

# Race & Disabled Childhoods

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Other funders are available on the website: [www.InclusiveEarlyChildhood.ca](http://www.InclusiveEarlyChildhood.ca)

# Workshop Agenda

- ❖ Defining the Landscape: Intersectionality in Childhood Spaces
- ❖ Ableism & Racism: Hidden Assumptions
- ❖ Intersectional Takeaways from Research

# Intersectionality

Video: [What is intersectionality?](#)

**Definition:** *A way of understanding social relations by examining intersecting forms of discrimination. This means acknowledging that social systems are complicated, and that many forms of oppression might be present and active at the same point in a person's life.*



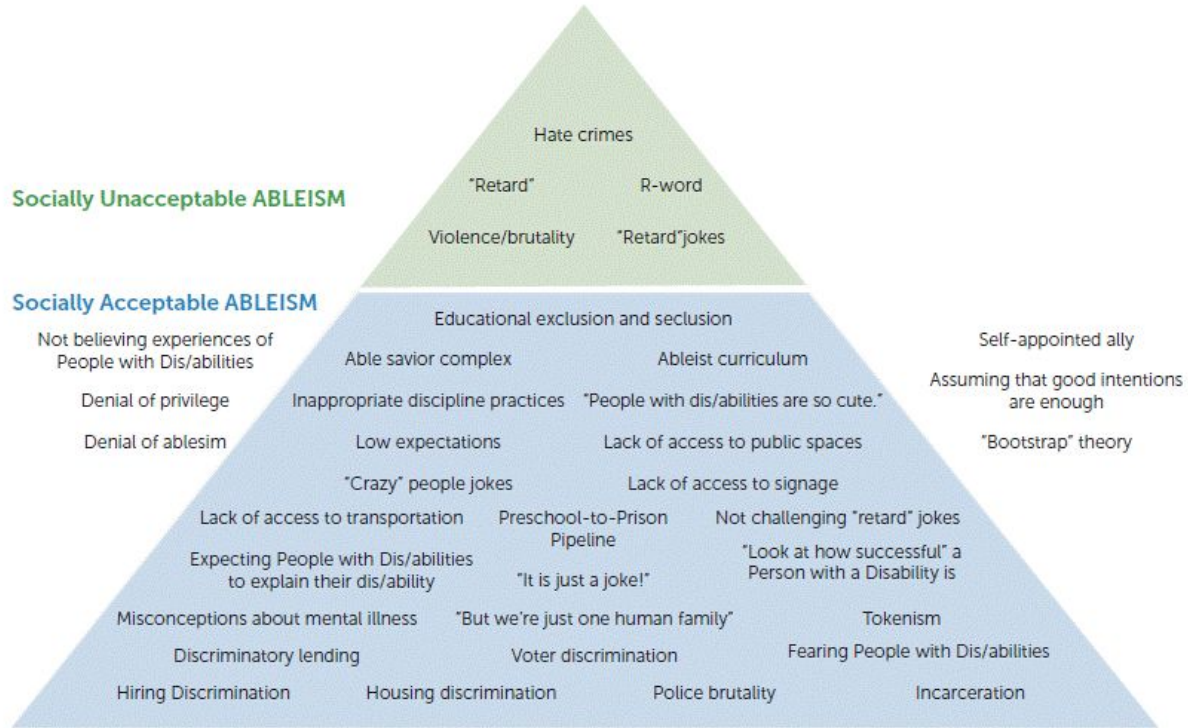
# Intersectionality

- Challenges us to understand how oppressions change in combination
- Intersectionality means listening to others, examining our own privileges and asking questions about who may be excluded or adversely affected by our work.
- Taking **action** to invite, include and center marginalized individuals and experiences

# Reflection

1. Name one thing that has challenged your thinking from today's Summer Institute in relation to intersectionality

# Racism & Ableism: Hidden Assumptions



# Racism & Ableism: Hidden Assumptions

Video: [Racialized Discipline in Early Childhood Education - Calvin Zimmermann](#)

- How Black boys and girls are treated in early childhood spaces
- Found prejudice interactions that educators have with Black children in terms of surveillance and authoritarian styles

News Article: [WCDSB Called Police on 4 year old boy](#)

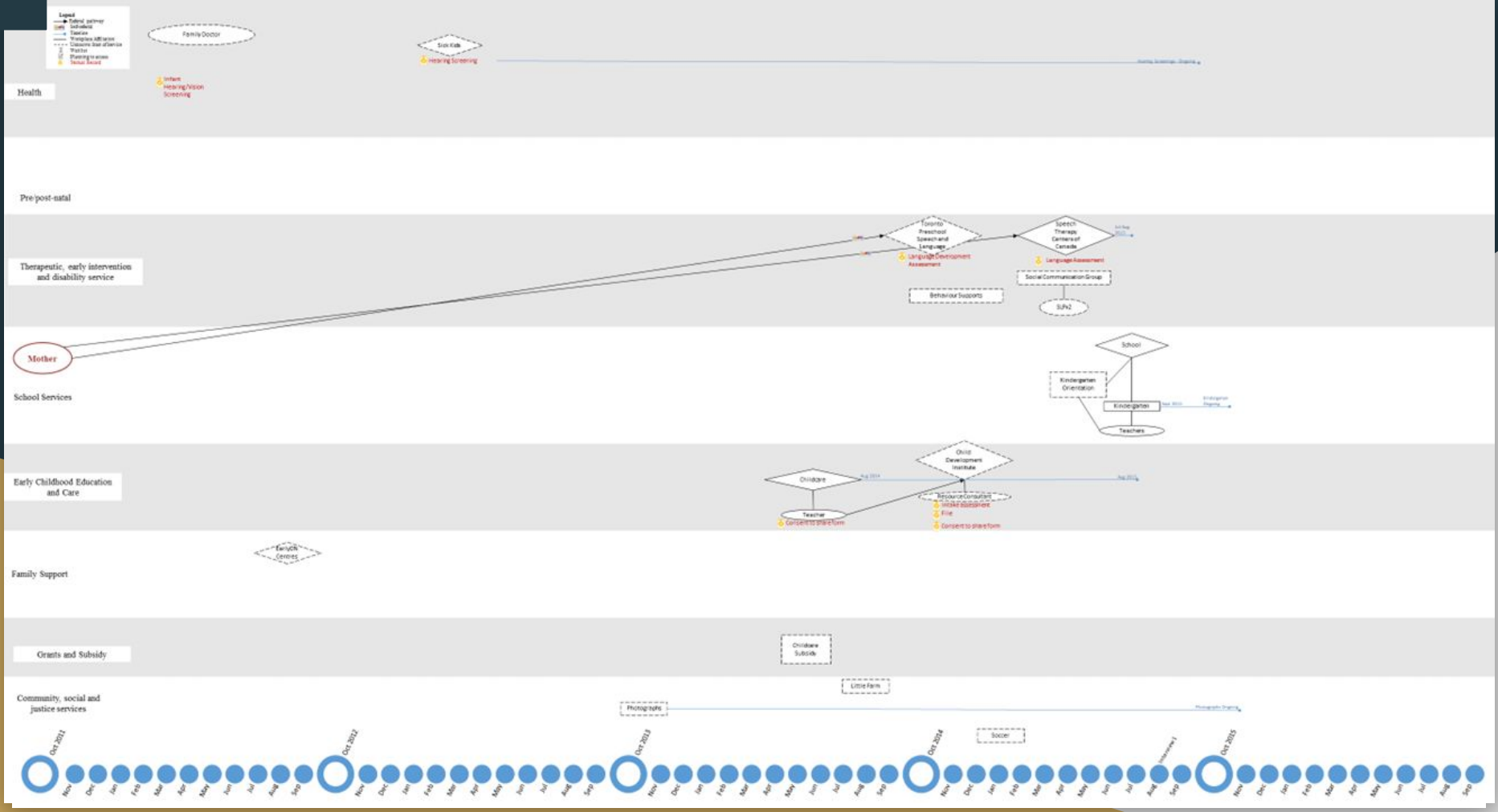
- Socially constructed meanings of Blackness that link Black body with criminality, deviance and other race-based pathologies

# Inclusive Early Childhood Service System (IECSS) Project

- A longitudinal study interviewing families once per year over a 6 year period starting prior to school entry up to grade 3.
- Social relational theory of disability (Balter, Feltham, Parekh, Douglas, Underwood, & van Rhijn, 2023)
  - Individual characteristics (e.g., genetic and environmental factors)
  - Social experiences (e.g., poverty and racialization)
  - Access to social capital (e.g., child care and early intervention)
- Mapping institutional responses to disability from the standpoint of families

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# Intersectional Takeaways from Research

Video: [Findings from the IECSS Project](#)

- Institutional responses to childhood disability affect families' access to early intervention and child care
- Cultural factors can affect who feels comfortable accessing services and their views on disability
- Rights-based, economic and inclusion policy implications (van Rhijn, T., Underwood, K., Frankel, E., Lero, D. S., Spalding, K., Janus, M., Friendly, M., & Haché, 2021)

# What does this mean for the CEWLCC?

- Disabling of Black childhoods often begins in the early years through labels and assumptions placed on children
- Quality child care and action-oriented inclusion must center the experiences of Black families
- Understanding the work that families do to engage with the service system and the privilege that comes with navigating the system
- We have an opportunity to reimagine a transformative inclusive system that makes space for intersectional experiences and identities

Questions?

# Suggested Readings & Resources

## IECSS Policy Publications

[Black Experience and Disabled Childhoods: Comparison of Federal and Provincial Policies](#)  
[Role of Child Care in Creating Inclusive Communities and Access for All](#)  
[Policy Recommendations for inclusive early childhood services](#)

## Advocacy

[Disability Justice Network of Ontario](#)  
[Race and Disability Canada](#)  
[Youth Alliance for Intersectional Justice](#)  
[Sawubona Africentric Circle of Support](#)

## Research

[Inclusive Early Childhood Service System Project](#)  
[Black Experiences and Disabled Childhoods Panel Discussion](#)

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