

CPI *Unrestrained* Transcription

Episode 2: Susan Keith

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Terry Vittone: Welcome to Unrestrained, the podcast series from CPI. Here, you can enjoy conversations with professionals on all sides of crisis and behavior management relax and open up about themselves, their workplace and their clients. You'll get the latest tips and trends from the best in the business, so tune in often to integrate their experiences with your own.

Terry Vittone: Well, hello, and welcome to Unrestrained, the podcast series from CPI. Today, I'm joined by Susan Keith, CPI Director of Curriculum Development. Good morning, Susan.

Susan Keith: Good morning, Terry.

Terry Vittone: Let's begin with a background, your background. What started it all for you, and how your formative years and how they came about bringing you to your role with CPI? I should mention to the listeners that Susan is an 18, going on 19-year veteran of CPI, and I think one of the longest employed employees of the company.

Susan Keith: That's correct. When you ask me about my formative years, I can't necessarily go all the way back to my childhood.

Terry Vittone: Okay. Are you a Wisconsin native?

Susan Keith: No. My dad was in the Air Force, so I was actually born in South Dakota and then we also lived in Central Illinois, and then moved to Chicago after he retired from the Air Force. When I moved to Milwaukee, was in 1988 and started at CPI in 1996, but my family is all still pretty much based in Chicago.

Terry Vittone: So you were just moving more around the Midwest.

Susan Keith: Yeah, nothing exotic.

Terry Vittone: How'd you take to Milwaukee?

Susan Keith: I love Milwaukee.

Terry Vittone: Yeah, it's great. So you came to CPI in '96?

Susan Keith: '96.

Terry Vittone: Describe it when you got here.

Susan Keith: Before CPI -- because people ask me that occasionally when I go out training, we talk about how you got there -- I worked as a sign language interpreter, actually, for Milwaukee Public Schools.

Terry Vittone: How did you learn to sign?

Susan Keith: I was exposed to sign language when I was in high school probably. I went to summer camp a lot and there were some campers who were hearing impaired so I had to learn some signs, we all kind of learned some signs. Then my interest in it just kind of continued to grow and I ended up getting a bachelor's degree, actually, in sign language studies and interpreting. So I took that on the road and actually joined the Peace Corp from there and used my deaf education skills in that area for a while in community outreach and that kind of thing.

Terry Vittone: Where did you go to school?

Susan Keith: I went to school at a place called "Madonna University", which is near Detroit and has no relationship to the pop star, but it has a bachelor's degree in sign language studies.

Terry Vittone: And you took that to the Peace Corps. Where did the Peace Corps take you?

Susan Keith: It took me to the Philippines first and then to Ecuador.

Terry Vittone: Were you in Cebu City?

Susan Keith: No, I was in a small town in the middle of a province about four hours from Manila, the capital.

Terry Vittone: Was this working in the ESL as a thing in sign?

Susan Keith: I worked for the Department of Social Welfare in the province and they did a lot of outreach to the outlying communities. They were trying to pull in families who had deaf or hearing impaired kids to have them meet, because they were very removed and very remote. The perception was that it wasn't something to be looked at as just a difference. It was culturally kind of look at, at that time, as a punishment on the family. So a lot of times, they kept those kids in and they didn't let those kids out into the community and socialize and that kind of thing. So we were trying to go out and bring them together, and kind of change the perception a little bit, and help them create a sense of community so they would have other people to talk to.

Terry Vittone: Sounds challenging. Did you find it that progressive kind of thinking started to . . . The individuals must have been delighted to have some sort of an outlet finally.

Susan Keith: Yeah, yeah. There were a lot of challenges. Just logistically, for them to get to a central location to meet each other was a challenge too just because transportation was an issue, and money to pay for transport was an issue. So those were challenges. But how that managed to get me here, right?

Terry Vittone: Well, after two years . . . First of all, it's fascinating that you're someone who has a degree in sign. What is that degree called?

Susan Keith: Sign language study/interpreting.

Terry Vittone: You probably mentioned that just a few moments ago.

Susan Keith: That's okay.

Terry Vittone: So you do your two years with the Peace Corps.

Susan Keith: I did one year in the Philippines and two years in Ecuador.

Terry Vittone: Oh, three years. You come back and . . .

Susan Keith: Then, I'm working at Milwaukee Public Schools. I was working at a middle school, interpreting for a couple of kids through their middle school career. That was coming to a close for those kids. They were moving onto high school and so different environment; they needed a different interpreter because we basically were together the whole time. I was with them all the time so you develop a relationship that they needed to grow beyond me.

I was going to be reassigned to a different school. They were going to different schools. I started thinking about different places I could be doing interpreting besides Milwaukee Public Schools, and while I was looking around for that, I actually learned about this job at CPI as a full-time staff instructor. I learned about the position here, so I thought it might be a good fit because also my love of travel and my teaching, that kind of thing. That's kind of how I got in in '96 with the job as a staff instructor. So I spent from '96 until probably about 2008 as a full-time staff instructor, traveling and training, 35, 34 weeks out of the year.

Terry Vittone: Wow, a lot of time on the road.

Susan Keith: Yeah. But it was all really good time because I've been to almost every state. I haven't been to Wyoming. I haven't been to Utah, but I think that's about it in the U.S., states I haven't been to. Pretty much all the Canadian provinces, I've had the opportunity to travel overseas and teach classes, internationally as well.

Terry Vittone: So you've seen the program in action all over the world, literally.

Susan Keith: Yes.

Terry Vittone: Do you ever miss the days of so much intensive travel?

Susan Keith: Yeah, and I actually get itchy here now when I don't get to get out

once in awhile. And I still do. Last month, I was at a couple of weeks, I did teach a course last week or last month, and I also went to a conference last month for professional development. So I do still get out occasionally.

Terry Vittone: All right. So now, how did you transition out of your role as a staff instructor to what you became after that?

Susan Keith: I wanted to go back to school and get my master's and I was looking at non-violent crisis intervention as a program as a whole, wondering how it got put together so well, because it's really, really solid. That content is solid and it really hasn't changed significantly in the over 30 years that we've been in business.

Terry Vittone: I wanted to ask you about that. You said in the 30 years we've been in business.

Susan Keith: 1980.

Terry Vittone: 1980. What I was going to ask you about the evolution of the core curriculum and speak to that.

Susan Keith: That kind of ties in with my role change because I wanted to know how that all got put together and who did that, and who had the brilliance to know to put the crisis development model first and non-verbal behavior, and how did they know how to sequence everything, and where did all that information come from.

There was a program here at a local school, Alverno College, that has a master's in instructional design and adult education, so that kind of seemed like a good fit. I took a little entry class because the challenge with that was I was still traveling full-time. Being a full-time student, it was a weekend college program, fortunately, every other weekend you go to school, but you still had all the assignments to do on the weekends.

They did some heavy recruiting and gave me a taster class and I was hooked on it. It was an intro to instructional design and it gave me . . . I was like, "Okay, that's why the program's put that way. That's why this goes here and that's why this

goes here and this is where the adult learning comes in. This is why we use the demonstrate, participate, explain teaching sequence in the program.

Terry Vittone: So this is theory of learning type thing?

Susan Keith: Yeah, so it make a lot more sense, as far as adult education principles, why the program fits together the way it does.

Terry Vittone: So you saw the internal logistics from a scholastic point of view. Okay.

Susan Keith: Yeah. It wasn't just CPI that says you want to put things together. There's actually research that backs up the structure of the program.

Terry Vittone: I see. And you completed that degree in . . . ?

Susan Keith: I think that was 2006. Then I always thought that it would be an ideal job to be able to still travel and train occasionally, but then to be on the other side where you get to develop and enhance the learning resources that are available to certified instructors. As CPI continues to grow and expand, we have needs for new positions and new roles, so there was one that opened up that allowed me to do that for awhile.

Terry Vittone: This is your interval as Director of Curriculum?

Susan Keith: At that time, I was still working . . . It was kind of a half and half; half time staff instructor and then half time content expert or, yeah, kind of content resource expert.

Terry Vittone: So you come off the road, basically. You have now a master's now in this discipline of understanding teaching, and you're partially teaching. I'm just framing this so people can see. You look at the curriculum and you're given a mandate to expand it or develop it? So what's the first thing that you come up with? What do you step back and say, "What curriculum do I want?"

Susan Keith: Well, it's really a collaborative kind of process when we come up with ideas for new training resources. It doesn't necessarily sit with just one

person. We do kind of do a . . . at least on a yearly basis and ongoing throughout the year, "Here's what we think we want to put out there," and we come up with ideas internally because we do know our certified instructors pretty well. But we also do a lot of polling the audience. I still take calls from certified instructors when they call to ask about a training issue. I will still take those calls as well. Through the course of those conversations, I'll ask questions too about, "If we had X resource available would you use it?" or, "What would you want to see?"

We do informal questions of our instructors when they call in like that but we also, on occasion, will do more formal kinds of surveys and we'll get ideas. We'll kind of gather the top five ideas that we hear a lot over the phone maybe, and put them together in a poll or a survey, and send that out to people. We'll get ideas from the global professional instructors when they're out teaching, they'll hear things. So we ask a lot of people about a lot of different areas before we decide on developing different learning resources for people.

Terry Vittone: So it's a lot driven by a grassroots, hands-on type of experience and people saying, "Hey, I need this."

Susan Keith: Yeah, and we also look at what's happening in the field of best practice. So when we develop the autism spectrum disorders program, the Advanced Renewal Course, we did a lot of research out there about what best practice was for supporting kids and adults on the autism spectrum, and we pulled that into the program as well. We talked a lot to certified instructors that work specifically in the field of autism to make sure that the content was going to be relevant to the audience that came to it.

Terry Vittone: When was that introduced?

Susan Keith: 2006 at our International Instructors Conference in St. Louis.

Terry Vittone: What are the greatest challenges that you've had here over the years you've trained? Anything organizationally that you still think is a work in progress, and other things that have been home runs?

Susan Keith: From a training and development and learning resource standpoint, I suppose that some of our home run programs have been the autism program, the

trauma informed care program. I'm coming at this historically at CPI from non-violent crisis intervention perspective, but we also have had a lot of successes in the last few years with our prepared training program becoming much more widespread.

We've grown quite a lot in the U.K. We've incorporated some other training options there. We've collaborated on other things with our office in the U.K. Dementia care services has been a huge addition and a really, really valuable addition.

When we developed our dementia and related cognitive challenges advanced program, we were already working with DCS Dementia Care a little bit and we got content experts. So I'd have to say that all of those things have been really big successes in the most recent past, especially when you look at the dementia care stuff just on a personal level. If I knew then what I know now about supporting people with dementia and cognitive challenges, it would have helped a lot when my mother was going through a lot of illness at the end of her life and that kind of thing.

Terry Vittone: I think that Warchol Best Abilities model stands up there with Claudia Allen's work. It seems to be, at least from an outside perspective, as ground-breaking and as important in the way that we view the capabilities of people with dementia.

You talked about subject matter experts as you once referred to earlier when we were speaking, SMEs, right? Those subject matter experts, we work with them to develop curriculum. Can you talk about that a little bit?

Susan Keith: We have obviously internal and external SMEs. It's a fun nickname, right? The subject matter experts.

Terry Vittone: So they're very involved around here.

Susan Keith: Yeah. We certainly want to look outwards and we ask our certified instructors. We ask our meritorious instructors, because we have a pool of folks who are called "Meritorious Instructors" who have achieved a level of status within the larger instructor community based on several different measurements. So we definitely pull that audience because they volunteer. Part of being a

meritorious instructor is being willing to interact with us more, to give us information on what they're doing.

Terry Vittone: Can you give us a quick thumbnail of how someone gets to a meritorious . . . ?

Susan Keith: Its number of training hours, or number of years you've been an instructor, how many programs you've been to. Those kinds of different things are . . . And I don't know the exact rubric measurements, but those kinds of things. We have, I think, over 100 Meritorious instructors worldwide at the moment. So they're a very valuable resource as external experts.

But it's not only them either. I consider every certified instructor a subject matter expert because they are in the field every day, hands-on. They live the training. They live and breathe the program. So I think every certified instructor's a subject matter expert in their particular field.

Terry Vittone: Great focus group to be able to go out to.

Susan Keith: Yeah. I do have some ongoing relationships with a pool of certified instructors, so they tend to be my go-to folks, but I definitely reach out to others as well. Internally, anybody that teaches non-violent crisis intervention or prepare training, or the DCS program, or any of our programs are going to be subject matter experts as well, because they teach it all the time.

If the non-violent crisis intervention training program, that's our standard; that's our standard bearer in that program. I think earlier, we talked about the evolution of that a little bit. That content really has been very standard and very consistent over all the years that I've been here, and as far as I know, the years before I was here. We update our workbooks. We update the look and the graphics of things. Certified instructors who are listening will recognize that we've updated our illustrations over the years. They used to be like line drawing, almost stick figure-like.

Terry Vittone: When did Hybrid come in?

Susan Keith: Hybrid training was, let's see, I want to say around 2008, 2009. That

was our first official online kind of offering. It's a blended option, really, is what we call it because you take part of your course online, and then certified instructors bring their staff in, and apply what was learned online in the classroom session. So you get a little bit of both, which makes the options a little bit more flexible for people, especially if staff were spread out or a really huge number of staff that they need to kind of reach out to.

Terry Vittone: Can you talk about TIC a little bit, Trauma-Informed Care, and what's happening in the market with that? I know that's been kind of a hot button recently, getting a lot of press and seems to be effective for a lot of schools.

Susan Keith: Trauma-Informed Care is one of our advanced renewal programs. All of our advanced renewal programs are going to be based in non-violent crisis intervention. Even when we go out into the field and we research best practice and talk to subject matter experts, we're going to take that and map it onto the foundation of the crisis development model.

Trauma-Informed Care is really an operating procedure. It's something that is practiced on a daily basis like Care, Welfare, Safety and Security. Yeah, it's your standard operating procedure. It's a way that your organization changes its culture. I guess one of the big ways to describe it . . .

Terry Vittone: How do you start transmitting fundamental policy perspectives like that to an organization as opposed to a school?

Susan Keith: Changing an organization is very hard sometimes from the top down. So when you think about Trauma-Informed Care, the philosophy or the approach here is asking people what happened to you, versus what's wrong with you, and to look at the world through the lens or the perspective of the trauma that person might have encountered or that they are still living with. So when we talk about this in the Trauma-Informed Care program . . .

Terry Vittone: In the scope of your career, where would this definition have arrived?

Susan Keith: There are a lot of organizations that already do a lot of work in the area of trauma-informed care, like the National Child Traumatic Stress Network,

for example, or SAMSHA. They have a lot of already worked on Trauma-Informed Care. Definitions are coined there. The Diagnostic and Statistical Manual actually defines PTSD, Post-Traumatic Stress Disorder, which is kind of under the umbrella. But Trauma-Informed Care is more of an operating procedure and how we interact with each other. And the way we set up our environment to be more open and welcoming from a visual standpoint, from just how staff treat each other is trauma informed.

So there's several different elements to creating that culture of care, but because it can be challenging sometimes to start on the big macro level with organizations and administrations and people at the very top, we tend to look also in the program at what you can do on an individual level. So knowing what you now know, coming out of this program, what can you do when you go back to work tomorrow to start changing the culture of care in whatever you can influence, and to not try to go in and boil the ocean all at once, but on an individual level.

Because we talk about integrated experience and so what I do is going to have an impact on what you do, and people are going to see that what I do has a different impact on this individual who might be dealing with trauma than somebody coming in and saying just, "Get over it." You have to look at where that person's coming from and trying to meet them where they're at. We talk a lot about safety and emotional security, and that those things have to be in place before we can ask people to achieve anything more.

Terry Vittone: Has the identification of Trauma-Informed Care or the acronym, when in your career did they start speaking about that, I'm wondering? In 2000, would you have understood what Trauma-Informed Care . . . ?

Susan Keith: No, personally not so much. But this is, again, something that came out of the requests of a lot of certified instructors, like our autism program did and through the research. My department is research and development, so the research side of it also goes out and looks into publications, and we did a lot of research for that Trauma-Informed Care program before we ever started looking at how to put the curriculum together.

Terry Vittone: Ah, okay.

Susan Keith: So we do have the research side of things in the department as well, and they're very instrumental in making sure that content that does get put together has a basis out there.

Terry Vittone: So you worked with sort of a team approach to this, and then put together before it was introduced as curriculum finally?

Susan Keith: Yeah. And then also people might be interested in that once we get drafts and prototypes put together we do a lot of internal pilots. We do a lot of run-throughs here just amongst ourselves as staff, and then we start to invite certified instructors in as test audiences as well. So we do a lot of piloting before we let things out the door on an official basis.

Terry Vittone: What did we do recently for a product with that?

Susan Keith: We've done that also, not with such large programs, but we also do that with smaller things, like we put together a refresher a few years ago on bullying behaviors that focuses on educators in schools. We brought in some educators that are certified instructors to participate in that program.

Terry Vittone: How does a refresher get development?

Susan Keith: Again, a lot of times it's based on requests from instructors. We did ask certified instructors' opinion on this, but we also knew almost without asking certified instructors that bullying was a huge issue, because we obviously see a lot about it in the press and all those stories that come out in the news. So the bullying behaviors refresher was a pretty easy one to vet.

There's so much out there in the world of what to do about bullying behaviors that it was a challenge to narrow it down and figure out how it all fits within the context of non-violent crisis intervention. That was the biggest challenge in developing that one, not finding the information, but whittling the information down into a three-hour refresher, if possible.

Terry Vittone: Right. Well, that's such a topic these days. With cyberbullying and with the almost unlimited access people now have to each other, more timely than ever to sort of prevent that.

Susan Keith: A coworker who is no longer here, she and I also do an article a number of years ago on cyberbullying, which kind of is something that we referenced, too. There's a bit of a section in the bullying behaviors workbook about cyberbullying. There's some examples in there as well kind of based on what we wrote years before that.

We're currently working on some professional development series modules for educators that are designed to be a bit more of a . . . Professional development is really very descriptive because a lot of times educators will call us as certified instructors and ask, "What can I do? My principal is asking me to do something at a staff day and I get 60 minutes. I can't train people in 60 minutes. What can I do? They're asking me to present something." So the professional development modules are designed to help people have a little bit more structured way to present information on confusing, difficult conversations, for example.

Terry Vittone: And some other examples, it sounds like a great flexibility and kind of a life-saver for people who have this, well, not just this time to fill but who wish to impart a meaningful message to the people that they're going to speak to. So what are some of the other ones that they would be able to choose from?

Susan Keith: Currently available is one called "Diffusing Difficult Conversations." We've got one on intervening alone, you know, if you find yourself in a school building with a parent or a student. We're working also on a module for promoting positive behavior, defining what challenging behavior is, why does it happen? What are some strategies for minimizing challenging and maximizing positive, supportive behaviors?

Terry Vittone: That's in development right now?

Susan Keith: That's going to be a two-part series. Module one is available. Module two will be shortly.

Terry Vittone: How do you go about, again, you put a team together to develop content? You canvass your communities out there and then start to put it together?

Susan Keith: Some of our existing content we know is very popular with certified instructors based on workbook sales, for example. So sometimes, we'll look at that as well. We take some of that information or some of that content and adapt it to a different format. That happens also. The Promoting Positive Behavior modules, some of this information is actually coming from some of our colleagues at Positive Options in the U.K. Some of the curriculum they developed as an organization before they became a part of CPI is being distilled into these professional development modules as well.

Terry Vittone: I see MAPA being offered here in the States now as well.

Susan Keith: So it's Non-violent Crisis Intervention, the MAPA edition, and MAPA stands for the Management of Actual and Potential Aggression. It's a renewal program that just started being offered this year. It is a non-violent crisis intervention with some additional decision-making tools incorporated into it, some different ways of supporting people through the physical aggression part of a crisis that can happen, and really kind of an advanced level of looking at how to decide if it's time to use a physical intervention or not. Or is there something else high-risk, low-risk behaviors, and much more focused on those kinds of things within the content of non-violent crisis intervention.

Terry Vittone: I see. So it trains you to look for a few things outside of the escalation continuum that we use in the model now, or just kind of amplifies some of those?

Susan Keith: It kind of amplifies what's in there already and it also gives certified instructors a much more expanded view of how to facilitate and enhances your abilities and your skills at facilitation. Because it's a renewal program, you are getting many more facilitation skills, kind of advanced training, adult education theory and learning principles, so adult learning theory and that kind of thing is incorporated into that renewal program as well.

Terry Vittone: So for people who may have sort of internalized the basics of the core curriculum to come in with some more advanced techniques to just better manage, that sounds exciting.

Susan Keith: Yeah, it's been very well-received.

Terry Vittone: Okay, that's great. Any other new curriculum developments that you'd like to talk today?

Susan Keith: We've been doing a lot more online things. We have some videos on demand that are available to certified instructors to use with their staff or anyone, whether they're a certified instructor or not, actually find just a person who does a web search on crisis intervention. I find the Crisis Prevention Institute's website and I want to learn something about setting limits, I can purchase a video on demand and watch it. So we have options for the public as well to watch and take a look at and learn some things, which is kind of a new direction that has come up in the last year or two as well.

Terry Vittone: I've noticed that all the webinars on the CPI site are now for the asking, pretty much.

Susan Keith: Well, we have a couple of pools of webinars. So we have several years' worth of e-refresher webinars that are devoted to certified instructors and helping them be better at teaching the program. This year we're talking about promoting staff engagement, so we've actually incorporated interviews and the expertise of certified instructors.

Over the course of the webinars this year, we'll have used the expertise of three specific certified instructors. They actually are developing most of the webinar themselves and I just kind of come in to help knit it all together with non-violent crisis intervention. So we're looking at things from Trauma-Informed Care, as we already talked about, to fetal alcohol spectrum disorders and some other things that will come up throughout the course of the year.

We also, though, have webinars that are more, I guess, public-facing that anyone could access if they choose to do so. We did do one this year on mental health issues in the workplace that anyone could access if they chose to.

Terry Vittone: How was the traffic on those?

Susan Keith: Really good.

Terry Vittone: Really good, yeah? People are availing themselves of the information?

Susan Keith: Yeah.

Terry Vittone: That's great.

Susan Keith: The June webinar on fetal alcohol spectrum we've had out now for maybe two weeks and I didn't look at the numbers yesterday but I would guess it's over 100 views already.

Terry Vittone: Great.

Susan Keith: So a very popular one and really well done.

I think of my job primarily, really, as creating as many resources as possible to help certified instructors be the best instructors they can be. My job is to support the learning of the people that are out there teaching the program in whatever way I possibly can do. If that means revising something that exists and updating it, then that's what we'll do. If it means coming up with something brand new, then we'll look at how to make that happen as well. That's what our whole department, and obviously what CPI is devoted to as well.

We work a lot with the workplace learning department because they're devoted to supporting certified instructors after they get their training. Once they become certified, workplace learning is out there to support you guys. When you call, you call into the workplace learning department. Then we collaborate on projects that we hear from you cross-departmentally as well.

Terry Vittone: So real hands-on, real world examples that drive both how we develop what we teach and then how we support people when they're actually trying to deliver that message in the marketplace.

Susan Keith: Because we're called the Crisis Prevention Institute, which sometimes I laugh at a little bit because an institute sounds very grand and we used to joke about being a big campus on rolling grass hills and everything. Actually we kind of are now because we moved offices a few years ago and now

we actually do have a pond on the side and we do have a nice place to be now.

Terry Vittone: "Institute" does sound . . .

Susan Keith: We are a learning organization. We support learning. We support teaching and we want to make sure that everything we put out there is in the best interest of the certified instructor and ultimately the people that are going to present that information too. So however we can make that happen effectively is what we want to do.

Terry Vittone: It goes back in a conceptual way to you signing in the Philippines. I mean, those same sort of values about people being more capable and support all across the process, the communication process in this case as it may be. So that's interesting how it comes together. Do you find a way to use signing anymore in your life?

Susan Keith: I used to think that when I took my job as a certified instructor or a staff instructor, because I traveled three weeks and I was off a week, that I would still have plenty of time to freelance but it was such a learning curve when I took this job that I was so devoted to learning the job that, unfortunately, I didn't do as much of that. But I would occasionally have deaf participants in the program, which was awesome -- and we still do.

So we hire interpreters to help them out. We hire interpreters and people still here at CPI will come and ask me if there's a deaf participant or they get a question about how to adapt or tailor course concepts for a hearing-impaired population, how do I do that. People still come and seek some information from me and I will still try to answer but I'm not as actively involved in that as I used to be.

Terry Vittone: If you could have a committee of three people living or dead to help you make decisions, who would they be and why? It's funny. I'll say this. I just talked about this to this somebody just a little bit earlier and they said, "Hmm, famous people." I thought, "No, they don't have to be. It could be maybe your grandfather."

Susan Keith: There are different levels of resource and who would I go to for

what. There are people that I will go to, read things about, because there's so much information online now. I subscribe to a lot of newsletters that you get electronically in your inbox everyday or every week by people who are well-known in the field of autism. I'll get weekly updates on things that are going on in the world of bullying and that kind of thing, and I know that those are coming from expert resources. I keep tabs on different websites that are positive behavior intervention supports. I keep tabs on that through best practice and different valid researchers in the field.

Terry Vittone: So what newsletter do you read first? That would be interesting to know. Like Behavioral Health comes in and I've got to check it out.

Susan Keith: The National Child Traumatic Stress Network is a fantastically thorough and really good website to get information that's related to kids obviously. SAMSHA's one that obviously will deal with kids but also has a lot of information for adults. National Child Traumatic Stress Network actually is a good one too because you can actually take online courses through that website for nothing.

Terry Vittone: Excellent.

Susan Keith: There are colleagues here that I will go to when there are ideas bouncing around in my own head, because right now I'm in the midst of developing the Promoting Positive Behavior professional development series that I mentioned earlier. So when I have ideas rattling around in my head about, "Should I put this activity in here? Is this the format it should take?" after awhile, you've got to get it out of your own head. You have to go and talk to other people. So I typically will go to colleagues who have been here for quite awhile.

Terry Vittone: I think it's alright if you name names.

Susan Keith: Well, right now I'm chatting with Jeff Schill about the NCI MAPA program and some of the developments that are coming up in there. I'm working with Pam Sikorski and Mary Sekor and Julie Border in Workplace Learning about advanced program updates and developments and about internal training resources as well. So we do tend to collaborate that way. I work a lot with Bob Rettmann, who's our research side of research and development on, "What do

you think about this idea?"

So there's three of us kind of sitting in a row in research and development, so Matt and Bob and I all work together in bouncing ideas around with my officemate, Carrie Ann, who also does a lot of our online stuff. So if have this brilliant idea that, "Hey, we should put X online. How do you think this is going to look?" she's the person I'd go to to find out how that's going to look and how we would make that usable and user-friendly. She brings a lot of that experience in.

Terry Vittone: This is a great answer. I like that.

Susan Keith: I have several friends who are teachers in different school districts who are not necessarily certified instructors but are somewhat familiar with our curriculum, having been participants in the program. So I'll bounce ideas off of them as well. So I've got, I guess, kind of a pool of internal and external places that I'll go.

Terry Vittone: Okay. I hope maybe that if somebody out there is hearing this and has a really hot idea for curriculum development that they could drop you a line.

Susan Keith: Yes. We will take all ideas. There is no idea that's too far out there to pose. A lot of the ideas that certified instructors see come up through the years, some of them have come out of the proceedings of our International Instructor Conferences. You are all going to start hearing and seeing more about the next International Instructor Conference, which is in 2015. It's in New Orleans. It's in July next year, so that's something to be considering not only getting yourself too if you can.

Some of the things that you're actually hearing about in the e-learning refresher series this year came out of what happened at the conference in Orlando a couple of years ago. The most direct example I can give you is the one on fetal alcohol spectrum that we recorded last year because the certified instructor is Chris Arnold that I worked with on that webinar last month and I met him in Orlando that year, and we've been talking ever since about how we can use his expertise and get that out to everybody else.

Terry Vittone: That's a terrific example.

Susan Keith: Yeah. So that's a real direct result.

Terry Vittone: So that's New Orleans 2015 in the month of . . . ?

Susan Keith: In July.

Terry Vittone: In July.

Susan Keith: Yes.

Terry Vittone: So a chance to really make your voice heard and to drive some of the decisions around curriculum here. Fantastic. Susan, is there anything you'd like to say to the people that are listening before you go? We'd like to say thank you very much for joining us on Unrestrained, where our guest has been Susan Keith.

Susan Keith: If this is the first podcast that you're tapping into, I want to encourage you think about the fact that this is going to be a series, that Kendra Stea recorded the first one that, I believe, Terry introduced at the start.

Terry Vittone: That's correct.

Susan Keith: And that we are all connected. So we're trying to tie threads between each of the podcasts as well. So I would encourage everybody to listen to as many as possible. I would also encourage everyone listening to take advantage of the resources that you have available as a certified instructor, because one of the things that we all talk about here is how can we get certified instructors to be more aware of the resources that are available, to take advantage of them, and to use them to improve your practice as an instructor. Because there's so much available through articles on the website, there are different newsletters on the website, we just can't possibly, in your initial training programs, we can't tell you everything that's there. It would take another three days; maybe not that long, but another three hours.

So I really want to encourage you, if you haven't visited the CPI website lately, get on there and tour around in your free time, if you have some, and check out some

of those resources that are available because they really are there devoted to helping you become the best instructor you can be and get some of that stuff out to your staff when you're training them as well.

Terry Vittone: Excellent advice.

Susan Keith: That's, from my angle in the learning corner, to really encourage people to use the resources that we put out there for you, because you're asking for them so take advantage of what's there.

Terry Vittone: Well, that's a great directive. Thank you, Susan. And thank you for listening today on Unrestrained, the CPI podcast series. Take care.

Thank you for listening to Unrestrained. Tune in again on August 13 when our guest will be global professional instructor and certified road warrior Dan Lonigro. Until then, this is your host Terry Vittone hoping your intention is prevention.