

IECSS Communiqué No. 15

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From the Project Director

I hope that everyone has had a good year (using the school calendar), and is ready for a rejuvenating summer season. We have been very busy this year at IECSS, thanks to all of you. This communiqué is full of news from the past year, and a look forward to upcoming activities and events.

I would like to welcome Dr. Nicole Ineese-Nash, who is returning to the project as a Co-Investigator. Nicole has been involved with IECSS since 2015, when she joined our research staff, and carried out her Master's Research paper in her home community of Constance Lake First Nation. Nicole became an Acting Assistant Professor in the Schools of Early Childhood Studies, and Child and Youth Care at Toronto Metropolitan University in the Summer of 2021. With that appointment, it was possible for Nicole to return to the project as a Co-Investigator. We are really pleased she has agreed to

co-chair a working group committee for our upcoming gathering in Temiskaming, November 2-4 (see details below).

Since the last communiqué we have submitted our mid-term report to the Social Sciences and Humanities Research Council (SSHRC), our main funder. All partners and co-investigators will receive a copy of the report and the response from reviewers.

I would like to thank Devika Govindarajah and Katie Ceolin, as well as Yu Ying (Linda) Ling at the Faculty of Community services, for their work on the report. Tracking the necessary information for this report is a challenging task. Thank you to our partners who have responded each year to our requests for attestation of their contributions. This is an important part of the reporting process.

As the mid-term report shows, we have been busy publishing academic articles, hosting events, publishing website and a children's book, presenting at conferences and advocating for disabled children's experiences to be recognized in the planning of new child care initiatives across the country. At the same time, we have continued to engage in recruitment activities and to talk to the families who have shared their stories with us for the last 9 years. Some highlights of our achievements since the inception of the IECSS partnership include:

- Hiring of over 80 community and university-based staff.
- Making connections to over 1000 community organizations who serve children and families. Currently there are 151 participants in the study, with 4 interviews from the participants recruited since 2018, and an 9 interviews from those who began in 2014
- 101 participants remain active
- We have built 4 websites, including the Research Matters to Children and Deaf to Deaf websites, one website with curriculum for teaching about childhood and disability, and our main website which has grown substantially into a hub of information about disability, childhood and inclusion in the early years
- We have published: 10 journal articles, 6 conference publications and 22 community presentations, 17 media and print interviews, 6 book chapters, 1 edited book (IECSS in Action!), 1 encyclopedia entry, 6 photo exhibits or videos (with several in production), 1 podcast (with 5 more to come), 13 policy or research briefs/reports, and 4 events (gatherings, webinars, etc.)

Thank you so much to all of you for your efforts in this tremendous effort. Going forward, we will continue to speak with families and work toward sharing our findings in a way that brings good change and values the lives of disabled children and their families.

I wish everyone good health and a great summer.

Kathryn Underwood, Project Director

News from the Office

As noted above, our staff members have been very busy. Many of the staff at IECSS have been with the team for several years or more, and their dedication to ensuring we are in touch with participants and community agencies, as well as keeping the very large database organized. They track our communications and are in a continual loop of data collection, cleaning and maintenance to ensure we are representing the standpoint of families as truthfully as we are able.

We will be welcoming back Katie Ceolin at the end of July, who rejoins us after being on a maternity leave. Katie is our Administrative Manager. Devika Govindarajah, who has covered Katie's role, will stay on until November to support Katie's return and to help with the upcoming Let the Rivers Flow gathering.

Jason Wang, Post-Doctoral Fellow, has joined us to support event planning and implementation of multi-media surrounding events. Thank you to Jason for support of both the February webinar, and our Youth website launch. Kristen Tollan, PhD student, and Ontario Director for National Educational Association of Disabled Students (NEADS), is working with us on some literature reviews for the summer.

November 2-4, 2022 Save the Date

The **District of Temiskaming Council of Wisdom Keepers**, along with the **Inclusive Early Childhood Service System project** and our partners invite you to *Let the Rivers Flow* -- a gathering of Indigenous youth and families with children from across Turtle Island. This 3-day hybrid event will be held on November 2nd to 4th, 2022 in the District of Temiskaming.

1. Call for Proposals

We welcome your proposals for topics, shared stories or presentations about your experience with disability in childhood. We invite Indigenous Peoples with lived experience of disability, family members, helpers, and/or researchers who are engaged in a good way with Indigenous Peoples and disabled people.

Please include your preferred format for the presentation. For example, sharing circle, panel presentations (we can pair you with other presenters), and posters. We are happy to accept other formats for proposals and will respond via email to any questions.

Please follow the link below to submit your proposal:

[Let the Rivers Flow Call for Proposals](#)

2. Invitation: Indigenous Youth Advisory Circle

To guide the gathering we are also youth between the ages of 14-29, who are Indigenous and have experience with disability to join an Indigenous Youth Advisory Circle.

If you, or someone you know, would like to participate in the Indigenous Youth Advisory Circle please fill out the application form below:

[Indigenous Youth Advisory Circle Application](#)

Research Matters... for Children Website

[The IECSS Youth Advisory Committee \(featuring the Deaf Crows\) invites you to: Research Matters...for Children](#)

June 07, 2022

5:00 PM EDT - 7:35 PM EDT

New website from our Youth Advisory Committee

Thank you to Adam Chaboryk for the design of the new webpages. Sullivan Dymont, a community illustrator, has created a beautiful collection of illustrations we are incorporating into the design of these pages. We hope to highlight these images in a series of poster displays across our community. We would like to thank Sullivan and his team for their contribution and terrific collaboration on this project.

[Research Matters for Children Website](#)

Deaf to Deaf Website

Under the leadership of Dr. Joanne Weber. In addition, Dr. Joanne Weber is working with some of the deaf Youth Advisory Committee members to develop content for webpages designed for deaf children. We are excited to launch this series later this Fall.

[Deaf to Deaf Website](#)

Research Matters for Children

Thank you so much to our partners at the Early Learning Centre and Gerrard Resource Centre, and especially Charlotte de Souza who supported the filming of our first ever reading of the children's book. The book is available in both an electronic format on the Youth website and in hard copy. If you would like copies of the book, please contact us via email.

IECSS Youth Advisory Committee. (2022). [Research Matters for Children](#) (S.K. Dyment, Illus., A. Cheung, storybook designer). Inclusive Early Childhood Service System Project (IECSS Project).

Let's Have this Conversation Podcast Collaboration

Check out our first podcast!

McShan, K. (Host). (2022, June 6). [Inclusive Beginnings: Youth Perspectives \(No. 1\)](#). In Let's Have This Conversation.

Host Kevin McShan will be doing a series of 5 podcasts on relevant topics to the project. Watch for new podcasts in the fall.

Let's Have this Conversation Podcast Collaboration

On February 16, 2022, IECSS project coordinator Alison Smith hosted a virtual webinar on [Black Experiences and Disabled Childhoods](#). The event was a great success. Watch our website for a forthcoming video summary of the event.

Advocating for Inclusive Childcare

On May 16th, Kathryn Underwood and IECSS staff supported an event by the Early Childhood Resource Teacher Network of Ontario on, [The National Child Care Plan: A discussion about childhood, disability and inclusion](#)

Recent and Forthcoming IECSS Publications

We are pleased to update you about the following new publications and presentations from the IECSS project:

Atwal, A., Underwood, K., Chung, T.T., & Smith, A. (May 17, 2022). Disability Theory and Childhood Studies, Presented at the Canadian Sociological Association

Underwood, K. (April 12, 2022). Learning from family experiences in pandemic times. 2022 World Forum on Early Care and Education on May 16-19, 2022, Orlando, FL

Underwood, K. (January 26, 2022). [Inclusion Research and Advocacy](#), Bonnie's café presentation.

Underwood, K. (2021, October 19). *Inclusive Early Childhood Education and Care: It's a Process*. Child Development Resource Connection of Peel [Workshop]. Toronto, ON, Canada.

Underwood, K. (2021). "What is your role in creating inclusive communities?" Early Childhood Resource Teacher Network of Ontario [virtual conference]. (October, 2021). [Workshop]

Underwood, K. (2021). "What have we learned from the pandemic about disability and childhood?" Early Childhood Resource Teacher Network of Ontario [virtual conference]. (October, 2021). [Panel]

New Resources from Team Members

Our research team members hold a wide range of expertise and are active in many research projects across Canada and the globe. We have featured publications and research from our team members that may be of interest to other team members, partners and staff.

Parekh, G., Cameron, D., Gaymes San Vicente, A., Gordon, A., James, C., Ineese-Nash, N, Murray, K., Reid, L., To, J., & Underwood, K. (2021). Equity and Human Rights in Special Education: Reflective Practice Guide for School Boards. York University.

Inclusive Early Childhood Service System Project
Toronto Metropolitan University
350 Victoria St. Toronto, ON M5B 2K3
(Office located at 1 Dundas, YDI 4th Floor)
Email: inclusion@ryerson.ca
Phone: (416) 979-5263

For more information and updates please visit us at:
www.InclusiveEarlyChildhood.ca
[@IECSSproject](https://www.instagram.com/IECSSproject)