

**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 4

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

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

RTI_Session2_4_24_2012.mp3

The relationship of the school division leadership with its schools – 1:00 pm – 3:00 pm

Family School Partnership

Interagency Collaboration

The 8th Habit: Find your voice and inspire others to find theirs

Dr. Denise Seguine, CAO, Wichita Public Schools

Dr. Steven Kukic, VP, Cambium Learning Group

John Eisenberg, Director of Instructional and Related Services, VDOE

00:00:00

Dr. Kukic: Having non-negotiables so does that mean you like have a draft? Okay good. Do you have a draft of it, or are you talking about it draft, do you guys have a draft of them. Good this is an idea that I think is one worth really pursuing, because it does respond to several goat rodeos. If you have this set of non-negotiables that are sitting there, it really does declare what you're trying to do. So spend a couple of minutes if you would now at your tables talking about these three questions and then we'll move on.

[Tape Cuts]

Dr. Kukic: Challenged us with, is to talk about these issues related to stakeholders that are both inside and outside the school system. I can tell you that one of the reasons why I chose to go to the dark side, and work for the company I work for; which is a for profit publishing company and services company. Is because I was the first big customer of this company, and this, this company has always given to me evidence based practice, and then support to be sure that people can use this practice with fidelity.

00:01:09

Dr. Kukic: So I felt comfortable that the mission that I had as an administrator matched the mission of this dark side for profit company. The reason I'm saying it that way is, don't close your eyes to partnerships with the private sector as well as the public, with the for profit sector as well as the not for profit. But make certain, and demand that those partnerships match what you're trying to accomplish as a district. That's the point. Now one of those partnerships that I think we're underutilizing, is the partnership we can have with families. So that's what we want to talk about next, is the family-

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

school partnership, and I've given you a reference to a piece that I think says this best from the best person in the country, whose name is Sandy Christiansen.

00:02:00

Dr. Kucic: So in 2004, she developed this paper for the school psych review from the National Association of School Psychologists, and in this she talks about a model that I think is the very best model for this issue. I want you to notice something if you look up on the screen. That it does not say parent involvement, it does not say parent contact, it says the family-school partnership. And that was very purposeful on Sandy's part to call that relationship, that particular term. So what she did was through her research in the last 20 or so years, she's developed these four As that a school system needs to pay attention to. And then figure out a way to integrate, synthesize, synergize if you will, to be able to develop a sustainable family school partnership. The first issue is approach. What is the framework that we have for interacting with families?

00:03:03

Dr. Kucic: Now one thing that I learned actually in the interagency domain that we'll talk about after John's through talking about the family-school partnership opportunities you have here; is that when people who are paid who are delivering services, deliver those services to people who are providing the income for the people who are paid, the tax payers. Get my point? Sometimes we treat them like they are the recipients, and they should be the grateful recipients of our expertise, because we have bachelors degrees, and master's, and PhDs, and certificates, and licenses and all that. When you do that, you do not create partnership. It's the Covey point about we keep parents and families dependent while we're acting independent, there is no way to create interdependence. It's back to that same issue. The family-school partnership is an issue of interdependence.

00:04:00

Dr. Kucic: So what you want are families to be vital parts of decision making. I can tell you that any time I decided that I was gonna do something new with special Ed. policy in Utah, I immediately involved the most raucous parent advocate I could in the first meeting. In that discussion. And I wanted that to be true because I wanted that voice to be there. By the way I got in trouble from local special Ed. directors for doing it. And I said well what are you hiding. I mean come on if you've got something to hide then there's something wrong with your practice. These are families who are our patrons, who are our partners, who are providing the revenue for us to be able to do the work we're doing. So let's think about it that way. And what that gave us is when we finally got to the legislative act, rather than yelling at the state department, or yelling at school divisions, those advocates were yelling at the legislature with us. And inviting us to

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

testify with them to get passed the policies that we wanted. Do you get my point? So that issue of developing a partnership makes sense.

00:05:01

Dr. Kukic: So what is your approach, what is the framework you have for how you interact with families, and then what are the attitudes held about that issue. You know and by the way Sandy has developed a whole set of surveys to be able to help you to be able to do all of this if you really want to get into it from this particular model's perspective. The third issue she raised is atmosphere, what is the climate in the school for families and educators? Is it an atmosphere that in fact reinforces the notion of that sort of interaction. You know, think about this when a parent would call me as the state director of special Ed. when I was in Utah that was not good news when the parent would call me. Because that would mean that the parent wasn't getting any help at the classroom level, at the school level, at the district level, at my staff's level, and then here I am. My state superintendent who didn't care much about special Ed. said I'll know you're successful if none of the 50,000 parents in Utah call me. If any of them call me then you're not successful.

00:06:01

Dr. Kukic: So when they'd call me I thought to myself, you know this is now serious. I like my mortgage being paid by my salary, so when the parent was hysterical with me, my style was to say I'm really glad you're hysterical. What? I'm really really glad you're hysterical, because you're the only one who's gonna be hysterical about your own child. Because we have this professionalism you know that we're trying to do, and no one is as connected your child as you are. Which would calm that down a little, so we could talk, and then I said I'm not gonna do anything other than listen to what you have to say. And I promise you as soon as we hang up I'm calling the local director of special Ed. to let that person know that you've called. So that this can be handled at a local school level. Occasionally a parent would say to me, oh oh you want to handle this, oh okay I don't want to talk. Because all they want to do is complain, rather than try to figure out a solution to the dilemma. So I was trying to set an atmosphere that I thought would lead to resolution that might improve outcomes for kids.

00:07:02

Dr. Kukic: That was the idea of that. Sometimes it worked, sometimes not so much. Actions, what are the strategies for building shared responsibility related to this issue of the family-school partnership? So one more reference, and one more resource for you is this one from NCLD. The National Center for Learning Disabilities, and it is a parent advocacy guide, and it's a parent guide to RtI. And it really is a fine piece of work, and I thought you might like to see that one. So if you go to that website, NCLD.org, you'll find it. If you go to RtInetwork.org, that website you'll find it as well there but it's

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

another reference that was developed beautifully by a bunch of really experienced and expert parent advocates about parents should be responding to this challenge of RtI. Okay. So those are some national resources, which sets the scene for John to come up now and talk a bit about the Virginia resources.

00:08:02

Dr. Cave: All righty, before he does, he has to have a proper introduction.

Dr. Kukic: Right.

Dr. Cave: John put your coat on.

Mr. Eisenberg: I had to hide the mic.

Dr. Cave: while he's doing that let me tell you about John Eisenberg, he works with us, he's one of my colleagues in the division of special education and student services. He's our director for Instructional Services and Related Services; he's very knowledgeable and experienced with working with children with low incidence disabilities. He has been in a family with a member with a disability. He has been a teacher. He has worked then to provide technical assistance to school divisions at the federal level, on regional basis, and then of course also on the state level. He is very much a passionate advocate for all children, particularly children with disabilities.

00:09:00

Dr. Cave: He has taken the family partnership concept that we have had in our division, saying this is how you can engage families and parents I think to a new level. To resource technical centers that then can resource you. So we thought it was important that you hear a little bit about what's available to you for all children, so thank you John.

Mr. Eisenberg: Thank you Cindi. Afternoon everybody. I'm looking down this aisle, I don't know what anybody did in the aisle, but like they vanished. You know they got cannolis and took off the door, but it really is an honor to spend some time with you. I'm gonna be brief today because it looks like you guys have had lots of information. And probably you can kind of see it dripping out of your ears, there's so much stuff that has happened. But I was gonna spend a couple minutes with you really highlight what I think are some critical resources talking about family engagement and family involvement.

00:10:00

Mr. Eisenberg: And the concept of having partnerships. I think everything you've heard today is really around that theme of creating partnerships and trust. And if you don't

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

have trust with families, in their own communities, do you think you're gonna make progress? Absolutely not. I've taken this on as kind of a personal issue cause I have seen it happen both good and poor. Both with my own family and then as I've grown throughout my career working with lots of families; I've seen when it works really well and then I've seen it when it falls apart. And when it falls apart, you've got people that are in your system for 15 to 20 years, and if it falls apart in kindergarten you have another 14, 15 years with that person. And it could be really really detrimental. So I think the department is really engaged in some neat things, I want to share those with you. And I also brought some of those resources, and documents for you to have. The yellow packet is from my office. You've got a number of resources in there that we'll talk about real quickly.

00:11:01

Mr. Eisenberg: And I also left you with a book. And really excited that the book is *101 Real Ways to Engage Families*, and what the nice part of the book is it's one of our state people. One of our superintendents here in Virginia did a lot of their research and PhD work around engaging families through their career. And Dr. Constantino, I think he's in Williamsburg, James City he wrote this book. And he presented this to our parent resource center. So some really great ideas. 101 ideas how to increase family engagement in your public schools. So where do we start? And I think you guys have heard about that concept today, about the moral compass, and what's our guide? Like what's my post, what do I aim for everyday when we get up, and what my staff aim for to try to figure out how to improve lives of kids. And this is it. I mean our core mission is to make sure that we effectively prepare kids with disabilities to learn, live, and work as independently in communities of their choice with the maximum amount of independence.

00:12:06

Mr. Eisenberg: What we've tried to say is we just don't want to be good at it, we now want to be great at it. We want to be one of the best in the country, and we're really striving to do that. And hopefully some of the information I'll share with you will highlight some of those ways that we're gonna move forward. Absolutely basically critical to success in your school, you can have all the best instructional programs in the world, you could have the best administrators, the best teachers, if you don't involve families in that local building, you will not have success. End of story. It is one of the most critical parts of that success story, and it's probably the least planned, least discussed, and least engaged topics in school divisions and in state departments. Because we have a new generation of families I think, we have families of children with disabilities that won't go away. They know their rights, they're on blogs, they're on websites, they talk to other parents, they go through the training programs that we've paid for the to go through to become advocates.

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

00:13:07

Mr. Eisenberg: And they're putting us on the hot seat a lot, and we don't like that sometimes, because we think we're the experts. Well the best expert of a child is a parent; they know their kid the best. We can help add the other value added pieces to the education component, but if you're not including families you're dead in the water. So what does success look like, what the research absolutely has proven, no doubt about it, if you involve families in meaningful ways you get a couple major outcomes. You know student achievement sky rockets off the charts, we've seen schools that had not had good parent engagement. And when the new leadership has come in and changed their programs, students test scores, student outcomes have been blown out of the box and increased by 20, 30, 50 percentage points. We know drop out rates plummet. This is one of the critical things that we're facing in special education; we've got a lot of kids with disabilities that drop out early.

00:14:02

Mr. Eisenberg: And a lot of that is lack of parent engagement. Parents don't know what the schools are doing, and they don't know how to engage families and keeping their children in school. We have in some cases generations of families that have not finished school. Or had horrible experiences while they were in school, and sometimes you have multiple generations of people with disabilities who had a horrible special Ed. experience. And you're gonna have to overcome that. We know graduation to employment is critical, even in today's times with 9.8% unemployment rate, we have to set our kids up for success. We know if we give em' the right programs, and we get parents involved in after school activities, the amount of employment goes up, and especially after kids goes to college and graduate school, we will help end the poverty cycle that has happened in many many cases for the disability community. So some, about 7 real tips. You've got 101 tips, but they all boil down to about 6 or 7 things.

00:15:04

Mr. Eisenberg: first one, absolutely you have to meet parents where they're at in the community and that school has to be the center of the culture, the foundation of excellence in a community. If that school is not open to the community, and not an active part of what is going on in that community, you're not having events in that school; you won't get parent engagement. Especially in tougher communities. Two, families often don't feel like they get information about what the school is teaching. They know that so and so night is parent teacher night, but they don't know what curriculum you're using. They don't know why are my kid getting this sort of homework? They need to know what the reading program is, so that they can help reiterate and do, and help do all that same stuff at home, so that we have an increased likelihood of kids getting increased literacy skills.

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

00:16:00

Mr. Eisenberg: So we're gonna have to really engage families in telling them what the program is, and what the part of the program is to achieve the success they want for their kids. Huge piece. Warm and welcoming schools, it sounds easy. But I know a lot of you have, if you can just tell when you walk in a school, you know what the feeling is of the school. And you've seen it too when the same school, when there is a new principal, and they've changed it from it wasn't engaged. When parents walk in the front door and they meet the secretary, and the secretary won't even look you in the eye. And won't even sign the parent in, and give em' a nasty look like why are you even here? You know why are you bugging me versus when they walk in the door they're greeted with a smile, and say how can we help you? They're engaged when the parents come in, the principal comes out and talks to them. The principals are walking the hall; the principals are at community events. Very very different story when you have warm welcoming environments.

00:17:00

Mr. Eisenberg: Clear communication systems, working at the state department this is probably one of the biggest complaints that we get. Is that information doesn't filter down to parents. They don't know about their state special Ed. advisory committee. They don't know that your school division has a parent resource center. They don't know that there is training programs, they don't know about community resources. They feel like they haven't been given information about the school. Critical piece, you're gonna have to develop communications systems with families; I think there is a lot of new technology. The social media, the phone calling systems have really helped change some of that. People are communicating different now, especially the younger families are communicating very much by mobile technologies, and social media. How are we engaging in those new processes to get people really actively engaged in their kids' education? Last thing, one of the second to last thing is social services. For a lot of the diverse communities, people need social services. Today with the employment, and the economy the way it is, people need to have the support services in order to just survive.

00:18:05

Mr. Eisenberg: Often times the school people are the most knowledgeable people. The social workers, the principals, the special Ed. teachers about what exists in the community. Again lots of parents who did not have the advocacy in their families to understand that they are even eligible for services, or how do you even go find out what services you have to apply for. Critical piece. And the last piece is to make sure that we are really embracing diversity. Our population in Virginia is dramatically changing. The fastest group and rising group of ethnicities in the commonwealth are Hispanic families. How are we changing the way we're delivering services and supports to

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

diverse communities? As poverty rates increase, how are we dealing with those poverty situations? Virginia has had a strong history too of bringing mission work and going over the Eastern Europe, and Africa, and in many many cases we have some school divisions that have 68 to 70 spoken languages in their schools.

00:19:09

Mr. Eisenberg: And in many many cases those families never had a chance in their home country to even have public education. So how are we engaging them, how are we putting information in languages that they can understand, how are we doing outreach. There is different ways of people operating in different cultures; the Hispanic community does things very differently than the families from Eastern Europe. In the traditional white Anglo American families, how are we engaging folks? So really taking a look at those critical success factors and some things that you need to know about. Those were about 7 of em', there is probably about 3,000 but they really boil down to those 7 basic things. So in Virginia the way we have structured it, is we tried to do four big things in special education. We've got four major supports. One is our state special Ed. advisory committee; anybody never heard of the state special Ed. advisory committee?

00:20:02

Mr. Eisenberg: that's good, that's a good thing, we're really happy about that. State Special Advisory Committee is just a way for parents who have children with disabilities and other community members to be a part of the planning system that goes on in the State Department of Education. To help give us feedback on the directions that we're doing, our systems initiatives, it's ways for us to train parents who then represent regions that go back and then train other parents to get critical information about hot topics in special Ed. or regular Ed. or the accountability system. And we've got a really good state special advisory committee this last year, where we have really good conversations. The last meeting we talked about bus aides, and about the curriculum about how to transport kids with disabilities. It's been a hot topic across the commonwealth, because of some incidents that have happened, but all knowing that we haven't done a really good job at training bus drivers and aides to really handle very complicated kids.

00:21:01

Mr. Eisenberg: That have really complicated support needs. Other one that we'll talk about in a second is the Center for Family Involvement. And the Center for Family Involvement is grown out of our state place called The Partnership for People with Disabilities at Virginia Commonwealth University. Every state in the country has a program that's funded by the US Department of Education, called the university center of excellence in developmental disabilities. And in Virginia it's called the partnership for

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

people with disabilities. We have sub granted a number of different awards to them. The one I'm pretty proud of is that we've created a center for family involvement, and they really help us try to figure out what are the research trends, training needs, ways to engage families and diverse cultures, they have really created a center for us that really helps us kind of achieve our mission. And you have some of their information in your packet. You've got a brochure from them; it's got some information about our family navigator process that I'll talk to you a little bit.

00:22:05

Mr. Eisenberg: But great system, they've got about 4 or 5 full time employees. They have a pretty large website that they have that is really really good information. Their website is right here, they do lots of training for people. They often will come out to your community, so if you call them and ask them for training on parent engagement or family involvement, or teaching parents how to be better advocates, and responsible advocates. One of the things they're really trying to help us with is we've seen again this growing tide of advocacy for the disability community. One of the problems we're seeing is it's not balanced advocacy, we've got a lot of folks that come in and start screaming at school divisions that they haven't done X, Y, and Z. Instead of engaging as a partner in the process. Where it's not adversarial from the first phone call, they're helping us train people to be responsible advocates to teach other families to do it the right way.

00:23:01

Mr. Eisenberg: Instead of having a long term nightmare on your hands with people that you know when a parent walks in the door you go oh lord it's so and so. You know it's gonna be a bad situation. So the contact person there is Dana Yarbrough. Dana is a parent of a teenager with severe disabilities, she helps run the center for us, and I would really encourage you to take a look at their website. They have helped us develop a number of the different things that you have in your packet. Three of the great resources that have recently come out that we've given to your special Ed. directors, and now that you guys have. It's called a parent and family involvement tool kit for Virginia schools. A number of different suggestions to create and ways to go back and look at those 7 foundational principles of engaging families, and give some tips and strategies on how to do that. We've also got some additional resources that they've developed that talk about some of the publications, and some of the other projects that are around for family involvement.

00:24:00

Mr. Eisenberg: And then we've also got some, again a tips and strategies sheet for involving families in Virginia schools. Our second huge component is that every single state in the country has something called a parent training information center. It's called

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

a PTI, they're funded by the US Department of Education, and ours is called PEATC, the parent education advocacy-training center. We've had a long long relationship with PEATC, and I'm gonna come back to family navigators in a second. But PEATC is up in northern Virginia, they're state wide, they have a pretty pretty strong website with lots of training materials. They again help us work with kids with disabilities, but they also really are on the advocacy end of the spectrum. They help do more around advocacy, they help do our parent resource center materials, they do lots of training for us. And we collaborate with them quite heavily; they're on our state special advisory committee.

00:25:02

Mr. Eisenberg: When we do pretty much any new activities that involve some long terms systems thinking, we make sure they're at the table. We want parent voices at the table from the inception, PEATC helps us do that. So if you have information, if you got parents that need information, please this is a wonderful resource and website for your parent families. One of the really interesting things that PEATC is very much starting to work on, is trying to do better Latino outreach to Hispanic families. Especially northern Virginia, where we're having a huge population explosion of the growing number of families that have, that come from a Hispanic or a Latino background. So they've got one-person full time on staff that is a parent specialist that just does outreach to families of Hispanic backgrounds. Really good information. One of the things that we are trying to do with both of these programs is something call family navigators.

00:26:00

Mr. Eisenberg: You have a little write up, a little packet, a little sheet on it. What we do know through research is that who's the best person to talk to a parent? Another parent, somebody that has been there, done that, got the scars, have made successful partnerships with schools. We're trying to again stem this tide of negative advocacy, with positive advocacy. And we now have created something called Family Navigators. We have hired I think close to 40 family navigators through our state funding. They're located in the regions where they live, we train them on all things IEPs, on training issues like positive behavior supports, we train them on RtI, we train them on kind of the hot topics in special Ed. So that if there is a parent in that region or area that really needs support. And they need to talk to somebody, who has been there done that, they've got a support on the other end of the line. These folks can go out and teach parents how to understand what happens at the IEP meetings.

00:27:02

Mr. Eisenberg: How to understand progress, how to understand eligibility processes, how to understand if there is a, you really are at an impasse what parent's rights are for filing complaints, or due process claims, or law suits. They help parents do that. They

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

do this in a role that they are also an extension of the Department of Education, so they are seen kind of an entity where we're trying to engage the families. We really want you to try to find out if you go to their website, information is out about who those parent navigators are in your communities. And if you're really looking for another parent to talk to another parent, this is a great starting point. Okay they're also trying to do lots and lots of outreach to really families of diverse cultures. We've got a whole really neat group of parents that have the whole gamut of kids with disabilities, but also different race and ethnicities, and what I'm really excited is that we've got a couple parents that are lifelong military families.

00:28:03

Mr. Eisenberg: In Virginia we have so many military installations, and people actually move to Virginia because of some of the special programs for kids with disabilities. And now we've got some people that understand that world. It is a whole different set of language, and set of different rules that you and I, the layperson that hasn't been in the military system for 20 years don't really understand. But another parent who's been in the military can talk to another military family, and they know all the acronyms, they know all the agencies, they know about tri-care. It's a very different culture. So we've got some really neat things going on there. Yes ma'am? This is, this website right here, Center for Family Involvement. Go right there and look for family navigators, and also you do have a handout that's got some information about who to contact and who to get in touch. And really one of the, the Department of Ed. has tried to organize a whole number of different things.

00:29:05

Mr. Eisenberg: We've got some other great resources for you to take a look at. We know that within a school one of the strongest ways that we can help engage parents is by helping a school division establish a parent resource center. So in the body of this school, we have a parent or a professional that can help do training for families. Have resources, have books, have training videos, can talk to parents within the body of the school, they're a school employee. And there is an actual physical place or space that parents can come to, we've seen lots of those parent resource centers sponsor training events. Where it's on Rtl, or it's on PBS, or it's on autism. And parents come in and they get critical training and information, it's a starting point. One of the things I'm most worried about is with all the budget cuts we're seeing people cut back on our parent resource center, cause they're thinking that if you're not an instructional person you're an extra.

00:30:03

Mr. Eisenberg: But remember when we showed that formula for success, if you cut off 50%. Remember it's the elephant thing, if you cut the elephant in half you get two

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

bloody halves. Same thing. Even though it's an expense, can you really afford to cut that expense when you really need to engage families? Especially in this day we're having to show gains, and accountability gains, and if we're not having our families understanding what we're trying to do you're probably not gonna make those gains, we're gonna be in the same place 5 -10 years from now. So one of the things we try to do is we help start parent resource centers with some grant funding. Ever single year we provide some seed money for school divisions to start one, we start off 2 years worth of funding. We give \$20,000 the first year, and then \$15,000 the second year. But the hope is that the division will take ownership of it, and start to make it a full time position or a part time position that is staffed when parents really really need it.

00:31:06

Mr. Eisenberg: In many many cases it's a part time person, they've hired a parent or a teachers, and they man it usually after school. Or during evening hours when parents are usually available. And they have a physical space in the building; there is books, and videos and training places where they can do materials. Really if you don't have a parent resource center, talk to us and we might be able to work our a situation. Every year we get applicants for the parent resource center money, and we still have it, it hasn't been cut and I will do my best to make sure it doesn't get cut. Cause it's really good, we've seen great outcomes. Lots of guidance documents for parents, we've got FAQs, we've tried to really take a look at how we disseminate information. Traditionally we use all our acronyms, and we pout things in writing that's usually at a 13th grade level reading level for lots of folks. And for many of our families it's too technical information.

00:32:01

Mr. Eisenberg: We've tried to in most of our documents do companion documents that are just for families. Cutting down all the other stuff to really the nitty gritty information parents need to know about. And one of those is that we have a parent guide to the special Ed. process. Special Ed. is such a complicated legal process, with so many different avenues that we created a parent resource guide for that. So that's on the website, you can download it, it's in pdf format. We have also put that into something called, it's called e-pub version, cause we are now seeing lots of families come to meetings using their iPads, or phones. And why not put it in the way that parents use information now? So by putting it into this format they can have this little guide right in front of em', and go to the section. They can do look up the word, if they don't know what the definition of a word is they can click on it, and it'll bring up a whole bunch of information about that.

00:33:01

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

Mr. Eisenberg: So huge new resource for parents. So we've got a lot of those, the other, that last thing I will tell you about is that we have got one, I think one of the best technical assistance centers and resources across the country. We've got 8 university centers all located in different parts of the state called the T/TAC, has everybody heard of the T/TAC? Awesome resource. They have lending libraries, they have every journal article you could possibly imagine, they have every book, they have every video tape, they have every curriculum, they have assistive technology specialists, they have family engagement specialists, they have people that will come out and do consults on kids. They are another great resource, if your parent resource center is struggling to maintain itself, and looking how to go to the next level, our T/TAC folks can also help you come out and do that. You can borrow stuff. They will do like an AT night for some of your parents, well they'll get a chance to see what's the new stuff on the market.

00:34:02

Mr. Eisenberg: What are some of the new software and hardware pieces of stuff that will really help provide accommodations. So the Department of Ed. Is all kind of, we're trying to orchestrate it kind of like the puppet master. All of these people work together to really try to do that one aim, which is again our single purpose for going to work every day is to make sure that we're effectively preparing kids to live, work and play in the communities of their choice with the maximum amount of independence. And this whole structure is about doing that one thing. So you've got lots of handouts, you've got stuff on the parent resource centers, you've got that book, you've got some more resources about how parents, and can be the key to everything. You've got your tips, and you've got the book that Dr. Constantino wrote, and my number and contact information is in all that information. And if you want training, or more information, and want us to come out, please call us. This is what we do, we love to do it, we've got great people that can help engage families in your school divisions.

00:35:04

Mr. Eisenberg: So thank you for letting me talk after having your sugar fix with your desserts, and hopefully I didn't put you to sleep too bad. So thank you guys appreciate it.

Dr. Kukic: that's just a wonderful story, what resources. How many of you have benefited from these resources, raise your hands if you have? If you haven't that really would make some sense to reach out, John would the best way of doing it be to reach out to you or one the T/TAC? Directly to you? Yeah go directly to John to be able to find out what the resources are, and he can help you to be able to set that up. That's just great stuff man. That's really good. When John mentioned that they're having to do e-publications because parents are walking in like we're all walking around with our iPads and all that. For some reason we came into my strange mind was in 1977, when I was

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

living in New Jersey I was helping the Feds try to figure out what this new law would actually do for families and for kids.

00:36:09

Dr. Kukic: And they had me interview a family that lived in the Pine Barrens in New Jersey which is like living back in a hollow in West Virginia. That's what that's, believe it or not it really is like that. And I asked this dad what do you do when you're having a conflict with the school about your child with learning disabilities? And he said well I have this .45 pistol, and I bring it into the school. This is 1977, and I just kind of put it down on the desk of the principals office, and then I just ask him if he'd want to cooperate with me or not. And I said, I bet he does cooperate with you. Yeah at that point, that's exactly right; you wouldn't want to be the last principal on that school I guess. But how interesting that people are now communicating in a vital way electronically. That really is wonderful. Yes.

00:37:00

Dr. Kukic: Yay. How cool is that? That's wonderful, that's wonderful to hear. Great stuff. Congratulations on all this, no kidding. So what we thought we'd do just for a second I want to ask Denise a couple of questions. So as Wichita is developing it's, we're gonna change the format slightly here, as Wichita has done it's work to develop a sustainable multi-tiered system of supports, what are you doing to engage families?

Dr. Seguire: Well I have good news and bad news. The good news is we do have a parent teacher resource center that is fully manned into the evenings. But people have to come there to get those resources; we have day care and so on set up.

00:38:03

Dr. Seguire: we had in every school we had family engagement workers who were trained to work with the rest of the staff to facilitate this work instead of having that person do all the connection with parents they work with the staff to do that. You might notice that I just started using past tense. Because in our budget cuts in spite of the fact that we know how important it is, that a lot of those individuals in ever school are gone. They are gone; it is now someone on staff as an additional responsibility. We have only two people left at the district level who are facilitating and supporting all of that work. So we're using, I mean they're developing lots of resources.

00:39:03

Dr. Kukic: They're holding workshops, they are providing a lot of things, but it's not nearly what it has been I'm sorry to say. And that'll be an area as some day when we start getting more budget money back, and we know we will. We just don't know when

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

that's gonna be an area that we have to target. In the mean time our work with our school leadership teams is really about making sure that parents are engaged in all of the reform efforts that we are doing, the curricular issues, those kinds of things that we're doing. So that's in a nutshell.

Dr. Kucic: Thanks for that Denise. And that's where this gets tough right? So what Wichita needs to kind of consider and they are, is how can you do things structurally that does not cost any more money, that shows that you value the family-school partnership, that's the issue right?

00:40:00

Dr. Kucic: So the resources you've got in the state are every helpful. It's also useful to look back to kind of seminal work on this, like from Sandy Christiansen about this family school partnership issue; so that you can build into the fabric of what you're doing this issue of family involvement. That's the point. Now that's extended out then beyond this issue of I'm gonna skip this for right now cause we'll get back to it in a minute, beyond the issue of involving families there are in fact other agencies that need to be involved in your work. How many of you have regular meetings with your colleagues from county agencies that serve the families of the students you serve? Raise you hands. Really glad to hear that some of you do that, that's a really important thing to find time to do. And as I mentioned to you in passing yesterday, what we found in a very formal interagency initiative that we did in Utah that I'll tell you about in a minute; we set up a time to meet at the state level, at the county level, at the local school community level.

00:41:02

Dr. Kucic: Whether there as an agenda or not, the idea was to build relationships, so that when a crisis would come up we'd have a way of handling it. I want to tell you the most vivid story about this, and I don't want you to get grossed out by this. So I'm gonna try to say this in as subtle a way as I can, but you got to know the story. I decided that as state director that it was stupid that Utah had any kids served outside the state. I thought we had the expertise to be able to serve all the kids inside the state, it would cost less money and we could do it. So the last kid to come in from out of state was being served in a self-contained school residential in Wyoming, in Jackson, Wyoming. This kiddo was from northern Colorado, or from northern Utah rather, and he had this disturbing tendency to do some rather physical things to small animals, and then he'd light them on fire and kill them. And that's what he was doing, that was his symptomatology, and so the community said, we really don't want that kid here.

00:42:02

Dr. Kucic: So off he went to this residential school with a lot of supervision. So I said to my colleagues who had built good relationships with in other agencies, lets bring him

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

back. So we asked that community do you want him back even if we have a new place for him? No, so Salt Lake City, big metropolitan area, big city area, we built a duplex with inter agency money. On one side of the duplex it had three citizens with autism who had one person there 24 hours a day for the 1 to 3. On the other side was this young man, one to one 24 hours a day on the other side of the duplex. And we brought him back. I kind of kept track, cause now he's I don't know 30ish I guess, and he is still living in that kind of an environment, but is working in a surprised way and is having a life that is somewhat productive. After that kind of problem, the power of this is amazing.

00:43:01

Dr. Kukic: So I'm at the legislature, I'm tapped on my shoulder, I turn around the ABC affiliate camera is in my face, the lights come on, live interview with the state director saying, can you tell us about this kid you just brought back in, we've heard that he really is a weird kid, why would you want to spend \$150,000 a year on that kind of a kid? I was very pleased that I was a special educator at that moment because I said, I'm glad we have a zero reject model in our country for special education. All kids get a free appropriate public education, all kids will get service, and I looked in the camera and I said. I just want to ask your viewers, so how would you like it viewers if one of your kids was chosen not to be served? How about that? Well that was live, but it was video taped to be used in about a half an hour, and it did not show up on the news cause it didn't serve the purpose they were hoping for. But the point I'm raising is that we really can do a bunch of stuff for even the toughest kids.

00:44:01

Dr. Kukic: If we open our eyes to possibilities of using other limited budgets that exist for other human services. So here is the GRAD Nation thing that America's Promise did, Bell Phons (?) is the author that they contracted with. And notice they're saying that if you're going to have success with kids and keep em' in school, you've got to pay attention to school achievement of course. You've also go to pay attention to something that George Batsche talked about a lot, as a new theme for the RtI revolution called school engagement. The reason why you do positive behavior supports is not just to control behavior, not just to have good behavior but for school engagement. Because there is good literature about this issue about attendance and behavior and effort. But then the third part of this is life outside the school. And there is a lot f people that I know that have decided who are educators who have said, wait a second remember that circle of influence thing? That Covey talks about, it's tough enough for us to have control over what happens in the 6 hours we actually have the kiddo in school, what are you talking about about the other time that the kid is not even there?

00:45:03

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

Dr. Kukic: Well some places have actually said we've got to pay attention to these issues. So take a look at GRAD Nation and you'll find it. Now America's Promise which is the parent organization for this came up with these five fundamental resources that all kids should have in order to have the best chance to be productive citizens. And this comes from a literature that I didn't trust because it didn't come from B.F. Skinner, when I was an arrogant behaviorist. And I didn't trust this at all, and then I was given this by my substance abuse prevention specialist, cause I was the director of all the at risk program in Utah, not just special Ed. And Vern Larson (?) said Steve, you're going to read this, no I don't want to read it cause it's not from Skinner, he said stop it. And I read it. And I fell in love with this literature that was all done in a longitudinal way, one big study called vulnerable but invincible was done over a 20 year period on the island of Kauai.

00:46:02

Dr. Kukic: I wish I could have volunteered don't you; I'll do that research. And what it was, was observing what happens with families that are in very difficult positions for 20 years to find out what happens to all the people in the families. And what they uncovered is the same thing that people uncovered in Chicago, in Detroit, in Houston, and other places as well. They found that there are 3 characteristics of kids that give them defense against what has been happening to them that helps them to become resilient. Characteristic number one is high expectations at home, in the community and at school. Characteristic number two is that the kids had a future orientation rather than a past orientation. So they weren't, they're weren't kind of wallowing in the suffering that they were going through at that moment, but they were trying to think about what's next. And characteristic number three is an ongoing relationship with a caring adult. An adult who gives in fact unconditional positive regard.

00:47:01

Dr. Kukic: That doesn't mean unconditional positive regard for behaviors; it means unconditional positive regard for the existence of that human being on this planet. And guess what the research says that does not have to be a parent. It just has to be a consistent adult, like a teacher. Like an administrator. Like a school psychologist, so the second thing that America's Promise came up with and I want to repeat what I said before lunch. They came up with these findings not by just having a bunch of advocates come and talk about it, they used the 20 years of research from a group called the SEARCH Institute search-institute.org. All of you should get to know that organization, in Minneapolis, and I'll tell you about that one in a minute. And their research suggests that these are the things that kids need to have. Safe places and structured activities. A healthy start for a healthy future without question. Marketable skills through effective education.

00:48:01

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

Dr. Kukic: I remember that one time in Utah there was a ten year project that was done in high schools, it was called the Nine District Consortium. And the purpose was to create a high school in each of the nine districts that would be open entry, open exit, criterion based, you know competency based courses and everyone who graduated from those high schools would have a marketable skill so that if they went on to college they wouldn't have to work at McDonalds, they could actually work at a real marketable kind of a place to make more money. And if they didn't go on to college they'd have a marketable skill to be able to get to work, pretty cool idea. Of course the funding ran out for that, and of course that went away. But that really made sense to me. And then lastly number five; this is a great body of research, if you haven't seen this stuff on service learning. How many of you guys have a service learning program in your high schools? In Maryland I think it's still true, in order to graduate with a diploma in Maryland you have to do a service-learning project.

00:49:01

Dr. Kukic: And the service learning project is a project that is not just make work, but you go into the community and say is there something that needs to be done to make our community better? And you talk to the mayor and the city council and everybody else, and then you do a project. Service learning. The research that Sharon Vaughn did on meta-analysis on peer tutoring says, that kids are helped who are tutored effectively. But the kids who are tutoring are helped almost as much as the kids who are being tutored. So there is something about serving people that really is a helpful thing to have kids do. So the SEARCH Institute is the organization is mentioned to you that gave the research to America's Promise. This organization was started by the Lutheran Brotherhood, and that's not a surprise if you know Minneapolis. You know that to be cool you have to be a Lutheran in Minneapolis. And to be cool you have to be a Mormon in Salt Lake, and to be cool you have to be a Baptist in Atlanta. That's sort of the way that works around our country.

00:50:00

Dr. Kukic: And to be cool you have to be a catholic in Boston. But what the SEARCH institute was at first was this thought by the Lutheran church you know we're called not just to talk about what we believe, but to actually do it. It's sort of that character incompetence point about trustworthiness that Covey talks about. It's not enough just to talk about it, but you got to be competent at doing it. So they became a secular organization, and began to get funding from lots of different sources, and they did the following research. They went into communities all over the country, big ones, little ones, rural, urban, and said to them, give us your 6th thru 12th graders, we'll give them this anonymous survey to find out what they're doing with their time. To find out what kind of support they feel like they're getting. What kind of support they're getting internally and from the community, at home, school. And let's see what happens when

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

we do that and we'll begin to construct a set of assets that kids need to have to in order to defend themselves against risk.

00:51:00

Dr. Kucic: And so with 100,000 kids in their data base, listen to this finding, if kids have 30 or more of those assets they don't engage in risk behavior. So you know, if you want to know what to do with IEPs on the social side of it with your kids with disabilities, why not use this as a base and develop these skills in these kids. The average number of assets that kids have in communities when the SEARCH Institute goes in with their surveys is 19. Not 30. And then the SEARCH Institute is just full of resources to help the community make this work, including what you can do in schools, community and homes. So another finding they have which I think is really interesting is there are a couple of these that are grouped together that actually are most highly related to high student achievement. So those maybe should be special targets for us if you're gonna get involved with this kind of a group. So I'd like you to look at these and by number one through 40 tell me which one you would predict would be the asset that is most highly related to high student achievement.

00:52:09

Dr. Kucic: As soon as you've made a choice just blurt it out. Okay number one, number one make sense because family support is essential, and John was right about that when he talked about it. A very very critical issue and that's not the answer. Who said 20 what? Really 24, you really would say 24, that's exactly the answer. So of all of these assets the one and then now you can group some of the others about a caring community, caring environment and all that, but the one that is most highly related is bonding to the school. Think about your, the hardest kid you deal with, and how that kid really does try to make it hard for you to love that kid.

00:53:00

Dr. Kucic: You know Dylan and Klebold at Columbine High School were rich kids who were very very crazy. And they actually in their psychopathology wanted to be bullied, and if it didn't work to do it in the way that they started doing it, then they started being gothics. Then they started being more aggressive, then they started doing whatever they need to do, they were bullied, then they got the guns, then they brought them to school, then they killed people. The American Psychiatric Association has done some post-hoc analysis of gun violence in schools, in every case there is bullying. Okay. Now the dilemma that we have then is that maybe we aren't constructing our schools in ways that are really the most facilitative of the learning of all of the kids. I want to ask our colleagues from the high school pilot who spoke up a minute ago, think about your high school for a minutes. Is your high school arranged, it's arrange in one of two ways. Do kids feel a sense of belonging if they achieve traditionally?

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

00:54:00

Dr. Kukic: Or do all kids feel a sense of belonging so that they can achieve? In a lot of high schools that we have around the country if you don't achieve traditionally then you don't feel a sense of belonging. And back to Maslow from yesterday, guess what else is in his hierarchy? The need to feel a sense of belonging is a more basic need than the need to achieve. In other words that a foundational survival need that you have is the feeling that you do belong when you have that you have the strength to achieve. So think about that notion if you will, and think about this resource that really does make some sense. So another resource that I was given by Wayne was this resource from Jonson and colleagues, talking about how inter agency collaboration happens, and what are the characteristics and factors to successful inter agency collaboration? So take a look at these for a minute if you will, and you can begin to see what the notion is.

00:55:03

Dr. Kukic: You know that notion about engaging in serious preplanning is really important and providing adequate resources for collaboration. Minimizing turf issues. What we learned in Utah with our inter agency thing is that it's called cooperation when you bring your money bag, your bag of money to the table but you keep it on your lap. It's called collaboration when you put the bag of money on the table and let go. And then there are bags of money sitting there to be able to be used together, that's collaboration. Doesn't happen all that often but when it does happen it is glorious stuff. So talking about variables for promoting successful collaboration. Commitment and communication and strong leadership, does that sound any different than what we've been talking about these two days, no it doesn't. It's the same issue. Implications for practice they go on and talk about this in some detail, you can take a look at this if you're interested in doing this.

00:56:00

Dr. Kukic: Keep going. There we go. You have a slide that you may not be able to read on the top. It says FACT, families, agencies, and communities together. I decided as a state bureaucrat that I would never be involved in anything unless it spelled something. So we had to figure out a way of spelling something, so it was called FACT. And we love that because it's families, agencies, and communities together. It was at first called ACT, because we weren't smart enough to have families involved. And wasn't it fun when we put the families up front, then it spelled FACT. As I mentioned in passing yesterday, we did get funding from the legislature in Utah, the most conservative legislature in the country still today. They don't really think that families need help. The two perspectives that those ultra conservatives in the legislature there have is families can do it on their own, and anything the government does is the work of the devil.

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

00:57:00

Dr. Kucic: So when we suggested this major governmental thing we thought we would have no chance for them to agree to it and they did. Because they saw the power of getting these kinds of folks involved. It really didn't cost that much money to get this going, but it really did help; I want to give you just 3 examples of what we were able to do. One was, one family in rural Utah had this child with multiple disabilities, and the child was very aggressive. And the family was a big family, and was being blown apart by trying to lovingly care for this child. And so what the county team did with just a little bit of money, is they hired a respite care provider for a weekend, and sent the rest of the family to Disney Land. When the legislature found that out they had a heart attack, and so we said to them fine go live in that house for 24 hours and then yell at us. And then they were quiet about that. In another place, a school community decided, you know what we need is a washer and dryer in our elementary school because we've got so many kids that are coming to school that are just like dirty.

00:58:07

Dr. Kucic: And it's not like they want to be, but it's just not good. So they had a shower, they had a place, they had clothes, they had the washer and dryer sitting in there. Again the legislature didn't like that. And then I reminded them that they said that the legislatures wanted communities to make their own decision, then be quiet because that community made their own decision to do this to help those families. When kids feel like they're put together, and then they're fed, and they're ready to go they're more likely to learn is the reality of this of course. And a part of this was, you see where it says rich people on there that was actually a group that we went after. These people called themselves the B team, and I'll never forget being in one of the inter agency meetings where this lady dressed in her fur coat, because it was cold in Salt Lake; with her pearls that were about that big around her neck and big diamonds.

00:59:00

Dr. Kucic: She's sitting in the meeting, and they said you know this family keeps getting evicted from the apartments, and the kids come to school and they don't have coats. And they, they can't afford anything, it's just really awful for these kids. She says, hold it a minute I know the owner of the biggest department store in Salt Lake, what are the sizes of the coats for these kids? They said it immediately, the next day the kids had coats. So that's what the wealthy people did on these teams. In another place there was a religious leaders were involved, not a big surprise in every single school there were some connection to the LDS church, so there were Mormon bishops who were running the local congregations. But in this particular school Rose Park Elementary, there was a big Hispanic population and the catholic priest was also involved. So there was the catholic priest and the Mormon bishop together helping at that school. It's just

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

the coolest thing that can happen when you get involved with this, last thing I'll mention about this is this one. The poster family for us was a single mom with five kids.

01:00:03

Dr. Kukic: The mom had had 5 abusive boyfriends that helped her to be able to have those five kids, and was on her sixth abusive boyfriend. So the teams meeting at the elementary school and the kids were getting a little older in elementary school and they were targeting the oldest of those five kids. Because they were doing this together in an interagency way, in a synergistic way, with all the agencies sitting around, here is what they found. Wait a second, the kindergarten kid, oh that's from that same family, that kid is getting kind of catatonic in kindergarten, what's going on? Oh you know what the second grade kid that kid's gotten to be aggressive what's going on? So what we found out is that the mom was really in trouble, she was illiterate, she had the worst teeth in America. And the only solution at that moment in history was to take them all out. So the job she had was working at an all night truck stop, she left her babies with the abusive boyfriend.

01:01:00

Dr. Kukic: All night, so what we did as an inter agency team is intervene first with her. And the very first thing we did to improve achievement of those kids was get mom teeth. The next thing we did was put mom in a literacy program. Six weeks later, the kids came into school, and one of the younger ones said guess what mom did last night? She read *Cat in the Hat* to us. Look at the power that is. Okay. So the last thing we did is we hooked that family up with a mentor family, I want to try to shock you a little bit here. We did not hook that single parent family up with a nice nuclear white middle class upper middle class family with a husband a wife, and going to church and several cars, and good clothes, and no. We found another single mom with multiple kids who was making it pretty well. That became the mentor family for that family.

01:02:00

Dr. Kukic: And what we began to see is big improvement on the part of the whole family. It's a very powerful concept within this idea of the Virginia Tiered System of Supports. To reach out to the other agencies and get that involvement, so what's happening in Wichita with this issue of inter agency collaboration?

Dr. Seguire: Well we're, there are a lot of things if we think about all of the things that you've talked about Steve. But I would say that in terms of specific agencies, especially with out special populations we do have partnerships with a lot of them. We have people from the central office who are connected and meet regularly with them. They don't always meet collectively so that's another; we may need to do that more often.

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

Dr. Kukic: That's a good idea yeah.

Dr. Seguire: yeah. We also have family literacy programs where really exciting thing to have graduation nights for the parents have earned their GEDs.

01:03:07

Dr. Seguire: Who have learned to speak English, who now have books to take home that they can read to their children. It's a very empowering for them, and the parents consistently tell us I want to this cause I want my kids to see my graduate, I want them to have that same level of success, so we have a number of things like that going on as well.

Dr. Kukic: Good. It really is powerful to have the synergy of all the agencies together Denise and I want to try to really convince all of you that that's an idea to try. Because it's amazing when you have the probation officer together with the mental health worker with the public health nurse, with the substance abuse prevention specialist, all right there with the school people. It's a really helpful thing to do; you would be amazed at the amount of resources that you're not benefiting from.

01:04:01

Dr. Kukic: As a school system to help these kids to be able to learn more, it really is quite amazing. So thank you for that. So what I'd like you to do just for a minute if you would, think about family involvement as well as inter agency collaboration if you will. Think about the issues of communication that you are involved in and not involved in. Think about how you could use the resources that John talked about in addition to these questions, what do you do to meet regularly with your colleagues serving your students and their families? Think of your most challenging student, how could interagency collaboration facilitate improved outcomes for that student? And what are your plans to improve inter agency collaboration and the family-school partnership? Okay. So that's, that'll probably be the last conversation of the afternoon, then I'll just close for the last half hour but go ahead and talk about that if you will.

[Tape Cuts]

01:05:00

Dr. Kukic: Okay for the sake of our time let me get you back to the middle of the room please and we can finish this up. So I was very concerned about putting in this stuff about family involvement and inter agency stuff, until Cindi said very good idea, because John can then talk about what Virginia has to offer and that's good news. But that, I hoe that you didn't view that as overkill for everything else we were talking about because all that's really essential if you're going to have a full blown tiered system of

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

supports for your students and their families. So let's move on, we've talked about at the most length, habit number 6, to synergize. What I want to do to finish up is talk about habit number 7 and then add habit number 8 to that, which is to find your voice and inspire others to find theirs. So first off all to the issue of sharpening the saw, this was really kind of a good idea that Covey put this in because he found that successful people and people of significance, people who contribute, are all people who have the habit of resilience.

01:06:10

Dr. Kukic: And these are the four areas in which you are supposed to have a habit of resilience, the physical, the socio emotions, the mental, and the spiritual. The very first video I showed you in fact talked about what Covey believes are the four basic needs that people have. And those are to love, that's socio emotional, to live, that's the physical part of it, to learn, the mental part of it, and to leave a legacy, those four L-words. L phrases, that's the spiritual part of it, and so when you're going through Covey training some of you might know in the time management training, you actually have a sequence to go through where you schedule in each week what you're going to do on the physical dimension, the socio emotional dimension, the mental dimension, and the spiritual dimension.

01:07:00

Dr. Kukic: To be able to keep yourself rolling in those ways. Isn't that tough to actually do that? You know I mentioned to a couple of you as we were having more treats out there, when my great mom turned out to be 75, she said to me Steven I'm gonna be very frank with you, I think I've calculated that I have lost and gained and lost 200 pounds in my life on diets. From this point on I really don't give a hoot. I said, mom you're 75 you've earned it just go for it you know. But you know before you get to that place, what are we doing to kind of keep track of ourselves, is the big question. I will confess that I'm really not very good at that. You know if I don't watch myself I'm so addicted to work that I just keep working. And then I notice that it's three in the morning, so that's like it's not necessarily a good idea that that's what you do.

01:08:00

Dr. Kukic: So what I try to find for myself is something little each day that really is fulfilling for me in a selfish way. I notice that in one administrative job I had, when kids were still at our home at our house I was working until 8 pm and then coming home. And I was the one who was supposed to be making dinner, cause I love to cook and Jan doesn't. And so Jan smart Jan had our youngest Stephanie call, and little Stephanie's voice on the phone, daddy we're hungry. I said oh jeez, okay so I had to figure out what to do. So to force myself to leave the office I noticed that at 6:30 in the evening in Salt Lake on one of the local stations Seinfeld episodes were on, repeats. I

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

love Seinfeld. If I could get home by 6:30, and cook dinner from 6:30 to 7:00, we would be having dinner at 7:00 and I will have gotten to watch a Seinfeld episode. Is this like silly?

01:09:00

Dr. Kukic: it really did get me home. It was really cool, and I had more time with my family, and guess what? I didn't get fired because I didn't sign 7,000 other things that day. Its' really amazing when you kind of get yourself to really reconsider what the big rocks are. And then find some time to be able to make sure that you're covering those big rocks. So that issue of sharpening the saw is very important personally, but it is just as important organizationally. What are you doing to celebrate? As you have a success with VTSS, as you have a success at conquering a goat rodeo, what do you do to celebrate organizationally is the question. And that really is a tough one isn't it, you know it's kind of like we come back to our puritan roots sort of, well why would we celebrate we're just doing what we're supposed to do. Why do we need to be reinforced for that?

01:10:00

Dr. Kukic: Well guess what, the organization does need to get reinforced for doing something significantly different that is actually affecting the lives of kids, that's the point. I'll just give you one little quick little silly one; I decided that I needed to do something for my staff in state government because they hadn't gotten a raise in 3 or 4 years. And it was just not fun working in state government because everyone yelled at us. So that's not true in Virginia of course because no one yells right? Yes they do. And so I decided that I wanted to try to give my staff members some kind of bonus, I went to my bosses, they said no you're not gonna do that. We're in the public sector not the private. I said now what am I gonna do, now for some reason I remember Lee Canter's idea. Lee Canter said that every day a teacher should send a positive note home, but you should not send it home with the kiddo who was your best student that day. Because you'll only send it to about 5 kids during the school year if you do that. So what you do is put the kids in an alphabetical listing and you send a positive note home to the next kid on your role book.

01:11:04

Dr. Kukic: Which forces you to think something positive about all of your children in your classroom. So I said now I wonder if that would work with adults. So I put my staff on an alphabetical list, and I went from the As down and at each staff meeting I would recognize the next staff member and say something specific about that staff member. And I want to a great expense personally to get this, but I had a bag and I reached in the bag at each staff meeting, and I'd say I cannot give you a raise for your good work, but I can give you Raisnets. And so I'd have a bag of Raisinets, and I'd throw the bag of

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

Raisinets to the staff member, and then say something kind of fun and specific and positive about that staff member. Guess what began to happen in those staff meetings with those big time state government director people? They'd say you know Steve you missed one. Linda did this for me in the last couple of weeks.

01:12:01

Dr. Kukic: And it began to be this little celebration that took about 5 minutes for each staff meeting, that really was helpful to be able to help us to be able to sharpen our saw organizationally. You know, find stuff that you, that is easy for you to do that's not out of your character and make that work you know. The last example I'll give you, I'm not trying to praise myself about this I'm just trying to tell you that I do this naturally so why not make use of it. I love to cook, so I make the best chocolate chip cookies there are by the way so I'll challenge you about that. I really do make good ones. And so what I'd do in the afternoon because the TV had to be set up, the big TV had to be set up so I can cook and watch the 4th round of the golf tournament, or the football game or whatever. While I made dinner, a big dinner, and I'd make dessert, usually cookies, but I'd make extra. Take them the next day to staff meeting and then whosever birthday was closest we'd make a big deal out of the person's birthday. And then enjoy the cookies.

01:13:00

Dr. Kukic: And as the person you know, the older the person was the louder we sang because you know how you go deaf when you go older, so we really had to make a funny joke out of it. But was that silly? Yes. Did it work? Yes. My colleagues from state government are still mentioning that as I see them. So just do what comes naturally to you, but figure out ways of celebrating together as you do this really difficult work together. It's really important to remember that and we often forget it. So that's what habit number 7 is about, and the reason you pay attention to habit number 7 is you don't want this to happen. This a bad thing when this happens. So I made up a word that I hope is a useful one for you. When Judy Elliot was in Long Beach she made t-shirts for her district office staff and they wore this, this definition on there for some reason. But this is a word called surthrival. The idea is not to survive the day but learn how to surthrive the day.

01:14:01

Dr. Kukic: And surthrival is the fine art of growing no matter what the situation an or other people throw at you. So notice the Viktor Frankl point that I raised with you yesterday, that you cant' control what other people are doing to you, but you can control your response to it. That's the issue about surthrival, the reason why habit number 7 is so important. So what are you guys doing to celebrate? Cause they're really having a tough time with the budget stuff, it's really awful what's happening.

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

Dr. Seguire: Yeah we really are, and this is probably not an area that we're great at. But I will tell you a piece that's coming up for us in our schools don't even know yet. They're gonna, they're like finding out actually today and tomorrow and the next day. But as you know we're coming to the end of year 2 and going to be switching, our schools are going to be switching their focus. So at the end of this year we're having it's a fair of sorts.

01:15:08

Dr. Seguire: Where schools get to share what they've done, now here is how we've set it up. As you've seen our organizational piece where we have the six groups, so in our facility we have a professional development facility that has very large rooms in it. And don't be impressed by that it is the old IRS building that's been kind of converted, but it has big rooms in it.

Dr. Kukic: Well they are rooms.

Dr. Seguire: They are rooms and they're big.

Dr. Kukic: So yeah.

Dr. Seguire: So in one room on the top floor we're gonna have a behavior cohort and in the other room on the top floor we're gonna have an academic cohort. And they're doing the last pieces, it's a two-day deal, and they'll do the last pieces of their whatever their focus area is on the first day.

01:16:01

Dr. Seguire: On the second day in the morning each school will have a booth just like at a fair, where they get to share what they're doing.

Dr. Kukic: Oh cool.

Dr. Seguire: On each side of the room, then guess what we're going to do with balloons and fun things, the people who are behavior this year but are becoming academic get to go hear from the schools that have been doing the academic work. And you know first hand here, this is what was hard for us, this is what we learned, this is what we're doing now.

Dr. Kukic: Smart.

Dr. Seguire: And then so that's kind of the celebration piece and in the afternoon is the launch into their new content, and they'll actually, they'll switch trainers, and they'll begin

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

thinking about their next year's work. So we're kind of excited about that, I'm trying to find funding to serve lunch to about 600 people.

01:17:03

Dr. Kucic: Do you have any idea of where you're going to get it?

Dr. Seguire: I'm pretty sure magic will happen and it will drop out of the sky, but anyway that's one that's coming up that I think is fun. But I think we need to work harder at this one.

Dr. Kucic: Absolutely. It's a real important issue, that's a grand structured plan for doing this in a big way that really makes some sense. Because I think you'll get people more committed to what they've been involved in, and what they're going to be involved in.

Dr. Seguire: And they're a little anxious...

Dr. Kucic: I bet.

Dr. Seguire: about what's coming too. We were surprised at how they're worried about what they're gonna do next so anyway yeah.

Dr. Kucic: Thank you Denise, what are you doing to celebrate? I won't have you go into your small groups just let's talk. What are you doing to celebrate success? Okay so Gene's (?) been sending cards to teachers who are doing progress monitoring.

01:18:02

Dr. Kucic: And they're doing a great job with their data collection because that's an essential part of what VTSS is and demands. Very good, that's wonderful. Congratulations on that. How about someone else, what are you doing? You know we sometime forget that PBIS worked, you call it what in Virginia again? Effective school wide discipline that that's not just for kids but it's for the adults as well. So taking a positive approach adult-to-adult make some sense. What else are you doing? Anyone. Oh come on you are doing something else. Anyone else. Say again. Oh say this out loud.

Audience Response: Hello we do a coke and a complement and that's for teachers who, well teachers vote on teachers who have done something positive.

01:19:03

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

Dr. Kucic: Smart, how smart is that. See having teachers vote on teachers, that's a very smart move and a coke and a complement. That's a great idea, that's good. Yes? Sure.

Audience Response: we've encouraged our teachers this semester to go out and visit two classrooms outside of their department. And then they have a form to fill out and treasure I found in your classroom today was: and then they give that to use, and they report it and give it back to that other teacher as well. That's been real successful.

Dr. Kucic: That's really good. What's really good about that kind of idea is that it's an ongoing idea that doesn't cost a lot of money does it? You know, exactly. Exactly, exactly, so that's a really good example of this very thing that you want to see. You know, and the only, the thing to think about fine tuning as you go with that idea, is fine tune it so that it relates specifically to what you're trying to do if VTSS really matters to you deeply.

01:20:00

Dr. Kucic: That it relates to that. It's success with one of the components within the VTSS model. And really begin to stress that point, spend some time highlighting one of the components in one month. And then go around and do that kind of work where you informally recognize people who are doing a good job. That really is a nice way of doing that. There is a conference in Salt Lake City that seems like I know a long way away cause it is, every fall that is called the Innovations Conference. The innovations Conference is set up by George Batsche, Judy Elliott, Dave Tilley, from Iowa, and they formed a 501c3, it's a not for profit organization they won't let people like us at Cambium learning do any exhibiting any sponsorship, any anything. And it's 800 people who get together for 3 days in Salt Lake; practitioner to practitioner talking about successes they've had with their version of VTSS. So to have somebody representing the state to be able to go talk about what's happening would be a really grand thing.

01:21:04

Dr. Kucic: To show a case study of what's happening as another kind of a reward, when we were really big in Utah in the issue of precision teaching, I don't know if you know what that is, but it's the one minute timing thing that has generated Dibble and AIMESweb and all that. But it was done on this really crazy chart that was called a six cycle semi-logarithmic chart that really scared people, but when teachers got past being scared about it, they had one piece of paper that would collect data for them for 20 weeks. And it was really a wonderful tool one you could do it. So the nation had a network of people who were into this, and there was an international precision teaching conference every year. And we called it international because one person came from Canada. So that made it international, and we had like 500 people, and 499 from America. And then the one, Mike Maloney (?) came from up in Canada. So we set up a

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

little deal with teachers in Utah, that if they wanted to go to that conference we set aside some money, whether it would be in Orlando, or it was Chicago, or Boston, or wherever it was.

01:22:05

Dr. Kucic: That they had to show us data to prove that they had had success with kids using this process of monitoring progress, and they had to come and present to us. To show that they could present it in a reasonable way. And we gave them feedback, and if they were willing to do all of that then we selected a bunch of people to be on scholarship to be able to go to the conference and present. That was the coolest reinforcement you could imagine. While we were really into that we used that procedure K-12 more than any other state in the nation. Part of the reason had to do with this celebration thing that we did to help people understand the power of doing good work. So let's move on to the very last part of this then. And then there were 8. When I worked for Covey he said, I've got a book in me right now, and I haven't gotten it out yet. And I said well what is it about? He said, I can't tell you it's gonna be a good book thought.

01:23:01

Dr. Kucic: And then he surprised everyone in 2006 when he published this book because all of a sudden his 7 habits became 8 habits. So there is now the 8 habits of highly effective people. And Covey justifies this in the first part of his book by saying that we are moving out of an era where success is the issue, to an era where significance and contribution is the issue. I've got a weird book on that booklist by Zogby who is a great pollster. It's called the way we'll be, and what he, what his polling firm did is they look at people in the country I'm gonna get these ages a little bit off, but it was like 25 to 40, like that age group. And asked them, a lot of questions in a real scientific way, about what they were thinking was important in order for him to say whether or not he was optimistic or pessimistic about the future of our country. And he, and the conclusion of the books was I am so optimistic about our country

01:24:00

Dr. Kucic: Because we've got a group of young people who care less about competition and success, and more about contribution and significance. Pretty cool stuff. The case study in our house is that we've got kids who are in their 30s now, and one in the 40s, and they are really color blind, seriously color blind about people. It's not like a game. They really don't see any of that. They see people that they interact with; it really is heartening for me as an old guy. And that's what Covey kind of found is happening in the world. So he says that deep within all of us is this inner longing to live a life of greatness and contribution to really matter, to really make a difference, everyone has the potential within them. We all do it's the birthright of the human family according to

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

Stephen. So he added the 8th habit, look what it did to his model? It added depth to the model you notice.

01:25:00

Dr. Kukic: Okay. Now when I saw this of course in an airport and I immediately picked up the hardcover and devoured it. The 8th habit is find your voice and inspire others to find theirs. I said, whoa that's the educators habit, that's what we educators do. And you can't help other people to find their own voice, unless you first have figured out what our own voice is. That's the point that Covey is raising. You know how he says you got have the inside victories first before you can actually have victories with people around you. That's the point. So here is what Covey says about what should be happening in the work place related to the issues we've been talking about in these two days. So the spirit is meeting the spirit need, okay the need to leave a legacy, serving human needs in principled ways. You want to be used creatively, paid fairly, treated kindly. All of that makes some pretty good sense right?

01:26:02

Dr. Kukic: So he goes about the task then of defining what voice is, and I truly love this definition because it matches what Sir Ted Robinson talked about in that little piece I showed you yesterday about creativity. Remember he said, if you're just kind of off in the clouds and just talking about stuff and it doesn't make a difference, then you're not creative? Look what Covey says, he says the combination of your passion, your talent, and your conscience, your principles, but if it doesn't meet a need it's not your voice. Okay. Pretty cool. Pretty cool thought I think. So how do you go about finding your voice? The first is to discover your voice by coming to understand who you are and then expressing it. How many of you have had the Meyers-Briggs, raise your hand if you've done that. Interesting experience isn't it? Kind of sobering in one way, I've taken it about 4 times and I get the same exact profile, which says something to me.

01:27:03

Dr. Kukic: And it's got good research behind it. I'm an extravert who's intuitive, who cares more about feelings than thinking. And I like things done, so ENFJ, is my profile. I found out that's only 10% of all people who have taken the Meyers-Briggs, and that doesn't make me feel proud. That makes me feel challenged, because how would you like to interact with this? You know that's a dilemmas, so that's an interesting challenge to be able to have a profile like that. But when I found that out about myself it helped me to kind of come to peace a little bit about the way I am. Rather than trying to figure out a way of undoing who I am. I began to think about how do I make the best use of that? Rather than criticizing it so much, you get my point? So it doesn't make any difference what you find out about your voice. It matters that you find it out and then go about the task of expressing it.

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

01:28:02

Dr. Kucic: Now Robert Johnson wrote a book back in 1990 I think it was 9 or something like that, that was called *Owning Your Own Shadow*. And he's a person who is a real student of Carl Jung, and Carl Jung said, the best way to get respect for your opinion is to give respect for the opposing opinion. Now that's Covey's point in habit number 5 to see first to understand, then to be understood. That issue about communication. So in part of the book he says the capacity for paradox is the measure of spiritual strength and the surest sign of maturity. Now here is the paradox. What you've got to do is you've got to embrace your limits and your potentials at the same time. That's when you find out what your voice is. So tell me if I'm right or wrong about this, but it seems to me that your most positive attribute if used just a little bit too much, a little too loudly becomes your biggest weakness.

01:29:00

Dr. Kucic: Would you agree or not, and for people to understand that increases their ability to be able to communicate with a wide variety of people. That's the issue. So what Parker Palmer said in the wonderful work that he's done, how many of you know about Parker Palmer? Raise your hands if you know about him. Parker Palmer wrote several books that are on the booklist here, and it's just a, he's a wonderful writer about really paying attention to yourself in a deep way. If we are to live our lives fully he said, and well we must learn to embrace the opposites. To learn to live in a creative tension between our limits and potentials. Honor our limitations in ways that do not distort our nature, and we must trust and use our gifts in ways that fulfill our potentials. I love what Palmer said about burnout, it changed my thinking about what burnout is. I thought burnout was doing too much. Nope. It's doing too little of what you have the gift to do. Do you agree with this point or not?

01:30:04

Dr. Kucic: When you are given your gift do you feel tired or exhilarated? Now for me I have a tough time thinking that I get tired when I'm using the gift that I've been given. If you could meet my mother you'd understand me, cause she's an extreme me. You know she's even more extraverted than I am, and thank god that she gave me this because this is what I like to do, and what I do I think okay. If this, if I'm gonna help the world, I'm gonna have to help it this way. So that's a really important point I think that the issue about burnout is the ultimate in giving too little. Of giving stuff that isn't in your, it is not in your voice that doesn't use the potentials that you have. When the gift I give to the other is integral to my own nature, when it comes from a place of organic reality in me, it will renew itself in me.

01:31:00

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

Dr. Kucic: Even as I give it away. That's the reality of this. So he continues to talk about this issue of strengths and limitations, you know and he also says you know think about this for a minute. Vocation is an interesting word. You know vocation does not mean a gold that you pursue, it's a calling that you hear. What I love about being an educator is that I became an educator because I hate, I don't want to be corny about this but it's a calling. It wasn't like this let me be really rational and think about all the options I have in my life, and I'll chose to be an educator. No, it wasn't like that. It was like you know what this is really important work, and I think I may be able to do it in a pretty good way. And the bulk of you in this room feel that way, and the majority of your colleagues feel that way, but the minority of your colleagues don't necessarily feel that way. And that's one of the big communication dilemmas you have in implementing VTSS back at home.

01:32:01

Dr. Kucic: Not everyone is as committed to this vocation as all of you are. Who you work with, and I know you know that here, but think about it here for a minute. And then think about what that means in terms of what you need to do. If everyone was as committed as you all are in this room, you may not have to have non-negotiables. Because people would be choosing to do the right thing with kids, and they wouldn't perseverate on t heir traditional ideology no matter what the effect is on kids, right? So an important issue this 8th habit. Palmer said we teach exactly who we are. So knowing yourself is not self-assured narcissistic, you have to do that, if you're gonna be a good teacher you have to really know who you are. That's the point he's raising. Now this is a kind of a deep little piece here, but Parker Palmer also said this point.

01:33:00

Dr. Kucic: And by way I want to tell you what happened to me when I was reading this Covey book. So I get Covey's 8th habit book, someone in a workshop says to me, Steve you've got to read Parker Palmer. So I'm reading Covey's book about the 8th habit, find your voice and inspire others to find theirs. I read the Parker Palmer book *Courage to Teach*. And it was about exactly the same concept. For me that's the definition of truth. When that sort of random thing happens, and you're reading a couple of things, or experiencing a couple of things that are maybe unrelated. And suddenly you're finding the same concepts. This issue is very very important. In our rush to reform education we've forgotten a simple truth, reform will never be achieved by renewing appropriations, restructuring schools, rewriting curricula, revising texts, if we continue to demean and dishearten the human resource called the teacher on whom so much depends. Teachers must be better compensated, freed from bureaucratic harassment, given a role in academic governance, and provided with the best possible methods and materials.

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

01:34:00

Dr. Kukic: But none of that will transform education if we fail to cherish and challenge the human heart that is source of good teaching. Now in our country right now we have a real problem with this, this is not fun right now. We're getting, we're just getting beat up all over the place. And finally I think we have to admit that part of the reason why that's true is because of the results that we've gotten. And if we can really focus on those strategies that will give us better results, then we'll probably get what? Better support. Interesting isn't it? So that's why this whole RtI revolution in Virginia, VTSS matters so much. Because it gives us a vehicle, a structural vehicle to be able to accomplish more, to get the kind of compensation that we should be getting both spiritually and physically.

01:35:00

Dr. Kukic: So he goes on and talks about good teaching here, and this is the key for me about this issue from Parker, it's when you feel like you're dancing with your students, you know that you really are dancing with your students. I even watch the hour after Dancing with the Stars last night because it was a, Dancing with the Stars confidential. And I thought that was pretty cool. Because what I think is cool about that show, whether it's made up or not I don't care. Is you have these expert dancers number one, number two being a heterosexual male how could you not love to watch those females who are the expert dancers dressed in not very much dance around that stage is really cool. But they take all these people who are either trying to rejuvenate their careers, or have had a great career, or whatever it is, and they turn them into adequate at least dancers. And some of them they turn into spectacular dancers. And that really is exactly what we're trying to do with our kids isn't it?

01:36:00

Dr. Kukic: Is turn them into these people that really can do things they never thought they could do before. So bad teachers distance themselves from the subject they're teaching, and in the process their students. And good teachers join self and subject, and students in the fabric of life, that's the whole issue that is being raised here. And I've got some content here that you can take a look at yourself if you're interested. So at the very end here, I just want to say Denise that I can tell you that that district is all in. Related to this thing about MTSS, talking with the other external partners that have the good fortune of being able to interact with Wichita; it is unbelievable what these people are willing to do. And it's called what DuFour calls it. We'll do whatever it takes, our job is to improve achievement and we're gonna do it. And that's pretty cool stuff. So let me close with these little random thoughts. Maturity does come with age, but sometimes age comes alone.

01:37:00

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

Dr. Kucic: You know that's the problem we've got. Another way of putting that is growing old really isn't mandatory, but if we're lucky it's mandatory. And then growing up is just optional. This a picture of two of my favorite people. One of them on the right is Judy Elliott leaning over the table. Who found out when she was in Los Angeles that John Wooden on the left was signing his new book. He died at age 99 a couple of years ago, he retired as the UCLA basketball coach in 19, at age 65, and then continued to help people more and more and more through his life. And died at age 99. This is his mission statement that he developed in 1934. And lived by. And it really does say something about someone who really found his voice and then inspired others to find their voice. So one closing thought I want to give you comes from a book that was written by an educator friend of mine, who had a really kind of horrific experience happen in a six-month period of time.

01:38:06

Dr. Kucic: Her dad died at the beginning of that time, they were living in Florida her mom and dad. At the end of the 6-month period her mom who had never been on a jet airplane ride finally decided that she'd go. And of course to make this story very dramatic and awful cause it really did happen, her mom was on a plane from Fort Lauderdale to Dallas that defined for all of us what it means to hit a wind sheer. And the plane full of people was knocked into a pasture and it killed everyone, including her mom. So Karen tells this story and says, don't feel bad for me because you know everyone has pain. That's one rule, remember that. And the second rule is don't compare pain. I've always, I've thought about that since she shared that story with me because that's the essence of good communication right there. Just remember that everyone has pain and don't compare pain.

01:39:00

Dr. Kucic: You know I really, oh god my leg hurts today, well you think your leg hurts you should see my arm. My arm really hurts like more than yours does. So she wrote this book called *Grow Deep Not Just Tall*. And I want to end with this and one other thought. This is an oak tree talking to a human friend through their lives. So when, like wind wrestling my leaves and bending my boughs, life flows from season to season even in the darkness it moves on straining for the light, unfailingly the night gives into the dawn. Life is every changing and always new. Many yesterdays slip into today, yet each sunrise offers a fresh new day. Tomorrow can never be now, and for one of us may never be known. So make the most of your moments and remember that change is not merely necessary fore life. Here's the mantra, life is change growth is optional. Choose wisely. It's at the core of what we've been talking about for the last couple of days here I think.

01:40:01

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

Dr. Kukic: This comment from Karen Kaiser Clark so you know FDR said this brilliantly to us, above all try something. I want to remind you that if we try, I'm sorry to do this to our colleague who said convince me. I didn't just put this slide in here; I already had it placed in here. The ready, aim, fire thing is a problem because we don't fire. If we actually fired it would work. But what we do is we keep considering new things, new complexities, we'd better make sure that we look out for the lawsuits that are beginning to crop out about RtI based services for kids, and let other people be sued before we move on. Oh you know I went to a conference and Doug Fuchs from Vanderbilt said that we don't have all the research in yet about how to do RtI. So we better not do it yet. So you can keep doing that and you can find people who want us to slow down, if you want. Or you can listen to what Tom Peters said about this notion of ready, fire, aim.

01:41:00

Dr. Kukic: As I mentioned to you if you read enough you find validation for you bias and in 2010 in Fullen's book, *All Systems Go*, guess what he talks about? This idea of ready, fire, aim, and he says the reason why it make so much sense if you're gonna have success is that all of the elements synergize together into a bias for purposeful action. He said the skinny goes like this. To get anywhere you have to do something. In doing something you need to focus on developing skills, the acquisition of skills increases clarity, clarity results in ownership, doing this together with others generates shared ownership, and if you persist no matter what then resilience is your best friend. You can actually accomplish something. So Fully really reinforces that great point, this is the bottom line of all this, of course you've got to dance like no one's watching and love like you'll never get hurt. That's what ready, fire, aim is about. That's what this kind of a revolution is about.

01:42:00

Dr. Kukic: We've got to have the courage to be able to do this. I'm not gonna play this song cause it's already 3 o'clock, but you know this song from Lee Ann Womack right? *I Hope You Dance*. No matter what's going on I hope you dance. Well I really do hope that all of you do choose to dance. I hope all of you have an experience like this every day with kids. This is the, this is the wedding day of our daughter Steph, and that dance is my favorite dance of all time of course. But it only symbolizes what I hope you have every day with your colleagues and with your students. So Denise and I were really really pleased to be able to spend these two days with you. And I hope this was helpful for you as you're trying to unlock how to solve the goat rodeos that you're facing as you implement VTSS back at home. So thanks very much and have a safe trip back. Thanks. Thank you.

Dr. Cave: Thank you, thank ya'll so much for taking the time, sharing your expertise.

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

01:43:02

Dr. Cave: And your experiences and giving us so much to think about, we'll be processing this a lot. Moving forward on, safe travels for all of you, and we'll will be in touch giving you information about our next get together thanks so much.