



# IEC Associate Information



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## Short Bio

My work focuses on equity and disability issues in early childhood studies, as well as in education, care and intervention social policy and practice. I use critical disability theory as a starting point for understanding how society responds to and constructs childhood through social institutions. My research has spanned work in family-school relationships, special education policy, and inclusive early childhood education and care policy, both in Canada and internationally. I have been involved with over 20 research projects, with funding from government, the not-for-profit sector, and private foundations.

## Interests:

My research interests are in human rights and education practice, particularly with regard to disability rights and inclusive education. The focus of my research has been on how constructions of disability in education and early childhood program contexts are used to organize children. I am particularly interested in intersectional identities of all disabled children. I have also conducted a number of studies that focus on parent viewpoints and the work of families to engage with institutions.

My research uses multiple methodological orientations and methods, informed by many expert collaborators. This has allowed me to match the most appropriate methods to answer critical questions in early childhood disability studies.

## Research interests:

- Disability theory in education
- Early years service system planning and evaluation
- Equity and inclusion for young children and their families
- Interdisciplinary methods

## Publications:

### *Books authored*

Underwood, K. (2008). *The construction of disability in our schools: Teacher and Parent perspectives on the experience of labelled students*. R. Slee (Ed.) Rotterdam, Netherlands: Sense.

### *Articles in refereed journals (last 4 years)*

- Church, K., Vorstermans, J. & Underwood, K. (accepted). The institutional production of childhood disability: A visual record. *Canadian Journal of Disability Studies*.
- Underwood, K., Thompson, A., & Martin, J. (in press). Institutional mapping as professional development: Understanding the relations of early intervention. *Journal of Early Childhood Research*.
- Underwood, K., Frankel, E., Spalding, K., & Brophy, K. (in press). Is the right to early intervention being honoured? *Canadian Journal of Children's Rights*.
- Ineese-Nash, N., Bomberry, Y., Underwood, K., & Hache, A. (2018). Indigenous perspectives of early childhood disability service systems. *Decolonization: Indigeneity, Education and Society*.
- Murray, J., Snoddon, K., de Meulder, M., & Underwood, K. (2018). Intersectional Inclusion for Deaf Learners: Moving Beyond General Comment No. 4 on Article 24 of the UNCRPD. Submitted to the International Journal of Inclusive Education (February 27, 2018)
- Snoddon, K. & Underwood, K. (2017) Deaf time in the twenty-first century: Considering rights frameworks and the social relational model of Deaf childhood. *Disability & Society*, 32(9), p. 1400-1415, doi:10.1080/09687599.2017.1320269
- Langford, R., Di Santo, A., Valeo, A., Underwood, K. & Lenis, A. (2017). The innovation of Ontario full day kindergarten educator teams: have they reproduced the split systems of care and education? *Gender and Education*
- Underwood, K., Di Santo, A., Valeo, A., & Langford, R. (2016). Partnerships in Full Day Kindergarten classrooms: Early Childhood Educators and Kindergarten Teachers working together. *Journal of Childhood Studies*, 41(1), 36-45.
- Bancroft, R. & Underwood, K. (Summer 2015). A vision for inclusive childcare: From principles to policy. *Our Schools/ Our Selves*, 24(4), 95-106.
- Valeo, A., & Underwood, K. (2015) Analysis of Special Education Tribunal Outcomes Using Luhmann's Systems Theory. *International Journal of Special Education*.
- Underwood, K. & Trent-Kratz, M. (2015). Contributions of parenting and family literacy centres in an early childhood services system. *The School Community Journal*, 25(1), 95-116.
- Underwood, K., Chan, C., Koller, K. & Valeo, A. (2015). Understanding Young Children's Capabilities: Approaches to interviews with young disabled children, *Child Care in Practice*. Jan. 15, 2014

### *Chapters in books*

- Frankel, E., Underwood, K., Powell, A. (in press). Early Intervention for Young Children. In I. Brown and M. Percy (Eds), *Developmental Disabilities in Ontario (4th Ed)*, Toronto, OADD.
- Underwood, K. Church, K. & Van Rhijn, T. (in press). Responsible for Normal: The Contradictory work of Families. In S. Winton, Carpenter, G. Parekh (Eds) *Critical Perspectives on Education Policy and Schools, Families and Communities*. November 15, 2017
- Underwood, K. (in press). "Empathy and rubber sushi: Re-thinking Strategies for anti-oppression in early childhood education and care". In S. Jagger (Ed.). *Foundations of Early Years Education: A Canadian Perspective*. Canadian Scholars Press.
- Underwood, K. (in press). A Systems Understanding of inclusive childhoods: The Inclusive Early Childhood Service System project (IECSS). D. Jahr & Robert Kruschel (Eds.) *Inclusion in Canada – Perspectives on Cultures, Structures and Practices*.
- Underwood, K. Chan, C. Koller, D. & Valeo, A. (2017). Understanding Young Children's Capabilities: Approaches to Interviews with Young Children Experiencing Disability. In B. Kelly and B. Byrne (Eds.) *Valuing Disabled Children and Young People: Research, policy, and practice*. Routledge (184 pages)
- Snoddon, K. & Underwood, K. (2017). "A social relational model of Deaf childhood in action?" In K. Runswick-Cole, T. Curran, and K. Liddiard (Eds), *Handbook of Disabled Children's Childhood Studies: Building Understandings*. Palgrave.
- Frankel, E. Underwood, K., & Goldstein, M. (2017). *Principles and practices of early intervention*. In I. Brown & M. Percy (Eds), *A comprehensive guide to intellectual and developmental disabilities (2<sup>nd</sup> ed)*. Baltimore, MD: Brookes.

**Consultation:** Early Childhood Education and Care; Childhood Studies; Family engagement; Service systems

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