



Dispatch

Deaf to Deaf

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Four deaf youth respond to key points outlined in *Deaf Childhoods and Inclusive Early Childhood Education and Care* (Underwood & Snoddon, 2021). Using their primary language, American Sign Language, the youth amplify the policy brief with their stories of growing up deaf, difficulty in obtaining programs and services, and relationships with families. To further illustrate their life stories, they also outline the stories they performed in *Apple Time*, a production by Deaf Crows Collective.¹

¹ Editor's Note: This Dispatch is part of a special issue of *Studies in Social Justice* (Volume 18, Issue 1), titled "Activism, Resistance, and Presence: Exploring Disabled Children's Childhood Studies in Canada." Please see the Special Issue Editors' introduction to the issue (Jones et al., 2024) for more information.

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Video URL: <https://youtu.be/WO4be0uFVaI>

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References

Underwood, K., & Snoddon, K. (2021). *IECSS policy brief no. 10: Deaf childhoods and inclusive early childhood education and care*. Inclusive Early Childhood Service System Project. https://www.torontomu.ca/content/dam/inclusive-early-childhood-service-system/findings/publications/PolicyBriefNo.10_Deafchildhoodsandinclusiveearlychildhoodeducationandcare_FINALupdated_May17,2021.pdf