

The SRI Homeroom – Episode 10

Kori Hamilton Biagas: Welcome to The SRI Homeroom. Today, connecting research with practice to support our most vulnerable students.

Carl Sumi: We're giving the teacher strategies to build a better relationship, which in turn builds better behavior, better control, better outcomes, and then the child has better success, the teacher has better success, and everybody's doing better. So it's really neat to watch in action.

Kori Hamilton Biagas: Leveraging evidence for students in need of behavioral supports, today on The SRI Homeroom. Welcome in.

Hello and welcome to The SRI Homeroom. I am your host, Kori Hamilton Biagas. Today, I am thrilled to have Carl Sumi, who is a colleague and friend. He's an incredible researcher who works on behalf of children with disabilities and supports the organizations that serve them. Carl, welcome to The Homeroom.

Carl Sumi: Thank you.

Kori Hamilton Biagas: So works and supports and is helping to improve outcomes for children with disabilities, what does that look like in your work? What is the big thing that you've been working toward in your career to try to improve, resolve, solve, make better for children and families?

Carl Sumi: Well, thanks, Kori. So the introduction you provide literally shows a large continuum of services that can be provided to children and families to help improve their lives. The part on that continuum that I believe that we work on is we conduct large research studies, mostly school-based, randomized controlled trials, to help understand what programs and interventions work best for children and youth who have mental health challenges, behavioral disorders, children exposed to trauma to help the education community understand what best works to help improve their outcomes. So when you talk about serving all children, or children at risk, or children with disabilities, or behavioral issues, or mental health disorders, we really provide the evidence that best can be used by teachers, clinicians, school folks, district personnel to help improve the outcomes for those children and families.

Kori Hamilton Biagas: You used a phrase "randomized control trials," and so can you talk a little bit about what that is and how that tool, that method gives us the evidence that we need to help the education community improve outcomes for kiddos?

Carl Sumi: Sure. That's a great question, Kori. There are lots of ways to get evidence about how things work. You can use a survey, you can interview people, you can do a focus group, you can do different types of quantitative research studies. Randomized control trials are considered the gold standard in research designs, and really simply, that's when you take a group of either students, or teachers, or classrooms, or schools, what have you, and randomly assign them to either receive the intervention or to receive the services that they normally do, what we would call business as usual. For the children, or families, or folks in the intervention or treatment group, they implement an intervention or a program for a certain amount of time, and we collect some data before they implement, and we collect some data afterwards, and then we compare that information to the teachers, or students, or the people in what we call the business as usual group and we get an understanding of what the differences are.

So it's just a fancy way of saying that we're comparing two groups of people. One group is receiving an intervention and the other group is doing what they normally do, and we compare to see if there's a difference at the end of the timeframe.

Kori Hamilton Biagas: And then that helps you to identify whether the intervention is the thing that's making the difference?

Carl Sumi: Correct. In a randomized control trial, all things are equal theoretically. The only difference between the two groups is one group is receiving the program intervention and the other group is doing what they normally do. So you're exactly right, when a randomized trial, the only variable that is different theoretically, again, is the introduction of the program itself.

Kori Hamilton Biagas: So can you tell us a little bit about the ways that you do this, like the different kinds of activities or the different kind of interventions that you've provided? And share with us some of the things that you've been learning around what works, what we know works.

Carl Sumi: Sure. So one of the reasons I love working at SRI and love my job, I feel very fortunate, is that I have the opportunity to work with lots of different great researchers and developers, lots of smart people out in the field who have developed evidence-based interventions to help children, and youth, and families, school communities, etc. I get to work with early childhood researchers who have programs that they develop for children, Head Start classrooms to help with their behavioral challenges. I get to work at the elementary school level for people who have developed social-emotional learning interventions for whole elementary, fourth or fifth grade, or around problem-solving. I get to work at the middle school level with smart people who have developed interventions for children who have been exposed to trauma, and we get to research and figure out how those interventions are working for the children in middle school. I'm working with projects at the high school level, researching classroom-level interventions to implement classroom management techniques. And so I get to work from preschool up through high school.

Kori Hamilton Biagas: Incredible.

Carl Sumi: I work on interventions that are individual-level-focused, classroom level, or whole school reform efforts, and so by having that opportunity, I get to see lots of things that are working out there and I see things that are not working.

Kori Hamilton Biagas: Yeah, yeah. That's incredible. So I want us to get a little bit more specific about that, but before we do that, where is your heart? Which of those levels? Because you get to see the whole system, you get to interact with the system at every level. Where is the place your heart? Is it with the early learning kiddos? Is it that elementary space? Is it the middle school or high school? My heart is secondary.

Carl Sumi: You know, this is going to be a corny answer, but my heart is whichever project, wherever I'm at. I get to go observe the Head Start classrooms, and they are so cute. I love those kids. And you see the ones who are in my group, the kids who are having behavioral problems, and you can see they just need a little bit of support and they're going to do better. And then I go over to the high schools, and I'm meeting with teachers, and I'm in there, and I see these big giant kids in there, and these kids just need someone to understand who they are. They need to develop relationships. They need people to understand what's going on in their lives. Then I go to middle school, and middle school, I'm like, "Anybody who works with middle school-

Kori Hamilton Biagas: They should go to heaven.

Carl Sumi: ... they should get an award.

Kori Hamilton Biagas: There should, seriously.

Carl Sumi: Yeah. But then you see these kids and this awkward phase of their life, and I feel bad. There's so much going on in their lives, and then someone wants them to learn how to read better and do math. It's like, are you kidding me? They should get a couple of years off. And then the elementary school kids, they're also so cute, you know, from kindergarten to sixth grade.

So I really feel very lucky that I get to work at all those levels. And also not just the levels of education. Sometimes I'm working directly with teachers, sometimes I'm working directly with clinicians or social workers. Sometimes I'm working with district-level staff or principals. So I get to work with lots of different people, and I feel that that really helps us keep us really well-rounded and focused on the true end goal, which is helping improve the lives of these children, youth, families, and supporting the communities that are supporting them. When I say communities, I mean the neighborhoods, but I also mean the school communities. And so I have lots of colleagues in the field who may work on one intervention for 20, 25 years of their career, which is really cool because they're really figuring out what works for those kids, but I get to do lots of different things, and so I'm really, really very fortunate in our group at SRI.

Kori Hamilton Biagas: Yeah. I mean, the idea that you get to interact with so many of the different staff members, support structures and entities and provide guidance, evidence, research for them to do their jobs better has to be totally rewarding and fulfilling because you get to be close and far away from your direct impact in the work, and so I can only imagine how cool that must feel as you are talking to social workers and talking with teachers and saying like, "This tiny adjustment in what you're doing can make a huge difference in your experience and the experience of kiddos." That is so dynamic and powerful, and that is cool.

Carl Sumi: Absolutely.

Kori Hamilton Biagas: Yeah, that is cool.

Carl Sumi: Yeah, it's really amazing, and I really have to say, we're not developing these interventions or these programs, and so we're really fortunate to partner with these really smart and great people across the country in different universities mostly or other nonprofit research organizations. So I'm always trying to make it clear that we are not the developers, we are not the people putting this great work together, but we really are a part of the equation because if we can't turn to these schools and folks and say what works, then what are they supposed to do when they're having an issue with children exposed to trauma or trying to teach classroom management, or children with severe behavior disorders, or internalizing problems with depression, or suicide prevention? What are these professionals supposed to do?

So I really believe that we are an important part of the equation to helping these children. We're really far removed because our studies sometimes take years, but I also feel like we're a really important part, and when I meet school personnel, one of the things I say to them when I'm trying to talk with them about possibly participating in one of our projects is at heart, we are all child and family advocates. Our goal is to help improve their lives, just like they're doing. They're doing the hard work day to day, we're in the background trying to figure out what they should be implementing in those classrooms or in those schools. So when we work together, that's the best chance to have great outcomes for children.

Kori Hamilton Biagas: One of the things I really appreciate about what you're saying is the centering of the people and the compassion that I hear in your voice. You're an ally, an advocate, and you have that as a centered priority, right? The way that you're describing your work is so evident that, "I'm not coming in here to tell you what to do. I'm coming in here to collaborate with you, be a thought partner with you, and think about ways that we can make your experience better, the experience of the students better, the experience of the families better," and that's so essential to really seeing an improvement in outcomes. It's like it's not just about the intervention, it's about the people who are implementing the intervention, preparing the intervention, receiving the intervention. It's about the people, and we want to ensure that we prioritize the needs of the people and not the intervention only first.

Carl Sumi: Absolutely. And I think one of the important things that we do in our research is that while we are very engaged and are very invested in the programs and the interventions that are being implemented in the schools that we're researching and we're really focused on the welfare of the children and the implementation of teachers, clinicians, and school-based personnel, one of the things that we need to make sure that we're adhering to is a very rigorous design. So while we are implementing these interventions with the goal of hoping that we're helping children, we are also external evaluators independent and we are looking to see what we learn. Maybe these interventions will not work.

At heart, as I said before, we're child and family advocates, we want all children to do well. However, we are also researchers and we are implementing a rigorous design. We are making sure that we're conducting observations correctly, making sure we're doing the assessments, surveys. The data that we're collecting need to be sound. We need to implement a very good research project rigorously because if we don't hold to those tenets, the information that we get out of these research projects can be held in question and we may not necessarily be providing good information back to the schools, the districts, and the consumers of the information that we're trying to reach.

Kori Hamilton Biagas: Yeah. And one of the worst things that you could do in not sticking to those standards of quality are provide interventions that are causing harm, right?

Carl Sumi: Absolutely, absolutely.

Kori Hamilton Biagas: And encouraging and supporting interventions that are causing harm because you weren't asking the right questions, you weren't being a good steward of the data assessment, the cleaning and all of that. And so yeah, I appreciate both elements of the research components, right? It's like the people are very important, but also the standards with which we conduct our research are equally important because we want to ensure that what we're telling people are good evidence-based practices to support students in their behavior, in addressing trauma, and all of those things actually are.

Carl Sumi: Right. And it's almost as important to find out things that are not working or are causing harm as to what is working. And we're not just going, "Oh, Program A works." We want to know under what circumstances Program A works best and for what children Program A works best. Is it boys? Is it girls? Is it Hispanic children? We need to understand their background, we need to understand the circumstances and the context of the interventions being implemented, and that information is extremely, extremely important because not only are we trying to see if the intervention works by itself, we want to know under what circumstances it works best because when we start to look at how it works, that's when we truly understand who it's working for and who it may not be working for, and that information is extremely important, and bringing that back to the community, to educators is probably the most important thing that we do.

Kori Hamilton Biagas: Yeah. And that idea of context is so essential because as much control as we like to have or we think we have, we have to acknowledge that there are so many things taking place, and being a former classroom teacher, it's like, yes, I taught English 10 for four blocks, but every single one of those classes was different because the children in the class were different, and so even though I had the same lesson plan and some of the same strategies, I had to make adjustments based on who was sitting in front of me. And so understanding that piece is a really critical piece of learning that I'm grateful that, as researchers, is a priority to not only figure out what is working but what's working for whom, under what conditions, and what isn't working and for whom, under what conditions.

Carl Sumi: Absolutely. It's the most important thing that we do, absolutely.

Kori Hamilton Biagas: Mm-hmm. So can you describe for me or tell me about any specific work that you're currently engaged in that highlights these approaches to research and the ways in which you and your team are essentially the advocates for children and families in these spaces?

Carl Sumi: Sure. So I have several large-scale studies going on right now, I always say they're all my favorite, but one of my favorite ones, we are researching a program called BEST in CLASS, and it is what they would call a tier 2 intervention, which means it's helping children who have already recognized who might be at risk for some more severe behavioral problems in a preschool classroom.

Kori Hamilton Biagas: Okay.

Carl Sumi: So what this intervention does, and again, we are partnering with the developers on this evaluation, so we are technically the external evaluators, and we're doing a replication study of this, and replication studies are one of my favorite things to do because what it means is that these researchers who've developed it have already conducted randomized control trials, and they've already realized and found out that the intervention works and it works very, very well.

Kori Hamilton Biagas: Okay.

Carl Sumi: But what they need to do is we need to do a replication study to understand if it works in natural conditions under routine circumstances. So when they implemented it before, they had their graduate students act as coaches to the teachers. They did the training and did a lot of technical assistance and follow-up with the teachers implementing and the coaches who were coaching the teachers, and they really paid close attention to what was going on and made any adjustments necessary to make sure that the intervention was being implemented correctly and the circumstances were the best possible to see if it would work. That's typical research. There's nothing wrong with that, because what they need to do is find out if the intervention works and need to adapt quickly.

Kori Hamilton Biagas: Right.

Carl Sumi: So they have already run a couple of what we call efficacy studies, which are randomized control trials, where they implemented under optimal conditions. Replication studies are when we have typical end users, typical teachers, typical coaches implement under typical routines and then we try to examine if the intervention still works under those situations.

So we're investigating or running a replication trial of BEST in CLASS in these early childhood classrooms for children, young children, which is kind of sad, three, four-year-olds who have more disruptive types of behaviors. And the reason why this is one of my favorite programs or research

projects right now is because the intervention is so simple, so straightforward, so easy to implement, and it's wildly successful. The children react almost immediately to good strategies in the classroom, implementing good practices, like good rules, good expectations, providing good praise at the right time, instructional strategies. Very, very simple strategies, and you would think, "Well, why aren't all teachers doing this all the time?" They have a million things to do. And so a perfect teacher would do all these strategies all the time and then focus these strategies on the one or two or three children in the classroom who have disruptive behaviors, and those children would do better.

So it's one of my favorite research projects that we have going right now because we have the previous evidence that is effective. We're in the middle of a study right now, and we're watching typical teachers implementing with typical coaches, and they love it. The data are coming in very, very strong. And so I love the fact that we're getting good results from our observations, our direct assessments, the surveys from the teachers. So it's just kind of a neat, and it's really great to see the children do better right away.

Kori Hamilton Biagas: The kids, yeah, the children, yes, yeah.

Carl Sumi: It's really cool, it's really cool. And to see teachers less stressed out. One of the things about this BEST in CLASS intervention is that the teachers are developing better relationships with these children, right? Any teacher out there who's ever taught can think of a child who was very, very difficult in their classroom. You may not have had a very good relationship with that child. That child's causing a lot of stress on your day. It's really, really hard to be positive when you come in every day. But what's happening is, these children need a positive teacher-child relationship, and we're giving the teacher strategies to build a better relationship, which in turn builds better behavior, better control, better outcomes, and then the child has better success, the teacher has better success, and everybody's doing better. So it's really neat to watch in action.

Kori Hamilton Biagas: That's incredible. And it's one of those things that when you provide an intervention that's, one, easy for a practitioner to latch onto and integrate into their practice, you also begin to see the hearts and minds changing, right? Like that idea of, "Wait a minute, if I just make this adjustment, the child is doing something different. Now, my expectations of what they're capable of doing is also changing and evolving. And so in making this small adjustment, I have seen significant changes in my own perceptions about that child, which also gets to impact my relationship with them and them with me," and that's so powerful.

Carl Sumi: It can be really a cycle of fulfilling changes that are getting better and better as opposed to a negative cycle, right?

Kori Hamilton Biagas: Yes, right. Yeah, it gives a practitioner something to latch onto to enter into that positive directed cycle.

Carl Sumi: And the early childhood workforce is just so overwhelmed and so stretched thin right now that a lot of our early childhood teachers don't have a lot of great training. And so this program is one where the teachers go to a six-hour training, which is a lot of time when you're trying to remove them from a day of instruction, but the impact is really, really great.

Kori Hamilton Biagas: Yeah. That sounds awesome. And I like this notion of the replication. I don't think I've heard of that idea, of just kind of like, "Let's see if this works in real life, and let's see if it's not working as successfully as we thought it would. What are the adjustments that we need to make as the developers so that this can work in real life?"

Carl Sumi: Exactly, exactly. Because they can only do so much, the developers, right? They can only train so many teachers. Their graduate students can't go all over the country and act as coaches.

Kori Hamilton Biagas: Forever. They graduate, we hope, right?

Carl Sumi: Right, right? And so we're trying to figure out does the intervention work under these naturally-occurring routines, and that's extremely, extremely important. And so we keep a really, really close eye on the training. Is this a typical training on the coach training, the coach's implementation of the practices? What gets difficult in these replication studies is I can't be in the classroom all the time, I can't be in these coach-teacher meetings because those interactions have to happen whenever they happen, right?

Kori Hamilton Biagas: Right.

Carl Sumi: And so we have a little bit of a harder time of collecting information on the actual implementation processes that are happening.

Kori Hamilton Biagas: I see.

Carl Sumi: But we collect that in a different way. We ask teachers and coaches to give us information afterward. But the natural implementation is extremely important because when you want to replicate to thousands and thousands of early childhood classrooms to implement this practice, there's only so many people who actually train, coach, and provide assistance.

Kori Hamilton Biagas: Yeah. We can't have thousands of grad students in classrooms all over the United States to coach early learning professionals around this thing, so how do we do this so that it can be sustained?

Carl Sumi: Right. And I really think it's our responsibility, when I say our, I would say the research community and intervention developers, is to give these programs and practices to our educators and our families and implementers so they can be effective. And we've all heard this, work smarter, not harder, right? We can't just layer more things on for them to do. We have to be giving them strategies that work and we say, "You know what? You can do this instead of that. And critically, look at what you're doing now. Are you getting good outcomes? Are you getting good results?" and that's always a tough thing because we are asking them to do more, to do more work.

And another fun part of my job is that the interventions that we research are what we would call sometimes tier one, which are for all children in schools, tier two for children would be roughly for children at risk who needs extra support, or tier three for children who have intensive levels of need, right? And so as you move up that continuum of level of that risk or need for the children, the interventions become more intensive, and that takes time. If anybody goes out there and says, "Oh, this will work and you don't have to do very much," well, they're not telling you the truth.

Kori Hamilton Biagas: Right.

Carl Sumi: And so interventions for children at tier two, for these children who are having disruptive behaviors, you have to focus more on their needs, and I'll say again, it is our responsibility, and I'll include educators, to alter the environment and change what we're doing to make them more successful.

Kori Hamilton Biagas: Yeah.

Carl Sumi: That's really, really hard for teachers sometimes because they can turn to you and say, "I have 30 children in my classroom. How am I supposed to give individualized instruction to that one child?" And they're exactly right. So we need to give those teachers interventions or strategies that work for those children at risk but also all their children and help them be as efficient and effective as possible.

Kori Hamilton Biagas: Yeah. And something you said just a moment ago was like that can replace something else, right? So it doesn't have to be a pile on. It's like, "We'll try this instead of that," and it can have a more significant impact on all of the children and really help support that child or those children that need a little additional structure, a little more intense intervening.

Carl Sumi: And there are lots of programs, strategies, and interventions out there that don't work that are used all the time because they've got really flashy, glossy cards and books, and they don't work at all, there's no evidence behind them, and then there's lots of strategies out there that have lots of evidence that aren't used, and so it's really hard for us to help teachers and educators understand what they can use within their own context of what they're doing already, that we have a pretty good idea will be effective for them, and our job is to help them understand what works well.

Kori Hamilton Biagas: So how do people find out about these things? How do school districts, practitioners, social workers, how do people even learn about the existence of these interventions, first? And second, how do they get the information to know whether or not it is evidence-based based on the standards that you're describing as evidence-based?

Carl Sumi: That's another great question. There's what we call a research-to-practice gap, and we've been talking about that and hearing about that for as long as I can remember. Probably the most important thing, again, another important thing that we do, is get the information out about the research that we're doing in a friendly, consumable way for educators, and when I say educators, I mean from state superintendents all the way down to the aides in the classroom. How do we get the people who are going to be potential users of the interventions that could help children, how do we get that information to them?

One of the efforts out there is there's lots of sites that have reviews of evidence-based interventions, right? And those are usually a little technical. The first thing I would say is there's the What Works Clearinghouse supported by the US Department of Education. That is a go-to site, and they review all the research out there. There's a lot of data and information at the What Works Clearinghouse to help decision-makers in school districts identify appropriate strategies and practices they can use. And then there are other child-serving organizations that are out there, like the National Center for School Mental Health. They provide really great information on children mental health interventions and strategies.

But it is hard to reach the decision-makers and the folks who are going to implement. What we're doing to support this process is we have a blog called the Student Behavior Blog, where we post different types of resources and study findings to help all school, classroom, student-based organizations who might need the information. It includes formal tips, interviews, findings from our own research and evaluation projects, perspective of our partners on the ground working, and we also try to have timely or relevant hot topic issues in education, like gun violence, trauma, what to do when there's a shooting. So we have resources on there on the Student Behavior Blog that teachers can find on there and go to.

Kori Hamilton Biagas: Wow.

Carl Sumi: We have lots of other resources on there around mental health or internalizing behaviors, multi-tiered systems of supports, suicide prevention, social-emotional learning, just a whole bunch of stuff on there to help educators. We developed this blog or website to try to reach people with friendly information that they can turn around and use tomorrow in their classroom or in their school. So that's the one bit that we're trying to do, but it is a challenge out there of getting the information to the people that need it in their hands, and that's something that we will continue to work on as well as all my colleagues across the country who are conducting research and evaluation projects for children in schools.

Kori Hamilton Biagas: So I want us to take an opportunity to shift just for a moment and think about if... You've been doing this for a long while, right? And your heart is so clearly in it. And so if you were able to dream for a few moments about what the future could look like, what would the world be like or the education system be like if you solved some of this, if we could get the right interventions into the hands of practitioners everywhere, what would that look like to you?

Carl Sumi: Really tough question, Kori.

Kori Hamilton Biagas: I know, I know.

Carl Sumi: I think in my dream as a researcher and advocate in my heart, I think what I would like for schools and educators in that system is the adoption of these strategies and practices that work. Frustrating to see schools implement things that we know that doesn't work and not implement things that we know that does work.

Kori Hamilton Biagas: Right.

Carl Sumi: That doesn't mean that we don't understand the stress and the pressure on them. They are asked to do a million things, and there are so many levers and levels of accountability on our educators that it's just too much and it's way too much. But I think if we pull back and focus on the approaches and what we're trying to do with these children in our schools and educating them and producing well-rounded, productive citizens that are supported and healthy, both emotionally, physically, spiritually, behaviorally, I think when we put them at the center and then the families at the center of what we're doing, I think that's the start. And then if you're starting and you're doing that, then you're going to say, "What do these children need? What do my educators and schools need to be effective? What does the community need to do to support them so we can have productive, responsible, and engaging citizens, these children over the course of their journey and their education system."

Kori Hamilton Biagas: Yeah.

Carl Sumi: Lots of things are going to happen to these children and families over time, and if we're equipped to respond well to them, then we can help them.

Kori Hamilton Biagas: Yeah.

Carl Sumi: And probably one of the frustrating things is we know how to help children, we know how to educate them. We know what the reading programs are there that work, the math programs that work. When children are not responding well to their reading programs, or math, or behavioral

health, or mental health, what we do, the second tier or what's the next step, we know how to do that, and not seeing it implemented is probably the most frustrating or heart-wrenching thing that we can see out there. And so I view us as part of the... We're responsible for trying to figure out how to make that work. That's what we're supposed to be doing, that's what we're trying to do in our research group at SRI, is to be part of the solution, part of the problem-solving for all these educators out there.

Kori Hamilton Biagas: Yeah. That's awesome. I really appreciate that.

I have one final question for you.

Carl Sumi: Okay.

Kori Hamilton Biagas: And that is, what keeps you coming back to this work, to the space? There's lots of barriers and there's lots of joys, and so what keeps you coming back to this work?

Carl Sumi: I think it's seeing the success, seeing children succeed, seeing teachers succeed, seeing principals implement things at work, seeing clinicians, behavior specialists, school psychologists, social workers, seeing them succeed, seeing families. You know, this is not an outcome for any of our studies, it's not listed anywhere in any of our reports, you would rarely see this, but every now and then, we'll get a letter or a note from a parent about an intervention that their child received and thanking us. And again, we did not develop the intervention, but through the funding and the implementation of the study, their child received something that they felt was a huge impact and made a difference in their life. And so we get those letters every now and then, and we will definitely scan them, record them, and make sure that we talk about them in our meetings so we can sustain ourselves.

Because the work, like all work, can get frustrating, can hit barriers and roadblocks, but when you get those notes or you see a child that was going to get kicked out of school is all of a sudden doing great, or was going to drop out, or just couldn't make it to school, when you see those types of things and families engaging with the process and you hear great results from them or great results from the teachers, that's what keeps you going. It's not the article at the end of the study. That doesn't keep me going. It's that and collaborating with my colleagues across the country and the different areas and working with the people on the ground, the educators, the teachers, the families. That's probably the most important thing, and that's what keeps us going.

Kori Hamilton Biagas: It's like where we started, it's the heart and the people that matter most.

Carl Sumi: It is, definitely. And there's lots of researchers out there, and I wouldn't be able to do it except for the team that we have and all the people that we work with, and it's super important to me that we make those connections and we make a difference.

Kori Hamilton Biagas: Yeah. Wow. Carl, thank you so much for sharing your insights, your expertise, giving us some ideas of what you do in this research space and the impact that it has on real people in their daily lives. I feel like often there's some disconnect, and I appreciate how you've humanized the work of researchers and developers in changing outcomes and lives and trajectories of real people. So thank you so much for joining us today on The SRI Homeroom.

Carl Sumi: It was great. I say thank you, and on behalf of everybody in our center and in our division that works on these projects, we have a large, huge team that does the great work, I'm just one of the

lucky people that get to talk about all the good work that we do, and we're super proud of everybody that works on our projects, and we're lucky to have a group of caring smart people that we work with.

Kori Hamilton Biagas: Yeah, we really are. And thank you all for listening to The SRI Homeroom, produced by SRI. We'll talk again soon. Bye.

Thank you for joining us on The SRI Homeroom, produced by SRI Education, a division of SRI. Carl Sumi is a senior principal education researcher with SRI Education. Learn more about Carl and his work in today's show notes. Find all of our episodes, transcripts, and links to other resources by visiting sri.com/education. You can also connect with us on social media with the links in today's show notes. The views expressed in today's podcast belong solely to the participants and do not represent the views of SRI or any organizational funder or partner.