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INCLUSIVE SCHOOL ENVIRONMENTS: IMPROVING OUTCOMES FOR STUDENTS WITH AND WITHOUT DISABILITIES

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P R O C E E D I N G S

MS. WINTHROP: Welcome. We're really happy to have a wonderful panel full of panelists today. It is September, people are back to school, Congress is back in session, summer is over, International Literacy Day was last Friday. And I couldn't think of a better topic than to spend the afternoon talking about inclusive school environments, improving outcomes for students with and without disabilities. So, many thanks to the folks at the Special Olympics because we're partnering with them on this event.

Let me do a quick intro of the panelists. You have bios so I'm not going to read them all but just a very brief introduction. Directly to my left, Tim Shriver who is Chairman of the Special Olympics, has many other hats including founding CASEL, the Collaborative for Academic Social Emotional Learning. Has a wonderful wife, Linda Potter, five kids so great on parenting advice. If you run out of topics of conversation, you can move there. Next we have Cassie Jones. We're very happy to have Cassie. She is a freshman, three weeks into her college experience at the University of Albany. Got special permission from her professors to skip a day of class and be with us. Right after Cassie, we're really happy to welcome, Joe Pignatelli, who is a sophomore at Hudson Valley Community College. Both of them, both Cassie and Joe are youth leaders in the Special Olympics program which we're going to hear a lot more about momentarily. Certainly, last but not least, Professor Norris Haynes is a psychologist. If you look at his bio, he has many, many letters after his name. He happens to have an MBA among other things. He has been working in this sector and field for a long time in schools, with kids, one of the leading academics on the topic and we're happy to welcome you.

So, let me kick it off by first posing a question to you, Tim, and Norris because I had some folks asking me definitions. What does special education mean versus inclusive schools? What is the difference between, is it intellectual disabilities versus physical disabilities. In the Special Olympics world, you talked about unified schools. Can you just tell us a little bit, orient us to the conversation we're going to have. Definitions.

MR. SHRIVER: Well, thank you and thanks to Rebecca for inviting us into the Brookings team. This is an extraordinary moment. I don't think the Special Olympics movement in our almost 50 years has ever been invited into a scholarly, policy-oriented institution ever.

MS. WINTHROP: Well, welcome.

MR. SHRIVER: Yeah. But it's a big landmark for us so there are a lot of Special Olympics here, there are a lot of scholars, a lot of policy leaders here. It is an enormous honor for me and my colleagues to be welcomed to this setting. I think it marks a shift, really, in the urgency and importance of the work we're trying to do and the importance of it not just for our organization and movement but for the country. I think, maybe in some ways, Rebecca's wisdom is to see this moment and to see it as an opportunity to think more broadly and with a larger audience about the future of the country, I would venture to say.

But let me try to now answer your question. So, the Special Olympics organization was founded to advocate on behalf of people with intellectual disabilities. Intellectual disability is the new language. It has morphed over the 100 or so years in which the idea has existed. The idea, the concept of intellectual disability really emerges in the late 19th and early 20th century really with the advent of normative IQ testing. All of the sudden, people began to be classified by a certain score and those scores began to dictate terms and expectations. On one end of the normal curve, you'd find people who would be considered geniuses and extremely intelligent and on the other end, you'd find people who would carry other labels. The labels originally, allotted to this population, were quite horrific. Idiot, imbecile, moron these were medical terms created to classify people according to IQ scores. Together, with that terminology, came a whole host of public policy interventions which were horrible also, by the way. I won't go into all the details.

So, our field centers on people who have an intellectual challenge. Meaning the definitions have evolved to more functional definitions over time but basically it is still people who learn at significantly differently from their non-disabled peers. Now, the disability category, of course, includes many people other than people with intellectual disabilities. People with sensory disabilities, hearing, sight, ambulatory disabilities. Most disability policy, I think I can say this, tends to focus on people with physical disabilities and most of that subset tends to focus on people with mobility challenges. So, the common symbol for disability is the icon we see all over the place which is a wheelchair. Whether or not that will be the common symbol a hundred years from now, who knows where we'll shift in terms of our thinking.

So, intellectual disability is a subset of disability and intellectual disability, while it is the largest group, single group, is often the most forgotten in the disability conversation. This includes public policy in the United States and around the world. It includes transportation, housing, healthcare, you name it. Most disability related policy work doesn't include intellectual disability. I'm going to quickly go to the next two terms.

Inclusion, this country in the mid-70s, we passed laws that required access to a free education for people with disabilities including intellectual disabilities. We began the whole edifice that we now call special education to try to close down institutions and move children with disabilities in to mainstream schools. So, mainstreaming and normalization and inclusion, all of these are different words to suggest gradients in the extent to which people, children largely with disabilities, would be included in normalized settings.

We are most interested in the social dimensions of inclusions. The law has been more interested, historically, in the physical dimensions. Did you close the special school and let the people with disabilities move physically to the new school, to the regular school. Doesn't matter whether they're in the basement or the special ed. wing or at the special ed. table or the special ed. bus, at least they're physically proximate. And the law largely suggested, in my view, that physical proximately would more or less take care of the rest. And while physical proximity is, in my view, good, it is not inclusion. It is not certainly social inclusion. It is not the transformation of hearts and minds, it's not enough. So, we're here today to talk about the hearts and minds piece of the social inclusion agenda in schools for people with intellectual disabilities.

MS. WINTHROP: That was a great answer. That was a great answer. And I want to pick up and I want to go to you, Norris, and I'll come back to you Tim. You brought up the social piece, social and emotional hearts and minds, the emotional piece. And part of what I know because we talk about it a lot, you and I, is the importance of social emotional learning. Not only to inclusive school's movement but actually every parent should care about social emotional learning because it helps kids grow, develop and they do better academically. So, Norris, this has been your area of work. I mean, a lot of parents around the world are paying lots of extra money for math tutors, literacy tutors, physics tutors, science tutors and really focused on kids grades and homework and all that which is really good.

But why should they care about social emotional learning and why should they care if their kid does not have an intellectual disability that they go to an inclusive school.

MR. HAYNES: Well, I think, the research is compelling. That social and emotional learning does have very positive impacts on children generally and adults. As we look at, for example, some of the specific interventions that embrace inclusive schools that address culture and climate of schools, we find that children who attend those schools tend to have better experiences by in large, that they have better outcomes in terms of their behavior, in terms of their achievement and when they are followed. There are longitudinal studies that have studied young people who have been in inclusive environments as far as the elements of social and emotional learning are concerned, that they tend also to have better lifetime outcomes over the long term. So, I think the evidence does suggest that it would degrade school cultures and school environments that have both intentional efforts to include social and emotional elements and that also encourage informal interactions among students, among themselves that we do get better outcomes.

Now the research is also developing in terms of the impact on students with disabilities. There are about 6.6 million students with disabilities in public schools. About 5 to 9 percent of those children are children who have intellectual disabilities. That's a substantial number. The research does suggest that when the elements of social and emotional learning and by that I mean there are five core competencies or elements of social and emotional learning. There is social awareness, there is self-awareness, first of all, there is self-management, there is social awareness, there is relationship skills and then there is responsible decision making. So, there are these five core competencies. And social and emotional learning does attempt to help instill and encourage and develop these competencies among kids in schools. We found that when some of them or all of them or some of them in combination are implemented because different programs emphasize different aspects of social emotional learning, that we find that the outcomes tend to be very positive. Schools that include and embrace all of those elements together are synergistically tend to have even better outcomes.

So, it is clear as we attempt to create environments and cultures that support kids with disabilities, particularly kids with intellectual disabilities, that social and emotional learning does make a significant difference. And the research is very, very compelling about that.

MS. WINTHROP: And I think for me, one of the things that is most striking, that I don't think the average parent realizes and I'd be curious to hear from you, do you think average school principle or average teacher understands basically Norris's quick recap of the literature. That outcomes for both kids with and without disabilities go up.

MR. SHRIVER: No, I don't think most people understand. I think most people look at someone who has a special need and says well, the school has to provide services for them. Many Americans think that's a net loss if their kid doesn't have special needs. In fact, the polling on this has gotten better over time but most American's still don't want a child with special needs in their child's school or classroom today. It's a smaller majority but it is still a majority that their child will benefit. In fact, they may think there may be a risk to their child's safety or their child's learning.

So, the perception is that a service given to a special needs student is a net loss because it is a finite pie. What they don't see is the interaction, the relationship power, the inspiration, the grit, the resilience, the perseverance, the empathy that animates the entire school. All of the sudden enlivens children who don't have disabilities just as much as that interaction enlivens those who do. We're getting better at studying that. Norris is helping on this and we need more scholarship on this issue. Because as long as we see any minority group as basically a subtraction agenda from the whole rather than additive to the whole, I think we'll always be in an identity battle. Like if people, if we're going to adapt issues around race and equity or if we're going to adapt issues around disability that that's going to take away from normative learning. It's actually the opposite, it enhances normative learning. But we have to start talking that way. The interactions in learning, the relationships in learning are actually additive for all kids.

Kids without disabilities, in our experience, I would almost say benefit more from unified sports and inclusive programs then kids with disabilities. And this is the big discovery of the last five or so years. If you went around this room, I'm guessing maybe a handful of people have been involved in Special Olympics. I would bet that if we did a survey, those who do not have an intellectual challenge would probably rank higher in terms of the effect it had on their lives than even those for whom the kind of experience was designed.

MS. WINTHROP: I never asked you this but when you founded Special Olympics, was social emotional learning at the center always or did it come in slowly?

MR. SHRIVER: Social emotional learning is only a 20 year-old term, even. I mean the term we created in the early 90s. Social development and emotional development, obviously those are not new terms. But the idea of learning, that those skills were malleable, that you could actually improve your problem solving, your coping strategies, your stress management strategies, your relationship strategies. If you improved them, you would have better health outcomes, better learning outcomes, that's relatively new. What was always the case, I believe, in the Special Olympics movement. And it's funny because if you ask people what Special Olympics is they say it's sports and it is. But the primary vector of change is emotional and relational. So, while we're playing basketball or bocce, the real transformation isn't just in your three point shot or your capacity to hit the ball. Your real transformation is in your attitude and your mindset, if you will, in your world view in your capacity to see difference and see yourself. Those are the ways in which our movement, from 1968 until today, have shaped and changed lives.

MS. WINTHROP: And do you see, I know we've talked about this some in the past. Do you think that trajectory of Special Olympics, having that as a kernel, it sounds to me what you just said, becoming much more focused on that as sort of the core and being able to articulate it better. Having a lexicon, having Norris and his peers really kind of honing in and defining it. Are you a lone organization out there talking about this or is there a rising tide of awareness around social emotional learning? Where are we at in the field?

MR. SHRIVER: So, social and emotional learning is booming today. State legislatures, superintendents, teacher's organizations, we've completed in the last few years polls of teachers. Over 90 percent want more. Soon to be released poll of principles and supervisors, over 90 percent want better implementation strategies around social and emotional learning. So, I believe that concept is arriving and its time has come. It should never have not been the case but now its time has come.

The idea that young people with disabilities are powerful teachers of these qualities, powerful influencers to make a culture more compassionate, grittier.

MS. WINTHROP: I know what you mean when we say gritty but you're not talking about sand. Why don't you explain?

MR. SHRIVER: So, grit is the quality of being able to focus on a goal and not be deterred

by failure. So, it's not just focus, it is also not being deterred by failure. There are no subset population in the world with more grit than people with intellectual disabilities. You just can't find it. I don't care, go to all the Nobel Prize winners, found Elon Musk sending rockets into space. You'd knock them all out. You'll hear from Joe in a minute and you'll see what I mean.

So, kids can see this, kids can watch it in third grade when they see their peer who maybe has, let's say, Downs or autism and they see them pushing themselves. They hear the mocking on the school bus and they see the ridicule in others and they see that peer who is still going after that, who is still trying, who is riding right through that, who is undeterred by it, who is taking a shot, missing, shot and over and over and they can intuit right away that that child has something I actually want not something I pity. And for too long, we've framed all of these qualities in terms of the DISC side of the ability. I think we're getting to the point where we're sort of a field of neuro diversity, which is a new term that begins to appreciate the neuro diversity in this room and that there's not just a normal curve. If we started with a normal curve where we all would find our little ranking with a line on an IQ test, that that's really a very bad distortion of human experience. It is one measure of it but there are thousands and thousands of measures that we could embrace if we saw ourselves in the diversity that we all are.

So, I think someday we'll get, I've told Rebecca this, Title IX shifted the landscape. How many people are old enough to have gone to a school before there was a women's or girls sports team in it right? Some of you. And the rest of you probably are still somewhat shocked that there could have been a time when the average American school had a boys' basketball team and a football team and a baseball team and no girl's teams. But Title IX changed that, made it illegal. Lose your funding if you do not provide equal opportunity for women and girls. Bravo. Forty years old now, plus.

Someday, we'll have the same law that says if you don't provide a unified sports team where children with and without disabilities play on the team together, at the varsity level with the same field and the same coach and the same bus, the same uniforms, the same pep rallies and the same coverage in the school newspaper, the same assemblies, the same announcements. Our grandchildren will look back and say mom, dad, did you go to a school when they didn't have unified sports? Really, what was it like and we'll have to answer. But hopefully we'll be able to answer, this group helped change that.

MS. WINTHROP: I think that's the perfect segue to go to you, Joe. Because you have played lots of sports, of course, being a youth advocate for Special Olympics, basketball, bowling, swimming. But tell us a little bit, tell us where you grew up and what high school you went to.

MR. PIGNATELLI: So, I grew up in Mechanicsville, New York and I went to Mechanicsville High School. I am a sophomore at Hudson Valley Community College now and I'm going into the field of human services and chemical dependency. Now, we need to get back to why we're here today because that's to talk about the unified. So, I was going through a really tough time back in high school being out casted, secluded, felt like nothing, nobody would talk to me. So, then I made some decisions but the decisions got me kicked out of my high school. So, I had to go to an alternative school.

So, then when I came back from the alternative school, I got into the unified program and it was just starting up. I noticed a drastic change in my life. And so, the unified program helped me create more friends, it helped me to learn who I was, learn about everybody else. Just because we have a disability doesn't make us any different. We're still like a regular person and we can still do the same things as anybody else can do. So, by playing basketball, you build the friendships and you can high five each other in the hallways and it is a wonderful program. It promotes acceptance, leadership, friendship, stuff like that. And it just made me feel better and I just learned who I was and how I overcame my challenges. It helped me and helped change who I am. Now that's why I want to go into the human services field and help others.

MS. WINTHROP: I didn't even have any tee up questions. That was fabulous, thank you so much. The thing I was curious to ask you, Joe, could you tell us a little bit more about it. One of the things, because we were talking right before the event, and you said you really weren't that interested in school before you left, before you were taking part in the unified program. Clearly it was a very difficult social environment and very demoralizing and unjust, I would say. But academically, what impact did that have on you and then how did you think about your classes differently when you came back in the unified program?

MR. PIGNATELLI: Well before, academically I was doing so well. Classes were boring and they weren't really used to me, as I felt, anyways. Then when I came back to my home school and I went through the unified program, it seemed to me like school was very important and you need school to

succeed in life. School is very important. It doesn't make a difference if you're in the special ed. department or you're in the regular ed. department because there shouldn't be no boundary between the two. That's how I feel. It needs to be more open. There shouldn't be no barriers in high school today.

MS. WINTHROP: And you were actively participating in the sports program. Because I know Special Olympics has a couple of elements. One is basically developing social, emotional learning, competencies and improving school climate through unified sports. And then there is another component, Cassie, which is what you were involved in which is around youth leadership. Can you tell us where you went to high school and what your experience was with Special Olympics?

MS. JONES: I went to Cheshire High School which is in Rochester. As much as I wanted to be on the unified basketball team because it is a varsity sport and I played varsity softball in the same season, I couldn't play on that team which really kind of sucked. It was going to be a really good time. They gave me another opportunity to get involved with unified champion schools, unified sports by being on the YAC or the Youth Activation Committee which is kind of funny because everyone is like the YAC and I'm like yeah, the YAC. And what the Youth Activation Committee does is basically kind of spreads the word about this really new program, unified sports, within their schools. So, I would be in charge of putting posters up to tell people when the games were. We have fundraisers in the lunch room to just kind of start the conversation about what is really going on in the school as far as the seclusion of people who have intellectual disabilities and why it is a problem and why we should be talking about it. I would be that person to branch the problem and the solution.

MS. WINTHROP: When did the program start at your school?

MS. JONES: I was a sophomore.

MS. WINTHROP: Okay so just as an example, in the cafeteria your freshman year, what was it like and then in the cafeteria your junior or senior year, what was it like?

MS. JONES: Freshman year I could not tell you that I saw anyone who had an intellectual disability eating in the cafeteria. Quite frankly, freshman year, I didn't see anyone with an intellectual disability in the hallways at all.

MS. WINTRHOP: Did you know there were kids at the school?

MS. JONES: I knew they were there but I'm sure a lot of people didn't because

everything was centered in a way where they were going through the hallway when we weren't, they were eating when we weren't. When unified champion schools and unified sports started up and the YAC started to become a voice within the school, my junior and senior year I started to see kids with intellectual disabilities eating lunch with us. There was a guy that I knew, so close to my heart, who would eat lunch with us and ask for help with his homework and talk our ear off. And he no longer sat in his homeroom and ate his lunch. He would say hi to us in the hallway and high five us and everything. It was this huge, drastic difference because we could feel their presence there instead of just kind of knowing they were there somewhere in the back.

MS. WINTHROP: And clearly you were very motivated and very passionate. But what would an average kid at your school think about the unified program?

MS. JONES: At first they'd say, unified, yeah unified sports. What's that? It's when you have kids with an intellectual disability and playing on a basketball together. They would say, well that seems pretty cool. Yeah it is really cool. So, there wasn't any distaste, it was just like wow I never thought about that. I think that would be a really good idea. I agree. And then they would be really interested in going to the games and learning more about it and even joining the teams, especially people who aren't on varsity basketball since basketball is like the starting point for unified sports. They'd be like yeah, I'd love to play basketball and make some new friends and do that sort of thing. They were very open and perceptive to it and wanted to learn the message that we were trying to send.

MS. WINTHROP: What did you feel you got out of it, personally?

MS. JONES: I learned how to be a better leader. I learned how to have a louder voice than I already do and to really just kind of advocate for other people and for myself. It kind of directed me where I want to go in the future. I would like to run for an elected office someday.

MS. WINTHROP: Which we've encouraged her to do.

MS. JONES: This is the start of my campaign. It really directed me towards wanting to major in political science and wanting to stand up for people and do what is right. That's where I'm going to go with it. I think working with Special Olympics has made me realize that dream.

MS. WINTHROP: I'm really so pleased that you guys took time out from your classes to come be with us. It adds so much to just hear from people who are going through the program, so thank

you both for doing that and your involvement in this great initiative. Norris, I want to turn to you because Joe and Cassie have given us an example from Special Olympics of an intervention that is exemplifying the types of things we can do to support that type of school climate and school culture that you've talked about that is so important for developing SEL competencies and academic learning. Can you give us some other examples of other organizations, other interventions, other programs that you, in your many years studying this, have found to be particularly effective or when you were practicing?

MR. HAYNES: Sure. Well, I'd like to say that I think we have cross validation of the research right here. We see live, what the resource speaks to. Before I answer your question directly, I think, one of the findings that I think is really, really, very compelling about how social and emotional learning impacts the culture and climate of environments is the finding that individuals who associate with and interact with students with learning disabilities or intellectual disabilities or any kind of disability do experience changes in their attitudes and their perceptions of these individuals. They have completely different perspectives on what it means to be a person living with a disability and how to better interact and respond to them.

So, for example, one of the key components is self-awareness, which is one of the core competencies of social and emotional and how that operates in a school environment. Individuals who are not aware of the way they perceive and react to others, when they are taught how to become self-aware and you can actually be taught how to become more self-aware, they really begin to see their attitudes and their behaviors differently. And then we go to the self-management where they begin to then manage their behaviors that result from those perceptions.

This is also true of academics. When people become aware of how they approach their work and their studies, how they feel about a particular subject area, when they become aware of that then they become better able to manage their response to the academics. That, in turn, has a significant impact on the outcomes that we see. And then we can go through the different competencies and talk about how they actually become operational and how they, in fact, change our behavior and our attitudes.

In terms of other programs, there are several. I can talk about, for example, Mark Brackett at Yale University who as a program called RULER. Mark Brackett and his colleagues have been experiencing tremendous success with their programs all over the country. In New York, in

Connecticut, in some international countries as well.

MS. WINTHROP: What does the RULER program do?

MR. HAYNES: RULER is an acronym for Recognizing Understanding Labeling Emotions and Responding to what you feel in real time. There is curriculum they have developed. There is staff training, teachers are trained, administrators are trained which is very important because the administrator helps to create the climate and the culture of the school and the vision for the school. I now teach in a doctorate program on leadership and a lot of things that has become very clear is that the vision and the mission of the school is extremely important in terms of how the climate becomes operational. So, training is a big part of that and actual in classroom and directions with its staff and with students. So, that's a very effective program.

Then we have Maurice Elias, for example, at Rutgers University, who also has a very effective program of training and development in social and emotional learning. There are several other programs around the country that what all of them have in common is the idea that we can teach the core competencies in different ways and there are different strategies for doing that. But the bottom line lesson is that we can actually help people to become more socially and emotionally aware. As you know, Daniel Goldman, in his very early work, talked about SEQ, social and emotional quotient of social and emotional intelligence. Even in Dan Goldman's work, even in the business arena, he has found that business leaders who are socially and emotionally intelligent leaders tend to have much better outcomes in their organizations and more satisfied workers in their organizations.

So, I think the research across the spectrum in terms of academics and in terms of business, I think the research is very compelling. There are a number of different programs. A good resource for really learning more about specific programs and how they actually rate it in terms of the scientific rigor as far as the research, is a document by the collaborative for academic social and emotional learning. They have complied a lot of research on social emotional learning programs. The document is called Safe and Sound. It is something that we developed years ago and it continues to be a very valuable document for looking at what programs are out there in terms of social and emotional learning, how rigorous they are in terms of implementation and in terms of their research to evaluate their findings.

One other thing I should mention is many states are now adopting social and emotional learning as part of their requirements for teacher training and for student performance. Some members of Congress have actually introduced legislation to actually encourage the use of social and emotional learning strategies in schools across the country.

MS. WINTHROP: Thank you, Norris. Tim, I wanted to pick up on that for what Norris just said as he introduced Congress and policy makers. Before we go to Congress, let's talk globally, the world. Special Olympics is in 170 countries. There are not that many more countries left.

MR. SHRIVER: There are a few more left and we'll get there.

MS. WINTHROP: I want to ask you a question about this movement globally, basically what Norris has just been talking about, what Cassie and Joe explained to us in terms of their experience as a concrete example. Some of the work that we've been doing at the Center for Universal Education we have an initiative called Skills for a Changing World. And it really is looking at what are the sets of competency skills and abilities young people need to be able to thrive not just today but into the future in a very fast changing world. Recently, the team did scholars, Esther Care and various others, Helen Kim did a survey of over a hundred countries. And they looked at a whole bunch of things but they looked at national policy objectives and priorities, they looked at curricular frameworks et cetera. And they found that out of a hundred countries, 75 percent of national ministry of education goals, aims, visions, objectives, are to ensure that kids have both success in academic competency skills as well as, and they didn't always use the term social emotional learning, but they certainly used other terms like it. A lot of them linked it back in their rationale in their statements to what Norris just said. That for skills for work, increasingly as things get automated or the world gets more complex or maybe it's always been this way and we're recognizing it more, not only do you need good technical skills but you need good interpersonal skills, collaboration skills, teamwork skills, problem solving skills, stuff like that. So, I guess the question to you is what does this all add up to in a policy arena globally and then we can come back to the U.S. later.

MR. SHRIVER: I think there is two things. I think first of all, the point you're making about the economic value. So, there are so many ways in which this stuff operates positively. Like you have one intervention and 50 good outcomes. So, for a policy person, the question is, which one do we

want to emphasize, which is an okay question except I hate to narrow too much. So, you're mentioning employability skills. The business roundtable, the chamber of commerce, all major employers, even Google, will tell you that their new screens for hiring have more to do with teamwork, initiative, flexibility, problem solving then it does with coding.

MS. WINTHROP: Self-awareness, all that stuff.

MR. SCHRIVER: Yeah. So, the skill set we need, these two people in the center of this will have no problem getting a job. I mean, I don't want to make it too easy for you guys but they're going to get jobs, you can just tell. If any of you were hiring you'd walk up here afterwards and say, by the way send me your resume. Because you can see, you can sense, this is a self-starter, this is a competent person, this is a person who will get along with others, this is a person who will join a team. You can just tell, they've got it. In the old fashion sense, they've got it. You don't know what their test scores are, I don't. You don't know what their grades were in college or in high school but you can intuitively see that the competencies are designed for the 21st century.

The health outcomes are comparable also. What you have in this little piece of paper here is a study that just came out about three weeks ago in child development. This long term meta-analysis, look on this page that says monetary benefits too. So, if you're a policy maker and you're thinking we want to reduce conduct disorders in children, that's almost a four million dollar question. One conduct disorder prevented, one.

MS. WINTHROP: What's a conduct disorder?

MR. SHRIVER: A conduct disorder is a grouping of behavioral and emotional problems. It is a fairly significant, it's a person who has developed a fairly significant challenge in adapting to normal living. So, the savings, if you can prevent a child from developing a conduct disorder, not to mention a sexually transmitted disease or an arrest, are in the hundreds of thousands to millions of dollars, per person. So, the policy maker who has got even close to a financial lens is going to look at this data and go, okay so we can get this unified sports program going and we can teach some self-regulation and some grit and we'd have a good chance of getting these kinds of returns. It is almost a no brainer. But I would add one more level and maybe this is leaving the research arena and now thinking a little bit more maybe politically in the larger sense. To me, inclusion is the issue of our time. It is the planets issue, in

my view. Yes, we have big environmental challenges, political challenges, transparency, corruption, I mean there are many big issues. But from where I sit, the extent to which our younger kids grow up, learning how to welcome difference is the extent to which the planet has a chance. I mean, you don't have to look further than this city we're sitting in.

So, I think policy makers are responding on multiple levels internationally. They don't necessarily know the how, this is where the problem is, they're putting this into their guidelines. They're reading sustainable development goals. They're saying we want inclusive education but they don't necessarily execute. I think on many levels, financial, economic, health, social, academic and then ultimately political, they're saying we've got to get our kids to grow up caring about one another and capable of bridging differences, otherwise we don't have a chance.

MS. WINTHROP: Actually, you bring up something very interesting. In that survey that my colleagues did in the skills for a changing world initiative, of the plus hundred countries they surveyed, 75 percent had these goals for these outcomes. Kind of a broad breadth of skills, a range of skills but only less than 15 percent had a clear active plan on how to get there.

MS. SHRIVER: That's why Soren Polumbo is here at Special Olympics to lead the world in creating an active plan.

MS. WINTHROP: The plan maker for the world.

MS. SHRIVER: Yeah, well the plan making for the world and Nicole Preston who leads Special Olympics here in Washington. Nicole, waive your hand. She's trying to do this for the City of Washington, D.C. Most of us work or live somewhere either in the city or near it. That's an important place too. The proof is in the pudding.

One of my favorite stories, I just came back from Cleveland about two months ago, we were visiting schools. I was with a principle at a roundtable and the principle said, well I'm 30 years in school. I said, the first 15 years or so was in the Catholic school system. I was totally against, social and emotional. This is soft stuff, we've got to focus on academics. I said, what changed your mind? She said, well my child was 8 years old, second grader and she was going to a school where they had introduced this. This mom was telling me, she didn't know that these programs had been introduced. So, they were driving home one day and the daughter in the back seat says let's stop at McDonalds, I want to get French fries.

And the mom says no, we stopped yesterday. I guess they have a rule, they only stop once a week, French fries once a week in this family. So she says, so my daughter starts screaming, no, no, I want to stop mommy please, please. She says no, we're not stopping. Her daughter starts screaming and has a tantrum, spitting and loud crying. And she's like trying to ignore her and all of the sudden, the back seat is silent. She pulls up to the red light and she turns around and thinks maybe her daughter has had a seizure, I mean, she's really worried. She looks in the back seat and she sees her daughter in her car seat and she's all like this. She says, what are you doing and the daughter looks up and says, mom I'm doing turtle.

MS. JONES: I learned turtle.

MR. SHRIVER: You knew right?

MS. JONES: Yeah.

MS. WINTHROP: I'm going to teach my kids turtle. I get it.

MR. SHRIVER: She says mom, don't you know what turtle is, turtle is when we hold our shoulders and we hold our bodies nice and tight and we close our eyes and we take a deep a breath and we let go of our stress.

MS. WINTHROP: We should all do turtle.

MR. SHRIVERL: Whatever she's got I want. So, the proof is, so at one level the policy maker will go, we want this. At another later, the execution, the building of the unified sports team, the construction of a turtle, instructional program, the allowance of new voices and agency in the school, then you start to give the policy makers the tools to not just talk the talk but actually implement and get this kind of data. And then I think we have not just a new kitsch education movement but a social change movement which is where we want to live. Does that make sense, Joe?

MR. PIGNATELLI: Yeah.

MR. SHRIVER: I finally got a smile out of you. Did you know turtle?

MR. PIGNATELLI: No.

MR. SHRIVER: No.

MS. WINTHROP: I'm just learning about turtle for the first time but I think it's a brilliant idea. I told you at the beginning, parenting advice. But final comment from Cassie and Joe. For the

advocates in the audience or even from you, Norris, from the researchers in the audience, from the journalists, NGO workers, educators, teachers perhaps, what advice would you give all of us in terms of how we should get involved, what we should do to help this movement?

MS. JONES: What advice would I give you guys? Definitely, take it in. Like really listen to what the facts are. Take in our stories, take in all the stories that Special Olympics has documented that we just can't have enough time to talk about in front of you guys and really recognize the progress that is being made already just within the short period of time. I mean, Unified Champion Schools has only been in my region for a couple of years and it has already made such a huge impact. There is really not a down side to being involved with this program or to advocate for it or to put money into it or whatever you are thinking about doing. It is a win, win, win, win for everyone.

MS. WINTHROP: Great, Cassie, Joe.

MR. PIGNATELLI: I mean, I just think everybody should be involved with the program. I forgot to throw out earlier that this is a real sport and it does form a friendship. It's not about the uniform, it's about who you are and you guys coming together and working together and it's about a team. It's about a team effort it's not just oh, my kid plays basketball and he's so big he can play basketball. It's about everybody coming together as a team. Instead of saying, my kid plays basketball, our kids play basketball. This is our generation, we need to have the brighter kids in the world.

MS. WINTHROP: You should consider running for office too, Joe.

MR. PIGNATELLI: Yeah because I've got a lot to say.

MS. WINTHROP: Yeah, I know. Thank you all. I think we have 35 minutes left. Why don't we open it up to the audience for questions and comments? We'll take a couple and then you guys take your notes and we'll see who responds best, no I'm joking. If you could state your name and your organization.

MS. OCONNELL: June O'Connell. Cassie and Joe in particular, I'd like you to dial it back for me and explain whether or not you went to high schools that were one high school in a town as opposed to multiple high schools. Because increasingly, in areas like this, you have economic segregation within the high schools. So, you don't have inclusiveness because one high school has people who have million dollar homes and another high school has 70 percent on school lunch programs.

So, I'm trying to understand what you're talking about, plays into school systems that are increasingly becoming economically segregated.

MS. WINTHROP: Great question. Here and then here.

DR. RISER: Hi, thank you all, I've learned a lot. I'm Dr. Mindy Riser. I'm vice president of a non-governmental organization. It is called Global Peace Services USA. We're interested in peace building and conflict resolution. And certainly, what you're doing here leads to that. People understanding each other, appreciating each other, valuing each other. My question focuses on the broader, global developments and I wish some of you could talk to what is happening in other parts of the world. We find in Northern Europe, sometimes innovative programs, are they doing interesting things in Asia, what can we learn from them, so I think that can be helpful to us.

MS. WINTHROP: Great thanks. Right on the end here.

MR. SHAE: Hi, I'm Michael Shae, I also have many hats. For today, I'll say I'm on advisory committees in Arlington County for the schools. One of the things that is changing is what a classroom is, so inclusion changes. In Virginia, we're putting a big push on work based learning opportunities. And for anyone with disabilities, that's its own set of challenges. So, I'm curious in examples with the Unified Sports Teams if you've seen that help a school system broaden its opportunities for its students.

MS. WINTRHOP: There was a hand on this side way in the back. Yeah, go ahead. The young woman way at the back.

MS. EMILY: Hi. I wanted to follow up on the question about the global state of inclusion. My name is Emily and I am a master's student in the international education program at George Washington University, specializing in preprimary and primary teacher training in developing countries. So, I'm interested in, from your perspective, what the first steps are that need to be taken in countries where there is no perception of intellectual disabilities.

MS. WINTHROP: That's a great question. We'll have one final one here and then this we're going to be segregated left side right side. So, this side not an inclusive Q&A session. This side will come after you guys respond. So, last question and then you guys can respond.

MS. MARU: Hi, good afternoon. My name is Chi Maru and my question is about early

intervention. We're talking about high schools but we know that inclusion is extremely important at all ages. I just to plug for our Special Olympics D.C. here also really working with the young athlete's program to have that be more present in all schools. But I'm wanting to hear you all's thoughts at the early times in life when children are struggling with inclusion and their disabilities. Thank you.

MS. WINTHROP: Yeah. Norris, why don't we start with you and we'll end up with you, Tim. Don't answer all of them, pick your favorite one.

MR. HAYNES: Well, the United States, I don't want to say the United States is unique but the United States perhaps approaches the issue of people with disabilities in some critical ways that are different from other countries. I think, for example, legislatively, I think that there are two drivers as I see it in terms of the issue of inclusion. One driver is the legislative driver in which we have both like IDEA Individual with Disabilities Education Act, the American Disabilities Act. We have Title 504 of the Civil Rights Act. These legislative initiatives, to some extent, drive policy and practice with respect to how people with disabilities are, in fact, treated and included.

The other driver I see as what I call the more humanistic approach to working with individuals with disabilities which appeals to our sense of humanity, our sense of the dignity and rights of others which is sort of the social justice driver in the way we approach people with disabilities. So, I think these two kind of come together here in the United States in ways that they probably do not in other societies, at least based on my reading of the research and the policies and practices.

Now, having said that, I was at the UN meeting, a group of folks from the UN several months ago were talking about autism. I know that one of the main thrusts of the United Nations is the addressing of autism in developing countries. Places like Africa and in the Caribbean and so on. During that meeting, it was clear that in many of these developing countries, individual folks are struggling with how to make people more aware of the needs of people who have disabilities and to get them to respond differently. I think that development of the humanistic and even the legislative agendas in these countries are evolving. So, I think there are efforts internationally, globally. I think some countries are ahead of others. I think many of these countries still have a way to go before they institute policies and practices that are developing in the United States.

However, I would add that here in the United States we still have a way to go. And as all

the panelists mentioned and as Tim stated, I think the issue of inclusion for us in the United States, I think, that's where we are now in our progression. I think we need to do more in terms of the inclusion of policies and practices that we have. I think other countries are still behind and working together in some cases but I think they also have a way to go.

MS. WINTHROP: Great, thanks Norris. Joe or Cassie do you want to respond? There was a question that was directly addressed to you but perhaps you can respond to others.

MS. JONES: Actually, Joe if you remember this gentleman over here was asking about jobs and internships. Maybe you want to tell them about your internship at the ARC.

MR. PIGNATELLI: So, I'm doing an internship at the ARC with is an agency that helps out people with developmental disabilities. Currently, I do home visits and stuff. My internship is going good.

MS. JONES: What do you do there?

MR. PIGNATELLI: I help out. I kind of shadow different positions of the agency so I can get a better understanding of what goes on there and what they should work on and how their operation runs. It gives me kind of a basic outline of what the program is and what positions I could possibly look at.

MS. WINTHROP: Great. Cassie, do you want to chime in?

MS. JONES: I come from Rochester, New York and I don't know if anyone knows a lot about Rochester but it is a very diverse place. It's a city surrounded by suburbia and then another layer of the upper middle class. So, the people that I go to school with personally at my school are varying ethnicities, social backgrounds, have different varying amounts of median income. I would say that unified sports is a great way to bridge all of those differences together, not just between people who have intellectual disabilities and without but with people who are of different races and different backgrounds. It is just a great program to say that those differences aren't that big of a deal that we're all the same. It really helps to realize that we're not all that different despite some of the things we're going through.

MR. PIGNATELLI: What you were talking about like the higher end of the wealth and the poverty. I don't think it matters, basically to me. If you're talking about unified, it's not going to have that in it. That's not part of it. It's part of who you are and it is part of supporting one another. Mechanicsville

is in the middle because we're not really into poverty and we're not extremely poor, we're more middle class. But that doesn't make a difference again because we're all the same individuals.

MS. WINTHROP: Tim, do you want to chime in on that or a different one?

MR. SHRIVER: You know, so fascinating. Joe has said it is about who you are about four times. I don't know if everybody else heard that as much as I did. It really moves me when you go back to that issue. It is what a psychologist might call an identity expression. You're not saying it is this skill or this color or this race, it is an identity issue. This is about your identity right, which is such an extraordinarily powerful educational question that kids are struggling. Especially older kids but all kids, trying to figure out who they are. The rest of us talk about all of our theories and everything but you keep coming back to the core question. I think that's beautiful so thank you for that.

MR. PIGNATELLI: You're welcome.

MR. SHRIVER: For locating identity as transcending income, race, housing patterns, geography, all these other issues which is the whole point. This is what people do learn when they get into these encounters. They learn that identity can transcend a difference as they so beautifully put.

Just very quick answers to the other issues. A couple of people mentioned early childhood. In some ways, early childhood, pre-k, early childhood, the field has led all educators, the whole culture on this issue. You can go back 50 and 60 years and find kindergarten report cards that will have social development on the report card. Behavior often framed as manners, takes turns, is kind to others. Of course, that disappears from the report card progressively as you get older. As though taking turns and having manners and being kind to others no longer matters. If you get a job at Brookings, you don't need to take turns or be kind. Just kidding.

MS. WINTHROP: We do have to do the turtle, though.

MR. SHRIVER: In some ways, the early childhood stuff is kind of getting pushed up into the larger context of what people ought to learn. In that way, the rest of educators, I think, are starting to learn from early childhood educators.

The truth is when you think internationally, I'll take international question very briefly. There is enormous diversity. The best we can tell is about 90 percent of kids with intellectual disability never go to school at all globally. Never go to a school of any kind, of any type at any age, 90 percent. The lowest

estimate would be 70 percent. The more normative estimates would be 90. So, in most places, having Down syndrome, means you never go to school. Means your family is permanently stigmatized, means you are two and three times more likely to become poor if you are not already poor or to become poorer if you are poor. It means you're more likely to have the father leave the house and therefore leave a mother to care for the child alone. So, it is still quite a severe challenge. This is one of the reasons why, again, I'm so happy we're here. Because the international education community has largely not yet, although beginning now, has largely not yet focused on what equity or inclusion means for this population. Women and girls, obviously the last ten years good progress. Not enough, but progress. But when it comes to disability, almost it is just beginning to hit the radar. So, we have a long way to go.

MS. WINTRHOP: And Tim, not to answer for you but I think one important thing to add or it's a question really to you in your response to this question. My limited understanding of this topic is that the data is really patchy. Because we don't actually have an idea of the total population of kids with disabilities.

MR. SHRIVER: The data is non-existent. I can say on the bright side, three weeks from now I'll be in Italy meeting with educators there who are trying to expand unified sports in schools. Russia has a goal of expanding into thousands of schools with unified sports in the next five years. China has been on the front end working with us around including sports and inclusion from a very segregated system or segregated base.

In the United Arab Emirates, they not only are working on unified schools but they also now have a new moral education program. You mentioned different language. The language they use around social and emotional development tends to focus on moral development. But the underlying skill structure is very similar to what Norris described earlier. So, we're seeing countries around the world, Panama, very interested in having an aggressive nationwide inclusion strategy and other countries as well. If you're interested from a policy or a research or a future employment point of view, this is a field that is just beginning, honestly speaking. We have a long way to go everywhere.

My bright spot is this generation. I think this generation, not just the two we've got here who are extraordinary, but I think this is the inclusive generation. This is a generation who all over the world has grown up with a more open minded attitude than any generation, I believe, in history. I don't

have the data for it but I think it's there. I think they will demand all over the world that these issues, the old stigmas of which disability is one that these old stigmas yield.

Now you could say politically you don't see it today but I've been to very red states. People say this is a red blue issue, it's not. Kids in very red environments, I'll tell one last story. I was in a school, Papillion Lavista South Omaha, Nebraska outside of Omaha. Big 2500 student school. Andrea Kahn from our team has been working with them in Nebraska and other states. They have an assembly. 2500 kids, 100 piece brass band, all the kids assembled there. And in down the middle for this ceremony comes the kids with special needs and their non-disabled partners. The place is cheering like it was the finals of the final four. One young woman, 17 years old, I don't have her name, gets up in front of all her peers at that age and says, up until recently, I didn't want to get out of bed in the morning and I didn't want to come to school. This is superintendents there, like I wouldn't have said that in front of my mother much less my peers. And she's talking to the entire student body and then I joined this group here and I saw these kids and I realized my life had purpose. That's not a red issue or a blue issue, that's a generational issue, in my view. So, she and her peers I think will continue to push not just her city, her state, her country but a global movement that says inclusion has to be the new expectation, the new normative expectation of growth and development.

MS. WINTHROP: Great, thank you Tim. You've been very patient on this side. We have five questions. Just remember and keep your hands up. Introduce yourself please.

MR. MOORE: Hi. My name is Isaiah Moore. I'm here representing the National Association for Federally Impacted Schools. My question kind of stems from fear. There is a fear of what is unknown. When you go from high school, grammar school to college, the integration of people with disabilities in the classroom is so out of this world. In high school, I never was in class with a disabled person. In college, I run into it all the time. How do we combat that stigma of not having kids with disabilities in those high school and grammar school classes? Because that is what is really going to -- I mean I love that sports and other inclusion inside the school is happening but it has to happen in the classroom because collaboration on an academic level will really bring a change.

MS. WINTRHOP: Thank you very much. Down the line over here.

QUESTOINER: My question is in reference to universal design. That's a growing trend

that we see in many sectors and so I have a primary focus in technology. So, we see universal design being applied to education. It could, it hasn't happened yet but in examples we've seen recently with sign language. That can also be applied with hearing people or deaf people and we can see a lot of success happening there and allow communication to happen even before speech has happened. So, my question is in regards to intellectual disabilities, besides SEL, what are some other lessons learned that could be applicable to the educational system as a whole so that we can improve educational outcomes largely speaking?

MS. WINTHROP: Great thank you.

MR. LANINE: Hi, my name is Steven Lanine. I'm a college student who is studying special education. I also have a sister who has Down's syndrome and she is in high school now. But when she first was about to go into the public schools, my parents fought really hard to bring the inclusive model to our school district. They were met with a lot of pushback to put it nicely. What would be your advice to parents on how best to explain to someone, the importance of the inclusive education and social emotional learning for a student with a learning disability?

MS. WINTHROP: Great question. Next row back, we have a gentleman and then a woman in blue. Go ahead sir.

QUESTIONER: Hi. Does the unified program have any ideas on how to make the inclusive (inaudible) you talked about, extend to the staff of the school as well? So, making sure that the schools are willing and able to employ people with disabilities too?

MS. WINTRHOP: Great question. On the end here and then I think there's one more and we'll turn it back to the panel.

QUESTIONER: I'm (inaudible) management internship program for college students studying science and engineering. Is there ever a safe space for educators and service providers and everyone else to talk about their own bias? I often think about (inaudible) adults can talk about it, share their experiences on a way to moving beyond their emotions. I wonder how much of a difference it would make in what we're trying to do.

MS. WINTHROP: Great question. One last question here, the woman right there.

QUESTIONER: Hi. I'm a doctoral candidate at University College London and I study

the teaching of English as a foreign language. So, my question was have coaches for these unified teams been resistant to coach these teams and if so, how have you persuaded them that it is worth it and how have their hearts changed as a result?

MS. WINTHROP: So, we have great questions, variation on a theme about fear, resistance, whether it is parents or other school personnel or coaches and what do you do about it? I think that is sort of one big question in different forms which is really important. Universal design, employment of staff at school and then the important question around implicit bias. Who wants to start? I'm personally curious what you think are good strategies that you've seen in terms of combating this resistance. I mean, you say you didn't see much resistance, Cassie.

MS. JONES: I don't know if it's because my school is just special or I really don't. Personally, at my school, there wasn't a lot of resistance at all. It was just a new idea that people were curious to and surprised about. I just can't say that I saw a lot of it.

MS. WINTHROP: Joe, what about you?

MR. PIGNATELLI: I didn't see any at all because my coach was into it.

MS. JONES: Speaking of coaches, I have not met a coach who was not fully engaged in what they were doing and didn't love their team and didn't want the best for every student on their team. I mean, I know the coach from my school, he would frame the team picture every year and buy frames for everyone and give them to everyone and have pizza parties every Friday. I helped with the culminating event which is kind of like the sectionals event that happens at the end of every unified basketball season. All the coaches get up there and announce their teams and they are nothing but proud. The energy is so exciting so I can't say that through that, I hosted one of the youth activation summits to kind of get kids to come in and learn about what we're doing. A lot of the times coaches and advisors come to that as well. I think the people that are involved are the people that want to be involved and want to make a change.

MS. WINTRHOP: Right. So, the question is, we need to go to our older and world weary panelists. You basically heard a sample of two proving your point about this being the most inclusive generation because they haven't felt much resistance. You guys have been at this for a long time and I'm sure you've encountered resistance.

MR. HAYNES: Well, there was a question regarding the parental resistance and I think the question had to do with the parent of an individual with disabilities not feeling comfortable. I've met the reverse, I've seen parents entrusting enough of children with disabilities who actually did not want inclusion because of fear of how the kid might be treated or perceived. So, I think I've seen it both ways. It is central again. Someone mentioned the fear to the unknown. I think sometimes not knowing what the reaction will be to the individual. I think the issue of the culture and climate of the school, if there is some way to communicate to the parents who are resisting the child disability or the parent of the child with the disability, if there is a way to communicate that there is a culture and climate that respects the dignity of every child. I think it has to be clear in the mission and vision statements. It has to be in the cultural symbols of the school and I think it has to be very clearly communicated. I think that's one of the strongest ways to actually address that issue.

Turning to the question with individuals with disabilities in the classroom and inclusion in the classroom, it is sometimes a challenging issue because as we know, some individuals with disabilities have IEP's and the IEP's in schools do have certain requirements and certain specifications. So, sometimes I think the school setting is driven by and governed by some of those requirements. Sometimes they are probably not quite comfortable moving away from or beyond those specific requirements. I think there are ways to address the IEP issues and make sure that every child who has an IEP, and Individual Education Plan, gets those objectives met. But also, find a way to include that child in other ways in the classroom activities. It may not be on a full scale basis but there are ways to do that.

It is done with other things, it is done with kids who have English as a second language. They'll do language programs that have different ways of including kids who are English language learners in ways that they enjoy the benefit of the classroom but also get the time that they need to work on what they need to work on. I think that's possible. I think it is workable and I'm sure that there are some places that perhaps do that and maybe there are ways that the research can look into that I'm sure.

MS. WINTRHOP: Tim, I'm going to give you the last comment. We have five more minutes. Could you also address the last question about implicit bias? I'm not sure if this is what you meant but certainly it connects to the question of fear and resistance and perhaps there was an

underlying implicitness if educators and school personnel or all of us really could examine our own biases, perhaps we might meet with less fear and resistance.

MR. SHRIVER: So, I guess part of the way I'd frame an answer to some of these points would be if we start with fear which is often channeled through unconscious or implicit bias, it becomes unconscious and then hidden because of a whole sort of psychological factors. So, we all carry this of all kinds and types. The extent to which our normative culture allows us safety to express it and therefore to share it and overcome it and no longer let it be a barrier for us is the extent to which we're likely to become self-aware and actually more inclusive.

So, what happens in a setting, the reason I think these folks here didn't say that they saw any resistance is because they offered something to their culture that was immediately seen as a positive for unlocking shame and fear. Whereas, ten or twenty years ago people might have said, we're not ready for that yet. We're not ready for those kids. Why, because the fear and the shame would have been too steep. If those kids come in, my kid is going to be damaged. Those kids could have been kids of color, kids of gender and certainly kids with disabilities. We can look at the history of this over time. So, these interventions, if they do one thing back to Norris's first point, they create normative expectation that it is okay to talk things through. That it is okay also to express discomfort. That you shouldn't run away from your discomfort.

What would I say to parents, I think is a really good question. I get asked this sometimes because I'll get up and I'll talk on and on about how wonderful people with intellectual challenges are, all the things they've taught me. I wrote a book about it trying to figure out how to make it clear. People will say summarize it, what's the point. So, what is the opposite of fear, I guess, would be the question. Courage, okay. So, figure out what your opposite of fear word is. Today I think the word that will continue to grow in popularity is happiness. We had a meeting last year and I said we should talk about the happiness. The whole group made fun of me and said this is the worst possible idea so we don't do it. But I'm not giving up. What do parents say, I have a child with Down's syndrome. Why should you want my child in your school, because your child is going to be happier? Every child is going to be happier when every child is included. You want your child included, I want my child included. Both of our children are going to be happier if both of our children are included.

I think the research is actually strong on this. I think what you've heard in this extraordinary panel is from a scientific point of view and from an experience point of view, inclusion lifts all boats. It's like a tide. It doesn't just lift a leaking boat, it lifts all boats. I think we've got to open the culture to conversations about differences that are safe and supported that allow people to expose and express their biases and fears in safe spaces where they're not going to be labeled or called out or fired for that matter, if they're adults, but also trust that the kids can help us with this. Because the kids are going to be much better at it than the adults. Because the adults have put many more layers on their biases and many more layers on their fears than kids have. And so, you guys didn't see but what you can't see is that the reason the program wasn't there five years ago, the reason Joe you had an initially bad experience, was because of decades and decades of unconscious bias and fear had created a culture where you felt like you were nothing, as you said in the beginning. And within a few short years, the two of you created cultures where everybody felt like who we are, to your language, is we include. That's a pretty extraordinary shift and very, very hopeful, I think, and important for research and policy people to catch up to in some ways, younger people who are ready to lead this.

MS. WINTHROP: I think that's a great note to end on. Thank you.

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