

Spring 2018

Oral History Conversation with Ms. Torrie Dunlap


Nicholas Roberti
University of San Diego

Megan Woody
University of San Diego

Michael Busch
University of San Diego

Vam Djoukwet
University of San Diego

Follow this and additional works at: <http://digital.sandiego.edu/phil332>

 Part of the [Business Law, Public Responsibility, and Ethics Commons](#), and the [Philosophy Commons](#)

Digital USD Citation

Roberti, Nicholas; Woody, Megan; Busch, Michael; and Djoukwet, Vam, "Oral History Conversation with Ms. Torrie Dunlap" (2018).
Philosophy 332: Business Ethics. 11.
<http://digital.sandiego.edu/phil332/11>

This Oral History is brought to you for free and open access by the Philosophy: Student Scholarship & Creative Works at Digital USD. It has been accepted for inclusion in Philosophy 332: Business Ethics by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.



ORAL HISTORY CONVERSATIONS WITH CHANGEMAKERS

By Students in PHILOSOPHY 332: Business Ethics | Spring 2018

TORRIE DUNLAP (KIDS INCLUDED TOGETHER)

Conducted by Michael Busch, Vam Djoukwet, Nich Roberti, and Megan Woody

00:00:01.030 --> 00:00:05.710

This is an oral history conversation on social enterprise between students in business ethics

00:00:05.720 --> 00:00:10.470

at the University of San Diego and Miss Torrie Dunlap, C.E.O.

00:00:10.480 --> 00:00:16.750

Of Kids Included Together. Torrie, before we begin this conversation proper and just

00:00:16.760 --> 00:00:20.760

by a way of introduction to scholars who will be listening to the record of

00:00:20.770 --> 00:00:22.080

this conversation could you give us

00:00:22.120 --> 00:00:26.370

a brief overview of what Kids Included Together does and the social impact it seeks to achieve?

00:00:26.470 --> 00:00:32.830

Yes I can Kids Included Together teaches people and organizations how to

00:00:32.840 --> 00:00:37.960

include children with disabilities in their schools and community based programs so

00:00:38.130 --> 00:00:42.480

we are trying to raise the social profile

of children with disabilities and reduce

00:00:42.490 --> 00:00:47.740

the stigma that children with disabilities
and their families face in society and

00:00:47.750 --> 00:00:52.550

provide benefits to all children and all
of society where kids with or without

00:00:52.560 --> 00:00:55.740

disabilities live, learn, and play together.

00:01:00.720 --> 00:01:06.600

Torrie, thank you for coming and sharing
your time with us. Could you please

00:01:07.820 --> 00:01:13.565

take us back to what your childhood was like?
And were there

00:01:14.011 --> 00:01:23.960

specific childhood experiences you that you might be able to connect to the kind of work you're doing
right now with Kid Included Together.

00:01:26.540 --> 00:01:29.380

Yes. Let's see. My childhood was

00:01:29.390 --> 00:01:36.370

a pretty typical middle class suburban
childhood. One thing that I think

00:01:36.380 --> 00:01:39.550

was significant was that when I grew
up kids with disabilities got on

00:01:39.560 --> 00:01:40.590

a different bus and went to

00:01:40.600 --> 00:01:46.770

a completely different school so I had
really no exposure to and no experience with

00:01:47.370 --> 00:01:53.470

kids who were different than me in my
school upbringing so then when I and I was

00:01:53.480 --> 00:02:00.030

always involved in the arts and dance
and theater and when I was in college

00:02:00.260 --> 00:02:02.340

I was doing some choreography and teaching

00:02:02.350 --> 00:02:07.160

a lot of dance to kids and I was
hired to be a choreographer for

00:02:07.170 --> 00:02:13.930

a show choir and. At the show choir auditions
my kind of first day of working with

00:02:13.940 --> 00:02:14.310

them

00:02:15.120 --> 00:02:21.340

a seventh grader came in to audition for
the show choir who had used this prosthetic

00:02:21.350 --> 00:02:27.420

for one of her arms and she sang
beautifully she was wonderful she could dance

00:02:27.430 --> 00:02:31.500

she had been taking dance her whole life she
was just so so talented and she had this

00:02:31.510 --> 00:02:38.060

prosthetic arm. I wanted her in the
show choir and when the artistic team

00:02:38.070 --> 00:02:42.340

met to discuss all the auditioners and
who would get in the show choir and who

00:02:42.350 --> 00:02:48.630

wouldn't the show choir director did not
want to cast this seventh grader and I

00:02:48.640 --> 00:02:51.300

just couldn't believe it she could sing she
could dance she could do everything we

00:02:51.310 --> 00:02:56.570

were asking she has smiles for days and I
just cannot see why she wouldn't be able

00:02:56.580 --> 00:03:01.380

to do it and the show choir director didn't
want her in because her prosthetic

00:03:01.390 --> 00:03:05.950

wouldn't completely straighten so she
couldn't have the perfectly straight arms. There

00:03:05.960 --> 00:03:10.760

were times that they would do lifts and
things like that and she said I think show

00:03:10.770 --> 00:03:16.510

choir just might be an activity that
you need two arms for and I felt like

00:03:16.550 --> 00:03:22.660

a gut punch. I just...that seems so wrong to
me. I had no idea kind of why it seemed

00:03:22.670 --> 00:03:25.470

wrong to me but it just
seemed like this is

00:03:25.510 --> 00:03:31.460

a really big problem and so I advocated for her and the show choir director gave in

00:03:31.470 --> 00:03:32.800

but she made a rule

00:03:32.810 --> 00:03:36.350

that she would have to wear her prosthetic every time she came to

00:03:36.360 --> 00:03:38.990

a practice or was involved in the show choir at all because you know it's not that

00:03:39.000 --> 00:03:42.010

comfortable. Sometimes she would take it off and someday she wouldn't wear it

00:03:42.020 --> 00:03:42.180

but she made a rule

00:03:42.190 --> 00:03:47.370

that she had to wear it all the time. and that,

00:03:47.380 --> 00:03:47.480

I didn't really think about that as a defining experience

00:03:47.490 --> 00:03:51.680

until much later when I look back on it and realize that was

00:03:51.690 --> 00:03:57.940

the first time I saw and kind of understood the discrimination that young people

00:03:57.950 --> 00:04:03.030
with disabilities can face and how they
can be excluded and so I think that that

00:04:03.040 --> 00:04:03.780
kind of was

00:04:03.790 --> 00:04:07.720
a pivotal moment for me when I became later
on exposed to kids included together in

00:04:07.730 --> 00:04:13.050
the work of kids included together that
I realized the the link back to that

00:04:13.090 --> 00:04:19.779
initial experience I had. So kinda just jumping forward to you, working at Kids

00:04:19.790 --> 00:04:24.090
Included together so we were watching
some of your TED talks they

00:04:24.130 --> 00:04:24.470
delivered at SDSU

00:04:24.700 --> 00:04:29.430
and you describe your initial
decision to get involved with kids included

00:04:29.440 --> 00:04:30.120
together as

00:04:30.130 --> 00:04:35.140
a leap of faith. Could you take us
back to that moment when you made that

00:04:35.150 --> 00:04:41.710
decision and what made it a leap of faith and just
how was that compared to your

00:04:41.720 --> 00:04:45.510

previous career of changing kids with all abilities and

00:04:45.520 --> 00:04:48.050

just along the lines, was there maybe a person or

00:04:48.060 --> 00:04:54.520

a moment or conversation that ultimately mad you decide to work for KIT?

00:04:54.530 --> 00:05:01.030

Yeah, we call it KIT. It's ok to call it KIT.

00:05:01.070 --> 00:05:05.910

So I like I said I had been involved in
the arts growing up I had done tons of

00:05:05.920 --> 00:05:10.410

dance and theater I supported myself through
college teaching dance and directing

00:05:10.420 --> 00:05:15.550

musicals and arts education was my thing
in college I studied theater for young

00:05:15.560 --> 00:05:21.390

audiences and I just thought that that's
what I was going to do is. Is is teach the

00:05:21.400 --> 00:05:25.820

arts and you know make the world more
creative for kids and I've always known that

00:05:25.830 --> 00:05:27.230

my purpose is to make the world

00:05:27.240 --> 00:05:29.910

a better place for kids and I really
thought I was going to do it through arts

00:05:29.920 --> 00:05:34.480

education. I had this experience where

00:05:34.490 --> 00:05:38.770

a young man with Down Syndrome took one of my acting classes and it changed my

00:05:38.780 --> 00:05:44.610

worldview it changed his life it changed my life it changed all of the students in

00:05:44.620 --> 00:05:49.080

our class it then transformed the whole theater that became more inclusive and

00:05:49.090 --> 00:05:53.660

people became more accepting of each other and just the business skyrocketed

00:05:53.670 --> 00:05:55.800

because everybody knew that this was

00:05:55.810 --> 00:05:59.250

a place where you would go and people would be accepted and it just was this

00:05:59.540 --> 00:06:05.230

transformation that I just fell in love with and so I started to and that was

00:06:05.240 --> 00:06:09.360

because kids included together came in and helped me figure out how to do this and

00:06:09.370 --> 00:06:15.370

then helped our whole organization do this and so I just found that the best part

00:06:15.380 --> 00:06:17.360

of my day working at the theater was when

00:06:17.370 --> 00:06:21.650
a parent would call and say I want to
enroll my child in your theater program. Oh

00:06:21.660 --> 00:06:28.320
they have autism is that OK and I felt
myself just going yes every time and just

00:06:28.360 --> 00:06:33.350
being smore excited about that then the art
teaching the Arts be more excited about

00:06:33.360 --> 00:06:38.190
finding ways to include all kinds of kids
in what we were doing and so I started to

00:06:38.200 --> 00:06:43.910
get involved at at Kit as a volunteer I
went to all the trainings I just was

00:06:43.920 --> 00:06:49.790
a sponge and I soaked up everything they
had to offer I volunteered I joined the

00:06:49.800 --> 00:06:55.100
board of directors I just was like completely
in love with it and I realize every

00:06:55.110 --> 00:06:59.070
time I would drive home from doing something
with kid I would have this huge smile

00:06:59.080 --> 00:07:04.540
on my face and I realize I think I had
one of those moments where it was and I

00:07:04.550 --> 00:07:09.050
remember driving in my car on the five down
from north county where the meeting was

00:07:09.060 --> 00:07:13.320

down to my house with this huge grin on my face and feeling like this is what I'm

00:07:13.330 --> 00:07:18.360

supposed to be doing as just so clear to me this is what I have to do so I you know

00:07:18.370 --> 00:07:21.320

finish driving home and I talked to my husband and he said if this is what you want

00:07:21.330 --> 00:07:26.840

to do I think you should do it and so I talked to the executive director there and

00:07:26.850 --> 00:07:30.430

told her you know I really want to work for kit is there any way to make that

00:07:30.440 --> 00:07:34.320

happen and she said absolutely. And they they did what non-profits do they wrote

00:07:34.330 --> 00:07:37.140

a grant and they you know offered me

00:07:37.150 --> 00:07:43.090

a low paid part time position with no benefits and I kind of ditched my career that

00:07:43.100 --> 00:07:48.430

I had been working towards and went to school for and was really really invested in

00:07:49.150 --> 00:07:54.900

to take this part time job where the operations director every day when I came in

00:07:54.910 --> 00:07:59.530

would say we can pay your salary for about
six more weeks and I just like didn't

00:07:59.540 --> 00:08:04.540

care it didn't phase me I just knew that
this was what was supposed to happen and I

00:08:04.550 --> 00:08:09.680

just felt like this is the path and now I
feel like I'm on the right path. And that

00:08:09.690 --> 00:08:14.030

was yeah, that happened. I
hope it happens all of you know that was

00:08:14.510 --> 00:08:19.270

that was in 2003.

00:08:21.790 --> 00:08:27.070

So in the same TEDX talk, you pointed out that children with disabilities are among the world's most

00:08:27.080 --> 00:08:31.510

marginalized excluded children. KIDs included
together has addressed this issue by providing

00:08:31.520 --> 00:08:37.799

inclusion training programs and various inclusion resources which are geared towards parents,
educators,

00:08:38.860 --> 00:08:43.590

volunteers, and the wider community - particularly
towards helping them develop the right

00:08:43.600 --> 00:08:49.250

assumptions or mental models for thinking
about children with disabilities. Could

00:08:49.260 --> 00:08:49.660

you tell us

00:08:49.670 --> 00:08:54.400
a story about how kids included together
transformed these people and how these people in turn make

00:08:55.020 --> 00:09:01.490
a difference in the lives of children
with disabilities. So we teach

00:09:01.530 --> 00:09:05.900
adults who work with kids so
we are not fixing the kids

00:09:05.910 --> 00:09:10.270
a lot of times when people bring us in
they think that oh good you're here to fix

00:09:10.280 --> 00:09:14.270
this kid who's really driving me crazy and
what they find out is we're really there

00:09:14.280 --> 00:09:18.380
to fix them and we're really there to fix
the environment and that the kids are

00:09:18.390 --> 00:09:23.440
fine and that really it's how we interact
with them it's the materials we provide

00:09:23.450 --> 00:09:24.550
it's all of this it's

00:09:24.560 --> 00:09:29.320
a social model way of thinking about
disability so it's that the you know the built

00:09:29.330 --> 00:09:33.180
environment in the social environment
or what needs accommodations that's

00:09:33.190 --> 00:09:35.660

a that it's a strength space
way of thinking about

00:09:35.670 --> 00:09:37.520

a child and what they bring rather than

00:09:37.530 --> 00:09:42.610

a deficit they're not broken and need fixing
it's everything around them that needs

00:09:42.620 --> 00:09:47.150

fixing so we can improve the lives of kids
with disabilities by really changing the

00:09:47.160 --> 00:09:53.860

world around them so in working with these
adults once we see shift their kind of

00:09:54.000 --> 00:10:00.850

mindset to thinking that way then they can
make huge changes in the lives of all

00:10:00.860 --> 00:10:05.570

the kids in their classroom because they
all become more successful so we see that

00:10:05.580 --> 00:10:11.450

happen you know time and time again and
in an example we were working with an

00:10:11.460 --> 00:10:17.030

afterschool program in Northern California
and they came to one of our kit training

00:10:17.040 --> 00:10:20.440

events and they were feeling pretty good
about themselves because they thought they

00:10:20.450 --> 00:10:21.130

were including

00:10:21.630 --> 00:10:25.770

a twelve year old in their afterschool program who had autism and they felt like

00:10:25.810 --> 00:10:26.270

they were doing

00:10:26.280 --> 00:10:32.200

a great thing because they were including this young man the with autism and they but

00:10:32.210 --> 00:10:35.070

what they were the way they were including him was every day after school he would

00:10:35.080 --> 00:10:38.190

come in and the kids would play and he would sit down at

00:10:38.200 --> 00:10:42.270

a table that they had set aside for him and he would do coloring pages every day

00:10:42.280 --> 00:10:46.260

until his mom picked him up sitting at the table by himself and they said well this

00:10:46.270 --> 00:10:51.150

is just what he wants to do he's likes to be by himself he wants to do the coloring

00:10:51.160 --> 00:10:55.480

sheets and he's not bothering anybody it's working great so they came to the kid

00:10:55.490 --> 00:11:00.220

training they changed their mindset. they learned more kind. Skills they went

00:11:00.230 --> 00:11:03.850

back and applied them to their afterschool program and one afternoon his mother

00:11:03.860 --> 00:11:07.600

came in to pick him up and she went to the table where he always is doing his

00:11:07.610 --> 00:11:13.090

coloring pages and he wasn't there and she started to get kind of upset and afraid

00:11:13.100 --> 00:11:15.650

about where he would be because he'd been going there for years and you know he's

00:11:15.660 --> 00:11:20.490

been at that table so she looked around and she looked the first staff person to say

00:11:20.500 --> 00:11:25.860

where's my son and through the sliding glass doors out into the yard she saw him

00:11:25.870 --> 00:11:30.100

playing Foursquare with three other kids and she immediately burst into tears

00:11:30.110 --> 00:11:34.740

because she said she had never seen her child play with other kids before that is

00:11:34.750 --> 00:11:39.850

the first time she had seen him play with other kids and the you know the staff ran

00:11:39.860 --> 00:11:43.820

up to her they weren't sure why she was so upset and when she told them that they

00:11:43.830 --> 00:11:48.940
said oh yeah we went to this kid training
and we learned how to engage him and we

00:11:48.950 --> 00:11:52.450
taught the other kids how to engage him and
he's really been enjoying playing with

00:11:52.460 --> 00:11:54.960
the other kids and you know, that's

00:11:54.970 --> 00:11:58.450
a transformative experience for that
family who now sees their child in

00:11:58.460 --> 00:11:59.460
a different way it's

00:11:59.470 --> 00:12:02.980
a transformative for the other kids
in the program who now view him

00:12:02.990 --> 00:12:08.180
a different way and and all of that really
came from changing our thinking about it

00:12:08.190 --> 00:12:11.860
and also learning some new skills and
how to help kids engage with each other

00:12:11.900 --> 00:12:17.430
because sometimes it's not natural when
kids communicate think act talk in ways

00:12:17.440 --> 00:12:23.260
that are different from other kids.
Those methods they used to train the

00:12:23.270 --> 00:12:28.110
people who are at these training sessions

are those ones that developed over time

00:12:28.120 --> 00:12:34.730

or is it something that you guys collaborate on and try to figure out the best way

00:12:34.770 --> 00:12:41.310

to inform them or how how to decide
what the best method is to teach them.

00:12:43.290 --> 00:12:43.940

Yeah we have

00:12:43.950 --> 00:12:49.610

a training curriculum that we have developed
and it's based on you know research

00:12:49.650 --> 00:12:54.960

and it's based on the practical experience
of our trainers who are who have

00:12:55.000 --> 00:12:59.200

education backgrounds who have recreational
therapy backgrounds occupational

00:12:59.210 --> 00:13:05.900

therapy social work backgrounds and
they have created this kind of

00:13:05.910 --> 00:13:11.720

training curriculum to teach people how
to make accommodations and modifications

00:13:11.730 --> 00:13:14.240

and provide supports and use that

00:13:14.520 --> 00:13:19.400

strength based way of thinking about
kids that gives them the tools

00:13:19.410 --> 00:13:24.560

that they need to do this. So it's things
like you know making instructions more

00:13:24.570 --> 00:13:25.890
visual because

00:13:26.120 --> 00:13:30.160
a lot of kids aren't going to necessarily
pick up your instructions from your voice

00:13:30.340 --> 00:13:34.340
they may need to see it and then within
making things more visual there's

00:13:34.350 --> 00:13:38.470
a whole bunch of different ways we could
do that we could have you know visual

00:13:38.480 --> 00:13:42.920
charts where we put pictures of things and
we ask kids who are less verbal to just

00:13:42.930 --> 00:13:47.880
point to what they need or their choices
or we may do an object schedule where we

00:13:47.890 --> 00:13:54.110
where we hold up something as we say that reinforces
the language so you know if you say get

00:13:54.120 --> 00:13:59.670
your coat to child who may not communicate
the same way that you do that might not

00:13:59.680 --> 00:14:00.930
mean much but if you hold

00:14:00.940 --> 00:14:05.650
a coat while you're saying grab your coat
that makes it more accessible to all the

00:14:05.660 --> 00:14:09.730

kids in the room and so if there's
a child who's not paying attention

00:14:09.740 --> 00:14:12.220

a lot of times maybe they're getting in
trouble because they're not following

00:14:12.230 --> 00:14:15.450

directions Well they haven't really been
able to understand what the directions are

00:14:15.780 --> 00:14:17.630

so you can feel you know you can find

00:14:17.640 --> 00:14:21.430

a different way to provide access for
them they can be more successful in the

00:14:21.440 --> 00:14:26.310

environment so it's like it's it's
shaping the way they think from

00:14:26.320 --> 00:14:27.640

a more medical model to

00:14:27.650 --> 00:14:32.150

a more social model way of thinking and
then providing really specific strategies

00:14:32.160 --> 00:14:37.710

about types of accommodation. Is that
they might make to help more kids be more

00:14:37.720 --> 00:14:42.410

successful in the in the class or the
group if that makes sense and ways of

00:14:42.420 --> 00:14:46.790

communicating with family is and you know a lot of behavior supports

00:14:47.450 --> 00:14:50.050
a lot of that and if you guys have ever worked in a summer camp that

00:14:50.060 --> 00:14:55.220
a lot of the challenges like getting the kids to follow the rules and behave and

00:14:55.230 --> 00:14:56.810
work as a group and there's

00:14:56.820 --> 00:15:02.000
a lot of techniques we can teach. That help kids who have very challenging behavior

00:15:02.010 --> 00:15:05.480
but also support all the kids in the groups that the whole thing is better and more

00:15:05.490 --> 00:15:11.590
cohesive.
So just going back to when you first started your time as

00:15:11.600 --> 00:15:16.250
a part-time coordinator at KIT, what were some of the experiences and interactions that you had that

00:15:16.260 --> 00:15:20.890
inspired you to be more involved with the organization and to grow in terms of your

00:15:20.100 --> 00:15:22.510
involvement to the point of becoming CEO?
And- well, I can ask that later. It's a big question.

00:15:22.520 --> 00:15:29.260
Yeah I feel like I go way down the path and I'm not sure I answered your

00:15:29.270 --> 00:15:36.010
question so feel free to redirect
me. When I first started I think

00:15:37.700 --> 00:15:40.830
there was a very strong C.E.O.

00:15:40.840 --> 00:15:47.290
In place at the time and she was one of
these terrific leaders where she was -she

00:15:47.300 --> 00:15:49.610
really challenged you to perform at

00:15:49.620 --> 00:15:54.110
a really high level her expectations were
really high - even though this was like

00:15:54.120 --> 00:15:58.630
a tiny organization of the time for employees
and not much money and you know they

00:15:58.640 --> 00:16:01.480
could only pay me for six more weeks
because they didn't know if the money was

00:16:01.490 --> 00:16:03.230
going to be there so it was really

00:16:03.240 --> 00:16:09.270
a grassroots startup, but this leader had
this huge vision for what KIT could be

00:16:09.530 --> 00:16:14.910
and she had these incredibly high expectations
but she provided you all the support

00:16:14.920 --> 00:16:18.980
you needed to meet those

expectations so it was just such

00:16:19.020 --> 00:16:24.420

a good model of leadership for me and I
just thrived. And so you know I started my

00:16:24.430 --> 00:16:28.140

job there on July first
and I had already been as

00:16:28.150 --> 00:16:33.270

a volunteer chairing the national conference
that was going to come up in September

00:16:33.440 --> 00:16:34.550

so I had been working on that as

00:16:34.560 --> 00:16:38.920

a volunteer so I was going to be part of
my job and so she said, "You know what,

00:16:39.260 --> 00:16:42.240

we're having this conference in September
and all these you know three hundred

00:16:42.250 --> 00:16:46.040

people from around the country are going
to come to San Diego to experience KIT, we

00:16:46.050 --> 00:16:47.090

need a book. We need like

00:16:47.100 --> 00:16:51.790

a training manual to sell and give people
at the conference and we need that by

00:16:51.800 --> 00:16:57.890

September" -this is like July one- so I said
OK I'll write that so I spent, you know, the

00:16:58.010 --> 00:17:04.190
the whole summer like writing this hundred
twenty page training manual to kind of

00:17:04.200 --> 00:17:09.410
codify all of that thinking curriculum
knowledge base that we had at the time

00:17:09.630 --> 00:17:13.500
and turn it into this published book
that we would be able to distribute at

00:17:13.510 --> 00:17:18.480
a conference in like two months and we
pulled it off. But it was because she held

00:17:18.490 --> 00:17:22.680
this really high expectation and I knew
that she would provide me what I needed to

00:17:22.690 --> 00:17:28.079
do it so I felt like motivated and inspired
by it I didn't feel like there's no way

00:17:28.089 --> 00:17:31.460
we're going to do that, you know, I'm only
part-time and I just started. I just felt

00:17:31.470 --> 00:17:36.160
like we can do this and I think that that
spirit has been baked into the D.N.A.

00:17:36.170 --> 00:17:40.830
of the organization that the vision is huge
and that we have everything we need and

00:17:40.840 --> 00:17:45.370
we're the people that that are here to get
this done. And I think that stemmed, that

00:17:45.380 --> 00:17:50.140
started with her leadership. Did I
answer your question? You had

00:17:50.150 --> 00:17:53.630
a second part of that I'm not sure I got.
--Well, yeah, I mean, this is kind of

00:17:53.640 --> 00:17:58.770
transitioning from that: so when you were there
at the beginning and kind of growing to the

00:17:58.780 --> 00:18:00.420
point of becoming CEO, did you have

00:18:00.430 --> 00:18:06.270
a vision for the organization at the time
and how did that change and grow with the

00:18:06.280 --> 00:18:10.490
more time that you spent at KIT. Or did it? Did you want to maintain sort of this

00:18:10.500 --> 00:18:14.150
high standard of being a C.E.O., and just

00:18:14.640 --> 00:18:19.140
running the organization? And then how did your
previous roles and experiences contribute

00:18:19.380 --> 00:18:26.150
to those ideas to drive and to scale
up the social enterprise?

00:18:26.160 --> 00:18:31.260
So, I'm going to start kind of at the end
of that but, I never saw myself and never

00:18:31.270 --> 00:18:32.060
was really interested in
becoming the C.E.O.

00:18:32.070 --> 00:18:36.490

of this organization that sort of happened
and I'm glad that it did because it's

00:18:36.500 --> 00:18:40.190

been great and it feels like it was supposed
to happen but it was not something I

00:18:40.200 --> 00:18:43.470

wante. So we had this wonderful C.E.O.

00:18:43.480 --> 00:18:50.000

that I mentioned I worked under her for
nine years. I grew to lead all the programatic

00:18:50.010 --> 00:18:55.980

parts of the organization, so we
expanded our training from just San Diego

00:18:56.170 --> 00:19:03.030

to a more national focus. I built our first
E-Learning programs when kind of nobody

00:19:03.040 --> 00:19:05.640

was doing it. You know, we were pioneers in

00:19:05.650 --> 00:19:11.190

a lot of things. I would say we had an app
before Oprah did, like we were really on

00:19:11.200 --> 00:19:15.770

the pushing the cutting edge of learning
programs and I was really leading that and

00:19:15.780 --> 00:19:20.660

I loved doing that. We had we had projects
going in Oregon and Florida and North

00:19:20.670 --> 00:19:25.380

Carolina and we were just really growing our footprint in the programs. I was not

00:19:25.390 --> 00:19:30.510

paying attention at all to the business side or the fundraising side because I

00:19:30.520 --> 00:19:35.540

never saw myself in that role so I just sorta ignored it, focused on my thing, did my

00:19:35.550 --> 00:19:40.520

thing really well. So when our C.E.O.

00:19:40.530 --> 00:19:44.010

said she was going to retire, she gave us about eighteen months notice that she was

00:19:44.020 --> 00:19:48.730

going to do this, she came to me and said, "You know I'm planning on retiring and I

00:19:48.740 --> 00:19:54.730

think you should take the role." And I said no. My dream is to change the world.

00:19:54.740 --> 00:19:56.000

My dream has never been to run

00:19:56.010 --> 00:20:01.320

a business. I don't want to manage, do the lease, figure out phones, like all these

00:20:01.330 --> 00:20:05.120

things I had in my head that were like boring business stuff. I don't do any of that

00:20:05.130 --> 00:20:11.210

stuff, I want to do I want to change the world. And so I did not pursue the position,

00:20:11.460 --> 00:20:14.930

and the board asked me to be on the selection committee, and I helped hire the next CEO.

00:20:16.030 --> 00:20:22.570

And it wasn't until I saw that, so that was kind of an interim situation where

00:20:22.700 --> 00:20:23.220

the C.E.O.

00:20:23.230 --> 00:20:27.680

that was hired only lasted about nine months, and over that nine months, I really

00:20:27.690 --> 00:20:31.520

kind of grew into it, I really looked at that. And part of it was I didn't think I

00:20:31.530 --> 00:20:33.870

could be the same kind of C.E.O.

00:20:33.880 --> 00:20:38.070

orr fall that fill the shoes of the woman that I had worked under. She had

00:20:38.080 --> 00:20:43.070

a very different style than me. And also I think we went through

00:20:43.080 --> 00:20:47.820

a lot of transformative growth at that time, we quadrupled in size kind of overnight,

00:20:47.830 --> 00:20:52.810

it was really challenging, and I think over that nine months I figured out, you know,

00:20:53.890 --> 00:20:57.750

I don't think that there's anybody else that wants to do this, and I think I'm the

00:20:57.760 --> 00:21:02.720

person that's supposed to do it I think
I'll figure it out. So the board appointed

00:21:02.730 --> 00:21:03.880

me interim C.E.O.

00:21:03.890 --> 00:21:08.250

and then three months later I took
the role permanently. But that was

00:21:08.260 --> 00:21:14.440

a transformative moment for me because I
wasn't ready to do it before. But now it

00:21:14.450 --> 00:21:19.370

just seems really dumb because I just
have loved it every single day of the six

00:21:19.380 --> 00:21:21.640

years that I've been doing it,
and it just seems like

00:21:22.410 --> 00:21:27.220

a no brainer at this point. It just seems
like, duh, why wasn't this my plan from day one?

00:21:27.230 --> 00:21:33.160

It never was and even when it was like,
fell into my lap, was like no thanks. But I learned

00:21:33.410 --> 00:21:36.990

a lot and I've learned that you know I can
back fill the things that I don't want

00:21:37.000 --> 00:21:40.680

to do if I don't want to do the business-y stuff,
I can hire somebody to do that you know

00:21:40.690 --> 00:21:46.160

that you can I can change the world better
from this platform than I could have as

00:21:46.170 --> 00:21:51.890

the program director and that
wasn't clear to me before. --It's kind of cool making that

00:21:51.900 --> 00:21:57.460

connection of you driving in your car and saying
that "this is what I want to do," and then getting to this point.

00:21:57.470 --> 00:21:59.450

---Yeah, it's weird, I mean I have a lot of intuition,
but there's a,

00:21:59.460 --> 00:22:05.410

I had a moment also where I kind of- it hit
me that I was supposed to be the C.E.O.

00:22:05.620 --> 00:22:08.880

And that was in an airport in
Dallas, and I was coming back from

00:22:08.890 --> 00:22:13.530

a trip with my husband and it really just
kind of shook me and I decide I can feel

00:22:13.540 --> 00:22:16.730

it, and I go through that airport all the
time now and I always remember it exactly

00:22:16.740 --> 00:22:20.260

that same spot where I'm dragging my
suitcase it's this very visceral thing and I

00:22:20.270 --> 00:22:24.110

said to my husband, like, "I have to tell you
something. We need to sit down right now."

00:22:24.290 --> 00:22:25.830

And he said, "OK OK, let's go find

00:22:25.840 --> 00:22:30.000

a restaurant." So we go sit down I tell him,
"I think I'm supposed to be the C.E.O.

00:22:30.010 --> 00:22:34.310

of KIT, and I think I can do it." And it was just
this, like I can feel it even when I tell

00:22:34.320 --> 00:22:38.530

that story, it's just feels like, I don't
know it's like something was downloaded

00:22:38.540 --> 00:22:42.170

from above that I was supposed to do that
and it just made, it all clicked in and made

00:22:42.180 --> 00:22:47.810

sense in that moment and then I had
kind of the confidence and the

00:22:48.700 --> 00:22:53.390

desire to really do it and I just hadn't
had that before, even though I love the

00:22:53.400 --> 00:22:57.350

organization I loved as you and I was
working really hard. I didn't really see

00:22:57.360 --> 00:23:03.460

myself there until I did and then like
the whole thing fell into place. Yeah it's

00:23:03.480 --> 00:23:07.470

kind of it's kind of weird but. But
that's the that's the real story.

00:23:10.340 --> 00:23:12.200

Kind of jumping in a different direction

00:23:12.770 --> 00:23:18.950

a lot of your website and literature about the programs place heavy emphasis on

00:23:18.960 --> 00:23:22.020

community betterment through inclusion could you share

00:23:22.030 --> 00:23:26.300

a specific story related to your own experiences this solidified your belief in the

00:23:26.310 --> 00:23:28.170

connection between inclusion and

00:23:28.260 --> 00:23:34.500

a strong community. Yes I mean I think that where I really experienced this is

00:23:35.210 --> 00:23:38.890

working in the in my theater programs so I was the education director at San Diego

00:23:38.900 --> 00:23:40.710

junior theater in Balboa Park for

00:23:40.720 --> 00:23:45.760

a lot of years and this is where I had this experience with

00:23:45.770 --> 00:23:50.690

a ten year old who had Down's syndrome in my classroom and I really struggled at

00:23:50.700 --> 00:23:57.210

first to include him in what we were doing he you know didn't know how to read

00:23:57.420 --> 00:24:02.040

he communicated You know he was difficult to understand in his speech he had

00:24:02.050 --> 00:24:08.540

a lot of behavior things and it just I really at first struggled to figure out how

00:24:08.550 --> 00:24:12.340

to make this work and I and his mom said you should call kids included together in

00:24:12.350 --> 00:24:18.140

the help you and they came in and what I saw develop between him and the students

00:24:18.150 --> 00:24:18.830

when I did

00:24:18.840 --> 00:24:25.820

a better job of supporting and including him and making him successful in the class

00:24:26.120 --> 00:24:32.880

like this warmth happened you know this. Just this community developed just

00:24:32.890 --> 00:24:38.750

this really rich experience of this isn't just about playing theater games and

00:24:38.790 --> 00:24:43.740

acting out scenes this is about understanding each other's humanity and for ten

00:24:43.750 --> 00:24:47.790

year olds to get that experience and for us to go through that together was just

00:24:48.060 --> 00:24:48.700

like such

00:24:48.710 --> 00:24:55.680

a bond and it showed me how
inclusive communities are richer

00:24:55.780 --> 00:25:02.050

warmer more creative more joyful
like just everything was amped up

00:25:02.350 --> 00:25:07.330

because everyone who is in there felt
comfortable and safe to be who they were and

00:25:07.340 --> 00:25:13.850

to show up as they were it kind
of unleashed this, I don't know, just

00:25:13.860 --> 00:25:19.620

positivity in every person in the classroom
and it just was so transformative I

00:25:19.630 --> 00:25:25.590

just thought this is what every every
classroom every summer camp every child care

00:25:25.600 --> 00:25:31.350

every group of people should feel like and
we can do that if we try to erase these

00:25:31.360 --> 00:25:35.550

barriers between people and if we try to
see ourselves as more like them we are

00:25:35.560 --> 00:25:39.900

different and I think that first experience
was really just so transformative for

00:25:39.910 --> 00:25:44.900

me and now working you know all these years

at KIT and we coach all these organizations

00:25:44.910 --> 00:25:49.290

through this I just see that happen for
thousands and thousands of people now who

00:25:49.300 --> 00:25:53.590

have that same experience of what inclusion
really offers. You think that you're

00:25:53.600 --> 00:25:56.950

doing this nice thing for this ten year
old who has Down syndrome that's not what

00:25:56.960 --> 00:26:00.910

it's about it's about you it's about all
the other kids in the class it's about the

00:26:00.920 --> 00:26:01.270

group as

00:26:01.280 --> 00:26:07.130

a whole you know it's making your life and
your experience better and the research

00:26:07.140 --> 00:26:10.650

shows that kids with disabilities do
benefit but kids without disabilities benefit

00:26:10.660 --> 00:26:15.460

even more from being inclusive environments
so I think it's like the repetition of

00:26:15.470 --> 00:26:18.610

that same experience of you know feeling

00:26:18.620 --> 00:26:21.520

a community where everyone
is welcome and feels

00:26:21.530 --> 00:26:27.060

a sense of belonging is super powerful and everyone can have it I think that's what

00:26:27.070 --> 00:26:30.400

that's what makes me kind of get up in the morning every day and kind of go at it

00:26:30.410 --> 00:26:36.510

again.

In 2013 you were selected as a social innovation fellow at

00:26:38.400 --> 00:26:42.710

Stanford's graduate school business could you describe some of the experiences of

00:26:42.720 --> 00:26:49.610

relationships you have gained from that fellowship and how they have helped you succeed today. Right around that

00:26:49.620 --> 00:26:53.010

time so this is kind of a business model things kind of

00:26:53.030 --> 00:26:59.100

a shift but. Right around that time we were really early in KIT's history we were

00:26:59.110 --> 00:27:03.170

a very traditional nonprofit where we raised money and we provided free programs

00:27:03.630 --> 00:27:07.430

and at a certain point I start when I became C.E.O.

00:27:07.470 --> 00:27:10.960

in 2012 I started to think about the business model in

00:27:10.970 --> 00:27:15.530

different ways and part of that was because
we were realizing that when we gave our

00:27:15.540 --> 00:27:21.370

programs away free to these organizations
that we were serving they were less

00:27:21.380 --> 00:27:25.270

invested you know if you don't pay for
something you think about it really

00:27:25.280 --> 00:27:29.260

differently than something that you have
paid for. So that was one thing and

00:27:29.270 --> 00:27:35.390

another thing is that we are really trying
to disrupt the charity model of thinking

00:27:35.400 --> 00:27:41.110

about disability so we realize that when
we are fund raising on the backs of

00:27:41.120 --> 00:27:44.990

children with disabilities and then going
to these programs and saying we'll bring

00:27:45.000 --> 00:27:50.280

you these free trainings we're actually
reinforcing that charity mindset so we

00:27:50.290 --> 00:27:51.420

really wanted to make

00:27:51.430 --> 00:27:57.870

a shift towards our business model reinforcing
our social mission and we knew we

00:27:57.880 --> 00:27:59.210

could do that through

00:27:59.220 --> 00:28:05.900

a social enterprise model so my interest
in the Stanford program and kind of what I

00:28:05.910 --> 00:28:09.380

have gained from it and the relationships
that I've maintained and what I learned

00:28:09.710 --> 00:28:14.700

while I was there was really how to
transform our traditional nonprofit to

00:28:14.710 --> 00:28:19.910

a social enterprise model that
will help us scale more that is

00:28:19.920 --> 00:28:24.590

a powerful reinforcer for our mission and
what I gained from that in the in the

00:28:24.600 --> 00:28:29.610

Stanford program there were fifty two other
C.E.O.'s from other non-profits around

00:28:29.620 --> 00:28:35.710

the country and some internationally and
so I gained an in-depth kind of

00:28:35.720 --> 00:28:38.870

view of all of their different business
models and how many different ways there

00:28:38.880 --> 00:28:39.330

are to be

00:28:39.340 --> 00:28:44.260

a nonprofit and we kind of think of

nonprofits in one way but yet there's

00:28:44.300 --> 00:28:47.310

a lot of different ways a lot
of different business models

00:28:47.510 --> 00:28:53.890

a lot of different ways of thinking
about how to, how to best operate your

00:28:53.900 --> 00:29:00.850

nonprofit for kind of maximum social
potentials, social return and kind

00:29:00.860 --> 00:29:05.640

of efficiency and effectiveness so I think
what it did was kind of expand this kind

00:29:05.650 --> 00:29:09.500

of it gave me the permission to
think about running our business in

00:29:09.510 --> 00:29:12.980

a really different way and so after that
I really started to do that and we have

00:29:12.990 --> 00:29:17.650

changed significantly since then. Whoa that's impressive.
Yeah.

00:29:19.980 --> 00:29:25.380

In class, we learned about how social
entrepreneurs must have unique abilities to

00:29:25.390 --> 00:29:30.990

deal with uncertainty whereas salaried
manager is mainly manage risk for KIT in

00:29:31.000 --> 00:29:35.200

particular you must've had to deal with the

uncertainty of getting people to accept

00:29:35.240 --> 00:29:40.130

and want the models you're offering them
how do you approach the process of

00:29:41.330 --> 00:29:45.980

imparting those ideas and best practices
about inclusion to people who don't yet

00:29:45.990 --> 00:29:50.980

realise they need them, they need your
resources or help getting the desired

00:29:50.990 --> 00:29:57.250

outcomes that you foresee. That has been
huge and since I have been with kit since

00:29:57.560 --> 00:30:00.210

2003 I have seen

00:30:00.250 --> 00:30:06.410

a really dramatic change in
people's understanding of what we

00:30:06.420 --> 00:30:11.560

offer in their understanding of inclusion.
You know in 2003 when

00:30:11.570 --> 00:30:15.970

I was the program coordinator it was my
job to get this free training out to people

00:30:15.980 --> 00:30:19.840

and I would just cold call you know
organization after organization and explain

00:30:19.850 --> 00:30:23.450

what we do and people would say oh that
sounds really great but we don't have any

00:30:23.460 --> 00:30:28.360

of those kids in our program which is wrong,
they did they just didn't know it. And

00:30:28.370 --> 00:30:31.620

so nobody really would take the free
training they just you know it they they

00:30:31.630 --> 00:30:34.420

didn't know they needed it they didn't
really understand where was it was nothing

00:30:34.430 --> 00:30:37.910

to compare it to it's not like we're selling
soccer balls for cheaper than you're

00:30:37.920 --> 00:30:42.760

buying soccer balls use us, it wasn't like that
at all it was like this chasm of people

00:30:42.770 --> 00:30:46.630

need it they don't know they need it how
are we going to get there was really

00:30:46.640 --> 00:30:52.140

really challenging and you know we we
worked really hard at figuring that out we

00:30:52.150 --> 00:30:57.340

found a really big customer who knew
that they needed this in the U.S.

00:30:57.350 --> 00:31:01.720

Military and in 2007
we started working with the Navy in

00:31:01.730 --> 00:31:04.900

2010 we started working with
all of the military branches around the

00:31:04.910 --> 00:31:11.110

world and that helped us build some really significant infrastructure it helped us

00:31:11.120 --> 00:31:15.200

really understand what people needed and how to give them what they needed and

00:31:15.350 --> 00:31:15.870

there was just

00:31:15.880 --> 00:31:20.230

a huge huge shift there but then we had to take what we learned we were kind of

00:31:20.240 --> 00:31:22.290

doing this R. And D.

00:31:22.330 --> 00:31:26.660

In you know within that customer base now we need to take this to other customers

00:31:26.100 --> 00:31:30.020

so then we tried Cold

Calling all of the Y.M.C.A.

00:31:30.030 --> 00:31:34.610

In the country and they were like that sounds great we don't really need that but

00:31:34.620 --> 00:31:38.120

they did then you know then

I saw about two years ago

00:31:38.130 --> 00:31:42.100

a really significant shift where people started to understand hey actually this is

00:31:42.110 --> 00:31:45.300

a thing and it's important we should be
doing it or we need help and we need to

00:31:45.310 --> 00:31:51.890
start looking for it so I saw like the
push pull change and the demand start to

00:31:51.900 --> 00:31:54.310
really take root. And I think

00:31:54.320 --> 00:31:59.190
a lot of it now is pushed by this public
conversation around diversity and

00:31:59.200 --> 00:32:03.640
inclusion and so there's just much more
conversation around it there's much more

00:32:03.650 --> 00:32:08.790
interest it's much easier for us to tie
what we're doing to diversity equity

00:32:08.960 --> 00:32:14.420
clues in initiatives and so it's now that
much easier but for the first fifteen

00:32:14.430 --> 00:32:19.140
years it was pretty hard to get people to
understand kind of what we were offering

00:32:19.150 --> 00:32:21.780
because we deliver our services in kind of

00:32:21.790 --> 00:32:27.330
a unique way to the people who aren't used to and
it was something they didn't understand

00:32:27.340 --> 00:32:29.970
why they needed when they thought they
could just tell those parents that they

00:32:29.980 --> 00:32:33.630

weren't able to serve their kids with
autism or Down's Syndrome or cerebral palsy

00:32:33.910 --> 00:32:40.880

now they know that's not ok and so
now the demand has really shifted to

00:32:40.890 --> 00:32:47.820

answer your question. What do you think
was the catalyst that started that conversation

00:32:47.880 --> 00:32:52.130

being brought more to the fore.
That's a really good question I think

00:32:52.140 --> 00:32:57.410

a few things have happened I think one
thing is that just the public awareness

00:32:57.420 --> 00:33:02.680

around autism and the increasing numbers
of autism diagnosis is in kids the you

00:33:02.690 --> 00:33:08.690

know there's not that many more kids with
autism than there were in decades past

00:33:08.700 --> 00:33:12.830

but the awareness around it and the diagnosis
around it is really increased and so

00:33:12.840 --> 00:33:17.570

people are just much more aware and I
think that has really helped There's

00:33:17.580 --> 00:33:24.560

a lot more understanding of. you
know the role that suspension and

00:33:24.570 --> 00:33:28.740

expulsion plays on kids and how
they grow up and so that's causing

00:33:28.750 --> 00:33:32.510

a lot of organizations to really focus
on more behavior support an intervention

00:33:32.520 --> 00:33:35.230

early so I think within our field there's

00:33:35.240 --> 00:33:41.460

a lot more understanding of. The diversity
of kids' needs and then I think there's

00:33:41.470 --> 00:33:42.680

just you know we're having

00:33:42.690 --> 00:33:47.000

a really significant moment where we'r really
having to think about diversity and

00:33:47.010 --> 00:33:50.960

inclusion in our country and I think that
is helping people think through this as

00:33:50.970 --> 00:33:57.130

well I think all of that that's kind of
bubbling up politically in society is

00:33:57.140 --> 00:34:03.980

causing people to recognize that diversity
exists and what is our responsibility in

00:34:03.990 --> 00:34:07.880

making sure that all people can access the
programs and services we're offering So

00:34:07.890 --> 00:34:09.380

I think that's kind of

00:34:10.329 --> 00:34:17.240

a catalyst as well. In these.

00:34:18.280 --> 00:34:22.200

Allow me to close this set of questions with. Some people.

00:34:22.200 --> 00:34:25.470

First, thank you for sharing all the insight of you work with us today.

00:34:25.470 --> 00:34:26.780

It is really amazing!

00:34:29.299 --> 00:34:30.710

Congratulations on your

00:34:31.000 --> 00:34:32.000

Your achievements

00:34:32.680 --> 00:34:33.156

and

00:34:33.156 --> 00:34:33.963

particularly

00:34:34.823 --> 00:34:35.823

for scaling up

00:34:36.053 --> 00:34:37.030

scaling up KIT

00:34:37.040 --> 00:34:38.300

from a local non-profit

00:34:38.300 --> 00:34:38.966

to

00:34:39.356 --> 00:34:41.790

a nationwide organization.

00:34:41.840 --> 00:34:42.560

and

00:34:42.700 --> 00:34:45.700

increase its presence internationally

00:34:47.650 --> 00:34:50.330

I'm curious about

00:34:50.380 --> 00:34:52.970

your experience with its international program

00:34:53.090 --> 00:34:54.870

Can you tell us a story about

00:34:54.970 --> 00:34:55.540

How

00:34:55.970 --> 00:34:58.130

Cross-border cultural differences

00:34:58.730 --> 00:35:01.130

Magnified KIT's challenges

00:35:01.180 --> 00:35:01.690

and.

00:35:01.710 --> 00:35:02.710

how

00:35:02.910 --> 00:35:04.250

you overcame

00:35:04.400 --> 00:35:05.250

situations

00:35:05.290 --> 00:35:05.670

that

00:35:05.760 --> 00:35:09.340

conflicted with the organization mission and values

00:35:12.090 --> 00:35:16.550

The international work that we have been
doing this far has been a lot on U.S.

00:35:16.560 --> 00:35:22.070

Military bases in eleven different countries
around the world so those are American

00:35:22.080 --> 00:35:23.640

kids on U.S.

00:35:23.650 --> 00:35:25.780

Military bases they are

00:35:25.800 --> 00:35:31.860

a lot of times they do have local nationals
who work on the base so in Italy there

00:35:31.860 --> 00:35:34.580

are Italians working on the base there are

00:35:34.590 --> 00:35:41.050

a lot of kind of cultural. Assumptions and
things that come into play when they're

00:35:41.240 --> 00:35:43.560

when they are working in
a child care setting so

00:35:43.830 --> 00:35:45.840

a lot of you know every culture has

00:35:45.850 --> 00:35:50.740

a different way of thinking about child
rearing and child development and parenting

00:35:51.100 --> 00:35:57.400

and those. Feelings and assumptions about what's good for kids come into their

00:35:57.410 --> 00:35:59.150
roles working in

00:35:59.160 --> 00:36:03.560
a child care center alongside people from other cultures who may be American who

00:36:03.570 --> 00:36:06.550
may be stationed in Italy
for instance and so

00:36:06.560 --> 00:36:11.680
a lot of the challenges that are faced in the program often have to do with these

00:36:12.000 --> 00:36:15.050
this variety of cultures kind of existing in the same place so

00:36:15.060 --> 00:36:19.500
a lot of our work is around helping people uncover what those assumptions are that

00:36:19.510 --> 00:36:25.630
they're making and thinking about the families that are being served and how

00:36:26.430 --> 00:36:31.480
they can kind of all get on the same page as it relates to their expectations for

00:36:31.490 --> 00:36:34.820
the kids in the families so
that that's kind of where

00:36:34.830 --> 00:36:39.530
a lot of the international work

is currently. We have been doing

00:36:39.530 --> 00:36:45.530

a lot of work in Canada which isn't so different from us culturally but they do but

00:36:46.470 --> 00:36:49.990

so that's happening and then the other thing I would say on that is that we are

00:36:50.180 --> 00:36:54.780

part of the United Nations we are special consultants to the Economic and Social

00:36:54.790 --> 00:37:00.930

Council and so we work on part of the sustainable development goals and there's

00:37:00.940 --> 00:37:06.980

a pool specifically for inclusive education. In other countries in many other

00:37:06.990 --> 00:37:12.300

countries children disabilities don't even go to school so and they're not even

00:37:12.310 --> 00:37:16.100

really counted so nobody really knows how many students with disabilities really

00:37:17.010 --> 00:37:17.690

even exist in

00:37:17.700 --> 00:37:22.710

a country and they don't even have the opportunity to get to school let alone feel

00:37:22.720 --> 00:37:26.370

included once they get there they're not even there so that is like the first step

00:37:26.380 --> 00:37:30.260

in many countries is just to get people
to wrap their heads around the ideas that

00:37:30.580 --> 00:37:35.070

students of disability can attend school
and that they should attend school and

00:37:35.080 --> 00:37:39.190

what they need to do to make that happen
but first they need to find them and

00:37:39.230 --> 00:37:44.030

a lot of families keep them
at home and they don't get

00:37:44.040 --> 00:37:48.700

a lot of exposure to the broader community
so that's something that we really hope

00:37:48.710 --> 00:37:54.550

to work on and we are kind of doing that
so far by being involved in the U.N.

00:37:54.850 --> 00:38:00.340

And kind of exploring that avenue but we
haven't done it we haven't really done

00:38:00.350 --> 00:38:02.630

a lot of it yet but that's a that's

00:38:02.640 --> 00:38:06.720

a future goal I guess is that that level
of international work where we can really

00:38:06.740 --> 00:38:12.460

provide more access to students to schools
for students with disabilities.

00:38:12.460 --> 00:38:17.340

can start yeah. Change It's like changing
the way I think people think about

00:38:17.360 --> 00:38:20.480

disability is one thing here it
would be a whole nother thing in

00:38:20.500 --> 00:38:24.910

a country where people don't think that
students with this or that told her

00:38:24.930 --> 00:38:26.100

disability shouldn't even go to school that's

00:38:27.010 --> 00:38:29.490

a whole nother level of changing people's
mindset

00:38:29.490 --> 00:38:30.195

so yea!

00:38:30.230 --> 00:38:30.960

sometimes, I feel like.

00:38:30.990 --> 00:38:33.590

that's even out of our scope of understanding

00:38:33.810 --> 00:38:34.150

yea!

00:38:34.390 --> 00:38:35.440

I think disability

00:38:35.470 --> 00:38:36.160

you know.

00:38:36.260 --> 00:38:38.410

is that challenging abroad as well

00:38:39.830 --> 00:38:40.320

Well!

00:38:40.830 --> 00:38:43.060

I think we have a class coming in after.

00:38:43.260 --> 00:38:43.640

Okay!

00:38:43.770 --> 00:38:47.240

yea! I just want to wrap up and thank you again for coming in

00:38:47.400 --> 00:38:48.040

Of course!

00:38:48.190 --> 00:38:50.830

You have a very busy schedule and Rosecrans is a pain

00:38:50.870 --> 00:38:51.370

(laugh)

00:38:51.560 --> 00:38:52.270

Sorry about that!

00:38:52.290 --> 00:38:52.890

So yea!

00:38:52.890 --> 00:38:55.910

This is a wonderful, very productive interview

00:38:56.080 --> 00:38:56.650

And then!

00:38:57.270 --> 00:39:00.880

For you. I feel like I've gotten the great things you said America gets

00:39:01.050 --> 00:39:03.970

and actually you have gotten an impact on me as well.
just sitting here

00:39:03.990 --> 00:39:04.490

Good!

00:39:04.890 --> 00:39:06.100

But yea thanks again

00:39:06.210 --> 00:39:06.981

course thank you all!

— End of Transcription —