

Pandemic effects: Ableism, exclusion, and procedural bias ^[1]

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AVAILABILITY

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Excerpted from abstract

The COVID-19 pandemic has changed social organizations and altered children's worlds. As part of an ongoing longitudinal study of the institutional organization of disabled children's lives, since March 2020 we have conducted interviews with families in rural and urban communities across Canada (65 families at the time of writing). The narrow focus of governments on the economy, childcare, and schooling does not reflect the scope of experiences of families and disabled children. We describe emerging findings about what the effects of the pandemic closures demonstrate about the social valuing of childhood, disability, and diverse family lives in early childhood education and care. Our research makes the case that ableism, exclusion, and procedural bias are the products of cumulative experiences across institutional sites and that it is critical we understand disabled childhoods more broadly if we are to return to more inclusive early childhood education and care.

Region: Canada ^[4]

Tags: inclusion ^[5]

disabled children ^[6]

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