



Episode #107:

**Inside Eye to Eye's App for Kids with
Learning and Attention Issues, EMPOWER**

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Debbie: Welcome to the Tilt Parenting podcast, a podcast featuring interviews and conversations aimed at inspiring, informing, and supporting parents raising differently wired kids. I'm your host, Debbie Reber, and today we're going behind the scenes of a new app for kids with learning and attention issues that's specifically designed at helping them identify their strengths, understand their challenges, discover their personal best strategies for self advocacy, and more. I'm talking about the app called Empower, which was created by Eye To Eye, a mentoring organization with the mission of improving the life of every person with a learning disability. Eye To Eye supports a network of youth mentoring programs run by and for those with learning differences and organize advocates to support the full inclusion of people with learning disabilities and ADHD in all aspects of society. In the first year of this podcast, my son Asher interviewed Eye TO Eye founder David Flink and Ash was lamenting that because he doesn't live in the US, we're Eye To Eye runs its program. He didn't have access to these kinds of mentors and that's actually the whole idea behind the app to make it to eyes mentoring and advocacy skill building program accessible to kids from around the world or in cities in the U.S. where it's just not available. So today Eye To Eye President, Marcus Soutra is going to share his personal story of navigating school as a student with learning differences and take us behind the scenes of the Empower app as well as explain how I die is powerfully impacting kids.

And a quick announcement. I'm very excited to make next month I'll be stopping in a few cities in the US as part of my Differently Wired Tilt Your World Book Tour. I am so excited to get to meet members of the Tilt Parenting community in person - in real life. We're still finalizing the details, but I will be announcing the cities and dates next week.

I'll also have that information in my weekly newsletter, so if you want to make sure you get the details, just sign up at tiltparenting.com and I'll keep you updated with all the information as soon as it's confirmed and while you're on the website you can also download the first chapter of Differently Wired and get a first look if you haven't done so already, so more on the book tour next week.

Lastly, I wanted to thank two new supporters of the podcast, Helga Helgadottir and Shiona Kjar. I hope I'm pronouncing those names right! Thank you so much for joining this shows Patreon campaign and helping me cover their production and transcription costs for the show. If you would like to join Helga and Shiona



and officially back the show, just go to Patreon.com/tiltparenting. Thank you so much for considering and now here's my conversation with Marcus about the Empower app.

Debbie: Hey Marcus. Welcome to the podcast.

Marcus: Thank you for having me.

Debbie: I'm looking forward to this conversation. We have had David Flink on the podcast probably over a year ago. Actually, my son Asher interviewed him. It was a really fun conversation and we were talking recently about the Eye to Eye app and really wanting to spread the word about how that works and makes sure that our audience understands the value behind that. So I'm excited to go into that. I had been playing around with it myself, so I want to talk about that, but before we get into the app, I would love to start by just getting to know who you are. And so would you take a minute to introduce yourself and tell us a little bit about who you are and maybe how you got involved with Eye To Eye?

Marcus: Sure. Well thank you for having me. And I did, I did love listening to the podcast with Asher and Dave, so I'm excited to be here and excited to have this conversation with you. Yeah, so I got involved about. My story really starts when I was first identified with a learning difference, back in third grade, which a long time ago now, but um, it was, uh, you know, and that's actually the term that I prefer to use a identified a, the term that was used was diagnosed or disability or other things, but really I was born this way. I was, I was born as someone with with dyslexia and ADHD and it just took till third grade for somebody to kind of figure that out and then, you know, kind of give me that identity which it became for me throughout school. Um, so yeah, so my, but my experience was a lot like a lot of other students in school and it was very, very marginalizing.

It was not empowering. I did not see my learning difference as the assets that I see it as now. It was more of something that I needed to avoid something I needed to hide something that you know, was, was best kept secret as best as I possibly could. So I went through a lot of school, kind of not embracing accommodations, not embracing support. Thinking of, of any time I admitted that I needed help on something or anytime I'd ask for an accommodation or try and learn in the way that I felt was going to work for me, but might be different than the rest of the students. I felt like I was met with a lot of stigma and um, it was best just to kind of keep it quiet. It was, uh, something that I was closeted, I know and that kind of sense where I was not going to tell anybody else and I felt like I got very, very good at hiding it from others.

But, um, so I, when I was going through school, I, there was one thing that I felt that I was really, really great at, which was working with young people. I had worked as a camp counselor. I've been a babysitter. I had been a Boy Scout, Eagle Scout and worked with lots of young people there. And I thought, OK, that's going to be something that I can bring to the world as well is being an educator and working with kids. So I went off to Keene State College in New



Hampshire and began studying education there. They have a great education program and it's also close to a lot of the great ski resorts in Vermont. So went there and really again kind of tried to keep quiet about my, my learning difference and not really talk about it with others but the workload is definitely caught up with me and through kind of a few different moments in school, um, I began to really start to embrace my accommodations, in some ways just because I needed to for survival.

Marcus: Um, and in some ways it was just because I was beginning to learn more and more about myself and starting to, you know, have this kind of college experience where you're not necessarily pitted against your peers in the same way you are in k- 12 education. So, uh, you know, ended up kind of at a very big moment in my student teaching experience.

So just a quick story. So I was, I was in my second day of student teaching and I was working at a Keene high, which is a very rural town in Keene, New Hampshire, and I was, you know, writing, writing on the board as every teacher does and I was writing the assignments on the board and uh, you know, I said, OK, your homework is due Wednesday and I wrote on the board and I completely missed spelled Wednesday, which I do all the time still to this day. It's one of those words that for some reason I just can't spell and it, and at the time the student in the back of the room in a way that only a 16 year old can yelled out. Soutra, you can't spell Wednesday, what are you, dyslexic or something? And I was met with, I was kind of frozen. I was really kind of met with like, oh my gosh, you know, I'm on the, I'm young, I'm there or I'm actually not that much older than these students and trying to be a role model and try to be this leader or this teacher. And, you know, I was concerned with all that stuff, but I was mostly concerned with what was just happened already on the second day, which was that they were going to know that I had a learning disability. And so, you know, I, I had done everything. I thought I'd done everything for, you know, to kind of prevent this. So I'd had. My girlfriend at the time who is now my wife, you know, she was an English major. I spent most of college dating for spelling it had you know, then married her. So I've got, I've got that accommodation for life, which is really beneficial. And so I had done, She'd proofread every powerpoint we had worked together, all of this stuff, you know, and sure enough, like right away some kid had kind of figured it out. So I thought to myself like, am I going to tell them, you know, am I going to be open and honest about this and potentially lose the students in the classroom or am I going to kind of hide it and kind of sell out my fellow LD brothers and sisters, and I just couldn't do that because I knew there was kids in that classroom that, that I couldn't lie and say I didn't have a learning difference and kind of, you know, add more shame to their experience.

So I said, yeah, no, I have a learning difference and I'm going to spell some things wrong around here and I'm going to move around a lot but I think we're going to have a great semester. And this kid in the front row, uh, I'll never forget, I'm honestly, it was Sean and he said I'm dyslexic too. And he gave me a high five and I was kind of met with this like, OK, that was not, you know, what I was expecting to have happen in this moment at the beginning. and I kept continued



to be met with those types of experiences where once I started to tell people that I had a learning difference if they did to, it became this empowering community.

Marcus: That I became a part of. And it was, there was such a shame associated with it. So I thought, how can we scale this experience, how can we get more and more young people to tell their stories and to kind of really break down the stigma that exists for LD kids and create this community. And that's when I, it was very serendipitous and wonderful way. Got paired up with David Flink. This was back in 2006 and him and I quickly started working together and really kind of scaling that high five, scaling that community to more and more kids around the country.

Debbie: That's a great story. Yeah. I was wondering what the timing was for that in terms of when, you know, you were in school as a, you know, in K through 12. It does seem like things are changing a little bit and I could probably depends on, on where you are, but you know, just to experience all of your elementary, middle school, high school years, feeling like you had to keep this a secret. You know, that's just a reminder of what powerful work it is that you're doing. I think that's what I loved so much when I connected with David and learned about Eye To Eye is, you know, we're all here about breaking down stigma and there's no shame in being differently wired at all. I love your language of talking about being identified instead of diagnosed. That's such a great point. And I'm really concerned about language too and the weight that it carries and so I love that. And yeah, just what a, what a powerful story. Thank you so much for sharing that.

Marcus: Oh, no problem.

Debbie: And just before we move on, could you just as a general introduction for listeners who aren't maybe familiar with Eye To Eye tell us what you do there and what the organization is as a whole, what the goals are for the organization?

Marcus: Sure. So we are the only national organization that is run for and by people with learning differences and we, our a major goal - our overarching goal is to create community for students who learn differently and we do that through basically three different ways. So the first way that we do that is through our mentoring program and that is the core aspect of our work. That is what most of the resource of Eye To Eye go to and where most of the Eye To Eye staff program staff is focused. And what that is, is college students and high school students with learning differences, mentoring middle school students with learning differences and providing for them not only a community but also teaching them the really valuable social emotional skills to these students. So, you know, so, so need you know, not only were these things that uh, you know, it seems very obvious I think to most people, but it's not something that a lot of schools are focused on which is, you know, these skills around giving them a good sense of self esteem. Giving them a good sense of how they learn, helping them understand what accommodations might supplements some of their struggles or some of their weaknesses. And then teaching them how to advocate for



themselves so that they can no matter what environment they're in, they can, you know, better navigate it and they can better make that environment work for them. So we work in about a hundred and 50 schools around the country, ah, with that program and not only is the research out there that shows that this is the types of skills these students need to perform better academically, but now we have great research with the University of San Francisco, California, their Brain Lens lab showing that eye to eye is really moving the needle on these skills for these students, giving them a better sense of their identity, giving them a better sense of themselves, of reducing depression are increasing self esteem, all of these types of things.

Marcus: So then the second kind of layer of our work is our outreach efforts. So this is where we host things like Learn Different days. I'm actually going to be jumping on a plane on Friday to go up to Buffalo, New York for a Learn Different day where we'll get parents together and kids and all the kids will spend the afternoon doing art projects with Eye To Eye's mentors, boosting these social emotional skills and giving themselves, giving them community. And the parents will spend the time connecting with experts not only from Eye To Eye but other organizations like Understood and the Child Mind Institute. So they can get the resources they need as well in the community that they need. So we'll do other events where diplomats will go in, we call them our diplomats, our students speakers, and they go and speak to middle schools. They go to conferences. You know, we've found that a lot of places where LD students were being talked about, they weren't actually represented.

So, you know, we represent students from everywhere, from middle schools to conferences. You know, they've been to the Department of Education to speak to legislators, lawmakers, uh, they went to the White House and, you know, many, many different kinds of settings. We're going to be advocating on Capitol Hill in collaboration with the National Center for Learning Disabilities. It's a really kind of bringing that face and voice to those who learn differently. And then the third piece is kind of our cultural work and cultural change work or campaign work. So we'll work with other brands or you know, a campaign work or you know, um, billboards in Times Square and we had a series around disability awareness month. So again, all that same goal of creating community for students who learn differently.

Debbie: That's such great work and I'll just add that Asher had the opportunity to attend the Eye To Eye camp last summer and it was so great. I mean, well, after he talked to David, he was like, I have to go to that camp. And uh, so it was interesting because he attended a, another camp that he went to space camp actually, and had not a great experience, uh, in terms of being socially, emotionally supported and just really wasn't a great fit for him and was kind of burned out. And then I'm like, well, we're going to New York now. We're going to do this Eye To Eye camp and he had just the most incredible experience. I don't think he, he really hadn't been around kids like him before in that way. And then, you know, you talk about the diplomat sees mentors, the older kids, the high school and college students were so incredible and positive and just



loved, made Asher feel loved and so seen and appreciated and that was just such an incredible experience.

Debbie: So you know, listeners, if you have a chance to send your kids to the Eye To Eye camp, it is fantastic. And it also, you know, we live in the Netherlands and your programs are in the US, so that's why I want to talk about the app because so much of the work that you do, I feel like the app makes it accessible to kids from around the world. So thank you first of all for creating it and maybe you could introduce us to, to what the app is designed to do and tell us a little bit about the story behind the app.

Marcus: Sure, sure. Well, I'm so glad to hear that Asher had a good time at camp and, we do have some spots left available if people out there listening to get kids signed up and it's the Eye To Eye year basically kind of pushed into a week with some of our best mentors from all over the country. It's, it's quite the prestigious thing to get to be one of the camp counselors. And now that like every year I get to go spend at least a half a day up at camp and it's probably my best day at work of the entire year. So I'm really glad that Asher enjoyed it as well.

Yeah, so the app originated was, was the idea that like, you know, kinda do what you were saying was we wanted to be able to scale our work as faster and to more kids as we could. And we also, there was just this incredible need of people coming in saying, I want to mentor, I want you guys to have almost an event with us or always that thing.

So, you know, the fastest way to do it would be, we felt was to partner with a company called ArcTouch who's based in San Francisco and they gave us an incredible pro bono gift of almost a million dollars to develop the app with them and their team and they were really partner for us because they, they do a lot of youth centric brands, you know, like Levi's I think, and the Oscars app and things like that. And we, we, you know, we said we wanted to partner with them because they knew how to make it kind of young and fun and accessible and really exemplified Eye To Eye brand. And we knew what curriculum we wanted to deliver and what had been working so well on our mentoring programs. So that's what the app is called, Eye To Eye Empower Different Learners. If you go to the itunes store, it's just, Eye To Eye Empower you, type it in and it will come right up.

And really what it is, is taking what we do in Eye To Eye's curriculum around the country which has given these students these skills around goal setting, giving them, you know, understanding their accommodations. You know, things that they need to help them learn in school. Setting up what they're identifying strengths, identifying weaknesses, identifying who their allies are with who is really supporting you, who is part of your community, you know, that that's going to help you get through school and help you get through life. So the students go through these different quests within the app and each quest is basically based on on of Eye To Eye's art projects. Or in some cases, multiple art projects. So it was eight different quests as students go through all of them. And



then at the end, once you've completed all the quests, that app aggregates all the data and kind of brings it into this thing called My Advocacy Plan.

Marcus: And each student that has this 11, about 11-page PDF document that has all this information around how they learn, what their goals are and what accommodations they need. That they can then email off to a teacher or an email off to a parent or a parent can bring it into a IEP meeting or a 504 meeting. If a student is, you know, formally identified in the school setting. So it's really giving those kids, you know, we are, our projects are phenomenal at building the relationship between the mentor and mentee and talking about these topics, but we needed something that would translate to so that the teacher could hear about all these things and understand these things and so the parents could, uh, and that's really what the app and the advocacy plan does is take what, what's been happening in the art room and, and brings it into your phone. So yeah. So it, it's hopefully an opportunity for parents to connect with their kids on those type of conversations. Teachers to connect with their students. And that's been where we've been getting a lot of feedback is teachers are now having all students download the app or they have apple products in the school. So they're downloading it there and all the students are creating their advocacy plans.

Debbie: that the work really is centered around advocacy and really kind of understanding who you are. I feel like that is again, something that's unique for the work that you guys do and you know, something that I value seriously in, in my life with my son and have been working with him for a year is just to really understand like who am I, how do I show up in the world, how do I think, how do I learn, what do I need? But, you know, especially with school kids were, which I'm assuming, you know, I know that that's what your mentoring program is focused on, middle school kids. Is that kind of who the APP is for primarily?

Marcus: When we were designing we were focused on the age of 10 to 14 as what we think of as middle school. It seems the time when these kids are most able to have this conversation. I think the app can go as young as 8 and up to 16. I mean I have had some adult friends who've done it and the, the lawyer who was making sure everything was legally sound did the app and cried and talking about his app. So, you know. So I think it can be very powerful for adults as well. But yeah, it's really centered around that middle school age group.

Debbie: And I went through it too. So I, it totally works for adults just so y'all know. But I'm in middle school especially, I feel like it's such a tricky time for so many kids and you know, what a great time to be connecting with them and helping them feel more empowered, but also at a time when so many kids just want to play small or fit in or conform, you know, I love that you're not only helping kids feel empowered about who they are, but to have the language and really think about like, how do I ask for what I need? Who is on my team, who can I count on, you know, how can I really create what I need? And I think it does a really great job of doing that.



Marcus: These kids now have this tool and you know, my hope is that each year a student will update their app and update what their goals are and their strengths and accommodations that they use so that when they walk into high school that first day they could sit down with the teacher and be like, here's my advocacy plan and here's how you're going to get to know me and here's how you're going to help me be successful in this environment. And you know, I hope that when they go off to college that they, if they choose to go off to college, that they, when they go into their disability service office to, you know, make sure they've got a note taker or audio books or whatever it is that they need. They've also got this advocacy plan with them as well. I think that that's one of the hardest parts is just being able to create structure around how students learn these types of skills and then how they communicated to the adults in their life.

Debbie: And I also think, so many of us, we, as the parents have been- this has been our job, right? Like when our kids are in preschool or early elementary school years we're the ones attending those meetings, IEP meetings 504 meetings, advocating, trying to figure out accommodations and doing this work and oftentimes our kids aren't part of the conversation. So I think it's, this is a nice way and I love the idea of parents and kids working on this together, but to kind of bring the kid into the loop, hands off that conversation and help them really step into it. So I think, I think it's really powerful in that way too. And I feel like there is for a lot of people and I'm this way too, in some ways it's hard for me to kind of know how to get into an app or really understand its value. And so I thought we could just briefly. It's super intuitive. First of all, you don't really have to do anything or read instructions to engage with this, but could we just talk about some of the quests just so I want listeners to really understand some of the tangibles that their kids are gonna get from that. So, you know, we don't have to go through all eight of them, but I'd love to talk about the utility belt in particular for me, I think is fantastic. I mean they're all, they're all great, but maybe talk about a couple of the key pieces.

Marcus: Sure, the Utility Belt. So that was born out of an art project that we did with kids. It's one of the more popular ones. So it gets added to the curriculum. Um, and the idea was Batman has a utility belt to fight crime and whenever Batman comes up with a problem. He's always got something on his belt basically to solve it for him. And so we had kids build these physical, big cardboard styrofoam belts with all of the accommodations they need to be successful in school. So if they're met with something, some kind of issue or some kind of hurdle, they've got something on their belt to help them with it. So that project, when we had done for many, many years and kids just loved the idea of being able to build it and it was just such an easy way of communicating what the role that accommodations can play for a student. That's now it's this living on this app piece where each student literally goes around and thinking about the popularity of, of, of things like even though it's a little bit of a different age group, but thinking about popularity like snapchat and other things where students are constantly taking pictures with their phone, constantly wanting to engage with their phone in that way.

They go around and take pictures of different accommodations that would be on their belt, different things they would utilize. I'm like myself, I, I read with my ears and I have read with my ears since about sophomore year of college and you know, we're just one of the reasons why I absolutely love podcasts. I love that. Now learning with reading with your ears is now becoming chic. When I was a kid, it was not that cool at all. But um, so, you know, for me I would take a picture of let's say my laptop with a pair of headphones hanging out of it because I listened to every email before I send it so I can proofread it or I listened to every single document to read. So that's an accommodation that is hugely important to everything I do. So, you know, other accommodations would be the fact that like I need to, to move around every once in a while and give myself walking breaks whether it's, you know, standing up at my desk or whether it's walking up around the office a little bit or whether it's having a meeting with somebody on a walk as opposed to sitting down in the conference room.

Marcus: So maybe take a picture of myself walking outside with another friend as we engage in a meeting. And that would be, you know, something like that would be on my belt. So that's one example of like the kind of conversation we're trying to get these kids to have and think that was what types of things we're trying to get them to think about.

Debbie: I like the first things you go through first it's the power cards and then there's the challenge. So it's like basically identifying strengths and identifying weaknesses. And can you say more about about those two pieces?

Marcus: Sure. Um, you know, one thing we found in our program was that, you know, we would ask the kids what are you good at? And it always made me sad and kind of amazed me but I obviously could relate to, is they could list a thousand things they were bad at and they have really had trouble coming up with things they were really good at. And that was something that we were like, OK. So when we start Eye To Eye, we to start right off the bat having a conversation about their strengths and about things that they do and not just maybe saying like, oh, I'm good at soccer or something like that because the kid does soccer and, and thinks about soccer a lot. But like really what are you, what are the things that you're really good at? And when we start really pushing that conversation with kids, we hear them say things like, well, I'm a really good friend, or I'm really supportive, or I'm really good at listening, or, you know, I really, really creative, or, you know, I, I like working with others or I'm a good leader and all these other things.

Marcus: We really had to kind of push that conversation with the kids. So it was important to me that the app started off with identifying what those strengths were and really pushing the kids to think about it. We always, there's a lot of debate as to how many you could put in here, a power cards, because we wanted to make sure that kids were motivated to have lots of strengths listed. But we also want kids to think about the challenges that they have. You know, if I didn't identify the fact that I have a challenge with reading text, I would have



never gotten to the place where I am with using audio books as a way of learning. So I needed to identify that struggle and think about, OK, how can I supplement or support or accommodate this challenge and really thinking of those, you know, those combinations and things is asset based.

Marcus: You know, when I was younger I thought of like, oh, I can't read, so therefore I have to use audio books and if I'd had the orientation around "I read with my ears not with my eyes and that's how my brain works best", but just I'm doing the same thing. I'm just thinking about it differently and orienting myself differently around it. So we wanted to get the kids that we wanted to have that conversation around weaknesses but also quickly say, OK, now how are we going to think about how it helps us understand how we learn. The first time I saw an IEP when I was studying to be a teacher and they were like, we're reading about IEPs. And I was like, I think I have one of these. I could go back and read. And I went back and read it for the first time and I was like, wow, this would have been really valuable information had I been 15 or something like that for the positives and for the negatives.

Debbie: Yeah again, I think it is something you know, when you were a student and certainly when I was a student, which was probably a whole generation before you were, these things weren't talked about, you know, it was something you definitely just weren't out in the open about. And God forbid your kid knew something was going on. Of course every child knows. But, you know...

Marcus: Right you know but you don't know. And a lot of parents have pride around not telling their kids. I can't think of any other issue where we've seen a benefit from not bringing the child in, no matter what it is. I think we've learned a lot from other movements and the way schools are approaching those and there's a lot to inform our, this movement as well from that.

Debbie: Yeah, absolutely. Yeah. That's one of the, the core foundational beliefs of Tilt Parenting too, just open openness and honesty and just, you know, letting your freak flag fly and just being who you are. It's all good. And uh, and thinking of things as a difference and not a lot of deficit or disorder or any of those things. Just before we jump off too, one of the things that I loved about the app too is the focus on goal setting. I think you guys did a really nice job of, you know, looking at how to tackle goal, kind of both big and small. Can you talk about that?

Marcus: Yeah. Um, we, oh, we found when we were working with students that they would say, you know, I wanna be, I wanna be, you know, a music artist or they'd have like a very, very big goal. I want to be a doctor and we and our mentors, we really coach with them on how to like kind of break down that goal so that you can achieve that, you know, that that larger goal. So students have to think about like, OK, if I want to be a doctor, I have to get my undergrad, then to go to medical school, I have to take the MCAT. So I have all these things, I have to do all be steps in place around that. So we wanted to have that conversation around like kind of bigger goals around where they were headed with their life,



but we also wanted to say like, Hey, a student school could be to pass their spelling tests next week and that's an awesome goal.

And we wanted to have time to have kids talk about those types of goals as well. So it was important to us to have the separation of kind of short term goals that they are working on maybe on their day to day or in school that week. And then also how do those maybe smaller goals kind of tie into your bigger goals in life. And I, I, you know, a lot of students that's a, that's a real struggle for, for all these students because they're so caught up in just kind of survival mode, you know, and it's like OK, I just want to get through this week and like it'll be all this week will be over on Friday and I don't have to worry about this or whatever that was. But then one day comes again. So getting things, getting students to think kind of long term and have that conversation, which a lot of kids, I mean I think a lot of kids are having that with their parents, but a lot of kids aren't. So getting them to hopefully have that conversation and help parents and support parents and having that conversation.

Debbie: Yeah, and I will just say two for listeners, the app, also incorporates videos from the mentors. They introduce every quest and again Asher's experience and getting to see these older, you know, incredible students and people who were so positive and just obviously embraced so much self confidence and that was so powerful to Asher and the APP brings that to life because you're watching these college students introduce themselves, talk about this is who I am, this is my difference and here's my challenge for you if you want to accept this quest. So it does add that personal touch, which I think is really inspirational for, for these kids.

Marcus: Thank you for mentioning that. That is such a big part of this was how do we bring the Eye To Eye community into a, into a small little phone and watch those videos is to bring some of that, experience of what it's like to have a mentor, into your phone and for kids just to identify who that person is. Ten years old or 12 years older than me. They're in college, they're out talking about their learning difference, they're successful. I could be that too, that, that, that is going to be my experience as well.

Debbie: Yeah, it's huge. That is a huge thing for kids to be able to see, you know, where they could be headed and especially if they're feeling like it's not possible for them. So. OK. So I want to make sure our listeners know how to access the app can you tell us where they can find it, what they need to do to get it on their device and where else they can learn about Eye To Eye?

Marcus: Sure. Yes. So they can go to the itunes store and type in Eye To Eye Empower and the apps should come right up. And uh, so that's, that's the place to tell it right now. It's only available on, on, on apple devices were working really hard to get it onto android hopefully for next school year. So working really hard on that right now. And you also for to find out more information about Eye To Eye just go to <https://eyetoeyenational.org> That's a great place if you want to kind of connect with us a little bit of the online community then I recommend especially for the parents, the facebook page for some of the younger students,



maybe following us on instagram. And then also there's a lot of wonderful videos on our youtube channel on Youtube. I'll come right up. One of the videos of students talking about their experience, you know, different, different people that they can hear from, uh, who have, who are proud to be.

Debbie: Awesome. Well, listeners, I'll leave links for all of these resources that Marcus mentioned on the show notes page. So check that out and, and you can engage with Eye To Eye, if you're interested in knowing more about the camp, if that's something that's on your radar. I'll also post a link to the episode where Asher interviewed David as well as he and I did a recap from a summer camp last year and you can hear about his experience there. So Marcus, I just want to thank you for taking the time to walk us through this today. It's, I think it's so important that we get these tools under the hands of our kids and I'm just happy to be able to share the awesome work that you guys are doing. Thank you so much.

Marcus: Thank you so much.

Debbie: You've been listening to the Tilt Parenting podcast for the show notes for this episode, including links to Eye To Eye Empower app and the other resources. Marcus and I discussed visit tiltparenting.com/107, and here is your friendly weekly reminder to head over to itunes and leave a rating or review or both if you haven't done so already. There are a lot of parenting podcasts out there and those ratings and reviews help keep our podcast highly visible, which in turn makes easier for me to land those big guests. Thank you so much for your help and don't forget to listen next week for my announcement about the differently wired book tourist cities for June. I hope I get the chance to meet you. Thanks again for listening. For more information on Tilt Parenting, visit www.tiltparenting.com



RESOURCES MENTIONED

- [Eye to Eye](#)
- [EMPOWER, the Eye to Eye App](#)
- [12-year-old Asher Interviews David Flink, a Social Movement Leader on the Front Lines of the Learning Rights Movement](#) (podcast interview)
- [Camp Eye to Eye](#)
- [David Flink's website](#)
- [A Conversation with Asher About His Experience at Summer Camp](#) (podcast episode)