joe Blitzfig (?) in that cartoon strip who always had a storm cloud over his head. That's Eiseldyke (?), so when you see what he sent me you'll see how this fits, because a pat on the back isn't always a good thing. See that's not good. So I'm gonna keep doing this until all the women in the room laugh, because none of you want to see *The Three Stooges*, but you do laugh when you see this kind of humor don't you? You have to admit that you do, all the guys immediately thought that's cool, that's really cool. How about poking each other in the eye, that'd be exactly what to do next.

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Dr. Kukic: Okay. Here's another one, this cartoon says, "I heard this is the scariest part of the ride." Yeah when you come to that brick wall right? That is a little bit of a dilemma, I don't know why I put this in, but I thought it was really good. See Doug likes PC, this is a PC thing. It's a good one, I like that one. So Albert Einstein said this, he said, "The ability to make the complicated simple is an indicator of genius." And on the book list I've given you, I've had for a long time since it was published the book by the Heaths that is called *Made to Stick*. And in that book one of their big messages is that ideas that stick around in this world, are ideas that turn the complicated into the simple without dumbing down the idea.

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Dr. Kucic: So in order to gather people around what you're trying to accomplish in your school divisions, you've got to figure out a way to make this ultra complicated systems change, something simple for people to understand without dumbing it down. Does that make sense? So we're gonna try out a little technique right now that Cubby (?) calls three person teaching. And the first person is the person who's presenting. And then you break people up into dyads, two people. And then you'll be given 30 second each to share whatever it is you're thinking about, about what's just been presented. I want you to think about the thoughts that have come up so far, especially this one. And my question for you is to think about, what are you doing to make the complicated simple without dumbing it down? You get my point? So think about getting into just duos here, and I'm gonna give you exactly 30 seconds each of you to say whatever it is you want to say.

01:43:01

Dr. Kucic: You ready to go? Try it out. Go. Thirty seconds. Right right, okay switch to the other person if you haven't, please. Okay good thanks. Let's move on then.

01:44:00

Dr. Kucic: So this idea from Einstein makes some sense, how do you go about doing that? Well, here's another good thought; you're gonna see a little more, and hear a little more from this guy. How many of you know the work of Yo Yo Ma, raise your hands if you do. He is wonderful. He likes to do things that scare him. And so he has gotten himself involved lately with a group of Bluegrass artists, how many of you know that album that he did, that is called *The Goat Rodeo Sessions*, raise your hands if you know that album. A few of you do, we're gonna play a song. A little later about that, because it is a superb piece of work. A goat rodeo, some of you might know what that term means, but in courteous company here we've got to be careful how we talk about it. It's when you got so many variables that are alive at one moment, that it's almost impossible to think about how you're gonna get out of it. That's called a goat rodeo. And so listening to what these people do with their banjo and their mandolin, and their base, and the cello, and two singers, who it's just amazing to listen to that.

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Dr. Kucic: And that's what you're all trying to do with VTSS by the way. It's the same issue about what you're trying to accomplish. You know Scott Pett (?) gave us a hint. He said, "You know what, life is really difficult. And you know once you truly know that it's difficult, and once you truly understand and accept it, then guess what? Life is no longer difficult. Because once it's accepted the fact that life is difficult no longer matters." Now read that so you understand it. In fact he says the joy of life is having these problems and then solving them, and you can't have that joy unless you have problems. Right? So it's overcoming challenges that really give you fulfillment. How

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many of you would agree with that point, that is what give you fulfillment is when you have a really tough things you're handling, and you find a way to deal with it that really makes some sense?

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Dr. Kukic: Raise your hands if you would agree that that makes some good sense to you. Yeah, that really does make sense. Do we want to moan about them or solve them he says; do we wan to teach our children to solve problems? That's the issue. Michael Fullen (?) said this, "Change is learning." That makes good sense, he said further in 2010, in his book *All Systems Go*, a really wonderful statement. He said, "Communication is much more important during implementation than it is before." And that's the mistake we make sometimes in strategic planning within school divisions, and within states. Within schools, within classrooms of that matter. We get people involved who are stakeholders ahead of time to develop the plan, and then we stop having them be involved at that point we go about implementing. My favorite governor in Utah when lived there was a guy named Scott Matheson (?), and Scott was a really wonderful person from the southwest part of the state. He unfortunately lived there as a kid when the atmospheric nuclear tests were being done.

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Dr. Kukic: They're called down winders, all the people who lived there, and many of them died in their 50s as Scott did of cancer. Because of the radiation that came across the border into Utah. But while he was governor, he said, I got to sit with him on a plane rice from Denver back to Salt Lake once, and it was just a joy. I said, "Governor Matheson (?) What was the hardest thing about your being governor?" He said, "Well before I was governor and I was running for governor, I made sure that I involved all the stake holders, because I had to get that kind of coalition going in order to be able to win. And then when I became governor, I said, you know I'm much too busy to keep that going. And they do trust me, because they seem to. I'm gonna start making decisions." And he made decisions that were consistent with what the stakeholders wanted, truly he did. He said, "It took exactly six months and I had no support from anyone. Because I wasn't involving the stakeholders in an ongoing way." So he said, "It's seemed like a waste of time at first to have all those meetings."

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Dr. Kukic: How many of you love meetings? Let's go to another meeting. No. But if you don't do that, and if you don't keep stakeholders involved, they will not be involved. And they will become the enemy of what you're trying to accomplish, it's that simple. People have to feel an investment, that's the point that's being made. And you know this ides, this is something that even my family tells me to stop saying. So it must be really getting trite for people who have to listen to this, but every organization is perfectly

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aligned for the results it gets. So if you don't have good support for your VTSS effort in your school division, and in your schools. I want you to think about that not as something about, you know we're working so hard, why isn't it working? But think about it as inevitable if you don't have good support. There is something you're doing and not doing that is causing that to happen. If you do have great support for some aspects of what you're doing, cool. That's also inevitable, that's also predictable.

01:49:00

Dr. Kukic: Take credit for it. Because you've organized yourself in a way to make it happen. So keep that thought in mind as we continue too. And this is another one that my family refuses to listen to because all of them, when they were teenagers, I would always say, there is no blame to share responsibility. You know that was the dad thing that I always said to them. And I said that to everyone I've always worked with, because I think that's the problem we've got. We're always looking for a way of giving responsibility of something bad to someone else. Rather than trying to figure out, lets get on the same side of the table and try to solve this problem that the system has. The great Larry Tihen, who recently retired from Lee County, in Florida, 85,000 kids in that district and a magnificent results from their systems change initiative. What he said is that, "You know the biggest problem we've got with our MTSS model, is in fact tier 1 instruction." But that's not the teacher's fault. The fault lies with us because we haven't created a system that supports what those teachers need in order to be able to have them teach in the way we want them to teach.

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Dr. Kukic: So everyone shares responsibility for problems generated by the system. And that was said way back in 1990, by Peter Sangy (?). That wasn't the very first book of this sort written, but it was the first one that really caught my eye in a deep way called the 5<sup>th</sup> discipline. When Sangy (?) mentioned to us that systemic change is the only way to make it work. John Scully (?) is still around you know he's advising presidents still, he was the president of Apple computer when Apple came up with this little computer called the Macintosh. That really did change the way we do personal computing. And his thought was the best way to predict the future is to invent it. You know if you want a different life for your kids, then go about the task of inventing a different life for your kids. Don't wait for the future, invent it. That's the beauty of living in our great country you know. And one reason I love coming to Virginia, because I'm so passionate about one of the founding fathers, that Thomas Jefferson.

01:51:05

Dr. Kukic: Is when I fly into this state and I think about what happened here from a very long period ago, all the way to the present through all the wrenching confrontations about everything from slavery to freedom to whatever it is. To local control to anything

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else, it's an amazing place you live in. But what Virginians have done brilliantly over the years, over many years, over hundreds of years, is figured it out. And figured out how to invent a better future. And that's the whole purpose for doing what you're doing. And the way you do that from my perspective and from Denise's perspective, and I hope from all of your perspectives, is a very simple thing to say and a very difficult thing to do. And that's to live a principle-centered life. Not a fad centered life, but a principle centered life. And so I always ask myself and other people this question.

01:52:01

Dr. Kucic: So what are the principles that direct your practice? If any of you are in a school system that uses the verb guide after the word principle then throw away those principles. Principles don't guide what you do, principles direct what you do. Mission statements don't guide your actions; mission statements direct your actions. Do you get that difference? Why would we give people this kind of an okay to say, well I'm gonna implement the mission statement now, but tomorrow I'm not going to? Because it only guides my practice. Why is it okay to make non-data based decisions? Isn't that a principle? The principle is we're going to make data –based decisions. It's not a guide, it's a direction. And that's the point. That Cubby (?) makes. Victor Frenkel (?) said it in different sort of a way.

01:53:00

Dr. Kucic: He in his book *Man's Search for Meaning*, he said a very intriguing thing. He said, "Freedom is in danger of degenerating into mere arbitrariness, unless it is lived in terms of responsibility. That's why he recommends that the Statue of Liberty on the east coast be supplemented by Statue of Responsibility on the west coast, which I thought was pretty funny. Cause I lived in southern California for a long time, the corner of Hollywood and Vine would be the perfect thing for the Statue of Responsibility you know. But to put those two things together is what makes for appropriate action of course. So in 2004, Steven Cubby's (?) son wrote a book called *The Speed of Trust*, and in this book he really articulated in a deep way how important the issue of trust is, and how it isn't some soft little thing that you need to kind of forget about. But it's like at the core of any successful organization. And so what I wanted to do is give you a chance to listen to Steven M. R. Cubby (?) talk about this concept of trust as we get into it.

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Dr. Kucic: And then as we said we're gonna get into some of the concepts, and then Denise will tell you what's happening in Wichita. We'll give you a chance to think about it as well. We have some table talk slides all the way through this presentation that give you a set of questions to kind of gather yourselves around. So be thinking about that.

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Trust is the glue of life; it is the glue that holds organizations, cultures, and relationships together. I'll get there in a minute.

[Video - See Dr. Steve Kucic's PowerPoint presentation]

01:55:00

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Dr. Kucic: Now before I go on with the rest of this. If any of you are turning this off because it's a business example, I want you to think about the coalition you're trying to build between, just an example, the special Ed. community and the general Ed community, between secondary and elementary, between behavior and academics. It's not difference. It is no different at that point right. I'm interacting with so many of my colleagues in special Ed. now that I just want to shake em'. I mean you know get over yourself, and they say well Steve, you know the mainstream is polluted. So why would we want to put our kids in there?

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Dr. Kucic: We've to protect what we have. And I said, that really makes sense because only 20% of kids with disabilities are proficient in the country. That really makes sense for us to protect what we have. That make sense to you? Any of you? So think about this example and apply it if you will to what you're up to.

01:58:00

Dr. Kucic: You have this in your PowerPoint.

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Dr. Kucic: So what Steven M. R. Cubby (?) tried to put together is a kind of a reference for folks that would help them to be able to deal with this issue in a straightforward way. I spent a two-day retreat with the Colorado Department of Education, and their Exceptional Student's leadership unit. About 25 people on this issue, and it was very very fruitful for em', because they began to really understand what they were doing, each individual. And what they were not doing, and what the structure was doing to either support a high trust relationship or not support it. So think about that one as well. So Cubby (?) goes through a little exercise in his book that talks about the myth and the reality of trust. You know and I won't go through all of these of course, but you can't teach trust. Of course you can teach it, and it can be learned, and it can be a leveragable strategic advantage. Trust is established one person a time, well yeah.

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Establishing trust with the one does through establish trust with the many as long as you're consistent with what you're up to. Trust is solely built on integrity. Trust is a function of both character that includes integrity, but also competence.

02:01:00

Dr. Kukic: So it's not just enough to say a good line about what good great character you have, but if you're not competent to go along with that character then you're not gonna build the kind of trusting relationships you want. So Cubby (?) says this, "If you think the problem is out there, that very thought is the problem." Because the problem is inside, and when I worked for Cubby (?), I did these trust workshops. And it was really fun, because I went into a school one time that was the worst school in the district. The superintendent said Steve I need for you to go into that school and see if you can do anything for them, because they hate each other. There are adult gangs in that school. And three of them at least were the new teachers who came in with a principal, a third of the teachers who loved the principal. Cause they came in with the principal. A third of them who were just working to retire didn't care who the principal was. And a third of them who actually were on the hillside before the school was built, saying I want a window on this side so that when I gesture like this when I'm teaching Shakespeare, the sun will be coming at 10:30 in the morning on my face, on the correct side of my face.

02:02:03

Dr. Kukic: And those teachers were the worst, because they were saying in the back of the room with their arms crossed, uh you know what. We're gonna be here after you're gone. So we're not doing what you want to do. So Steve go do a trust workshop. So into the school I went, and when I went in there figuratively mostly, not very literally; they were all looking at each other like I'm glad you showed up today because you need this trust workshop you know. And in about three seconds after you start that workshop, you say the phrase that really the foundation of trust is trustworthiness. So it's an internal issue for building trust. And again this notion of what you want to be, and what you are doing creates this judgment that is trustworthiness. A combination of character and competence. And so Cubby's (?) definition of maturity is the one that has always intrigued me, because he says, "maturity is a combination of two things. Courage of your principles, you never compromise your principles. That's with 100% of yourself."

02:03:10

Dr. Kukic: "But with the other 100% of yourself because it's tough to do, what you do is you are considerate of everyone else's principles. So when you can keep that tension between courage and consideration, then you are mature. That's how tough it is to be mature. So this idea was put together by the History Channel a while back, and they found no presidents since Truman who actually combined a high level of character, and

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a high level of competence. They found presidents like Nixon and Clinton, who were the most competent presidents according to this national survey, Nixon for his foreign policy. Clinton for his domestic policy, and those same two people were ruled as the presidents with the lowest character in that same time frame, Nixon and Clinton. So don't be thinking it's a republican or a democratic thing.

02:04:08

Dr. Kucic: But we're looking for that kind of leadership aren't we, we're looking for people to surround ourselves with who show good character, and also are competent in the work that they do. Those two things together. And so that's kind of the basis of what he's talking about, so that's really is the issue. He says that, "character is a constant, it's necessary for trust in any circumstance. Competence is situational, it depends on what the circumstance requires, you know you can be competent in one area and not in another. These are the 13 trust behaviors that Cubby (?) talked about in that video clip. And just so you're aware, some of them he says flow from character, some from competence, some flow from both. There is a really nice set of surveys on line that you can go to [speedoftrust.com](http://speedoftrust.com), and get some really great surveys about this.

02:05:01

Dr. Kucic: To be able to do kind of a status report of where you are related to these issues. It's really nicely done I think. So that idea of listening first and keeping commitments and extending trust obviously flow from both character and from competence. So here's the basic issue about this point about trust. Three dimensions, the see part of it, the speak part of it, the behave part of it. Notice they're all related, and you have to combine these three ideas about the way you see the world, the way you speak, and the way you behave. I think the biggest problem we've got in American public education is the contradiction of what we say we have, high expectations for all kids. And then the way we behave, that proves that we do not really believe that. So we say words like all students are going to learn.

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Dr. Kucic: We behave in ways that are not consistent with that, but the way we see the world actually is, is that some kids are not gonna make it, you know for various reasons. So you know getting over those stereotypes is not an easy thing to do. It's not, every one of us have them in this room. Acknowledging that, working together to figure it out, is really part of what this whole issue of communication is. So this really does become a circle. So the way we see the world is consistent with what we're saying and the way we're behaving. That's the basic point. So this is really the issue, you can't talk yourself out of a problem you've behaved yourself into, but you can behave yourself out of a problem you've behaved yourself into. And often faster than you think right? I know that some of this kind of goes to a line and beyond the line where you're thinking about

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some things that are personal as well. Go ahead and do that. No one's gonna ask you to share anything about that, but ever time I talk about this stuff I think about that.

02:07:00

Dr. Kukic: You know I'm working really hard to keep my 33 year old marriage really going well with my wife, Jan. And you know what, guess what? I'm not successful all the time. And I act in ways that are not trustworthy with her. And guess what, I get exactly what I should get. But if I work hard with my behavior I can behave myself out of it. That's the issue. It's not a matter of just talking a good game, can you possibly imagine the challenge of living with someone like me, who is always talking. I get up at 5 in the morning, ready for discussion. I got to bed at about 2 in the morning, ready for discussion. And Jan is like would you please go in the other room and discuss it with the TV or something, cause you know, really. That's sort of difference is what makes marriage wonderful of course, but that sort of difference is interesting. And it's interesting to think about these issues. Don't distinguish please between your professional life and your personal life.

02:08:00

Dr. Kukic: I had a staff member once who said to me, I know Steve that I'm married to one of the local directors of special Ed. in Utah, but we don't ever talk business at home. Bull. You can turn it off and on that easily? And body can turn that off that well off and on? No you don't. NO you don't, you're living one life, on integrated life as Gandhi put it. Now here's from a great book that I thought that I wanted to show you this rather than long quote, I want you to read it. Because it's from a book that is a compilation of letters from John Adams to Jefferson and Jefferson to John Adams. It was done by the University of Virginia. And it's my favorite history book of all time, because they compiled every single letter that the two of them sent each other during their whole lives. And here is what, here is what John Adams said, and this was to Abigail by the way. His wife.

02:09:00

Dr. Kukic: So he finally got it you know John Adams did, and the little trivia you'll like about this since you're all Virginians is this. It was because Abigail sent a letter to Thomas, and said Thomas my husband has such pride that he really loves you. But he cannot write you a letter, because you beat him to become the president. If you would write him a letter, I think you could rejuvenate this relationship. And so Thomas did, and for the last 10 years of their lives they talked with each other through their letters, and became just the closest of friends. And what did Adams say on July 4<sup>th</sup>, 1826 in the morning? Jefferson lives. And six hours later Jefferson died.

02:10:01

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Dr. Kucic: On the same day, which is a cool thing about American history. So what Cubby (?) then talks about and this is the moment when this is gonna turn into reference versus presentation. He talks about four waves of trust, from credibility, to contribution, and you've got some detail about those issues of credibility. And how do you deal with issues of integrity, and is intent enough? No, it isn't if you don't follow through then it isn't enough. Increasing your capabilities to be able to do what you want to do with people. So you've got some reference here that'll help you to be able to take a look at that, but I didn't want to deal with much of that detail. I do want you to attend to this one slide; to these two slides rather I should say. These are the taxes on low trust organizations. Now I know that it's because I'm now over 60 years old that I'm beginning to think this way about the world, but it haunts me this quote that my friend from the department of health in Utah gave me from Franz Kafka.

02:11:10

Dr. Kucic: Kafka said, "Every revolution," including VTSS by the way from Kafka's perspective, "every revolution evaporates and leaves behind only the slime of a new bureaucracy." And I think about my life's work in terms of special Ed., and special Ed. has become a slim y bureaucracy in some ways. The lawsuits have created this mechanism for dealing with kids that makes it very tough to get back to teaching and learning. That's the difficulty we all have isn't that true, am I wrong about that? I think it's true, and we have to keep dealing with that and figure it out. And when you look what our country is doing right now, and how difficult it is for us to move, and some of that has to do with the complexity of making decisions, and all the hoops you have to go through to make it work. It is possible to keep the revolution going, and I mean that in a positive not socialistic sense.

02:12:03

Dr. Kucic: It's possible to keep it going if you can in fact have a high trust organization, and these are the dividends that come from a high trust organization. Where people really want to move forward together, that's the point. And I'll tell you what, that Wichita, Kansas is one of those places. It's not that everyone is buying in, but many more people are buying in than did. And it all has to do with the way that organization is set up to be able to help people. Now there is a book that was suggested by Wayne, thank you for that Wayne, that's call *Trust Matters*. It's a really nice matrix that I thought was a little too like complete and complicated for the sake of this presentation, but I want to call your attention to it to see if you can use it. And I want to especially challenge the coaches think about how you could make use of this matrix. Because I think what, Tushan Moran (?) did in 2004, was kind of combine this notion of the functions of leadership notice, the facets of trust.

02:13:06

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Dr. Kukic: You notice that over here, and then all the constituencies of the school into a three dimensional kind of a way of looking at this issue of how you can build trust across these different arenas. I think it really is a really good model, a really complete model. So you might want to get into this. Denise is gonna show you how Wichita has used this book in just a second. So this is the first of these slides where Denise now will come up and talk to you about what Wichita has done related to the issue of trust. And let me just warn you, if you look at the next slide after that, you'll see a slide called Table Talk, with a set of questions. We're gonna give you a chance at your tables to talk about the issues that have just been discussed okay. So lets get back to what Denise will be describing, and I'll switch it over to the other slide.

Dr. Seguire: I don't know about you, but I listen to Steve talk, and I look at all these thing about trust, and I think, oh I get that. I'm kind of going off in lots of different directions in my mind.

02:14:04

Dr. Seguire: But then I sort of have this little bit of a sinking feeling, like I believe all this? How the heck do we do this in a consistent way with all of the people that we work with? It is a tough thing, and it is not something that you have to, you have to do all the trust work before you can do anything else. Because we would never get anywhere right? Cause you never have everybody with you, you can't wait for that. So what can we do in the mean time? Some of the things that we have done is first of all started with the framework that you see here. And you don't 'have any of these slides that you're gonna see right now, those are gonna be posted for you. So these are just kind of for your reference right now.

02:15:01

Dr. Seguire: I think you've seen this framework before, this is the Kansas framework. And as a system this is what we consistently relate back to. Not I believe, we're a year and a half plus into our implementation, I believe you could ask anyone in the district today what MTSS was, and they would recognize this design. They might be able to tell you all of the components, that's about the only thing that I could guarantee from everybody in the district at this point. After a year and a half. Last year when I was here, I would not have said that. Now could everyone explain that this is a full systemic reform that is a framework not a program?

02:16:05

Dr. Seguire: I'm not sure everyone could. Especially when I hear in the middle of budget cuts, well are we really gonna keep doing MTSS? Because MTS costs money. Well pieces of MTSS cost money, but if you're talking about it in terms of the framework

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you use to move forward, it is what it is. A framework, it's how we approach the work that we're doing. So I think this piece is one that we keep coming back to, that people being to rely on and trust that what is happening is connected somewhere. Because if it's not connected it's really easy to say oh somebody at the district office went to a conference, and they thought this was a really cool idea so we're going down that path.

02:17:01

Dr. Seguire: So if they understand that all the thinking goes through here, is one piece, another piece along the way that I believe builds trust is to look at your outcomes. You're not gonna be able to do this before you start. You got to have something going on along the way, and I believe that this is a piece that begins to build some momentum and some trust in the system. Not necessarily trust in every individual, but in the system itself. So after one year of implementation, after Neil and I were here with you last year. We looked at these results, and what we found you've got these charts on your fact sheet from year one implementation. The gap is closing in all student groups across all assessments. These are our state assessments.

02:18:05

Dr. Seguire: And all student groups show improvement in attaining AYP targets, so overall this is what our desegregated data looked like last year. You'll see it starts in 2006, so it's from 2006 to 2011, in the various subgroups. Our white groups is at the top, so we have a big gap. But look what happens in 2011, implementation of MTSS began 2010, 2011 students took their assessments in the spring. March through April of 2011, so these results are from there. So you'll notice that while that all groups go up. If you look at the white group it goes up, but not quite as much.

02:19:03

Dr. Seguire: So we can begin to see some gap closing here. We were okay; I was a little leery to really talk about this data a lot, because it's like one year. You know, and what does that really mean? And had this conversation with George Batsche, cause he says if you do not have a systemic reform that is working there is something about that, that's the only time you get this kind of result in all of these areas. This is our state assessment data. Okay, and of course this is not the, our state has signed on for Common Core, but we are not yet fully engaged with that.

02:20:03

Dr. Seguire: Um hmm, so I'm trusting George on this that because year one of implementation is kind of crazy. You know, not everyone is on board in year one. Not everyone is on board in year two, but to look at this kind of result is kind of interesting when you look at it. And then if you look across the subgroups, that's what this is, and

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the percentage that are meeting AYP targets, you can see that all of these went up in every area. So not just in the scores overall in the subgroups, but also just those reaching AYP. So we used this a little bit, we're not relying totally on this, but to say the efforts that you have put forth in the first year, where everyone is making some changes are beginning to pay off.

02:21:08

Dr. Seguire: They've made a difference across the system, because some, it's interesting when you look from school to school to school, cause some start with this too shall pass. And they some start that way sort of collectively, so it's like the whole school looks like that. When you look at a partner school that has similar demographics who did take it seriously, and you begin looking at that data. That has some motivation with it as well. You can't just coax people. You know and beg them to get on board that creates distrust. Cause they think you're trying to sell em' a bill of goods. What you're after is that core principle of your students and making sure that your students are making progress that your students are learning, that they're moving forward, and what we're doing is of benefit to them.

02:22:10

Dr. Seguire: So we work at it from that angle, that doesn't mean that it's always received in the way that you send it. But you have to look inside first and do it that way. So as we're thinking about building Wichita's MTSS, and I go back to one of the things that Cubby (?) says, about it's more important to communicate during implementation as opposed to before. That's a really good thing because in our, prior to our implementation we did not get every single stakeholder involved. We had a district group with representatives across the district.

02:23:03

Dr. Seguire: But we had no teachers in that group. We had no teachers. We knew that we had to move; we had to change our district framework. We are a district in improvement in the state, so there were some things that we had to do. And sometimes you have to move from that. Since that beginning point, we have included more and more and more stakeholders in the decision making group. But it didn't start that way. So as we were beginning with the MTSS district leadership team, one of the things that we have worked on is trying to get beyond who we are. Who we currently are individually and as a system. Trying to get beyond what we know or our own personal experiences so that we can move to a different place.

02:24:11

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Dr. Seguire: We can't use the experiences we've had in the past to move us where we need to go, so it's kind of that idea of keeping an open mind to hear and receive other ideas. So this is one of the quotes that we used with that team from Adam Klahanie (?) "We said if we listen in the normal closed way for what is right and what is wrong, then we won't be able to hear what is possible. What might be, but is not yet we won't be able to create anything new." So we tried to start with that little piece of wisdom, which I think, is really smart. And he says it in kind of neat way. He also says, "if talking openly means being willing to expose others to what is inside of us, then listening openly means being willing to expose ourselves to something new from others."

02:25:16

Dr. Seguire: Lots of us are willing to share what we know, but it's a little bit harder to hear and consider what others are saying. And that goes all the way through the system, so asking for that kind of openness, you don't have to believe it. We're not saying you have to do this right now, we're asking consider this. This might be a thought counter to what you've ever heard before. And what we sometimes do automatically is say oh I don't believe that before the whole thought is even out.

02:26:00

Dr. Seguire: So the idea is just consider it. Take it in with what you're already thinking and doing and knowing, and see how that might resonate there. That's a tricky thing. And a lot of times that just happens internally and you don't necessarily see the results right away, but it's getting people to think a little different way. So the piece that we did, and we talked about this last year that Steve helped us with, was starting out with our board. And the board developed the strategic plan, the vision mission, and the objectives for the district based on MTSS. So right out of the chute what we have is our board expectation of where we're gonna go. So what does it look like? This doesn't really say, but it does say this is the path we're going to take.

02:27:02

Dr. Seguire: We also took Michael Fullen very seriously when he talked about all systems go. We have been a district of site-based management. So every school was making decisions for themselves, and when you have 100 then it gets a little tricky. We had 5 or so years ago, consolidated our elementary reading, so we then had one program for all schools. Prior to that there were 20. So schools could choose core curriculum different. And our mobility rate is extremely high with our poverty levels, so we knew we had to make this kind of alignment within the system between our schools within the district.

02:28:00

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Dr. Seguire: But we also knew that we wouldn't be able to sustain that if we weren't connected with the state. And Fullen says, also national. So how do we do that in a trust kind of situation? So what we did was we gathered together collaborative partners, who've been working with us in an ongoing way. And Steve has been key in that. So Steve is with us several times, in person, several times during the year. Much like he has been here. George works with us, James Baker works with us, he's from the state and works the state has an MTSS team. Bob Pipik (?) works with us on performance management, specifically around data driven decision-making, and I'll talk a little bit more about that later.

02:29:01

Dr. Seguire: Randy Sprick on positive behavior supports, and I'm so excited to put Anita Archer on that list. Because we've not contracted with Anita Archer who is going to be in our district about 4 days a month next year, working on explicit instruction. But the key thing is not to have a list of people like this that you can talk to, or that come in. The key thing is that these people talk to each other about us. So when Steve said they're coming in June to do sort of a progress report for us with some outside eyes on how we're doing. They talk about us together, and then every once in a while I'll get an email from one of them, we've been talking we think you need to consider X, Y, Z.

02:30:01

Dr. Seguire: And then here are some things we can do to support you. So that has been just a really key piece to have trusted partners that we can work with, and all of these people have been in front of our staff as well. In front of our leadership teams, so it's not just people at the district office who know. It is all through the system, which has been just a really critical piece. All right. Steve has mentioned this book *The Five Facets of Trust*, in *Trust Matters*. And I brought this because when we talk about building trust as a team and as a district, one of the things that we have to do is occasionally talk about it.

02:31:03

Dr. Seguire: To have some conversations about that, to step outside all of the busy things that we do just to make decisions. You know we have to do this, and this, and this, and this, and this, and we jump into a meeting. And we just start going through our list. What we have done is similar, is use resources like this to have short conversations at the beginning of a meeting, like 5 to 10 minutes. So I have actually for you, can I get help in distributing? I put in sets of 8, so maybe. There is nothing magical about this sheet, but it is a piece of information out of this book, and it's one that we use to begin a team meeting. It was just a way to start a conversation as an example for you.

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02:32:00

Dr. Seguire: So we're going to have this conversation now at your tables. So as they're distributing I will explain. In *Trust Matters*, she talks about these Five Facets of Trust; you have to have these five things. You have to have benevolence, honesty, openness, reliability, and competency. And then she briefly describes each one of those. That piece is on the sheet that you have in front of you, or will soon have in front of you. What I'm going to ask you to do, is at your table to just skim down through that list, that chart that's on the paper, read it to yourself, and then turn to a partner, not your whole table just a partner.

02:33:00

Dr. Seguire: Or two, and say something that's come to your mind about what you've just read. One of you talk, and then the other one talk, and then I'll give you a next direction. So that's gonna take about 2 minutes.

[Tape Cuts]

Dr. Seguire: Those of you who are just now getting your paper, the instructions briefly. There is a chart on the page, if you would by yourself just read through those five facets and their brief description. When you have done that turn to a partner at your table who is finished and have a brief conversation with them. One person talks at a time, just say here's something I noticed about this. And then the partner talks, and then look at me when you're done, and I'll give you your next direction.

[Tape Cuts]

02:34:01

Dr. Seguire: May I have your attention please. I know you could talk for a while, and you're going to get to talk more in just a minute. Your next direction is to individually now there is a little place on that sheet where it says what is your own definition of trust. Take a minute, and write just for yourself what is your own definition, your personal definition of trust? Take just a minute to do that, and when your partner is ready you can address the next two questions as a conversation.

[Tape Cuts]

Dr. Seguire: You've had a chance to write your own definition, now begin to share your definition with your partner, and then there are two more questions at the bottom of the sheet that can continue that conversation once you've shared.

[Tape Cuts]

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02:35:04

Dr. Seguire: May I have your attention please? I really hate to break into your conversation, but there is this magical time coming. That's lunch and I know that you want to do that, a couple of comments just about this little exercise. Number one there is nothing necessarily magical about what I've just shared with you, it's just one example of some of the things that we have done to engage with this kind of conversation on our teams. A couple of things about facilitation. Your teams probably are used to working together, and you know each other fairly well. Sometimes it's a new team and people don't know each other real well.

02:36:05

Dr. Seguire: Or the dynamics of an old team might not lead to a conducive conversation, so a couple of tips. You will notice that in my directions at first you read through that list of, the chart. And what did, who did I tell you to talk to? A partner. One other person. The reason I did that because the dynamic of two is the safest dynamic to have a conversation. And you can ensure almost that every single person then will be engaged. So if you're gonna talk about something that's emotionally charged or cognitively complex, the safest dynamic is two people.

02:37:02

Dr. Seguire: And you start the conversation that way, which gives people some feeling of safety to move into the rest of the conversation. So then you went back to personal and wrote your own thinking. So now you have something in writing, you don't have to come up with something off the top of your head, just something in writing now you can share with the rest of the group. And if the group is ready then everyone can engage in the next pieces of the conversation. If they're not you might want to go back to the two. Just depending on what the level of trust is in the group, but to build trust make it safe for them to say what they're thinking. Those are the things that have to be on the table, if they're not on the table doesn't mean they don't exist.

02:38:03

Dr. Seguire: They do. And they'll be playing in the background. And pieces of it will be playing the background anyway. But that's just something to think about as you begin engaging your teams, or take your teams to the next step. So when you see the folder on your website, it says Wichita way 1. It has this same sheet in it, and it has some other examples of what we've done. Again nothing magical about it, just something that some pieces of information that we really liked. We took a little chunk of it out, put it on a piece of paper, put a couple reflective questions at the bottom, and use those to

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facilitate these kinds of conversations with the team, and then moved into the work of that particular meeting. So that's where that was, okay any questions about that?

02:39:03

Dr. Seguire: Okay. I think we're ready.

Dr. Kukic: Just so you know what you're getting, it's maybe a little hard to see this up on the screen, but Wichita 1 has six different parts to it that folder. And so you'll be getting that folder with all the information from Wichita to be able to help you. Okay. So we're gonna take a break for lunch. And lunch is 1 hour. If you look at the blue handout you'll notice that the next slide says table talk. You might want to glance at that over lunch, because we'll spend a couple of minutes when we start in the afternoon with that table talk about trust. So have a good lunch, see you in an hour. Thank you.