Research to enhance the educational opportunities of all students with exceptionalities.
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About the Canadian Research Centre on Inclusive Education

The Canadian Research Centre on Inclusive Education, located in the Faculty of Education at Western University, is a research association of faculty members, research associates and graduate students across Canada who share an interest in inclusive education research. Connections have been established, creating a strong group of renowned researchers in inclusive education at universities all across Canada. Although many Canadian scholars are involved in research that is directly related to inclusion, there has not been national voice for research in this area - until now. Visit www.inclusiveeducationresearch.ca

Mission
By researching and sharing our findings with educators, relevant organizations and agencies across Canada and around the world, collectively we aim to empower teachers and others with the knowledge they need to be effective with all students, including those with exceptional needs.

Why Inclusive Education is Important
Classrooms singularly create possibilities for Canadian society to shape the values of the next generation. By including and valuing all members of the classroom, educators provide caring communities that appreciate the unique contributions and diversity of all people.
Message from the Director: Dr. Jacqueline Specht

In 2019, we continued to work together to spread the word of Inclusive Education across Canada and around the globe. You will see the many accomplishments of our members in the publications, conference presentations and research grants mentioned in this Annual Report. The Centre has continued to be the space to provide opportunities for researchers to come together and work locally, nationally, and internationally on important issues in inclusive education. Our progress is reported within.

We continued with the journal Exceptionality Education International publishing three issues with 23 articles in total. Our third issue was a special issue with the theme of Linking Quality Early Child Education and Special Education Needs. We encourage researchers to consider this journal as an outlet for their work; issues become open access within a year of publication, meeting the requirements of many granting agencies who now mandate publication in open access journals.

As always, we provide development opportunities for local educators and graduate students through participation in research-related activities and events at Western’s Faculty of Education, and adjudicating two annual graduate research awards. We are very excited to support our mandate in the coming year so that all students in Canada can experience an environment of belonging.

We continue our partnerships with countries around the world who are interested in Canada’s approach to inclusive education. In March and May, two different groups of educators from the Netherlands arrived to discuss inclusion. We partnered with the London District Catholic School Board to provide good opportunities for deep conversation. In August, Steve Sider continued his work in Haiti with local teachers working on inclusion. In December Steve Sider, Kimberly Maich and Jacqueline Specht went to Ghana with Magnus Mfoafo-M’Carthy from Wilfrid Laurier University. They are working on developing partnerships with educators to investigate inclusive education in Ghana.

Looking forward to continuing our important work in 2020.
Our People

Faculty and Staff at Western University, ON

Jacqueline Specht  Professor and Director of the Centre
Elizabeth Nowicki  Associate Professor and Faculty Member of the Centre
Grace Howell  Centre Co-ordinator

Current Graduate Student Research Assistants at Western University

McKenzie Vanderloon  Ph.D. candidate
Evan Charles  Ph.D. candidate
Olivia Faulconbridge  Ph.D. candidate
Jessica Delorey  M. A. Education candidate
Tsz Wing Zita Lau  Ph.D. candidate
Petra Owusu  M. A. Education candidate

Research Centre Associates at Post-Secondary Institutions across Canada

Angèla AuCoin, Associate Professor, University of Moncton, NB
M. Lynn Aylward, Professor, Acadia University, NS
Sheila Bennett, Professor, Brock University, ON
Kim Calder Stegemann, Associate Professor (retired), Thompson Rivers University, BC
Jen de Lugt, Assistant Professor, University of Regina, SK
Tara Flanagan, Associate Professor, McGill University, QC
Tiffany Gallagher, Professor, Brock University, ON
Nancy Hutchinson, Professor Emerita, Queen’s University, ON
Jennifer Katz, Assistant Professor, University of British Columbia, BC
Mireille LeBlanc, Assistant Professor, University of Moncton, NB
Tim Loreman, President and Vice-chancellor, Concordia University of Edmonton, AB
Wanda Lyons, Associate Professor (retired), University of Regina, SK
Jeffrey MacCormack, Assistant Professor, University of Lethbridge, AB
Kimberly Maich, Associate Professor, Memorial University, NL
Anne Marshall, Professor (retired), University of Victoria, BC
Ian Matheson, Assistant Professor, Queen’s University, ON
Donna McGie-Richmond, Associate Professor, University of Victoria, BC
Jamie Metsala, Professor, Mount St. Vincent University, NS
Gillian Parekh, Assistant Professor, York University, ON
Sharon Penney, Associate Professor, Memorial University of Newfoundland, NL
Nadia Rousseau, Professor, University of Québec at Trois Rivières
Steve Sider, Associate Professor, Wilfrid Laurier University, ON
Linda Siegel, Professor, University of British Columbia, BC
Monique Somma, Assistant Professor, Brock University, ON
Scott Thompson, Associate Professor, University of Regina, SK
Roberta Thomson, Course Instructor, McGill University, and LaSalle College, QC
Carolyn Thorne, Assistant Professor, University of Prince Edward Island
Vianne Timmons, President, University of Regina, SK
Jessica Whitley, Associate Professor, University of Ottawa, ON
Gabrielle Young, Associate Professor, Memorial University of Newfoundland, NL

Graduate Student Research Assistant Profiles, 2019

**Evan Charles** is a Ph.D. student in the School and Applied Child Psychology program at Western University. Under the supervision of Dr. Jacqueline Specht, Evan’s research will focus on exploring factors that contribute to levels of confidence in teaching within diverse classrooms. He is interested in further exploring the long-term social and educational outcomes of positive student-teacher relationships within inclusive classrooms, and hopes to pursue future research into that topic.

**Jessica Delorey** is a student in her final year in the School and Applied Child Psychology M.A. program at Western University. Under the supervision of Dr. Jacqueline Specht, Jessica’s research will explore confidence levels for teaching within inclusive classrooms as beginning teachers transition from their teacher education program into the early years of their career.

**Michael Fairbrother** is a Ph.D. candidate at the University of Ottawa. As a special education and classroom teacher, Michael completed a Master of Education degree in Special Education, focusing on inclusive instruction for students within a Response to Intervention (RTI) model. His doctoral dissertation is centred on understanding the influence of teachers’ professional learning on their classroom instruction for students who have difficulty learning how to read. Michael is eager to better understand the ways in which inclusive classrooms can best be developed in order to meet the needs of diverse groups of students, particularly those who struggle in the early years of school. His supervisor is Dr. Jessica Whitley.

**Olivia Faulconbridge** is a third-year Ph.D. student in the School and Applied Child Psychology program at Western. Olivia’s personal experiences in volunteer and work have provided her with a unique understanding of the lives of individuals with exceptionalities throughout the lifespan. Her research interest aims to develop greater knowledge for the social lives of adolescents with intellectual disabilities. Her supervisor is Dr. Jacqueline Specht.
Fizza Haider is an M.A. student at the University of Victoria, pursuing graduate work in special/inclusive education within Educational Psychology under the supervision of Dr. Donna McGhie-Richmond. She is interested in investigating beginning teachers’ attitudes and understanding of instructional strategies and frameworks (i.e., Universal Design for Learning) and auxiliary aids (i.e., assistive technologies) which have the potential to mitigate the educational challenges of students with diverse learning needs.

Linda Ismailos is a Ph.D. candidate at Brock University Faculty of Education. She is also a lecturer in the same faculty teaching these courses for teacher candidates: Cognition and the Exceptional Learner, and Socio-emotional/Physical Processes and the Exceptional Learner. Linda’s plan for her dissertation is to employ a mixed methods approach investigating the cognitive and emotional factors that influence a successful transition to post-secondary studies for students with exceptionalities. Her thesis supervisor is Dr. Tiffany Gallagher. Linda’s extensive experience as a teacher and a researcher is a valuable asset to the Centre.

Tsz-Wing Zita Lau is a second-year Ph.D. student in the School and Applied Child Psychology program at Western University. Zita completed her Master of Arts at the same institution, examining children’s thoughts on social exclusion of peers with learning difficulties in inclusive education. Participants were invited to share their ideas and sort the data into meaningful categories through the group concept mapping methodology, which allowed educators and researchers to perceive from students’ perspectives. Zita would like to further explore students’ educational experiences in inclusive classrooms and bring more attention to children’s voices in research. Her supervisor is Dr. Jacqueline Specht.

Petra Owusu is completing her final year in the School and Applied Child Psychology M.A. program at Western University. Under the supervision of Dr. Jacqueline Specht, Petra’s research will focus on the effects of mentorship on students who are at risk for suspension and expulsion. She is interested in further exploring the benefits of school-based mentorship programming and the impact it can have on students’ social and emotional behaviours. Petra hopes to pursue further research surrounding this topic.

McKenzie Vanderloon is a Ph.D. candidate in School and Applied Child Psychology at Western University working under the supervision of Dr. Jacqueline Specht. Her research will focus on the development of inclusive practices in beginning teachers. McKenzie has conducted previous graduate research which focused on children’s cognitive development in the classroom. McKenzie has a strong interest in understanding the teacher’s perspective of teaching in a classroom with children of all abilities. If both perspectives are considered, hopefully the most successful learning environments can be created for a classroom that nurtures inclusive education.

Mélissa Villella, OCT, is a Ph.D. candidate at the University of Ottawa. She holds a Special Education Specialist qualification and communicates in French, English and Italian. Mélissa completed her Master of Arts in Curriculum, Teaching and Learning at OISE-UT where she compared how Francophone Teachers with Anglophone Partners transmit French language and culture to their students and children in a minority setting. Her current PhD dissertation explores how Franco-Ontarian School Principals develop Intercultural Competency through a short-term volunteer experience with Steve Sider of Wilfrid Laurier’s Education and Leadership Institute in Haiti, where she is also participant. Her supervisor is Dr. Nicholas Ng-A-Fook.
Research Projects and Funding in 2019

Selected Research Grants Obtained by National Team Members

*The research listed below is supported by the Social Sciences and Humanities Research Council of Canada*

Note: Names of those affiliated with the Research Centre appear in **bold** type.

**Sider, S.**, Principal Investigator; **McGhee-Richmond, D., Specht, J., Maich, K., & MacCormack, J.,** co-investigators; **Bennett, S., Cobb, C., Morvan, J., Rousseau, N., & Somma, M.,** collaborators (2019-2024). *Canadian school principals’ support of students with special education needs: An examination of critical incidents as a form of professional learning.* SSHRC Insight Grant. $215,569

- This five-year project will explore the experiences of principals as they support students with special education needs in inclusive schools in British Columbia, Alberta, Ontario, Quebec, and Newfoundland and Labrador.


- This project brings together a team of Canadian and Ghanaian academics and stakeholders to determine indicators of successful inclusive education in Ghana, along with resources that can be used to promote inclusive education for Ghanaian students.

**Specht, J.** Principal Investigator, with **faculty members of the Canadian Research Centre on Inclusive Education as Co-investigators** (2015 ─2020). *The development of inclusive educational practices for beginning teachers* (Beginning Teachers Study). Social Sciences and Humanities Research Council of Canada (SSHRC). $488,800

- We follow beginning teachers throughout their program and beyond into their first years of teaching to determine how new teachers develop their practice to teach in our increasingly diverse classrooms.

**Sider, S.,** Principal Investigator; **Maich, K., & Specht, J.,** co-applicants (2018-2020). *Technology-enhanced, interactive case studies for principals’ professional development to support students with special education needs.* SSHRC Partnership Engage Grant. $24,975
This project involves a partnership with the Ontario Principals’ Council (OPC) to develop interactive online case studies to support principals’ learning on inclusive education. At the end of 2019, there were five interactive case studies available at www.leadtoinclude.org.

Sider, S., Principal Investigator; Maich, K., Specht, J., Katz, J., McGhie-Richmond, D., Morvan, J., & Smith, D., co-applicants (2018-2019). Intersectionalities in leadership for supporting students with special education needs in Canadians schools. SSHRC Connection Grant. $24,998

The goal of this event was to bring together groups from across Canada, including scholars, Indigenous educators, school system administrators, and representatives of government ministries and professional educational associations. They considered the intersections of school leadership, Indigeneity, and inclusion and how school principals can support students with diverse education needs.

Research Activities in Canada, Supported by the Grants

Note: Citations of papers and symposia presented at conferences are listed in this report in the Knowledge Mobilization – Presentations section.

American Educational Research Association, Toronto, ON, April 2019

The Beginning Teachers Study (2015-2020) research team was well represented at the American Educational Research Association (AERA) 2019 conference. Our invited AERA Symposium was titled: An Overview of Recent Canadian Research in Educational Psychology.

Members presented summaries of current research projects that are being undertaken by members across the country. Topics included furthering our understanding of anxiety as experienced by students in order to promote teachers’ capacities to improve the mental health experience of students; the examination of a universal school-based program for promoting mental health literacy; concept mapping of the experiences of pre-service teachers in the acquisition of inclusive classroom practices; an exploration of the relationships among beliefs, self-efficacy, organizational support, and the school journey with respect to differentiated instruction from the perspective of school administrators; an examination of how students develop comprehension with text that contains both verbal and visual information.

Click on the links to view more information about each of the papers.
National Team Meets at Congress of the Humanities, UBC in Vancouver, June 2019

Members of the Research Centre were supported to attend Congress, meet together and present several papers and symposia at the Canadian Society for Studies in Education/Canadian Association of Educational Psychology.

Intersectionalities in Leadership Conference, UBC, June 1, 2019

This was a one-day conference funded by the SSHRC Connection Grant and held just prior to Congress in Vancouver, to explore intersectionalities in leadership for supporting students with special education needs in Canadian schools. This conference brought together academic and non-academic audiences from across Canada to dialogue about how Indigenous educators, school administrators, government ministries, and university researchers can foster the competencies of school principals to support students with special education needs in inclusive schools in Canada. Discussion leaders included Drs. Sheila Bennett, Jen Katz, Kimberly Maich, Donna McGhie-Richmond, Steve Sider, and Jacqui Specht. Thanks to Dr. Paul Ling of Wilfrid Laurier University for co-ordinating this conference. A report of the outcomes of this event, along with recordings of the presentations are included on the Centre’s web site at https://www.inclusiveeducationresearch.ca/events/intersectionalities.html

Interactive Case Studies for Principals’ Professional Development

The SSHRC-funded Partnership Engage Grant (2018-2020) focuses on developing case studies for principals’ professional development to support students with special education needs.

This project involves a partnership with the Ontario Principals’ Council (OPC) to develop interactive online case studies to support principals’ learning on inclusive education. At the end of 2019, there were five interactive case studies available at www.leadtoinclude.org, which include possible responses, expert commentary videos, questions for consideration, and links to resources.
Ontario Council for Exceptional Children Conference, Toronto, November 29-30, 2019

The theme of the 2019 conference was “Enhancing learning and life outcomes for students with special education needs”. Highlights of this event were updates provided by the Ontario Ministry of Education, and the Special Education Awards luncheon. Several of our members presented papers as well.

International Connections

20th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Maui, Hawaii, January 16-18, 2019

Centre members Drs. Kimberly Maich, Steve Sider, and Jacqueline Specht partnered with Jhonel Morvan of Brock University, and Deirdre Smith of the Ontario College of Teachers to present a paper on the experiences of new teachers and school principals in inclusive schools: research-informed case studies as a resource for professional learning.

International Association for the Scientific Study of Intellectual and Developmental Disability (IASSID) World Congress, Glasgow, UK, August 2019,

Dr. Jacqui Specht organized a symposium at the International Association for the Scientific Study of Intellectual and Developmental Disability (IASSIDD) conference. Team members Sheila Bennett, Jacqui
Specht and Scott Thompson shared research findings from the Beginning Teachers Study with the international audience.

Drs. Sheila Bennett, Scott Thompson and Jacqueline Specht also participated in a round-table discussion with other countries on the inclusion of students with developmental disabilities in secondary school and academically dense content areas.

Also shared were the “songs” of beginning teachers written by Scott Thompson and based on our participants' stories. This Arts-based research initiative was a successful - and novel - way to share insights!

In September 2019, members of the Research Centre presented at the European Congress of Educational Research. Dr. Donna McGhie-Richmond from University of Victoria and Dr. Jacqueline Specht have partnered with Dr. Susanne Miesera from Technical University of Munich to compare how our Canadian beginning teachers and theirs view experiences in contributing to the development of inclusive practice.
As part of the Partnership Development Grant, Drs. Steve Sider, Kimberly Maich and Jacqui Specht travelled to Ghana in December, 2019. Here is an excerpt from the December 11 entry in Steve’s “blog”, available at https://glocalperspectivebuilding.blogspot.com/2019/12/:

*Today we completed a full day of focus groups with three different groups of educational stakeholders in Tamale, a city in northern Ghana:*

1. Officials from Ghana Education Service (similar to Ontario's Ministry of Education).
2. Teachers and parents.
3. Other stakeholders (e.g., private schools, NGOs)

*We were particularly interested in hearing about three aspects of inclusive education:*

1. What does inclusive education mean to you?
2. What policies guide your work in inclusive education?
3. What experiences have you had in supporting students with special education needs and disabilities?

Above left: Title slide of presentation in Ghana. At right: Focus group session.
Members of the national research team have partnered with agencies and school boards so that personnel may participate in aspects of current and proposed research projects.

12 Advocacy organizations
3 Teachers Professional Organizations
6 Provincial government ministries
14 School Boards/Districts

Our partners include:

- BC Teachers Federation
- Greater Victoria School District
- Edmonton Public Schools
- Saskatchewan Teachers’ Federation
- Education Solutions Manitoba
- Ontario Principals’ Council
- Ontario Ministry of Education
- Avon-Maitland DSB
- Community Living Ontario
- Ontario College of Teachers
- Québec
- Nova Scotia
- New Brunswick
- Newfoundland Labrador
Partnerships in 2019

Réseau de Savoir sur l’équité / Equity Knowledge Network

The Equity Knowledge Network (RSEKN) was a project of the Knowledge Network for Applied Education Research (KNAER). The mission of RSEKN was to:

- mobilize evidence from education research and professional practice connected to equity and diversity;
- facilitate the use of evidence-based instructional practices to support participation and achievement of racialized and marginalized students; and,
- contribute to Ontario’s Equity and Inclusive Education Strategy.

The Canadian Research Centre on Inclusive Education, with Director Jacqueline Specht, served as the home base and project lead respectively for the Southern Ontario Regional Team. Graduate student Olivia Faulconbridge served as Communications Officer for this team.

February 12, 2019: The Centre and RSEKN hosted a screening of Intelligent Lives at Western University.

This new documentary from Dan Habib (Including Samuel) stars three pioneering young adults with intellectual disabilities – Micah, Naieer, and Naomie – who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the emotional personal story of his son Jesse, as the film unpacks the shameful and ongoing track record of intelligence testing.

Intelligent Lives challenges what it means to be intelligent, and points to a future in which people of all abilities can fully participate in higher education, meaningful employment, and intimate relationships.

At this screening in February, school boards and community agencies personnel gathered at Western Education to view the film and share insights about supporting those with intellectual disabilities.
Partnerships in 2019 (continued)

Coaching to Inclusion Professional Development Conference

Since 2007, the Centre has partnered with the Coaching to Inclusion Committee, comprised of several school boards in southwestern Ontario, to plan and host a professional development conference day in London.

The theme of the 21st annual conference in 2019 was Sharing Best Practices, Overcoming Barriers. Educators from Southwestern Ontario school boards shared initiatives that address the role of the educational assistant in facilitating independence and inclusion (Thames Valley DSB), and what to consider when making curriculum modifications (Huron Perth CDSB and Skills 4 Life at Hutton House).

Champion of Inclusion Awards

Each year since 1999, recipients have been nominated by peers within their boards of education, and are recognized at the annual Coaching to Inclusion conference in Southwestern Ontario. In 2019, six such awards were presented. Recipients posed for this photo just after the ceremony.

2019 Champions, (l to r): Laurie Vereecken, London District CSB; Megan Ritsma, Huron-Perth CDSB; Debbie Dignan, Brant Haldimand Norfolk CDSB; Andrea Longstaff, Huron-Perth CDSB; Allison O'Connor, Thames Valley DSB; Fiona Valiquette, Avon Maitland DSB.

To view the awards program, visit www.coachingtoinclusion.com/awards and scroll down.
In 2015 we received $488,800 from the Social Sciences and Humanities Research Council of Canada (SSHRC) for a period of 5 years to follow preservice and beginning teachers as they progress through their programs and out into their first few years of teaching. The 2019-20 academic year marks the fifth and final year of data collection. Year-over-year analysis is underway, and themes are emerging from the interview data.

### Timeline for data collection

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**Legend:**

- **Solid black arrow:** Initial paper-based surveys of teacher candidates in first year of their program (~2,600 in Cohorts 1 and 2). Note: Cohort 3 initial surveys of beginning teachers were completed online.
- **Dashed black arrow:** Initial online surveys of beginning teachers in the first year of their contract.
- **Blue arrow:** Follow-up online surveys of teacher candidates during second year of their program.
- **Dashed blue arrow:** Follow-up online surveys of teachers during first year(s) of teaching.
- **Call-outs:** Follow-up interviews with a sample of participants (~75 per cohort per year)
Progress of the Study in 2019

In Year 1 (2015-16) the team collected almost 1,400 paper-based surveys from teacher candidates entering a two-year B.Ed. program at 14 institutions across 8 provinces. In Year 2 (2016-17) approximately 1,200 additional surveys were collected. Candidates from both cohorts who agreed to participate further were contacted via email in their second year and invited to complete the survey again online. Follow-up telephone interviews with a sample of teacher candidates have been conducted annually since 2017. In 2019, follow-up surveys and interviews were conducted with all cohorts who are now beginning teachers.

(Image credit, joyoffeelings.wordpress.com)

In 2019 and into 2020, the final online surveys and telephone interviews are being conducted with beginning teachers. This is one of the very few such longitudinal studies following new teachers and their development of inclusive practices.

Impact and Outcomes

Using information from these surveys and interviews, the research team documents the contribution of knowledge and experience gained during participants’ initial teacher education and first years as a teacher in the development of their self-efficacy, beliefs and instructional practice.

Graduate student research assistants gain valuable knowledge and expertise through participation in the data collection and ongoing analyses activities.

Two subcommittees assist with achieving the key goals of the project. The Research Committee is responsible for overseeing the plan for training highly qualified personnel, for creating authorship agreements concerning publishing findings, and for equitably distributing funds for travel and costs in disseminating knowledge gained. Along with Jacqueline Specht the principal investigator, representatives from each region comprise this committee. For 2019 these were Jennifer Katz (West), Tiffany Gallagher and Nancy Hutchinson (Central) and Gabrielle Young (East).

The Knowledge Mobilization Committee monitors the dissemination and use of new knowledge on inclusion that is generated through the research project. Members in 2019 included Tricia Roche in the CYS Centre at the University of Victoria, along with national team members Donna McHgie-Richmond, Jen deLugt, Angèla AuCoin, Tara Flanagan and Jacqueline Specht.
Knowledge Mobilization (KM) Plan for Beginning Teachers Study

Knowledge Mobilization Pathways
Guided by the Knowledge Mobilization (KM) Committee, our KM plan monitors the dissemination and use of new knowledge on inclusion; ensures fidelity to the commitment to put findings into the hands of those who can act on them (educators and policy-makers); and shares innovative examples of implementation of the research findings across Canada.

Knowledge Mobilization Products
The following research-driven KM products were developed or distributed in 2019:

- **accessible summaries** (Research Tip Briefs) on the website
- **e-updates** circulated through stakeholder channels and on the website
- **conference presentations** (academic and community, Canada and international)
- **peer-reviewed journal articles**
- **online resources** for practitioners (Research and Resources) on the website

Conference Presentations and Journal Articles: Several presentations and articles were published in 2019 to provide insight into current research and practice in teaching preparation and support for inclusive education. Multiple paper presentations and symposia occurred at the annual meeting of the Canadian Society for Studies in Education (CSSE), held at the University of British Columbia in June, 2019. These are highlighted in this report under Knowledge Mobilization – Research Presentations.

Newsletter Updates: Newsletters are available on the Centre’s web site ([https://www.inclusiveeducationresearch.ca/bts/index.html](https://www.inclusiveeducationresearch.ca/bts/index.html)) in both French and English under the Beginning Teachers Study tab. The first issue describes the purpose of the study, and subsequent issues provide an update on the progress of the study, along with some preliminary findings.
Knowledge Mobilization by Members of the Centre

Note: Centre members’ names appear in **bold** type, and names of graduate students supervised by Centre members are *underlined*.

Presentations at Conferences

**20th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Maui, Hawaii, January 16-18, 2019**


**9th Biennial Conference of the Canadian Association of Curriculum Studies, “Provoking Curriculum”, University of Regina, March 15-17, 2019**


**American Educational Research Association (AREA) Annual Meeting, Toronto, ON April 5-9, 2019**


Canadian Society for Studies in Education (CSSE) Annual Meeting, Vancouver, BC, June 1-6, 2019


de Lught, J. (2019, June 1-6). This is not what I signed up for—I'm a teacher, not a therapist: A teacher's role in supporting student mental health [Paper presentation]. Canadian Society for Studies in Education Annual Meeting, Vancouver, BC, Canada.


International Association for the Scientific Study of Intellectual and Developmental Disability (IASSID)
World Congress, Glasgow, UK August 6-9, 2019


European Conference on Educational Research, Hamburg, Germany, September 3-6, 2019


Ontario Council for Exceptional Children Annual Meeting, Toronto, ON, November 28-30, 2019


Davies, A., Maich, K., & Belcher, C. Intersections of disability and sexuality: Netflix’s special as a case study for important conversations. [Paper presentation]. Ontario Council for Exceptional Children Annual Meeting, Toronto, ON, Canada.

Carroll, C., & Somma, M. Navigating transitions to post-secondary for students with disabilities. [Paper presentation]. Ontario Council for Exceptional Children Annual Meeting, Toronto, ON, Canada.
Publications

Books and Book Chapters

New Edition of Special Education in Ontario Schools


This text has been used extensively in teacher education and educational assistant preparatory programs to prepare educational professionals to work with students with special needs. The new 8th edition has a new chapter on Mental Health.

Journal Articles

Exceptionality Education International is hosted by the Canadian Research Centre on Inclusive Education. The journal provides a forum for research and dialogue on topics relevant to the education of people who have been traditionally marginalized in education as the result of ability, culture, ethnicity, gender, language, religion, sexual orientation, and socio-economic status.

Editors: Jacqueline Specht, Western University, and Gabrielle Young of Memorial University of Newfoundland. Associate Editors: Jenn de Lught of the University of Regina, and Sharon Penney of Memorial University of Newfoundland. This online journal is published by Scholarship@Western and is available at http://ir.lib.uwo.ca/eei/
The following four articles authored by members of the Research Centre were included in this special issue:


* * *

**Other Journal Articles**


Selected Media Coverage

At the *Intersectionalities in Leadership* conference in Vancouver on June 1, several sessions were recorded for podcast at [https://voiceed.ca/the-heart-and-spirit-of-inclusion/](https://voiceed.ca/the-heart-and-spirit-of-inclusion/). VoicEd is a 24/7 internet-based radio station dedicated to both broadening and deepening the conversations we have about education. It is a participant-driven community, offering anyone who has something to contribute to join us as a broadcaster, a podcaster, a blogger or a guest on someone else’s program.

Stephen Hurley, founder and chief catalyst of voicEd Radio was on hand to create the recordings.

Additional Contacts: inclusion of students with disabilities in the classroom

- Eric Sorenson interview for Global National TV report of inclusion of students with disabilities in the classroom.
- Marc-Yvan Hébert, Journaliste-réalisateur, Radio Canada, Affaires publiques Producer / Reporter - Current Affairs Contributions réseau - National Programs Société Radio-Canada (Winnipeg) From Radio Canada – information on our Centre and inclusion, and contacts of Francophone researchers for a radio show.
- Natalie Paddon, *Hamilton Spectator* - inclusion of students with disabilities in the classroom.
- Justine Ricketts, *Capital Current* (based in Ottawa) – inclusion of students with disabilities in the classroom.
Awards

Book Award through Exceptionality Education International


Each year, the editors of Exceptionality Education International select a nominated book that was published in the previous calendar year, and which addresses the area of special education.

The Award was given in 2019 for a book that was published in 2018. This year, it was given to Dr. Jennifer Katz and Kevin Lamoreux for their book, Ensouling our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation.

In Ensouling Our Schools, author Jennifer Katz weaves together methods of creating schools that engender mental, spiritual, and emotional health while developing intellectual thought and critical analysis.

Kevin Lamoureux, as former National Education Lead for the National Centre for Truth and Reconciliation, contributes his expertise to this book regarding Indigenous approaches to mental and spiritual health that benefit all students and address the TRC Calls to Action.

Inclusive Education Research Awards Given to Graduate Students at Western, 2019

This Award is funded by Foundation Western and is administered by the Centre. Each year we acknowledge up to three outstanding research projects by graduate students at Western that address a wide range of issues related to the inclusion of students who represent a diversity of backgrounds or learning needs. Each student receives a cash award of $750.
Congratulations to Courtney Cadieux, for her proposal *Parents in Partnership with Educators (PIPE) Program: An Exploratory Pilot Evaluation*; Steven Floyd, for *A Comparative analysis of K – 12 Coding Curricula*; and McKenzie Vanderloon for *A Longitudinal Perspective on the Development of Teacher Efficacy for the Use of Inclusive Practices Among Canadian Teachers*.

Courtney Cadieux (centre), Steven Floyd (right) receive their inclusive education research awards from Dr. Grace Howell.

**Jessica Jean Campbell Coulson Research Award**

This Award was established by the late Mr. David Campbell (BA ‘38) in memory of his daughter. It is awarded annually to a full-time graduate student at Western who has submitted a research proposal for thesis or dissertation research that relates to the education of students with special needs. The recipient receives a cash award of approximately $2,000.

**McKenzie Vanderloon** received this award as well for her outstanding research project proposal!
Contact Information

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