



# Let's Get Serious, Together!: Using a Multi Tier System of Supports to Achieve Improved Outcomes for ALL students

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"When you find something good, pass it on...that way, no tellin' where the good will go."

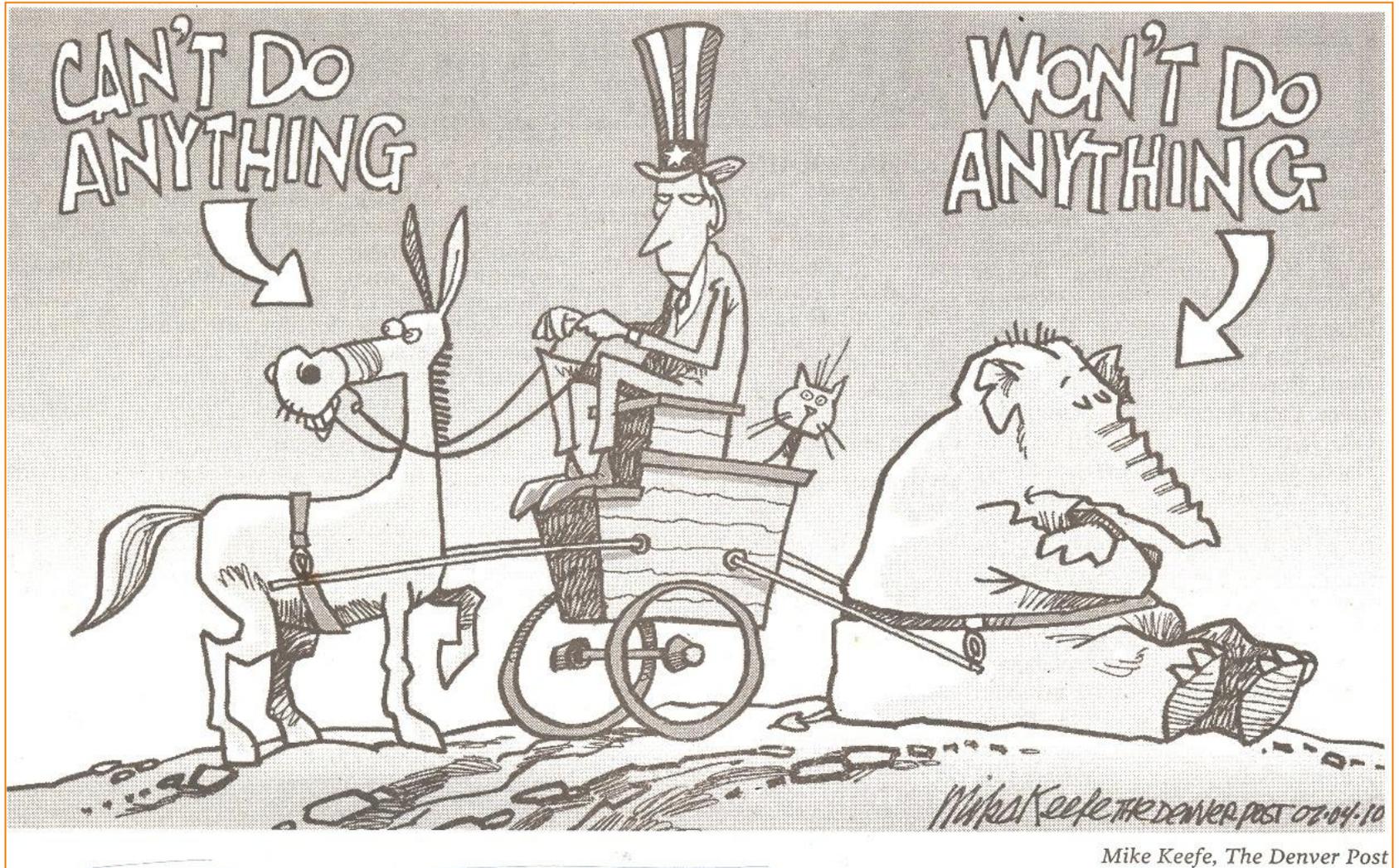


*The Education of Little Tree*

What if, at the first tea party...



JEFF PAV'ER  
CAGLECARTOONS.COM  
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Mike Keefe, The Denver Post

**You are the can and will do people!**

# And now for something completely different!



- A major economic “reset”
- A new president
- Stimulus money from the American Recovery and Reinvestment Act
- A new preK – 12 Comprehensive Literacy Act – The LEARN Act
- Reauthorizations of ESEA and IDEA

# The Comprehensive Literacy Bill: The LEARN Act



- Maintaining the research based principles of Reading First
- Literacy basis of ESEA Reauthorization
- Using RtI (Multi Tier System of Supports – MTSS)
- Defining Evidence Based Practice
- From a coalition led by the Alliance for Excellent Education to Rep. Polis (D-CO) to the Congress

# MTSS in the LEARN Act



## MULTI-TIER SYSTEM OF SUPPORTS

The term “multi-tier system of supports” means a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessment, and research-based interventions matched to student needs, and educational decision making using student outcome data.

# Evidence Based Practice Definition

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The term “evidence based” means those practices, instruction, interventions that have independent validation that they will produce gains in student outcomes when used with fidelity.

# The Reauthorizations are coming! Soon!



## ESEA

- Change name (to Every Child a Graduate)
- MTSS/RtI
- Growth model
- Inclusion of ALL
- Sub group to student group
- Eliminate 2% rule (Harkin, 5/5/09)



# The Reauthorizations are coming! Soon!



## IDEA

- One law?
- MTSS (RtI) for all
- LD in the law
- Students with Disabilities in accountability
- Maintain stimulus level of funding (Harkin, 5/5/09)



# The Racial Achievement Gap



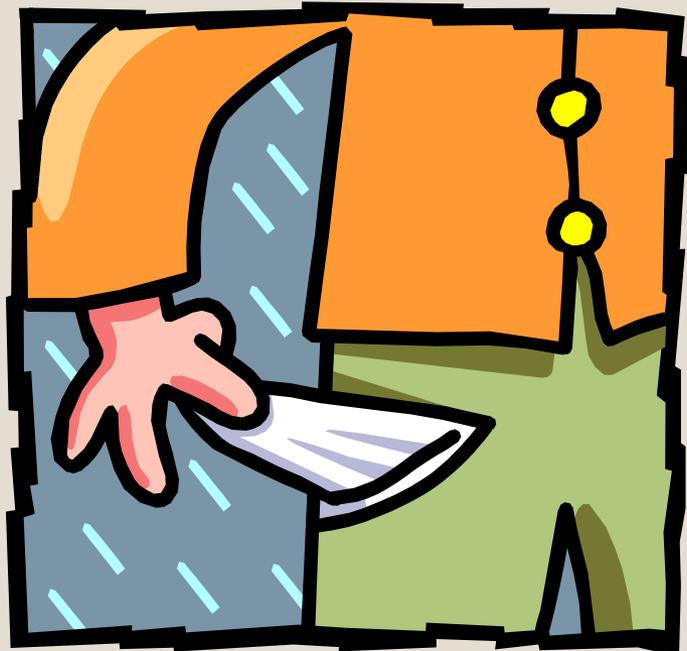
On average, black and Latino students are roughly two to three years of learning behind white students of the same age. The racial gap exists regardless of how it is measured, including both achievement (e.g., test score) and attainment (e.g., graduation rate) measures.



All things being equal, a low-income student in the United States is far less likely to do well in school than a low-income student in Finland.



*McKinsey & Co., 2009*

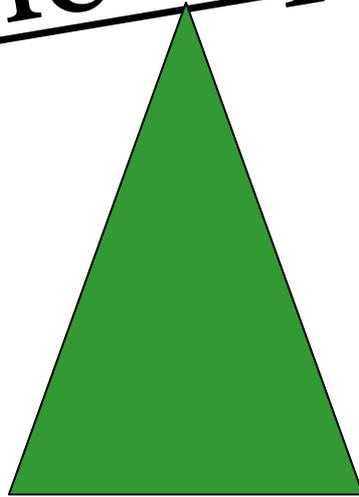


The educational achievement gaps in the United States have created the equivalent of a permanent, deep recession in terms of the gap between actual and potential output in the economy.

*McKinsey & Co., 2009*



RtI is at the Tipping Point

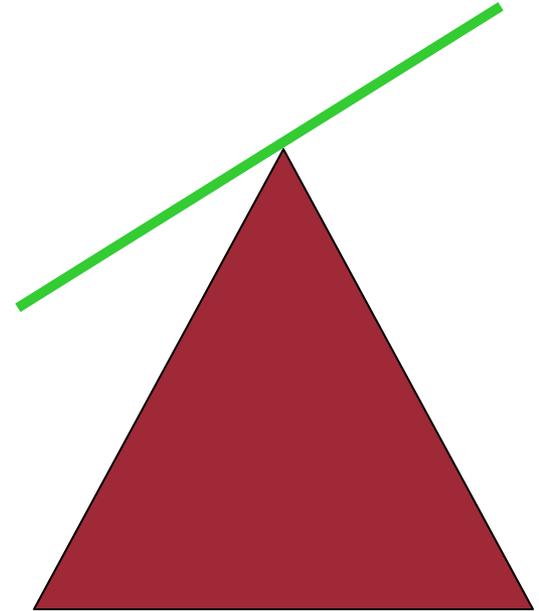


# Fullan's Tipping Points



The social attractors of:

- Moral purpose
- Quality relationships
- Quality ideas



Moral purpose and quality ideas need to have sticky qualities.

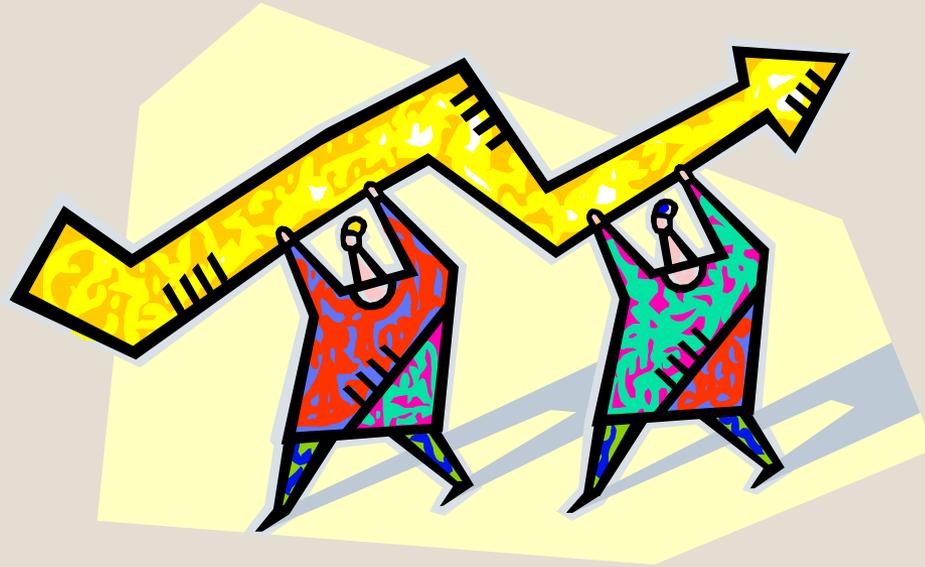
New relationships need law of the few to help kick start the process in order to create new role models and context.

*Fullan, 2003*

# What is RtI?



- “An ongoing process of using student performance and other data to guide instructional and intervention decisions”



# Key Features of RtI



- Evidence based instructional/intervention academic and behavioral programs implemented with fidelity
  - Core/Universal
  - Strategic/Supplemental/Targeted
  - Intensive
- Frequent assessment of student performance
  - Screening
  - Diagnostic
  - Progress Monitoring
- Use of data to make instructional/intervention decisions

RtI is not a special ed initiative.

RtI is not a general ed initiative.

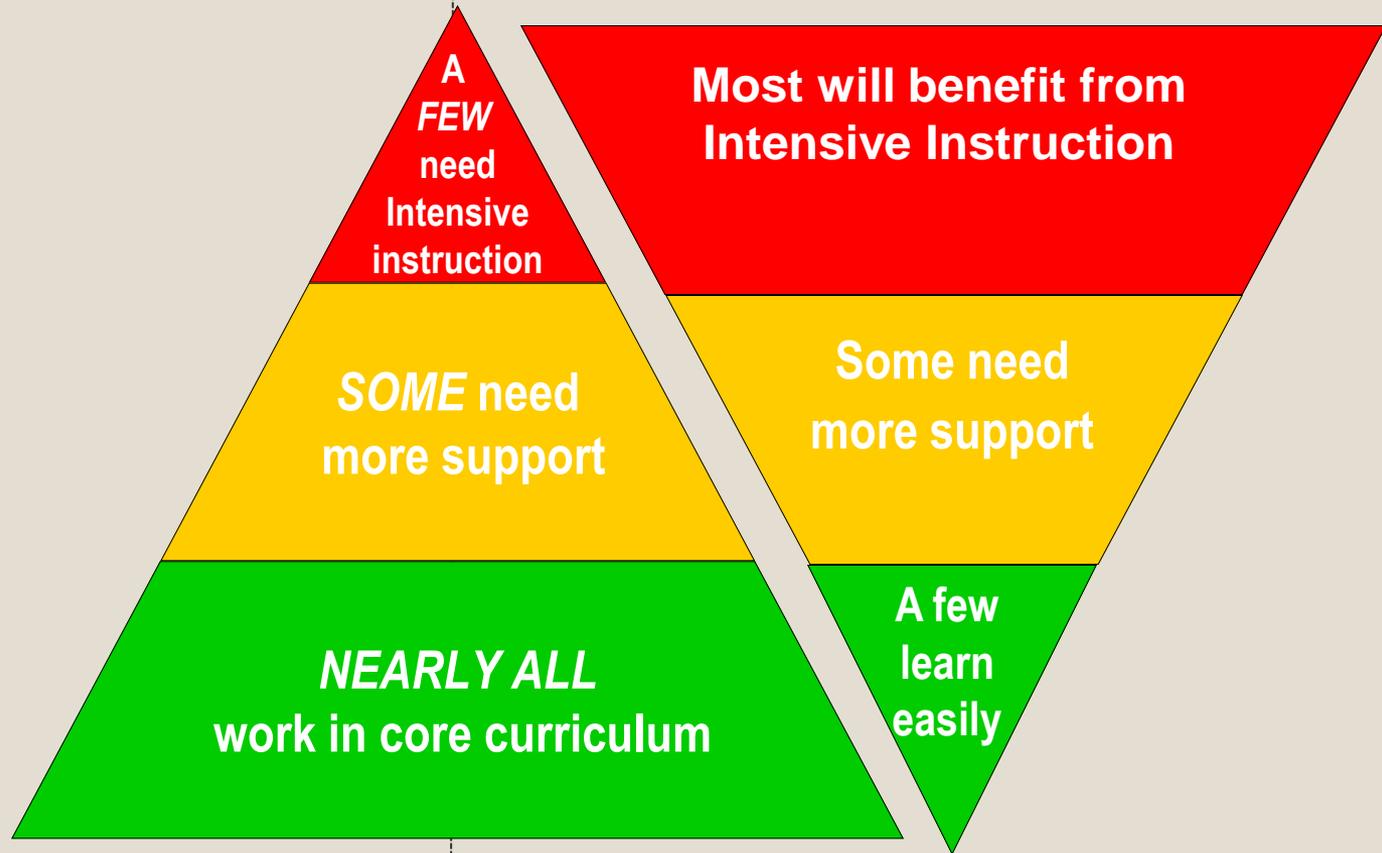
RtI is an every ed initiative.

Judy Elliott

# What is your reality?



**Generic Models    Another Reality**



**How will you  
respond to your  
reality?**

What can we do?



Let's get serious!

# What Drives You?



- Personally
- Collectively



**It's about how you  
live your life.**

*Pausch, 2008*



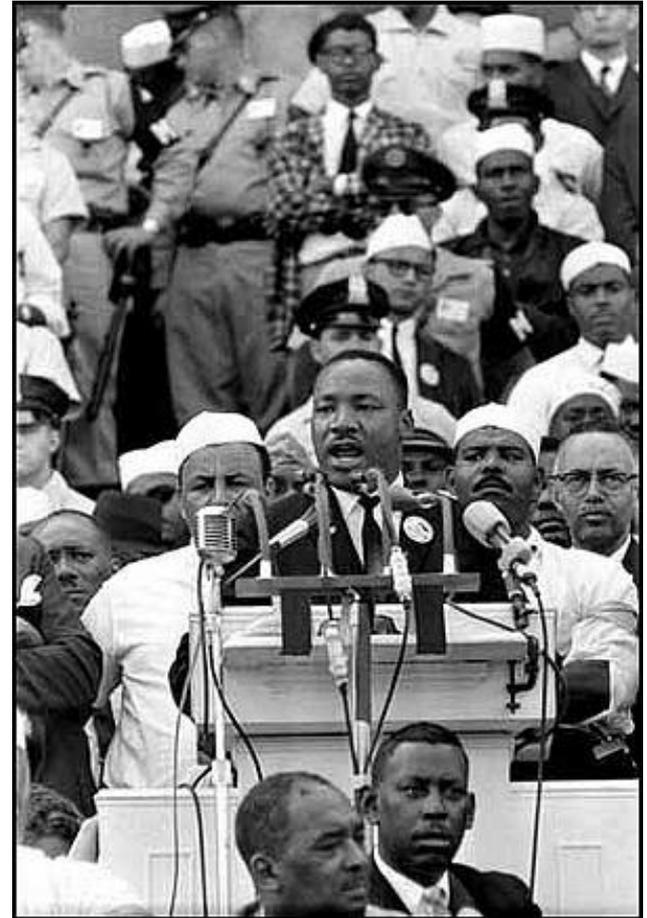
We may affirm absolutely that nothing great in the world has been accomplished without passion.

*G. W. F. HEGEL in*

*The Great Bridge: The Epic Story of the Building of the  
Brooklyn Bridge (David McCullough)*

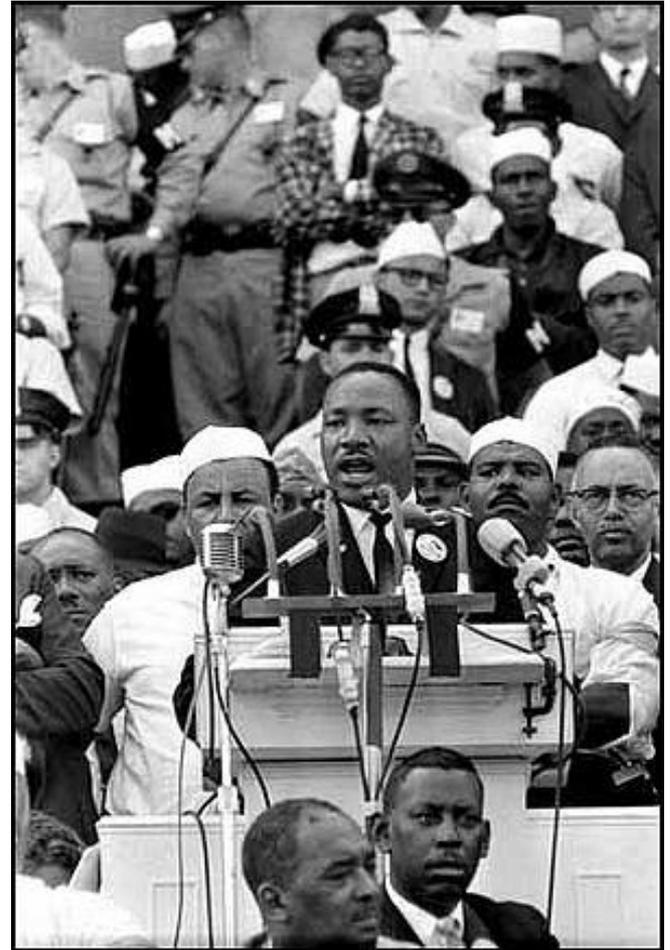
**...We have come to  
this hallowed spot  
to remind America  
of the fierce  
urgency of NOW...**

Dr. Martin Luther King, Jr.  
August 28, 1963



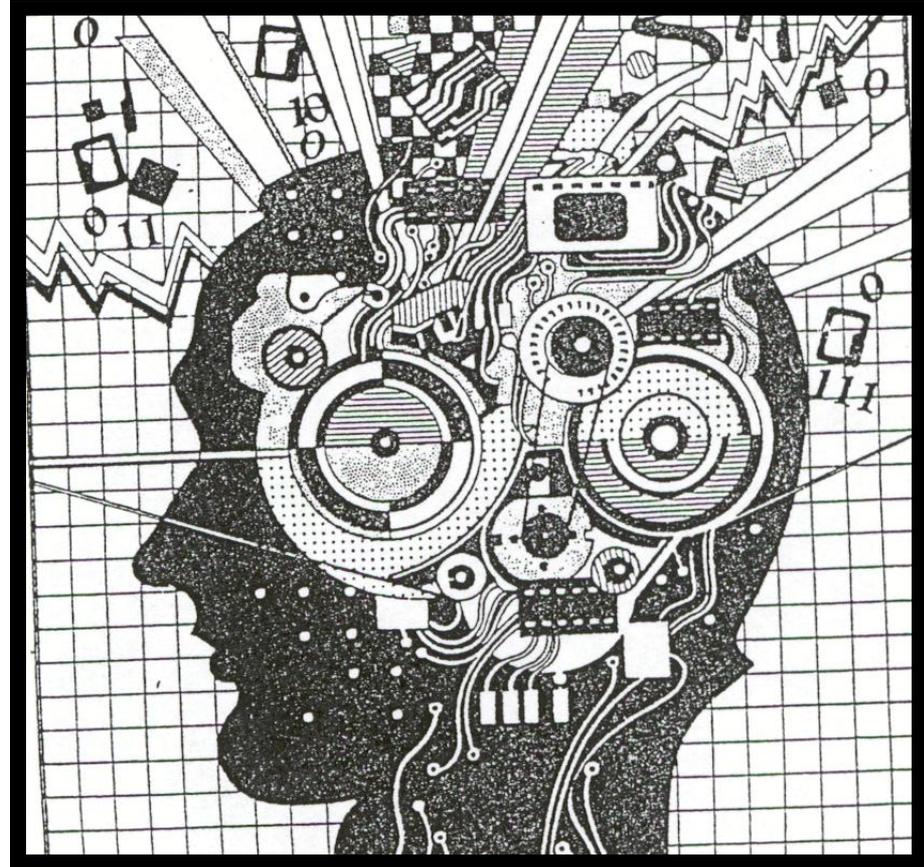
**...We have no time  
for the  
tranquilizing drug  
of gradualism...**

Dr. Martin Luther King, Jr.  
August 28, 1963



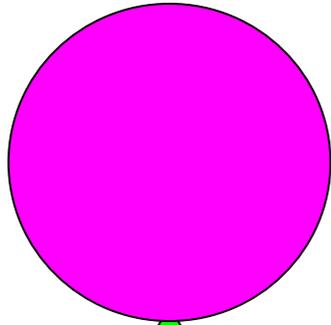
**ODYSSEY, Pepsi to Apple...a Journey of Adventure,  
Ideas, and the Future**

**The Best  
way to  
predict  
the  
future  
is to  
invent it.**



*John Sculley, 1987*

As Albert Einstein said:



*“The significant problems we face cannot be solved by the same level of thinking that created them.”*



**BEING UNREASONABLE** is not just a state of mind.

It is also a process by which older, outdated forms of reasoning are jettisoned and new ones conceived and evolved.

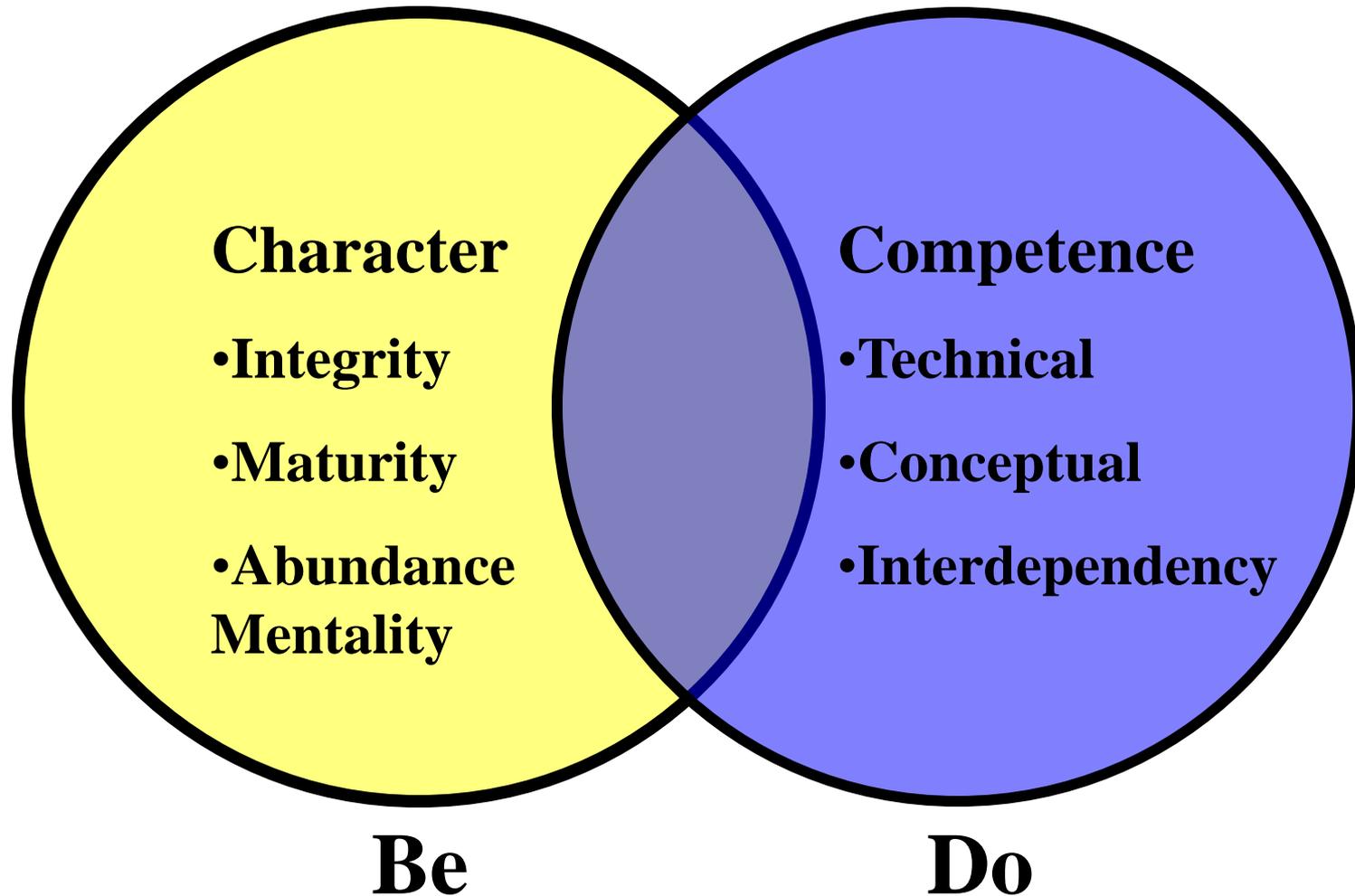
As the process unfolds, those mired in the older, obsolete paradigms can become threatened by—and aggressive toward—the innovators.

*The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World (John Elkington) 2008.*

**Tend the  
CHAOS,  
Don't  
Manage it!**



# Trustworthiness



# The Art and Science of Medicine



It's ludicrous, though, to suppose that checklists are going to do away with the need for courage, wits, and improvisation. The body is too intricate and individual for that: good medicine will not be able to dispense with expert audacity. Yet it should also be ready to accept the virtues of regimentation.

*Gawande, 2007*

# The Heart, Art, and Science of Teaching



One must first have the **heart** for teaching. One can then learn the **science** and the **art** of teaching.



*Dea Allan, 2010*



# **Mindset**

**Fixed**

**v.**

**Growth**

*Dweck, 2007*

How teachers put a growth mindset into practice is the topic of a later chapter, but here's a preview of how Marva Collins, the renowned teacher, did it.

On the first day of class, she approached Freddie, a left-back second grader, who wanted no part of school. "Come on, peach." she said to him, cupping his face in her hands, "we have work to do. You can't just sit in a seat and grow smart...I promise, you are going to *do*, and you are going to *produce*. I am not going to let you fail."





The fixed mindset limits achievement. It fills people's minds with interfering thoughts, it makes effort disagreeable, and it leads to inferior learning strategies. What's more, it makes other people into judges instead of allies.



*Dweck, 2006*

# The Standard



All policies, programs, and practices are considered through the lens of “How does this impact student learning?”

Those that encourage learning are embraced.

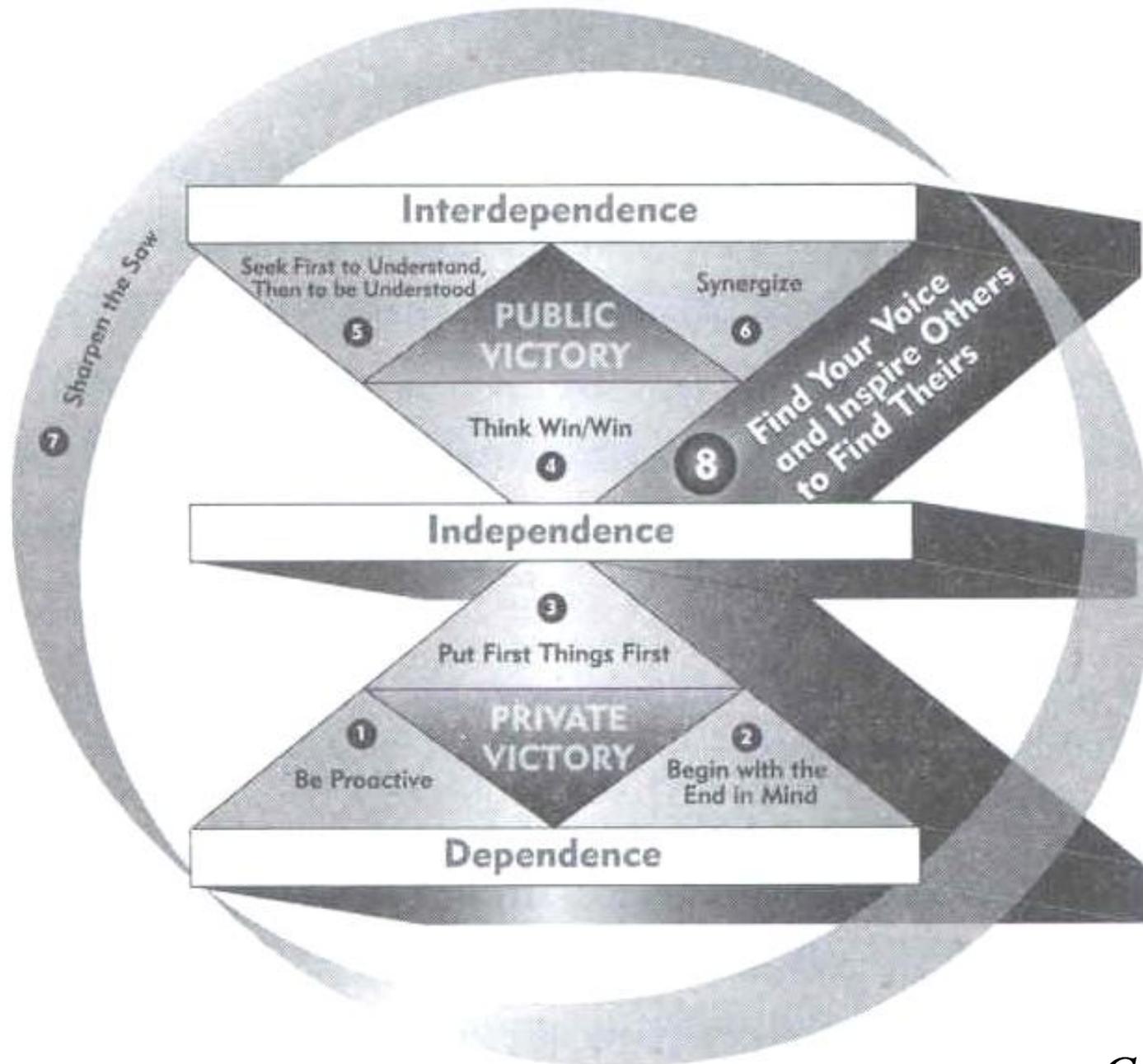
Those that interfere with learning are discarded.





**If it works, don't break it.**

**If it doesn't work,  
break the sucker!**

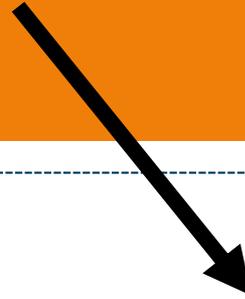
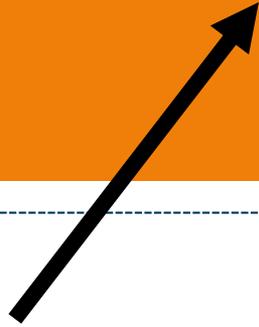


# The Truth



**Every organization is  
perfectly aligned for  
the results it gets.**

**SEE**



**GET**



**DO**

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.



*Ron Edmonds, 1982 in DuFour et al., 2004*

What can we do?

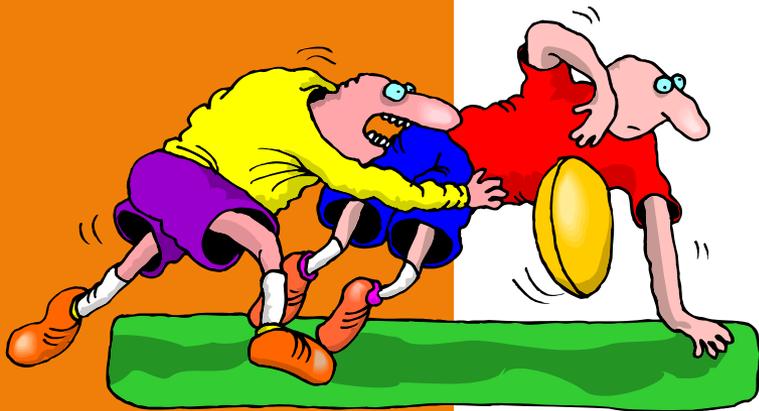


Let's get serious!

Going to scale means  
fundamentally  
developing the system  
at all levels.

*Fullan, 1999*

We must tackle all  
aspects of reform  
at the same time.



*Alberto Carvalho*  
*Superintendent-Miami Dade, 2010*



Systems trump programs.

# Cultural Shifts for Developing the Culture of a Professional Learning Community

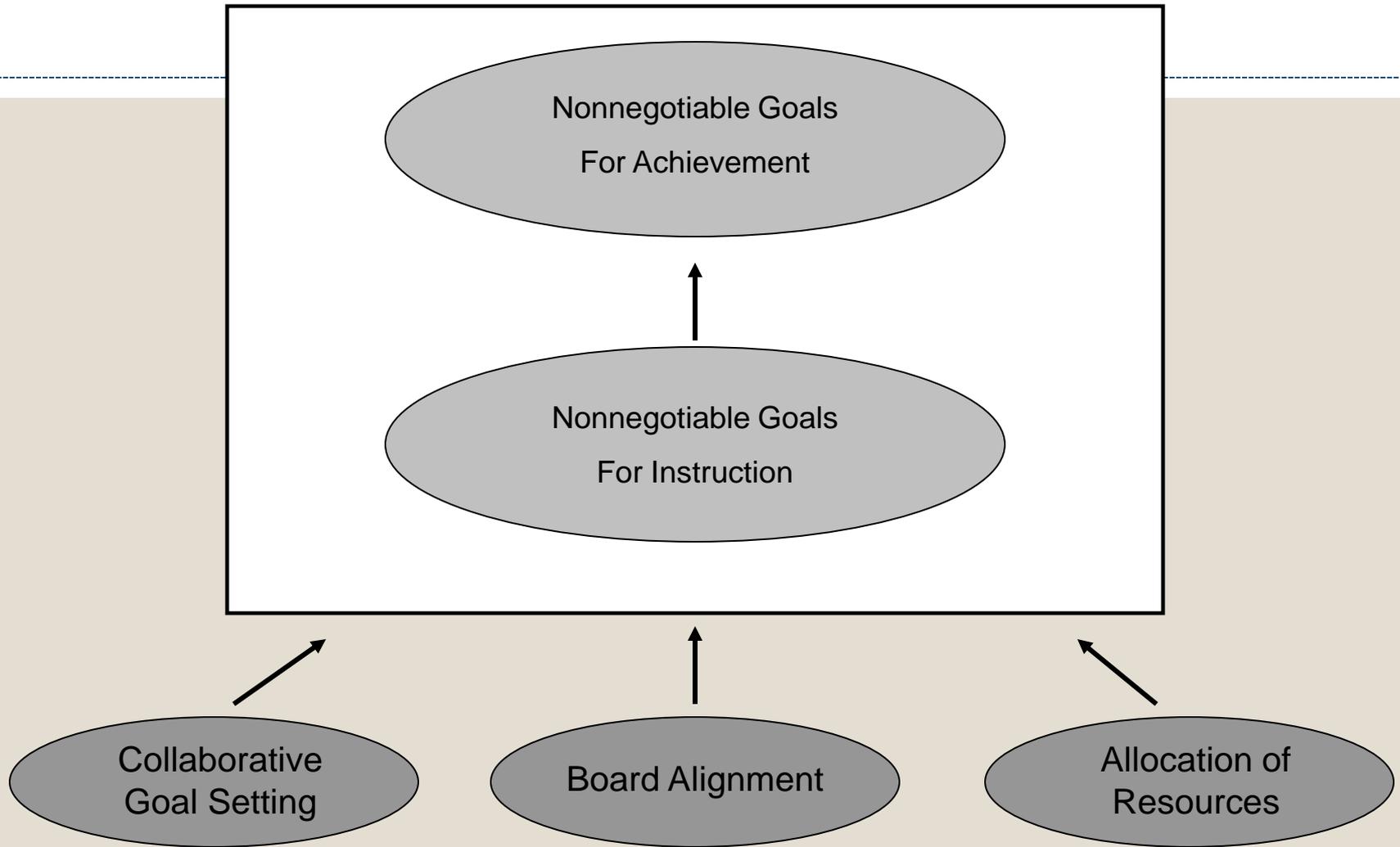


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3. From focusing on activities to focusing on results
4. From fixed time to flexible time
5. From average learning to individual learning
6. From punitive to positive
7. From “teacher tell/student listen” to “teacher coaching/student practice”
8. From recognizing the elite to creating opportunity for many winners



While it is true that schools are unique and must operate in such a way as to address their unique needs, it is also true that each school must operate as a functional component of a larger system. It is the larger system – the district – that establishes the common work of schools within the district, and it is that common work that becomes the “glue” holding the district together.

Relationship between collaborative goal setting, board alignment, allocation of resources, and nonnegotiable goals for achievement and instruction



The background features a central illustration of a red and yellow rocket launching upwards, with a large plume of fire and smoke. Above the rocket, there are several colorful fireworks exploding in shades of blue, yellow, and purple. The scene is set against a white background with a light blue sky. On the left and right sides, there are vertical beige bars that extend from the top to the bottom of the slide, with a dark blue horizontal bar at the very bottom. The text is centered and written in a bold, black, sans-serif font.

**Welcome to  
Tiered Support Land,  
a land of triangles, circles,  
swirls, data, interventions,  
technology, systems, and  
student success!**



# **Lee County (FL):**

## **Using Rtl Systemically to Defy the Odds**

- Depression in Lee County (Ft. Myers)
- 85,000 students
- Over 150 languages
- Low achievement
- Rtl based systems change preK – 12
- Significant student growth

# Lee County, FL Larry “Tihenisms” (Part 1)

- One child (teacher, school) at a time...that didn't work.
- From a system of schools to a school system
- Tier 1 was the problem.
- A teacher is someone who helps a student learn something they couldn't have learned without the teacher.
- We stopped talking about teachers being the problem. The problem was the system.
- Teaching is a science (nonnegotiable) and an art (negotiable).
- Common language leads to systems that work.
- From constant change to continuous improvement
- Reducing variation and possible options...control variables or they will control you.

# Lee County, FL Larry “Tihenisms” (Part 2)

- The core question is: what can the system do?
- The system is clear: You WILL learn to read.
- We are out of the “1 year miracle” model
- You don’t make exponential change with incremental growth.
- I didn’t think of this until I started thinking about it.
- Never start a change you can’t support.

# RtI Decision Making in Lee County

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[http://studentservices.leeschools.net/RTI/pdf/District%20RtI%20Manual%2010\\_09JWK.pdf](http://studentservices.leeschools.net/RTI/pdf/District%20RtI%20Manual%2010_09JWK.pdf)

# Kansas Multi-Tier System of Support: MTSS

## Behavior

- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design

- Supplemental targeted function-based interventions
- Small groups or individual support
- Frequent progress monitoring to guide intervention design

- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making

## Academics

- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making

Few

Some

All

# Kansas MTSS Service Delivery Model;

[www.kansasmtss.org](http://www.kansasmtss.org)



# Wichita Public Schools: District Level Non-Negotiables



**THE CONCEPT OF PLC IS EMBRACED, EXPECTED, AND SUPPORTED AT THE SCHOOL AND DISTRICT LEVEL AS OPERATIONALIZED BY THE MTSS INNOVATION CONFIGURATION.**

**DISTRICT LEVEL STANDARD PROTOCOLS, IN THE AREAS OF ACADEMIC AND BEHAVIOR ASSESSMENT, CURRICULUM, INTERVENTION, AND INSTRUCTION ARE ESTABLISHED, IMPLEMENTED AND SUPPORTED WITH FIDELITY.**

**THE FOCUS OF PROFESSIONAL DEVELOPMENT IS EXPECTING AND SUPPORTING FIDELITY OF IMPLEMENTATION.**

**RESULTS-DRIVEN LEADERSHIP IS EXPECTED AND SUPPORTED AT ALL LEVELS.**

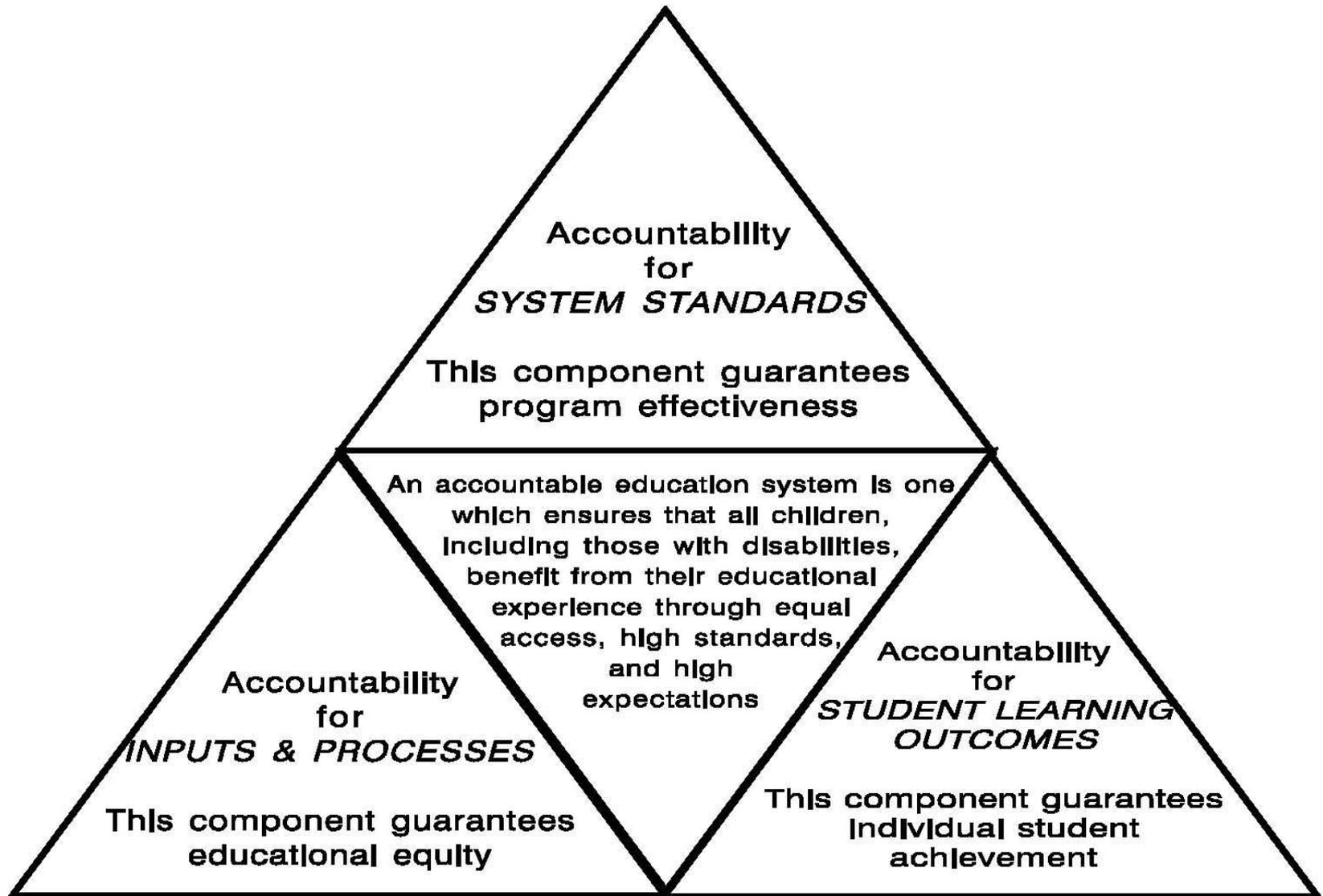
# Jewels from the Land of Oz-

## May 4 meeting with Wichita PS MTSS Leadership Team

- All Systems Go
- 5 year plan
  - Years 1-3: Primary emphasis on implementation
  - Years 4-5: Primary emphasis on sustainability
- Supporting schools in the context of district non-negotiables and MTSS
- One team for school improvement /school
- Synergize school improvement with MTSS
- Synergize state department with MTSS
- Validate, Refine, Change, Develop—in that order
- Focus on Academics, Behavior, and Operations simultaneously
- Use social networking for lateral capacity building
- Develop a list of “Stop Doings”. What are we willing to give up?
- Remember that transition is Ending, Neutral Zone, New Beginning



# NASDSE BALANCED SYSTEM OF ACCOUNTABILITY



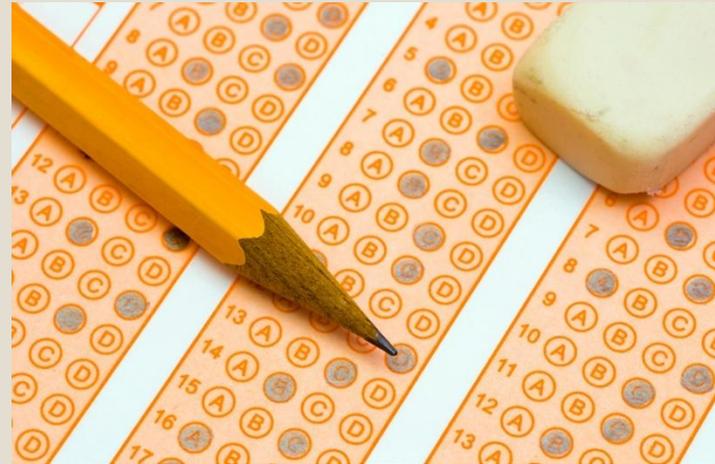


In effect, large-scale status-oriented summative assessments appear to be relatively ineffective in providing information that can be used to make instructional decisions regarding individual students.

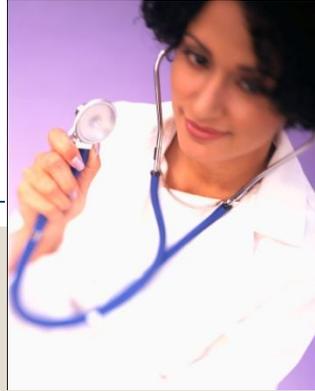
We agree that a value-added or growth model should be the primary type of data used by districts and states to analyze their effectiveness.



The research reported here [analyzing 250 studies] shows conclusively that formative assessment does improve learning.



*Black and William, 1998*



The difference between a formative and summative assessment has also been described as the difference between a physical and an autopsy.

Professional Learning Communities prefer physicals to autopsies.

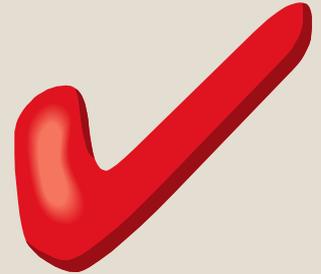
*DuFour, et al., 2004*

# Student Assessment

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Systems in which student performance in math and reading is rapidly assessed between 2 and 5 times per week are:

- a. 4 times as effective as a 10% increase in per pupil expenditure
- b. 6 times as effective as voucher programs
- c. 4 times as effective as charter schools
- d. 6 times as effective as increased accountability



# Achievement Gains

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Achievement gains per dollar from rapid assessment are even greater.

- a. 193 times the gains that accrue from increasing preexisting patterns of educational expenditures
- b. 2,424 times the gains from vouchers
- c. 23,166 times the gains from charter schools
- d. 57 times the gains from increased accountability



*Yeh, 2007*

# Rapid Assessment

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Rapid assessment is:

- 4 times as effective as a 10% increase in per-pupil expenditure
- 6 times as effective as test-based accountability
- 64 times as effective as charter schools
- 6 times as effective as test-based accountability

# Screening



- Rapid identification of children who are at- risk for reading difficulties
- Assessment must take into account teacher time
- More accurate to identify students are not at risk so more teacher time for those at risk
- Therefore, screen to identify those least at risk and assess those who do not know the concepts on the screen

# Diagnosis



What instruction does this student need?

Administer assessment of reading concepts to determine the proper instructional format (whole class vs. small group) and instructional objectives

# Progress Monitoring



Are students learning at rates that demonstrate adequate progress?

Short, probe assessments of reading fluency most widely utilized

# Outcome



1. Generalization and transfer
2. Are the gains uniform and indicative of proficiency?
3. Are the implementations effective? If not, enhance the program

*The efficacy of implementations must be constantly evaluated*

# Assessment Literacy

We include *assessment literacy* (not literacy assessment) in our training with school and district teams. Assessment literacy is a high yield strategy that increases the collective capacity of educators:

- **To gather/access student performance data**
- **To critically analyze (disaggregate, interpret) such data**
- **To develop action plans for improvement**
- **To discuss and debate the meaning of data in public fora**

*Fullan, 2003*



**Leadership**

**Instruction**

**Professional Development**

**Curriculum**

**Assessment**

**Empowering Culture**

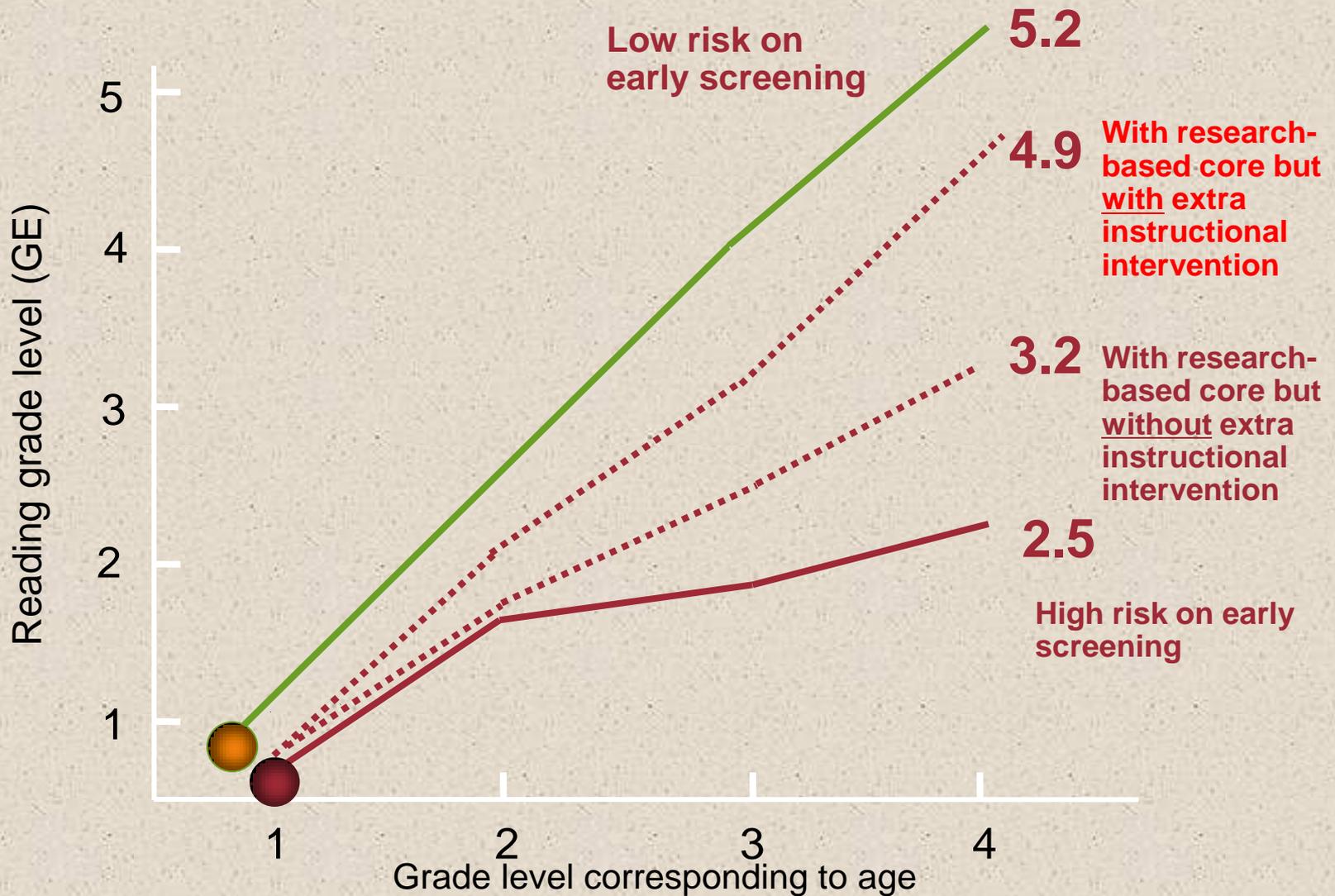
**FEW**

**SOME**

**ALL**

# Early Intervention Changes Reading Outcomes

Reading First Assessment Committee 2000, based on Torgesen data



# So, what we do to get serious?

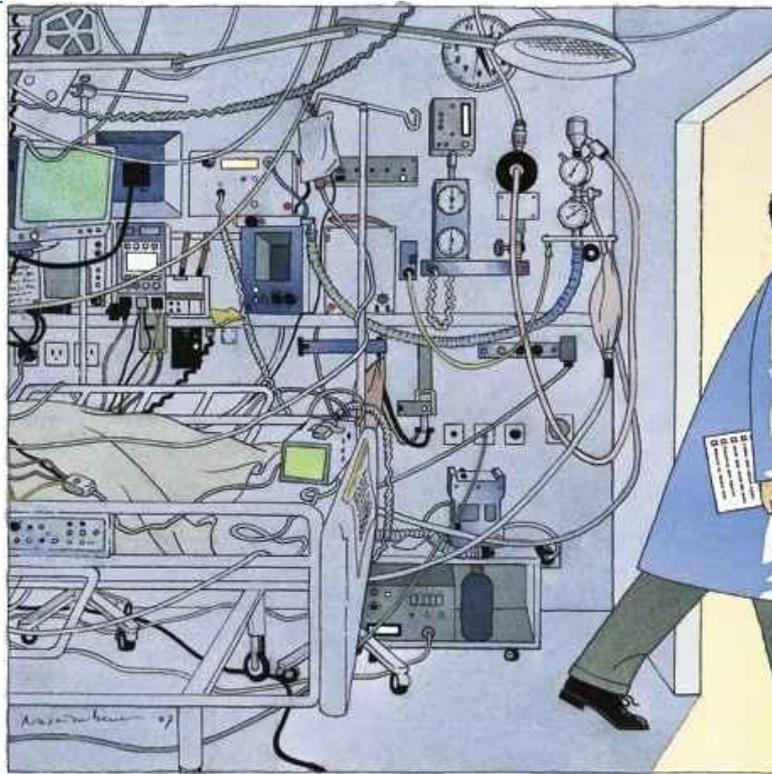
77

- Improve Tier 1 curriculum and instruction.
- Serve students who need Tier 2 interventions (30<sup>th</sup> to 50<sup>th</sup> percentile) and Tier 3 interventions (less than 30<sup>th</sup> percentile).
- If limitations demand it; improve Tier 1 preK – 12 (with the help of Tier 2) AND offer Tier 3 for incoming K, last year of Elem., last year of Middle, and first year of HS
- In time, IF outcome data are used to make all decisions, the district can actually achieve the dream of 80% needing only Tier 1, 15% needing Tier 2, 5% needing Tier 3



Duration of intervention is a meaningless indicator of intervention strength in the absence of integrity data.

Amanda VanDerHeyden, 2010



Experts need checklists—literally—written guides that walk them through the key steps in any complex procedure. Gawande thinks that the modern world requires us to revisit what we mean by expertise: that experts need help, and that progress depends on experts having the humility to concede that they need help.

*Malcolm Gladwell in The Checklist Manifesto*

But now the problem we face is ineptitude, or maybe it's "eptitude"—making sure we apply the knowledge we have consistently and correctly.



*The Checklist Manifesto: How to Get Things Right (Atul Gawande) 2009*





Based on our findings, we assert that in a high reliability district, the *right work* in every school is defined (at least in part) by the district—every student will demonstrate high achievement as a result of access to high-quality instruction.

# The Big “BIG” Idea of RtI



**DECIDE WHAT IS IMPORTANT FOR STUDENTS TO  
KNOW**

**TEACH WHAT IS IMPORTANT FOR STUDENTS TO  
KNOW**

**KEEP TRACK OF HOW STUDENTS ARE DOING**

**MAKE CHANGES ACCORDING TO THE RESULTS  
YOU COLLECT**

*Dave Tilly, Heartland AEA; 2005*

The single greatest determinant of learning is not socioeconomic factors or funding levels.

It is instruction.



*A bone-deep, institutional acknowledgement of this fact continues to elude us.*

*Schmoker, 2006*

# Instructional Design Questions



- 1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?**
- 2. What will I do to help students effectively interact with new knowledge?**
- 3. What will I do to help students practice and deepen their understanding of new knowledge?**
- 4. What will I do to help students generate and test hypotheses about new knowledge?**
- 5. What will I do to engage students?**
- 6. What will I do to establish or maintain classroom rules and procedures?**
- 7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?**
- 8. What will I do to establish and maintain effective relationships with students?**
- 9. What will I do to communicate high expectations for all students?**
- 10. What will I do to develop effective lessons organized into a cohesive unit?**

*Marzano, 2007*

# Differentiated Instruction Is

- Making data-driven decisions for instruction
- Targeting specific student instructional needs
- Taking children where they are and moving them forward
- Forming flexible, same-ability small groups

# Differentiated Instruction Is Not

- Using only a plan-teach model for instruction
- Providing a one-size-fits-all instructional framework
- Teaching without making instructional adjustments based on students' needs
- Forming fixed, same-ability small groups

# Recommendations for ELLs



1. Screen for reading problems and monitor progress
2. Provide intensive small-group interventions
3. Provide extensive and varied vocabulary instruction
4. Develop academic English
5. Schedule regular peer-assisted learning opportunities



# PBIS: Key Fundamentals

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- Positive,
- Proactive,
- Instructional,
- Consistent social interactions

At all levels:

- Individual student
- Classroom
- School
- Division

# PBIS and FBA: Determining the Why

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## Functional Behavior Assessment

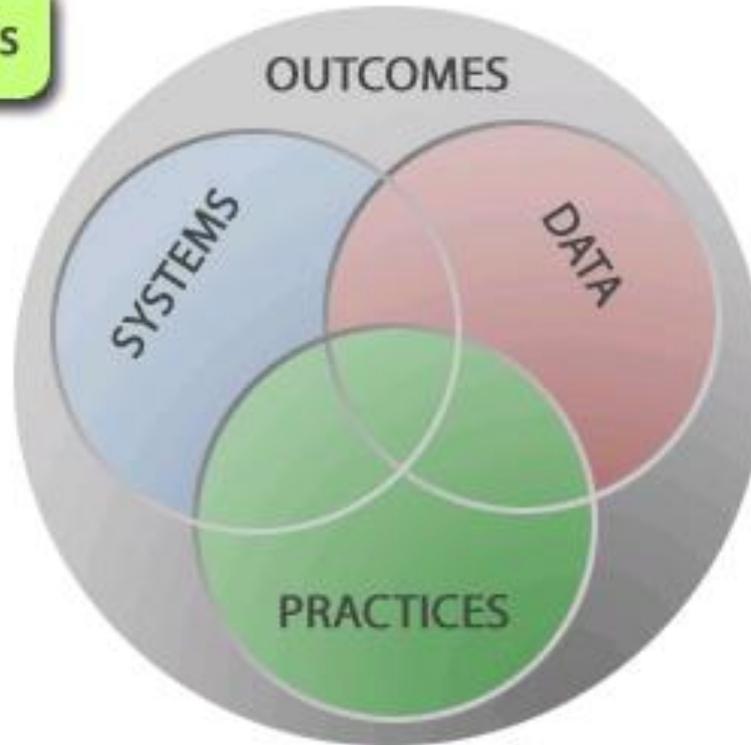
Determining why a behavior is occurring

Can't do or won't do?

# SWPBIS is about....

4 PBS Elements

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior



**Leadership**

**Instruction**

**FEW**

**SOME**

**ALL**

**Curriculum**

**Professional Development**

**Assessment**

**Empowering Culture**

# Cultural Shifts for Developing the Culture of a Professional Learning Community



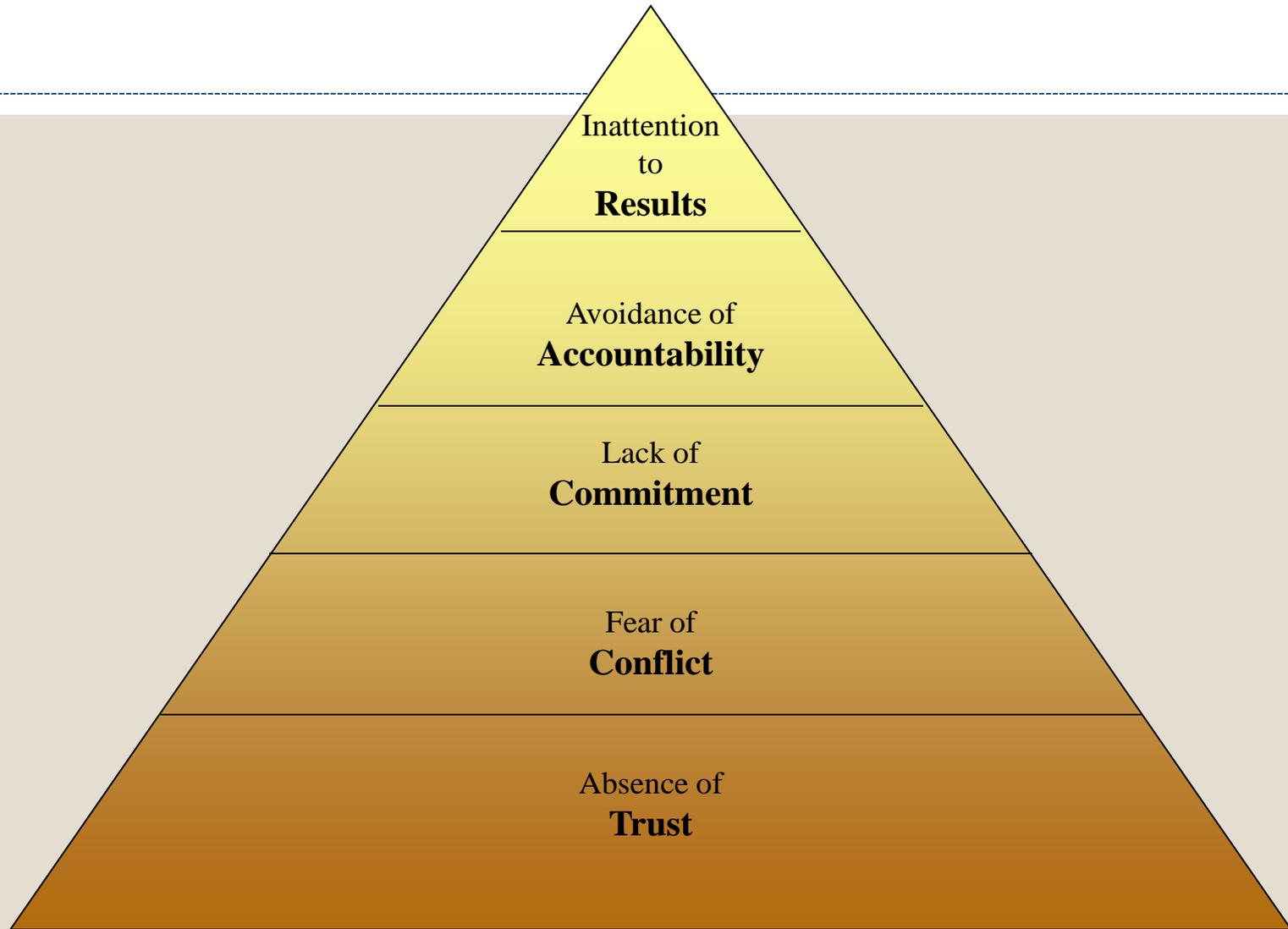
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8. From recognizing the elite to creating opportunity for many winners

# Members of Truly Cohesive Teams:



- Trust one another
- Engage in unfiltered conflict around ideas
- Commit to decisions and plans of action
- Hold one another accountable for delivering against those plans
- Focus on the achievement of collective results

# The Five Dysfunctions of a Team



*Lencioni, 2002*

# Bonding



Bonding depends upon everyone being bound to a set of shared purposes, ideas, and ideals that reflect their needs, interests, and beliefs.



*Sergiovanni, 2000*

# The 4 A's of the Family School Partnership



- **Approach:** The Framework for Interaction with Families
- **Attitudes:** The Values and Perceptions Held about Family–School Relationships
- **Atmosphere:** The Climate in Schools for Families and Educators
- **Actions:** Strategies for Building Shared Responsibility

Christenson, 2004





After a few decades of research on training, teachers, Joyce & Showers (2002) began to think of training and coaching as one continuous set of operations designed to produce actual changes in the classroom behavior of teachers. One without the other is insufficient.

*Fixsen, et al., 2005*



# The Systemic Work of RtI Leadership



- It requires creating a culture and deep belief that all students can learn.
- It requires the vision and the intentional message that instructional reform efforts and resources must be aligned to ensure growth in student achievement and that delivery of quality professional development, for both teachers and administrators, is systemic.
- It requires the knowledge, appreciation, and continual use of data in making instructional and programmatic changes that are second nature to all consumers in the system.

*Judy Elliott, 2008*

# Five District-Level Leadership Responsibilities



1. Ensuring collaborative goal setting
2. Establishing nonnegotiable goals for achievement and instruction
3. Creating board alignment with an support of district goals
4. Monitoring achievement and instruction goals
5. Allocating resources to support the goals for achievement and instruction

# Advice for District Leaders



1. Know the Implications of Your Initiatives
2. Maintain a Unified Front
3. Keep the Big Ideas in the Forefront
4. Use What is Known About Acceptance of New Ideas
5. Communicate With “Sticky Messages”
6. Manage Personal Transitions



**Leadership**

**Instruction**

**FEW**

**SOME**

**ALL**

**Curriculum**

**Professional Development**

**Assessment**

**Empowering Culture**

# Making All Systems Go



1. Resolute Leadership
2. Intelligent Accountability
3. Collective Capacity
4. Individual Capacity
5. Moral purpose/High Expectations



These five components represent a complex resource, one that compounds and multiplies its effect through interrelated use.

*Fullan, 2010*

# *Beyond Islands of Excellence*

## The Findings



1. Districts had the courage to acknowledge poor performance and the will to seek solutions.
2. Districts put in place a systemwide approach to improving instruction—one that articulated curricular content and provided instructional supports.
3. Districts instilled visions that focused on student learning and guided instructional improvement.
4. Districts made decisions based on data, not instinct.
5. Districts adopted new approaches to professional development that involved a coherent and district-organized set of strategies to improve instruction.
6. Districts redefined leadership roles.
7. Districts committed to sustaining reform over the long haul.

*Learning First Alliance, 2003*



**How do you spell  
AYP?**

**MTSS!**

# Divisionwide Change using KS MTSS

109

- Purpose: Using consensus to build and sustain an MTSS focused on improving performance of ALL students
- Tools
  - Division Structuring Guide
  - Innovation Configuration Matrix

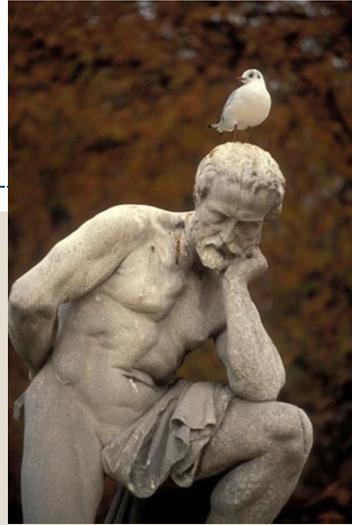


# Making Change that lasts!

110

- Diagnosis related to MTSS benchmarks
- Development of a systemic action plan
- Implementation of the plan: The 5 year goal – Sustainable preK – 12 MTSS
- Yearly monitoring using MTSS benchmarks
- Continued development





**To *know* and not *do*  
is really not to know.**

# What we know v. What we do



- The five basic components of early reading v. constructivist ideology for all students
- Making decisions based on data v. making decisions based on tradition
- Evidence based and responsive teacher certification v. academic freedom
- Diagnosing for special education using Response to Intervention v. IQ/Achievement discrepancy

**The student achievement gap can be solved only when the adult gap between what we know and what we do is reduced to zero.**

**We can do this.**

**It is a matter of will, not skill.**



# Bold Action to Get Serious Results

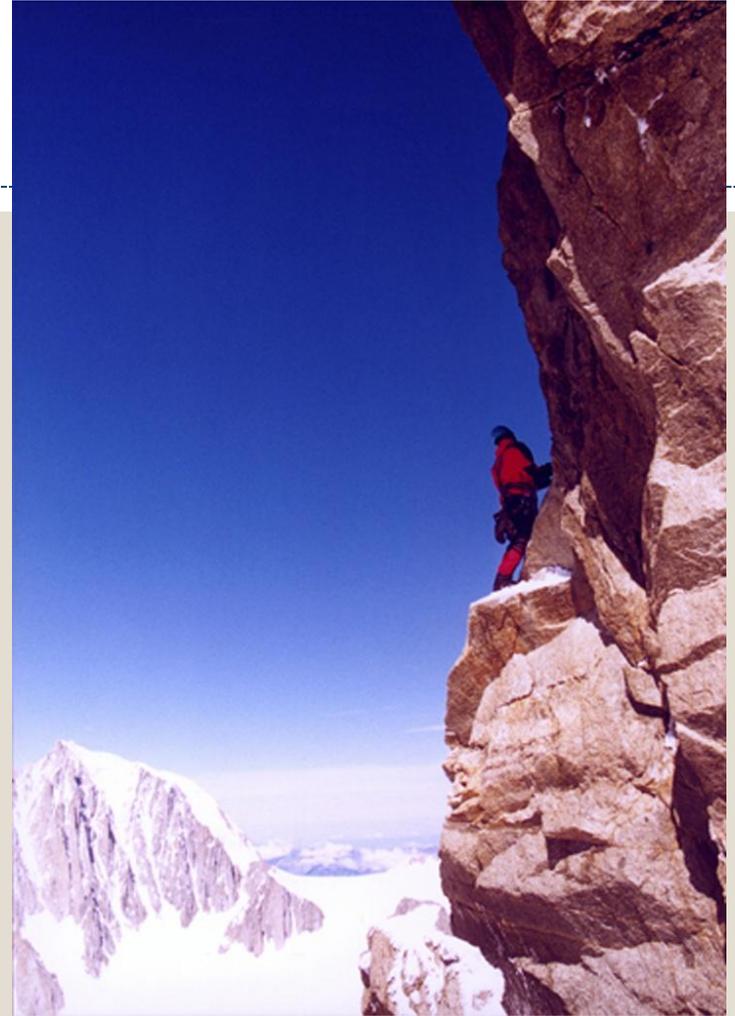


- Commit together to data based decision making 100% of the time. No more ideologically based decisions.
- Establish district level nonnegotiables related to assessment, curriculum, intervention, instruction, & positive behavior supports.
- Commit to using curriculum, interventions, technology, services that have external validation that they work with target students.
- Never purchase materials primarily because of the amount of free stuff your system gets.
- Implement all curricula and interventions with fidelity.
- Implement a replacement core for students who continue to achieve below the 30<sup>th</sup> percentile.
- Build and sustain a Multi Tier System of Support focused on improved performance for all.

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.



*Ron Edmonds, 1982 in DuFour et al., 2004*



*Live with intention.  
Walk to the edge.  
Listen hard.  
Practice wellness.  
Play with abandon.  
Laugh.  
Choose with no regret.  
Appreciate your friends.  
Continue to learn.  
Do what you love.  
Live as if this is all there is.*

*Mary-Anne-Radmacher, 2008*

What can we do?



**Let's get serious!**



# Go for it!

