

Inclusive Beginnings: A conversation about racialized children, disabilities, and inclusion.

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KEVIN MCSHAN: Carving a pathway of inclusion means that the promise of possibilities are realized by many and the diversity of thought is celebrated as a strength. However, for children with disabilities and racialized children, the pathway toward acceptance and inclusion isn't always realized as easy as we all might hope. Therefore, in the fifth and final episode of Inclusive Beginnings we will examine the experiences of racialized children from Negin Zarifian who is a professional learning consultant for Affiliated Services for Children and Youth. Zarifian has the experience of working on the front lines and providing some insightful perspective on the experiences of these families and also what she's witnessing as a professional in the field. Meanwhile, I also had a chance to talk with Kathryn Underwood. She's a Professor of Early Childhood Studies, Dimensions Faculty Lead in the Faculty of Community Services at Toronto Metropolitan University. She also holds the title of Project Director for the IECSS project, and she joined me to talk about an inclusive future for children with disabilities and her greatest hope for this project at large. This was a comprehensive conversation of tremendous consequence which, I am now happy to share with all of you. Fantastic, Negin tell me I'm wondering if you can take a moment, just introduce yourself to our audience and tell me a little bit about your work and where you come from, and why you wanted to sort of participate in this project today.

NEGIN ZARIFIAN: Absolutely. So, I currently work at ASCY, which is Affiliated Services for Children and Youth. My position there is a Professional Learning Consultant which means I essentially go into programs, into early learning programs in Hamilton, Ontario and I see myself as a resource for the educators in these programs so, I can provide anything from you know, side by side mentoring in the classroom I can provide various workshops and sessions um, it's a really diverse number of resources I can bring to early learning programs and but just see myself as a bridge if you will, from the

educators to resources that they might not have you know, the time and capacity to be able to um, I like to bring as many resources as I can to educators. So, in getting here I have been a Registered Early Childhood Educator, in the field for many, many years. I've worked in very different capacities and environments and communities, um, school-age programs, I've been a Director of a centre, I've been Supervisor so, like I said in many different communities. Burlington, Hamilton, downtown Toronto and different areas as well so, yeah that's what brings me here today. I was connected with Kathryn to participate in this podcast as someone who identifies as a racialized person with um, I'm physically able- that's another conversation for another day- to participate in some perspectives on Black and racialized families and children with disabilities in the context of early learning environments.

KEVIN MCSHAN: Fabulous and Negin, from your perspective, tell me how do you view the concept of inclusion when we talk about Black and other racialized children with disabilities?

NEGIN ZARIFIAN: That is a really big word and question and I still grapple with it and I and it's tough to answer because it is lacking in the field of early learning and early childhood education and not for one specific reason, it's not because of this or that it's- in my personal experience, as an educator in the field, we are lacking supports and resources to provide children with any type of really physical or non-physical special needs specialized equipment. So, inclusion in terms of that intersectionality piece of racialized children with disabilities I think is a really big- it's a really big topic that word is very heavy and weighted um, because while surface level of course, I do think every early learning program strives and tries to be as inclusive as possible of course, we don't- often time as educators and I can only speak from my own personal experience from what I've experienced in the classrooms and also what I've seen as a consultant is we are often times not equipped. We don't know how to handle physical equipment and materials. We are often just kind of told by parents who have also you know, are living through this experience as well. How to manage from transitions, physical routines, often times there is not an extra person in the classroom when these physical disabilities require an extra body to be a part of that transition to go outside or to come back inside and so you know, while I think every educator wants to say yes, we are an inclusive environment we accept and we can you know, we are inclusive to everybody, I think that there is an absolute gap in terms of the supports and resources between the families' needs and educator resources as well.

KEVIN MCSHAN: Yeah, and Negin I know this was not on your original list of questions but, just out of personal curiosity. I'm curious to ask you what do you think needs to happen to create an environment where children with disabilities have access to more social capital and allows them to sort of spread their wings from a social perspective. I'm curious in your position as an educator, what do you think is the key to creating more social capital for individuals or children with disabilities?

NEGIN ZARIFIAN: That's also a very big question and um, my first thought is- and I don't know if this is the response you're looking for but, I think often times social institutions, adults, general society sees children as becomings. They are not yet a person in themselves. We have to wait until they are bigger, older, you know, greater brain development whereas, I think there needs to be a huge shift and pivot into the perspective of the child, looking at that child regardless of who they are and what they bring is that they are a being in and of themselves today in this very moment and how to promote and encourage who they are now rather than waiting for them to become something else. Um so, I don't know how to exactly answer that question because I think there just has to be a really big pivot in shifting how people perceive young children apart and then we're talking about the intersectionality piece of Black and racialized children with physical disabilities as well which, is a whole other piece in and of itself and how those children can be seen and valued just as much as the other children in these learning environments. I don't know if I answered that question but that's kind of-

KEVIN MCSHAN: Of course you did and we could have a whole other hour of a podcasting-

NEGIN ZARIFIAN: [laughs].

KEVIN MCSHAN: episode out of that one question, couldn't we?

NEGIN ZARIFIAN: Yeah.

KEVIN MCSHAN: Absolutely, and Negin tell me, what do you think needs to happen to foster a more inclusive environment when it comes to early childhood education and the system at large?

NEGIN ZARIFIAN: So, I mean systemically speaking, systemic racism is real and alive and shows up in harmful and dangerous ways for young children every single day. I can speak as an educator of course, because that's my personal experience and I can confidently say that as much as I enjoyed my two-year diploma program you know, to get my early childhood education diploma and to become a registered early childhood educator, yes, there might have been a course on inclusion however, if you blinked or missed that class or what have you, you would have missed that inclusion piece and I think again, educators- and I'm not taking away from educators because we do so much in a day However, it's not it's not enough to support and meet the needs of families that are coming into our care every single day and I think just starting by equipping educators with knowledge and information, of not just the Western perspective family, right? Like, who else is coming into our programs and into our care and while you can't write a script for every single family and have an equation that's perfectly prepared, you know for anyone who walks into our program, I think we can be better equipped in inclusive practices and then, of course, the other layer to that for me personally is that relationship building with families I think it also has to be coming from a place of authenticity where you can have conversations with those families and be like you

know, listen, what are you doing at home? I'm having a hard time with x,y,z in our program. Let's collaborate together and work on this together and you can't have those conversations unless you have already worked hard at building a really trusting relationship with that family so, there's so many layers to it but I think those are kind of the two pieces that come to the forefront for me when thinking about that question.

KEVIN MCSHAN: Absolutely and Negin tell me, when hearing about race and disability, how do you think they are interconnected when it comes to the early childhood education system and what do you think people need to know on a broader scale when it comes to this discussion?

NEGIN ZARIFIAN: I mean, they are intrinsically connected. They absolutely are. Again, children are coming as they are into your program not as you wish them to be, and um, [long pause 13:42-13:46] can you say the question again Kevin? [laughs].

KEVIN MCSHAN: Yeah, I'm just wondering your thoughts on how you think race and disability are interconnected within the educational system.

NEGIN ZARIFIAN: Yeah, so, they're intrinsically connected. You cannot separate one from the other because you cannot separate the person or the child that comes to you the way that they are um, and I hesitate to use the word complex because I don't think a child coming into a child care program needs to have this you know, complex um, piece added to it, but I think the word complex is to the situation rather than the child so I do want to separate those things as well because a child just wants to be included, loved, valued, and cared for just like every other child but, when we bring that racialized piece along with physical disabilities there comes challenges with- again on top of, social institutions and the systems piece above like trickling so far up above, I'm seeing it from the ground up because that's where I come from. I'm an educator that's been in the field and on the floor for so many years and all I want to do is support these families and support these children, but sometimes I don't feel equipped to know how and that's a shortcoming on me as an educator but, it's also a shortcoming on the larger system in itself and I never want it to feel like a short-coming from the family or from the child and I think that's ultimately what happens from time to time. A lot of the time, unfortunately. Speaking as a racialized person, I don't have children of my own, but I often reflect on my mom's experience as me a small child who didn't speak any English starting in childcare, who looked a little different than other children, brought different types of lunches and food. I do actually remember, apart from my mom's you know, retelling of stories being um, othered from time to time and that's me not coming from- I am racialized but I'm not Black and I am physically able. So, if I am being othered I can only imagine the challenges that Black children and families with physical disabilities experience on a day-to-day basis.

KEVIN MCSHAN: Yeah, so let's dive into those challenges when it comes to racialized child and their families. What sorts of challenges do you see, and what is your greatest hope for the future of children as we continue to advocate for inclusion for children with

disabilities and their families at large? So, it's kind of a two-part question to end off. I'm fascinated to get your thoughts there.

NEGIN ZARIFIAN: So, I think just shining a light and illuminating the conversations that we are having now that the work and research that is being done, I think is a really important piece that's bringing it to the surface because why aren't children who are racialized and Black with physical disabilities not being cared for and valued in the same way right? Again, we can have another podcast and talk systemically about why that is but in the context of early learning programs so, for instance. Our physical environment is what it is. We can't really change walls, we can't reconstruct, we can move some furniture around but that's about it so, if a child with a physical disability starts in our program tomorrow, it is essentially up to myself and my room partners how to make this physical environment work for this child. It was not ready for that child up until they registered and started in our room. There was not a lot of prep time if you will. The child may or may not have come for a visit for a short period of time and I just think how must the child feel? When they're coming into a physical environment that is not suited for them and it is suited for physical, for physically able children and the adaptations that are perhaps being made are so um, I don't know what the word is, you know, Macgyvered if you will that we're just making it work to the best of our knowledge to the best of our ability. Is the family's voice being heard in these situations and that's where I think that racialized piece comes into play, right? The perspectives and the experience of the educators, all these things play a part in the experience of that child in this room and I do get sad thinking about you know, I do think back and reflect on my time in some situations and I know I was not equipped for this and I wish I could do more and I did not know more but what I could do was again, build that relationship with that family and hope and feel that they were seen and heard and experienced some sense of belonging as we figure this out together but I don't think the responsibility should always be on the family as well to walk us through this and to work through this process. I'm not negating the fact that there are external resources that do come in and support educators there are absolutely programs and resources out there so, I don't want it to seem like I'm not acknowledging that but, day to day hour by hour it is the educators in the classroom that are doing their best so, those are absolutely some challenges and in terms of moving forward I would love to see more inclusive conversations and classes and concepts and topics being introduced and discussed in the two-year diploma program um, just to be responsive to the community to today's population. As well as again shedding the light, illuminating people, voices who have experienced this of moving forward of hearing what they have to say and listening to them and responding and making those changes.

KEVIN MCSHAN: Absolutely, well Negin I want to thank you for participating and adding your voice and contributing to this most important conversation. I want to thank you for your work advocating for equality and equity for children with disabilities. I want to thank you for engaging in conversation with me this morning, it's most appreciated.

NEGIN ZARIFIAN: Thank you, Kevin, for having me this was wonderful. Thank you so much.

KEVIN MCSHAN: Well Kathryn, it's always great to see you, and thanks so very much for adding your voice to the podcast portion of our conversation about equity and equality for children with disabilities and all the work that you've done throughout this project. It's great to see you and good morning to you.

KATHRYN UNDERWOOD: So, thank you so much Kevin, and thank you for this podcast series because it's been so exciting to see uh, to listen to all of the different voices that are being added to it.

KEVIN MCSHAN: Yeah, absolutely and we're adding yours this morning and I just wanted to begin by you telling me a little bit about yourself, your role, and the project at large and why it's so vitally important continuing the conversation toward progress.

KATHRYN UNDERWOOD: Thank you. So, I'm the Project Director for the Inclusive Early Childhood Service System project. I'm also a Professor in the School of Early Childhood Studies at Toronto Metropolitan University and my role has been to implement a research project that was actually designed by our community partners more than ten years ago. So, at that time we had a very small grant and we invited people from a few different communities. Wellington County, the City of Hamilton where Negin works, and the District of Temiskaming in Northern Ontario, came together at Toronto Metropolitan University formerly Ryerson University at that time, Ryerson, to talk about concerns they had within their own work to implement early childhood service systems. One of the areas that they identified was supporting children with disabilities and creating inclusive childcare and other early childhood education and care programs and that group of people told us- told me at that time that they really needed research that did a few things. First of all, they needed more research that was from the perspective of families. They felt that was the most important voice for them in terms of planning high-quality, inclusive programs. They told us that they needed information that unfolded over time because most research that's done in early childhood because early childhood is short, it's mostly done with single time points. So, we will measure children's development, we will talk to educators, we will talk to families but, we mostly do it once and they- those community partners said we know that this is a time of dramatic change both for children and families but also, and Negin referred to some of these changes, in our society but also in how services are provided. So, right now in the early years we are seeing changes with regards to ten-dollar-a-day childcare unfolding across the country, we're seeing changes that are a direct result of COVID-19 with very real shortages of early childhood educators, with concerns about the wages for educators, these are all things that matter but when we first started the biggest concern had to do with changes to family support programs and the unfolding of full-day kindergarten. So, our earliest interviews were pre-full-day kindergarten, which might be hard to remember at this time. So, my job has been to implement this project to the best of my ability with the direction of those community partners and I take that pretty

seriously. We also have some advisory committees who I work with directly on a regular basis including the District of Temiskaming Elders Council who are a group of Elders from multiple Nations in Northern Ontario who have helped us to really think through settler colonialism and the ways our systems were developed through Euro-centric ways of thinking- and that's been really important to our project. So, that's my role and in addition to that, my role is to steward the information that's been shared with us by children and families. Through the IECSS project we have more than 150 families who have participated, now from 9 communities across the country and some of those people have participated for up to nine years. We have conducted over 1000 interviews so that's kind of amazing to think about the quantity of information we hold, and that data set is now something that we have a responsibility to use for the purposes that Negin identified which, is to support early childhood systems.

KEVIN MCSHAN: With that as the background, Kathryn, I'm curious to ask you your definition of inclusion for Black and racialized children with disabilities. How do you define the concept of inclusion?

KATHRYN UNDERWOOD: Thanks for that question, Kevin. So, I use what some people refer to- actually an author called Anat Greenstein from Europe calls radical inclusion. For me, radical inclusion means that we don't just take people and put them into programs that exist for everybody else. The problem for me with inclusion and as Negin mentioned, people have been trying to do inclusion for years. In this country, we have been talking about inclusion for close to a hundred years. I think that part of why many children are still not successfully participating in their communities and in the programs that we have is because we have been trying to assimilate them into programs that were not designed for them in the first place. I think that has to do with disability and I very much believe that it is intersectional both with race but also with economic well-being. Without a doubt, poverty is a very big risk factor for whether or not children will participate in early childhood programs, but also in early intervention programs that are designed for children with disabilities. So, to me, inclusion is full participation in the places and spaces where you want to participate. I think that means that we need to consider the question of inclusion into what. So, I think that we want to include children into places where they are able to play and build relationships with their neighbours but, also with people who have shared lived experience because disability can be an important part of someone's identity, and also with their racial, ethnic, and linguistic communities. That means that all of those spaces need to be accessible both physically but also emotionally and with regard to recognition of racism and classism.

KEVIN MCSHAN: Yeah, absolutely, and from an educational perspective Kathryn I'm curious, what do you think needs to happen to create a more inclusive environment for Black and racialized children with disabilities to thrive when it comes to the educational system at large? What do you think are the keys there?

KATHRYN UNDERWOOD: So, I really think that we have not grappled with what true intersectionality looks like in the everyday experiences of early childhood and also

school-aged educational environments. So, as an example, in our research, we have found that disability services that are screening for developmental uh, non-normative development in children so that they can qualify for disability services. Those screening metrics or the documentation that's produced in that screening has been used to surveil families and to define families as not being good educational or developmentally appropriate spaces for them. That information is in part or is implicated in the reality that more Black and Indigenous children are being apprehended in child protection systems. So, that's a very concrete example of how that plays out. But, we also know that um, and our Black Advisory Committee has been really clear in articulating some of this but, I think that we've heard this also from our research participants that if you have a child that has what people sometimes describe as an invisible disability although, I'm always a bit-I don't think there's two separate and very distinct categories. Visibility can come from someone's emotional state as well but, as an example, you might have a child who is autistic who in public looks not normative in the sense that they might be moving their hands in a particular way, or speaking in a particular way, that is perceived to be not like other children. If someone is Black or racialized that can be much higher risk than if that child is white because we do have ways in which we police other people's behaviour and, families also can be perceived to not be good parents if their child is acting in a way that is not considered to be normative so, then their parents are also in a situation where they're being perceived to not have their children under control. We need to think about things like our perception of what is good and bad behaviour because it is driven by very normative ways of thinking about human behaviour.

KEVIN MCSHAN: Yeah, and Kathryn tell me, how do you think race and disability are interconnected within the system? What do you think our viewers or audience should know about that?

KATHRYN UNDERWOOD: Well, I think they are interconnected in a few ways. First of all, racism causes harm to people and can cause harm to children. Racism can lead to very real health impacts. So, that's one way that it's interconnected. Secondly, all people- there is disability across all of our society so, disability is in fact normal. Human difference is normal it is a natural part of how human beings are. The reality is that we often talk about disability as being separate from the other conversations that we are having about equity and equality in our society. I really think we need to focus on the equity portion of our understanding around disability and that requires us to consider it in relation to other forms of inequality and inequity. So, for the most part, our conversations around disability are tied into people getting service. The idea is that if people have enough service, then they won't be disabled. That actually is a kind of ableist attitude because especially in the early years, many of these services are designed as interventions to try and make children's development as normal as possible. Of course, not- many children will not become normal simply because they have interacted with service systems, nor do we want them to because the joy in life is our human difference. The value of people seeing and understanding the world from a



wide variety of experiences is so important to both our society's well-being but also the health of individuals.

KEVIN MCSHAN: When we talk about inclusion from the perspective of Black families in particular, I am wondering about your thoughts on how we level the playing field for Black families and their children with disabilities to make sure there is equal footing and that they have a chance to thrive within our educational system and beyond.

KATHRYN UNDERWOOD: Thanks, Kevin So, I'm going to say I am glad you are here because I am a white, European woman- person of European heritage so, I will not speak for Black families but- so, I welcome your thoughts on that but, I will say that from the perspectives of families in this study I think there's some things we can look at systemically. So, the IECSS project while we interview families and hear their stories, our goal is to actually study the system itself. So, Negin referenced systemic discrimination. We're interested in how this system is designed so, I think that's one of the answers. It's only one of the answers though that we can look at the design of this system and say what is happening in the way this system is designed that is perpetuating ableism and racism? One of the things is that it is a very complex system. It is not that the children and their families are complex, the system itself is very complex. We have created societies where people are interacting with bureaucracy all day every day. That is more so for disabled people because many services require them to have some kind of intake process in order to qualify for special things so they can participate because those things were not designed for them in the first place. We can think about that with relation to physical disability- Negin's example of a child registering for a program that physically is not designed for them, that's true about many other aspects of those programs as well. So, if we can start designing from the outset, for a wider range of people then we will reduce the need to go through bureaucratic processes for people to participate. I think the second thing is that most of the work we do around education zones in on classrooms or rooms in childcare centres, or rooms in family support programs like drop-in programs. The reality is that for families even if you have a single classroom that is highly inclusive they may be experiencing exclusion in many other environments. I think we need to look at inclusion as something that happens across community rather than within single programs. That's a lot to ask of educators- I do not expect educators to solve all of our social challenges that we face based on many, many factors. However, having greater awareness of that can bring greater empathy to the relationships that people hold. Negin mentioned this is highly relational, it's so important to build authentic relationships with families but we need to recognize our own social identities when we do that, and we need to recognize our social identities matter. So, the three of us can all have really good social relationships, but we still hold our identities and that affects how we interact with each other.

KEVIN MCSHAN: Yeah, absolutely, and Kathryn just out of personal curiosity and I think this would bring more length to our conversation this morning. I'm curious of your

definition of educational equality and equity for children with disabilities and how you define educational equity and equality.

KATHRYN UNDERWOOD: Mhmm. I don't know the answer to that question [laughs]. I have got to think for a second. Well, okay I'll say I am not sure that I have an answer. I think that is quite individual actually. So, I mentioned when I was defining inclusion, I would say that it has to involve people being included into the spaces where they want to be included. I work in a university so I will tell you that I am influenced by the writing of Amartya Sen who is an Indian economist who talks about something called capability theory. His articulation of human capability is that it is highly contextual. So, it matters if your gender matters but it might matter more in one place than another place. Your race matters but what it means to be a Black person in Yellowknife, Northwest Territories versus being a Black person in a place where the dominant race is Black would be different. So, I think that's part of- it's part of our understanding of equity and equality that it needs to be highly contextualized, and this makes me think. I was not going to talk about- this is an idea that I did not know I was going to talk about today but we actually have an International Advisory Committee on the IECSS project and that arose because my colleague, Marisol Anagarita-Moreno from Columbia who I met through an international conference I was attending- I was presenting and she approached me and said oh, I love this project. Can you come to Columbia to Bogotá and do this project in Bogotá? I was a bit shocked I was like what? Really? First of all, I was flattered I was like oh, we're doing such good work people are interested and secondly, I thought but what would this look like in another community? Because as I mentioned, it was designed it came from the interests of our community partners. So, there's aspects of what we are doing that I think that could be of value elsewhere but, we have been working with our International Advisory Committee to ask them what would this look like in another country? One of our newer International Advisory Committee members is from Ghana and she has lived in Toronto she has spent a lot of time in Canada, but she is now working at the University of Ghana and I'm interested in what would be of value there that would genuinely be of value. So, I think one of things that we are doing is mapping out these systems and that would look different in different places. I think that would matter in terms of defining equity and equality. What does it look like to get access to education in a place like Canada where we have one of the most educated populations on Earth? As compared to in a place where the average person does not complete elementary education. I think we need to consider that in relation to each other so there is a global conversation to be had about equity. We are tremendously privileged here in Canada in so many ways but, we also do not have equitable or equal access to this privilege that we hold in this country.

KEVIN MCSHAN: Yeah. As we bring our conversation to a close Kathryn, I am curious to ask you what do you see as the greatest challenges ahead for Black and racialized families with children with disabilities and what's your greatest hope for the future and how do you hope this project will evolve over time?

KATHRYN UNDERWOOD: So, first of all, I think the specific experiences of racialized and Black families with relation to disability services I think the challenge is to all of us- and this is why I think that it is important that people who look like me- who are white- are part of that conversation. I am not speaking on behalf of racialized people or Black people but, I have to be part of the ways in which we think about this going forward because we need to start talking about how intersectional identities unfold in real and concrete ways because I think for many people this is kind of a conversation that they know in their minds is true but they cannot really imagine what it looks like in the everyday activities that they engage in. So, having very concrete examples can help people to understand that and I think that's something we need to think about going forward. I think that Negin identified some of the other challenges with relation to, for example, having good education for early childhood educators. The majority of what we are teaching people in schools doesn't really get to this- my notion of radical inclusive education. Like a really comprehensive understanding of how disability can touch every aspect of someone's life and sometimes in very good ways. Most people are really uncomfortable with the term disability, especially when they are talking about the youngest children but, some of those young children are going to grow up to be disabled adults. If we are saying that word is a bad word, then we are not allowing those people to grow up and flourish with an identity that is valued and celebrated and a recognition that disability can actually be a cultural experience. It can be a way that you connect to other people in good ways. So, two people who have a shared disability identity might actually find friendship with each other. That does not mean that they need to be congregated together with only people who have the same disability diagnosis as them. I will say that I am excited about the idea that this more than ten years of research that we have been doing- you asked me Kevin about the future, future plans for the project. Our goal is to actually start shifting towards not just collecting more information from parents but actually looking at projects that allow us to activate that information. We hope that we can- and we have done a little bit of this work already- we have worked with some of our partners in a project we called IECSS in Action. We had seven partners from across the country who responded to a call out to try and address some of the problems that we have seen from the perspective of families. We are looking to do more of that kind of work going forward. We are also really interested in curriculum. So building more comprehensive information to make it available for people teaching in higher education but, also for people doing professional development within their workplaces so that they can be having those conversations locally and looking in their own spaces in a truthful way that is not defensive, that says we are all part of this society, we are all part of trying to create a better place for people and sometimes also having the humility to know when we are not the people to be having the conversation but, stepping back and giving space to others. I will say we often in the early years talk about asking families for their opinions, their views- they are a critical resource. Our project tells us that there is a lot of pressure on parents because they are having to do so much work on behalf of this system. I do want us to continue to ask parents, but parents need more support themselves and one of the very underutilized resources that

we have in our society is disabled people. We almost never say oh, inclusion is difficult let's talk to disabled people. We almost always say ask the parents. I think that's something we need to start- I think we need to start shifting towards thinking about inclusion as a disability question and if we are going to get at equity, we better actually start talking to disabled people themselves.

KEVIN MCSHAN: Well, absolutely. Well Kathryn, I want to thank you for your extensive work in promoting the need for inclusion in early childhood education and I want to thank you for contributing your voice- to contributing to moving the needle of progress forward. Your work in the space (inaudible, 46:55) behalf is most appreciated and I want to thank you for being here this morning.

KATHRYN UNDERWOOD: Thank you, Kevin, for having me.

KEVIN MCSHAN: We thank you for investing the time in absorbing all of the critically important information this podcast series had to share. It's our hope that the information you have gathered through this series will help us all continue to contribute towards the conversation of progress for children with disabilities, their families, and our societal understanding of their upbringing and service delivery as well. I am Kevin McShan and I thank you for your time and consideration.

END OF TRANSCRIPT (47:50)