

Western



Canadian Research Centre
on Inclusive Education

ANNUAL REPORT

2018

*Research to enhance the educational opportunities
of all students with exceptionalities.*

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About the Canadian Research Centre on Inclusive Education

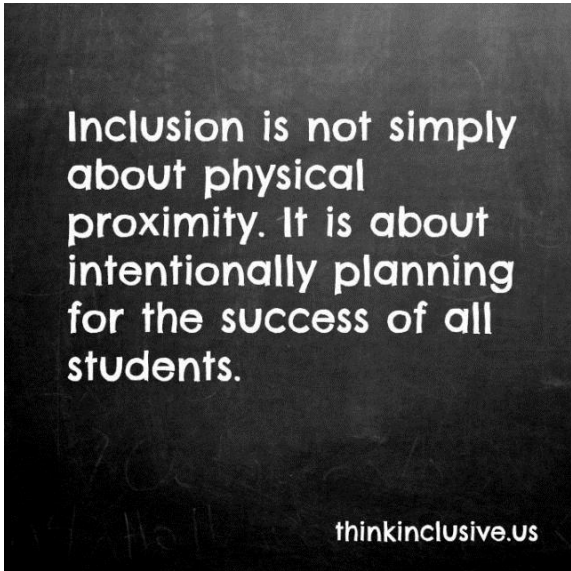
The Canadian Research Centre on Inclusive Education, located in the Faculty of Education at Western University, is a research association of faculty members, research associates and graduate students across Canada who share an interest in inclusive education research. Visit www.inclusiveeducationresearch.ca

Mission

The goal of the Centre is to encourage collaborative investigations of theories and practices in an effort to enhance the educational opportunities of all students with exceptionalities. The Centre is committed to sharing research findings and resources with academics, educators, families and community organizations.

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.



Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.

thinkinclusive.us

Message from the Director: Dr. Jacqueline Specht



In 2018, 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. Our SSHRC insight grant to investigate the development of inclusive practice in beginning teachers is well under way. Our progress is reported within.

Our Centre continues to grow. We welcome new researchers Dr. Jeffrey MacCormack from Lethbridge, Dr. Ian Matheson, from Queens, Dr. Carolyn Thorne from UPEI, Dr. Gillian Parekh from York, and Dr. Nadia Rousseau from the Université du Québec à Trois-Rivières .

We continued with the journal *Exceptionality Education International* publishing three issues. Our third issue was a special one on beliefs about teaching. It was guest edited by Dr. Anne Jordan, professor emerita from the university of Toronto on the occasion of her Robbie Case Memorial Award address given at the Canadian Association for Educational Psychology (CAEP) meeting in 2017. We were so fortunate to have a pioneer in research on inclusive education given of her time and knowledge for this issue. 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, we hosted Susanne Miesera from the Technical University in Munich and visited her in October. In March, a group of educators from the Netherlands arrived to discuss inclusion and we visited their larger school board in September to continue the discussions. Steve Sider continued his work in Haiti with local teachers working on inclusion in August.

Looking forward to continuing our important work in 2019.

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	June 2016
Evan Charles	September 2017
Olivia Faulconbridge	May 2018
Jessica Delorey	September 2018
Tsz Wing Zita Lau	September 2018
Petra Owusu	September 2018

Research Associates at Post-Secondary Institutions in Canada

Angèle 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 deLugt, 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 McGhie-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

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, 2018

New Members of the Graduate Student Team

Jessica Delorey is a M.A. student in the School and Applied Child Psychology 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.

Olivia Faulconbridge is a second year PhD 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**.

Tsz-Wing Zita Lau is a first-year PhD 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 first 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.



Mélissa Villella, OCT, is a PhD candidate at the University of Ottawa and a School Principal at Conseil scolaire de district catholique des Aurores Boréales. 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.

Continuing Members



Evan Charles is a M.A. 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.

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**.

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.

McKenzie Vanderloon is a Ph.D. student 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.

National Team Members and Guests Meet at Congress of the Humanities, Regina, 2018



Left to right: Steve Sider, Monique Somma, Scott Thompson, Jenn de Lugt, Linda Ismailos, Tiffany Gallagher, Grace Howell, Jen Katz, Jacqueline Specht, Sheila Bennett, Jess Whitley, Gabrielle Young, Kimberly Maich, Nancy Hutchinson, Michael Fairbrother, Ian Matheson, Jeff MacCormack.

Faculty researchers, graduate students and guests met at the Executive Royal Hotel in Regina on May 26, 2018 to review the progress of research on the study, *The Development of Inclusive Educational Practices for Beginning Teachers (Beginning Teachers Study)*. The focus of discussion concerned long-term planning for data analysis and knowledge mobilization activities as the study enters the fourth year of the five-year term of the SSHRC grant.

Community Partners

Members of the national research team have partnered with agencies and school boards to share information about current and proposed research projects, and to make presentations at professional development day workshops.

12 Advocacy organizations

3 Teachers Professional Organizations

5 Provincial government ministries

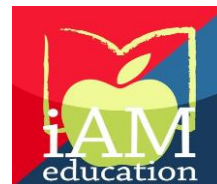
14 School Boards/Districts



Our partners include:



BC Teachers Federation



Avon-Maitland DSB



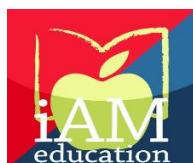
Research Activities

Selected Research Grants and Contracts Obtained by National Team

Please note: Team members' names appear in **bold** type.



Knowledge Network for Applied Education Research (KNAER). (2017-2020). *Réseau de Savoir sur l'Équité / Equity Knowledge Network (RSEKN)*. Collaborators with N. Belanger, R. Kane, N. Ng-A-Fook, K. Moreau, P. Dalley, A. Dionne, E. Dulude, R. Maclure, **J. Whitley**, K. Pendleton Jimenez, K. Llewellyn, S. de Castell, **J. Specht**, M. Kehler, L. Brogden, **S. Bennett**, **T. Gallagher**. \$975,000



Bennett, S. & Gallagher, T. (2017-2018). Research Contribution: *The Avon Maitland District School Board's Inclusion Coaching Project–Update and Synopsis*. Avon Maitland District School Board. \$28,319



Bennett, S., Specht, J. (Co-Principal Investigators), Somma, M., & Li, X. (2017-2018). *Why not me?* Funded by Community Living Ontario. \$40,000



Campbell, W., and Missiuna, C (Co-Principal Investigators). Pollock, N., Kyte, C., **Bennett, S.**, Rivard, L., **Specht, J.**, & McCauley, D. (2017-2019). *Facilitating Integration of Rehabilitation Services through Training: Knowledge Implementation Toolkit (FIRST KIT)*. Funded by Ontario Ministry of Education. \$659,857



Flanagan, T. Principal Investigator (2016-2018). *MOVES: Moving from Vocational to Entrepreneurial Skills for Students with Intellectual Disabilities*. Ministère de l'Éducation, du Loisir et du Sport, Québec. \$71,000



Philpott, D., Principal Investigator, **Maich, K.**, **Penney, S.**, & **Young, G.**, Co-investigators (2018). *Exploring the pre-emptive nature of early child education on the demand for special education/mental health services in schools*. Margaret & Wallace McCain Family Foundation. \$40,000



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada

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

Hibbert, K., Principal Investigator; **Specht, J.** and others, Co-investigators. *21st century literacies; research and development of a “cloud” curriculum*. SSHRC Partnership Development Grant. \$198,353

Sider, S., Principal Investigator; **Maich, K.**, & **Specht, J.**, co-applicants; **AuCoin, A.**, **Bennett, S.**, & **McGhie-Richmond, D.**, collaborators. (2016-18). *Exploring principal leadership for inclusion of students with special education needs in Canadian schools*. SSHRC Insight Development Grant. \$43,726

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

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 Canadian schools*. SSHRC Connection Grant. \$24,998

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

Beginning Teachers Study Major Research Grant



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. In addition, we are working with our partners to develop professional development opportunities for newly hired teachers. We are very excited to be venturing ahead with this project across Canada.

The graphic, seen above, has been developed for the study.

Timeline for data collection

Cohort	2015		2016		2017		2018		2019		2020
	Sept	Jan	Sept	Jan	Sept	Jan	Sept	Jan	Sept	Jan	
1	→		→		→		→		→		→
				Call-out		Call-out		Call-out		Call-out	
2			→		→		→		→		→
						Call-out		Call-out		Call-out	
3					→		→		→		→
						Call-out		Call-out		Call-out	

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 2018

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 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. Brief follow-up telephone interviews were conducted in 2017 with a sample of teacher candidates from cohort 1 and again with some from cohort 2 in 2018. At the end of 2018 and into 2019, follow-up interviews were in progress with both cohorts who are now beginning teachers.

In 2017, school boards and districts across Canada partnered with the Centre to invite beginning teachers to participate in the study as Cohort 3. In late 2018, follow-up interviews were in progress with these new teachers as well.



Image credit, Open.edu

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 2018 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 2018 included **Tricia Roche** in the CYS Centre at the University of Victoria, along with national team members **Donna McGhie-Richmond, Jen deLugt, Angèle AuCoin, Tara Flanagan** and **Jacqueline Specht**.

Knowledge Mobilization Plan for Beginning Teachers Study



TEACHERS COLLABORATION

The KM plan supports the research goal of promoting new and shared knowledge, skills, and strategies to support high quality inclusive education across the country. The committee will also build on the wealth of existing communication channels of project stakeholders: universities, ministries/departments of education, school districts, schools, professional associations, community organizations, and associations of people with diverse learning needs, families, and others. At the same time, we are continually identifying new opportunities to share research findings. Graduate students are included on the committee to provide mentoring opportunities to them on this critical component of high-impact research.

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 and distributed in 2018:

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

Conference Presentations and Journal Articles: Although most of these will occur in Years 4 and 5 of the Beginning Teachers Study, several presentations and articles were published in 2018 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 Regina in May – June, 2018. These are highlighted in this report under Knowledge Mobilization – Research Presentations.

Newsletter Updates: Newsletters are available on the Centre’s web site (www.inclusiveeducationresearch.ca) 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. These e-updates were sent also as attachments to all stakeholders and participants who wished to be involved in this study.

Below is the masthead drawing on the newsletter updates that are distributed to participants, team members and community partners at regular intervals.



Partnerships and Events in 2018

Réseau de Savoir sur l'équité / Equity Knowledge Network



The **Equity Knowledge Network (RSEKN)** is a project of the Knowledge Network for Applied Education Research (KNAER). The three-year mission of RSEKN from 2017 to 2020 is 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.

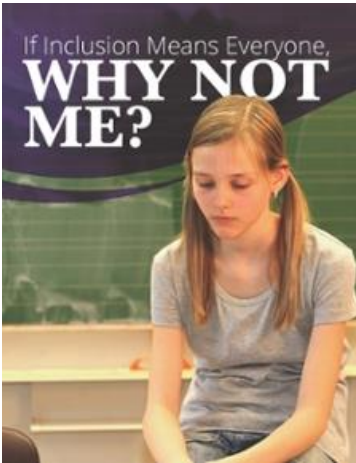
The Canadian Research Centre on Inclusive Education, with Director **Jacqueline Specht**, serves as the home base and project lead respectively for the Southern Ontario Regional Team. Graduate student **Olivia Faulconbridge** serves as Communications Officer for this team. Below are just some of the knowledge mobilization events and activities from 2018. For more information, visit www.rsekn.ca



Realities in Data: Who counts...What counts...Who's counting?
August 22-23, 2018 York University Faculty of Education

At the Managing Information for Student Achievement (MISA) Conference in London in May, several members of the national research team presented a workshop titled "Equity Education for All". Jacqueline Specht and three members of the Brock University Faculty of Education, Sheila Bennett, Tiffany Gallagher, and Monique Somma presented findings from research, as well as stories from research study participants to address solutions to equity education for all.

Collaborative Research Report: “If Inclusion means Everyone, Why Not Me?”



This research study was conducted as a collaborative involving Community Living Ontario, Western and Brock Universities, ARCH Disability Law Centre, Brockville and District Association for community Involvement, and Inclusive Education Canada. The report identifies barriers that students labelled with intellectual disabilities and their parents and guardians face in Ontario’s public school system, and sets out some key insights into their experience. Released as a bilingual document in “hard copy” format, it is also available on the Centre’s web site, under the Resources area on the Research and Resources tab.

Collaborative Partners:



Collaborative Resource:

Exploring Leadership Practices through Case Inquiry

This case-based resource was collaboratively developed by Wilfrid Laurier University, Brock University, Western University, Memorial University of Newfoundland and the Ontario College of Teachers (the College). It is designed to facilitate professional inquiry into inclusive education leadership practices through exploring experiences of school principals.



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 year 2018 marked the 20th anniversary of Coaching to Inclusion. Many former members attended, and paused for a photo before enjoying lunch and an anniversary cake!



Coaching to Inclusion Committee, Left to right: Grace Howell, Susan Fitzgerald, Jacqueline Specht, Colin Rankin, Julianne MacGregor, Bonnie Grace, John Barry, Chad Downes, Missy Pfaff, June Green-Thompson, Lynn-Marie Pearce, Charmaine Chadwick, Karen Murray, Janice Strickland, Michael Sciullintano-Viscoso.

International Connections

Visit to the Netherlands and Germany

In the fall of 2018, Jacqueline Specht visited the Netherlands and Germany to discuss inclusive education in Canada. Her trip in September to the Netherlands was a follow-up with a group that had visited the London District Catholic School Board in May to learn more about inclusive schools. CPOV (the school board) welcomed her to their initial professional development day for the school year. It was an exciting day to learn from each other in terms of the research as well as the practice of the teachers from the Netherlands. She also visited some schools to see what they are doing as they move toward a more inclusive school system.

The Netherlands



"Stop Stealing Dreams"

Jacqueline Specht visited several schools as part of the Welcoming Conference for 400 teachers in the Netherlands. The opening address was given by trend-watcher Ruud Veltenaar in Dutch; however, his website provides the key ideas and can be

translated to English. Despite the language barrier, his commitment and energy is obvious to all, particularly in his website name: "Stop Stealing Dreams". His thinking around changes in education is that we can no longer teach as we once did; we must move in to the practice of individualized learning. In order for students to learn willingly, we must continue to unleash their passion(s).

(Excerpted from RSEKN blog post by Jacqueline Specht, Sep 21, 2018
<http://www.rsekn.ca/knowledge-hub/kmb-blog/stopstealingdreams>)

Germany

The trip to the Netherlands was closely followed by one to Germany. Donna McGhie-Richmond and Jacqueline Specht travelled to continue the conversations that had begun when Susanne Miesera visited Canada in March 2018. It was a busy time sharing the Beginning Teachers Study as well as general approaches to inclusive education in Germany and Canada. Lessons learned from each other were awesome. The biggest lesson of all is that no matter where you go, teachers are inquisitive and always trying to improve their practice. The same issues around resources, support in the class, professional development, and collaboration with parents are discussed in each country. The conclusions are that inclusive education is a different way of teaching, but it is worth it for all students and for society in general.

The Canadian Research Centre on Inclusive Education 2018



Jacqueline Specht and Donna McGhie-Richmond conducting workshops in Germany, October 2018.

With participants of the symposium, including Dr. Susanne Miesera, organizer, from the Technical University of Munich, second from right.




Knowledge Mobilization

Multiple Research Presentations at Conferences and Meetings

Canadian Society for Studies in Education, May 2018, Regina, SK

Symposium-Panel/Colloque-Panel, Beginning Teachers: Development of Inclusive Practice. *Jacqueline Specht (Western), Sheila Bennett (Brock), Tara Flanagan (McGill), Tiffany Gallagher (Brock), Grace Howell (Western), Nancy Hutchinson (Queen's), Jamie Metsala (MSVU), Donna McGhie-Richmond (Victoria), Elizabeth Nowicki (Western), Jess Whitley (Ottawa), Gabrielle Young (Memorial), Michael Fairbrother (Ottawa), Fiona Hunter (Western), Linda Ismailos (Brock), Jennifer Poole (Victoria), McKenzie Vanderloon (Western), Xiaobin Li (Brock)*

Thematic Analysis of Responses to Interview Questions



Authors: G. Howell, M. Fairbrother, L. Ismailos, M. Vanderloon, J. Specht, T. Gallagher, J. Whitley.

Western
Canadian Research Centre
on Inclusive Education

Investigating Pre-service Teachers' Self-efficacy and Practicum Experiences

Gabrielle Young, Jacqueline Specht, Fiona Hunter, Nancy Hutchinson, Donna McGhie-Richmond & Sara Copfer

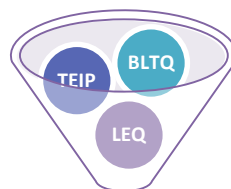
Graduating Teachers: Predictors of Efficacy for Inclusive Practice

Jacqueline Specht (Western) & Jamie Metsala (Mount Saint Vincent)

Knowledge Mobilization (KM): Research to Practice in Teacher Education



Donna McGhie-Richmond, PhD
Anne Marshall, PhD
Centre for Youth & Society
University of Victoria



**Beginning Teachers:
Development of Inclusive Practice**

L. Ismailos, T. Gallagher, S. Bennett, & X. Li (Brock)

Canadian Society for Studies in Education, May 2018, Regina, SK (continued)

Symposium-Panel, Current Approaches to Research on Mental Health and Learning. **Jenn de Lugt** (Regina), Sarah Davis (Victoria), **Jessica Whitley** (Ottawa), Allyson Hadwin (Victoria), Bianca D'Agostino (Ottawa), Priyanka Sharma (Victoria)

Shared perspectives on the importance of social and emotional learning in early reading instruction and teacher professional learning. **Michael Fairbrother** (Ottawa)

Using guided instruction to assist high school struggling readers: Transferring elementary instructional methods. **Tiffany Gallagher** (Brock), A. Grierson, R. St. Hilaire

Universally designed programming for teacher and student well-being: One school's journey toward trauma informed care. **Jennifer Katz** (UBC)

Resource teachers and classroom teachers teaching collaboratively in regular classrooms: An inquiry. Michelle Searle (Independent Researcher), Lori Kirkpatrick (Western), Rachael Smyth & **Jacqueline Specht** (Western)

Inclusive and quality education in Haiti: Partnerships for achieving SDG4. **Steve Sider** (Laurier), Jhonel Morvan (Brock), Megan Borner (Ontario Ministry of Education)

Transitioning to inclusive special education: Multiple perspectives proposal for panel. Monique Somma, **Sheila Bennett**, **Tiffany Gallagher**, & Rebecca White (Brock)

Strategies to promote home-school communication surrounding a child with a disability. **Gabrielle Young**, Sharon Penney, **Kimberly Maich**, & Emily Butler (Memorial)

A comparison of pre-service and in-service teachers' attitudes, beliefs and inclusive practices. **Linda Ismailos**, **Tiffany Gallagher**, **Sheila Bennett**, & Xiaoban Li (Brock)

Ontario Educational Research Symposium, March 1-2, 2018, Toronto, ON

Caring and safe schools: How principals can foster a culture of inclusion for students with special education needs. **Steve Sider** (Wilfred Laurier), Jhonel Morvan (Brock), and **Mélissa Villella** (Ottawa).

<https://eventwizard.com/OERSCORE2018/0/pages/106492/>

Discourse of school leaders: A reflection of implicit inequities in mathematics at school (presented in French). Jhonel Morvan (Brock) and **Mélissa Villella** (Ottawa).

<https://eventwizard.com/OERSCORE2018/0/pages/106492/>

Council for Exceptional Children, Provincial Conference, December 2018, Toronto, ON

If inclusion means everyone, why not me? *Monique Somma (Brock), Jacqueline Specht (Western), Sheila Bennett, & Rebecca White (Brock)*

Two worlds unite: how elementary reading strategies can support resilient readers in secondary English. *Tiffany Gallagher (Brock), A. Grierson, I. Constantini, K. Moscato, & R. St. Hilaire.*

Transitioning through inclusion: Perspectives of students with intellectual disabilities and their parents. *Sheila Bennett, Monique Somma, M. Shuttleworth, M., Tiffany Gallagher. & Rebecca White, (Brock)*

Beginning inclusive practice: Pre-service and in-service teachers' attitudes and recommendations for effective inclusive practice. *Linda Ismailos, Tiffany Gallagher, & Sheila Bennett (Brock).*

RSEKN - Equity Knowledge Network and educating students with exceptionalities. Jacqueline Specht (Western), Sheila Bennett & Tiffany Gallagher, (Brock) & Olivia Faulconbridge (Western).

Pathology persists and stigma stays: Representations of (autistic) Steven Greaves in the post-apocalyptic world. *Kimberly Maich, (Brock), C. Belcher, G. Maich, & A. Davis.*

Autism Spectrum Disorder and Behavioural Interventions in New Brunswick: A program Evaluation of 2017 - 2018 Data. *Kimberly Maich, (Brock) & T. van Rhijn.*

Single Presentations at Conferences and Meetings

Bennett, S. & Gallagher, T. L. (2018, March). *The Six 'P' Model: Principles of inclusive practice for inclusion coaches.* International Conference on Special Needs Education, Specialized Teaching Techniques and Different Approaches. Paris, France.

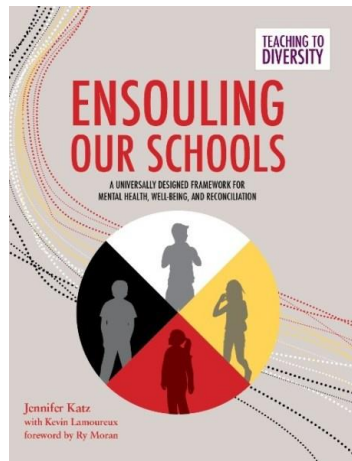
Maich K. (2018, April). *Assessing social skills for students with ASD.* Breakout session for The Executive Brain: Cognition, Perception, & Emotion, National Institute for Learning and Development Annual Conference, Waterloo, ON.

Maich K. (2018, April). *Tools for literacy accommodations: The basics.* Breakout session for The Executive Brain: Cognition, Perception, & Emotion, National Institute for Learning and Development Annual Conference, Waterloo, ON.

McGhie-Richmond, D. & Specht, J. (2018, October). *Inclusion in teacher education programs.* Presented at Symposium Inclusion Munich, Germany (invited).

- McGhie-Richmond, D., & Specht, J.** (2018, October). *Inclusion in teacher education: Teacher education for inclusion*. Presented to Instructor Group Technical University Munich, Munich, Germany (invited).
- Sider, S. & Maich, K.** (2018, April). *Caring and safe schools: How principals can foster a culture of inclusion for students with special education needs*. National Institute for Learning Development Annual Conference, Waterloo, ON.
- Specht, J., Bennett, S., Gallagher, T. L., & Somma, M.** (2018, May). *RSEKN – Equity Education for All*. Managing Information for Student Achievement (MISA) Conference, London, ON.
- Specht, J., & McGhie-Richmond, D.** (2018, October). *Inclusion in Canada: Beginning teacher study*. Presented at Symposium Inclusion Munich, Germany (invited)
- Specht, J., & McGhie-Richmond** (2018, October). *Inclusion in teacher education: Effective schools*. Presented to Research Group Technical University Munich, Munich, Germany (invited).
- Specht, J.** (2018, September). *Inclusive Education: It's all about belonging*. Presented at the Professional Development Day for CPOV. Veenendaal, Netherlands. (invited)
- Specht, J., & Miesera, S.** (2018, September). *Inclusive education: Let's chat*. Presented at the Professional Development Day for CPOV. Veenendaal, Netherlands. (invited)
- Young, G.,** (2018, February). *Exploring Differentiated Instruction*. Professional development workshop presented at St. Bonaventure's College, St. John's, NL.
- Young, G.,** (2018, April). *Learning from the literature: Strategies to motivate and support students with specific learning disorders and attention related difficulties*. Learning Disabilities Association Conference, St. John's, NL.
- Young, G., Penney, S., Maich, K., & Butler, E.** (2018, April). *Examining home and school relationships surrounding a child with a disability*. Learning Disabilities Association Conference, St. John's, NL.

Selected Publications



Bennett, S., Gallagher, T. L., Somma, M., Shuttleworth, M., & White, B. (2018). *Final report of findings: Avon Maitland District School Board*. St. Catharines, Ontario: Brock University, Faculty of Education.

Gallagher, T.L. & Bennett, S. (2018). The six 'P' model: Principles of coaching for inclusion for inclusion coaches. *International Journal of Mentoring and Coaching in Education*, 7 (1), 19-34.

Gallagher, V. & **Gallagher, T. L.** (2018). Messages for students, parents and teachers about inclusive practices and accommodations. *Inclusive Education Canada Commentary*.
<http://inclusiveeducation.ca/2018/02/07/victoria-and-tiffany-gallagher-our-story/>

Katz, J. & Lamoreux, K. (2018). *Ensouling our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation*. Winnipeg, MB: Portage & Main Press.

King, A. & **Sider, S.** (2018). Incarceration, relationships, and belonging: Insights into the experiences of two male youth recently released from custody facilities. *Canadian Journal of Family and Youth*, 10(1), 235-258.

Lee, S.L. & **Specht, J.** (2018). Implementing parent education into early childhood education environments. In A. W. Leschied, D. Saklofske and G. Flett (Eds), *The handbook for school based mental health promotion: An evidence informed framework for implementation*. NY: Springer.

Leung, E., & **Flanagan, T.** (2018). Let's do this together: An integration of Photovoice and mobile interviewing in empowering and listening to LGBTQ+ youths in context. *International Journal of Adolescence and Youth*, 1-14. 10.1080/02673843.2018.1554499.

- Maich, K., Davies, A., & van Rhijn, T. (2018).** A relaxation station in every location. *Feature Article: Intervention in School and Clinic*, 54(3), 160-165. doi: 10.1177/1053451218767916
- Maich, K., Hall, C., van Rhijn, T., & Squires, K. (2018).** Investigating stay, play, and talk: A peer-mediated social skills intervention for young children with autism spectrum disorder and social challenges. *Exceptionality Education International* 28(2), 82-104. Retrieved from <https://ir.lib.uwo.ca/eei/vol28/iss2/5/>
- Maich, K., Henning, M., Mallabar, S., & Keith, E. (October 2018).** Making Makey Makey into an assistive technology tool. *Education Canada* 58(3). Retrieved from <https://www.edcan.ca/articles/makey-makey-assistive-resource/>
- Maich, K., Hill, R., & Somma, M. (2018).** Canadian school programs for students with emotional/behavioral disorders: A decade of programs, policy, and practice. *Emotional & Behavioural Difficulties*. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/13632752.2018.1497006>
- Maich, K., Jahnke, J., & Rutherford, C. (2018).** Intellectual disability, literacy, and assistive technology in the community college setting. *The Journal on Technology & Persons with Disabilities, Scientific/Research Proceedings*, 6, 353-376. Retrieved from <http://scholarworks.csun.edu/handle/10211.3/203007>
- Maich, K. & Sider, S. (2018).** Special educational needs and disabilities in secondary education in Canada. In Heydon, R. *Bloomsbury Encyclopedia on Special Education*.
- Nadig, A., **Flanagan, T.**, White, K. & Bhatnagar, S. (2018). Results of a RCT on a transition support program for adults with ASD: Effects on self - determination and quality of life. *Autism Research*, 11. 10.1002/aur.2027.
- Ontario College of Teachers (OCT), Canadian Association for Educational Psychology (CAEP), (2018). Preparing our future teachers. *Education Canada*, 58(3), Fall 2018. <https://www.edcan.ca/magazine/fall-2018/>
- Penney, S., Young, G., Maich, K., & Howell, E. (2018).** Teachers and parents working together to support inclusion. Commentary for National Inclusion Month. *Inclusive Education Canada*. Retrieved from <http://inclusiveeducation.ca/2018/02/20/teachers-and-parents-working-together-to-support-inclusion/>
- Reid, L., **Bennett, S., Specht, J.**, White, R., Somma, M., Li, X., Lattanzio, R., Gavan, K., Kyle, G., Porter, G., & Patel, A. (2018). *If inclusion means everyone, why not me?* https://www.inclusiveeducationresearch.ca/events/inclusive_education_news.html
- Sider, S. (2018).** Unexpected bus duty: Lessons on inclusion from a field trip. In D. Griffin & J. Ryan (Eds.). *Case studies for inclusive educators and leaders* (pp. 109-114). Burlington, ON: Word and Deed Publishing.

Sider, S., Maich, K., Morvan, J., Specht, J. & Smith, D. (2018). *Exploring leadership practices through case inquiry: Supporting inclusive schools.* Toronto, ON: Ontario College of Teachers. English available at:

https://www.oct.ca/-/media/PDF/Exploring%20Leadership%20Practices%20through%20Case%20Inquiry/ExplLdrshpPrctcsCseInqry_en_web.pdf

French available at: https://www.oct.ca/-/media/PDF/Exploring%20Leadership%20Practices%20through%20Case%20Inquiry/ExplLdrshpPrctcsCseInqry_fr_web.pdf

Specht, J., & Metsala, J. (2018). Predictors of teacher efficacy for inclusive practice in preservice teachers. *Exceptionality Education International*, 28(3), 67-82.

White, K., **Flanagan, T.** & Nadig, A. (2018). Examining the relationship between self-determination and quality of life in young Adults with Autism Spectrum Disorder. *Journal of Developmental and Physical Disabilities*, 30,1-20.

Young, G. (2018). Case study #22: Using assistive technology in inclusive classrooms. In D. Griffiths & J. Ryan (Eds.). *Case Studies for Inclusive Educators and Leaders.* (8 pages). Burlington, ON: Word & Deed Publishing. ISBN: 978-0-9918626-3-4

Young, G. (2018). Commentary [Commentary of the Drake Case Study]. In **K. Calder Stegemann & A. AuCoin** (Eds.), *Inclusive education: Stories of success and hope in a Canadian context.* (pp. 147-149). Don Mills, ON: Pearson Canada Inc.
<http://catalogue.pearsoned.ca/educator/product/Inclusive-Education-Stories-of-Success-and-Hope-in-a-Canadian-Context/9780134184135.page>

Young, G., Specht, J., Hunter, F., Terreberry, S., McGhie-Richmond, D., & Hutchinson, N. (2018). The first day he kicked shoes at me, the last day he brought me a picture of himself: Investigating the practicum experiences of preservice teachers. *Exceptionality Education International*, 28(3), 83-101.

Selected Media Coverage



May 4, 2018 - Sheila Bennett on “CBC Metro Morning” with Matt Galloway related to the collaborative research report *If Inclusion Means Everyone, why not me?*

May 4, 2018 – Jacqueline Specht interviewed on “Afternoon Drive” by Chris dela Torre CBC related to our work “If Inclusion Means Everyone, why not me?”

September 3, 2018 - Donna McGhie-Richmond provided a podcast on Inclusive Education – part of the University of Victoria Faculty of Education *Learning Transforms* Series. <https://bit.ly/2TR3vKv>



Donna McGhie-Richmond was interviewed for an article in the Summer/Fall 2018 issue of *Learn*, published by the Teacher Regulation Branch, BC Ministry of Education.

Article title is “Supporting Diverse Learners through Inclusive Education”.



September 18, 2018 Jacqueline Specht interviewed by Kevin Maimann, Journalist, *StarMetro Edmonton* for newspaper article on seclusion room ban related to a child being found naked and covered in feces.

Journal Hosted by the Centre



Exceptionality Education International 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 Lugt** 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/>

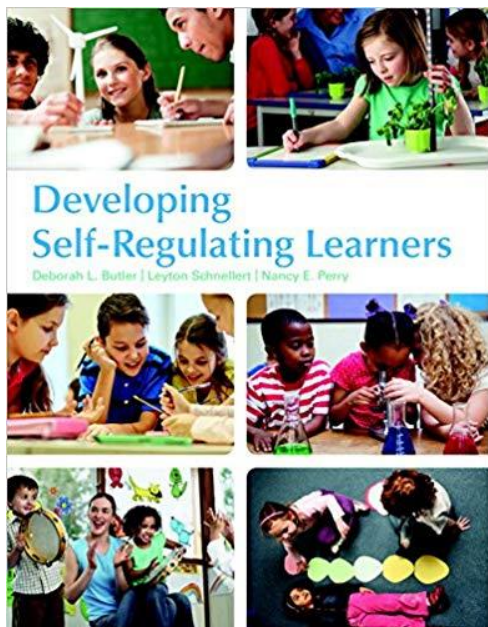
Special Issue, 2018: *Teacher Beliefs and Practices* was published in December as Volume 28, issue 3. Anne Jordan of the University of Toronto (OISE) served as guest editor. In the Introduction to the issue, Dr. Jordan writes:

Canadian universities and programs for teacher preparation can be justifiably proud of contributing . . . a strong line of research and practice on teaching diverse students in modern classrooms. . . . The Canadian Research Centre on Inclusive Education has been established at Western University to co-ordinate various cross-national research on inclusive education . . .

Topics in this issue range from in-depth analysis of how experienced secondary school teachers tailored their curriculum for literacy at the Grades 9 and 10 level, to broad descriptions of beliefs and practices that indicate good inclusive teaching, and better student outcomes.

Awards

Exceptionality Education International Book Award



By Deborah L. Butler (Author), Leyton Schnellert (Author), Nancy E. Perry (Author)

Each year, the editors 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 2018 for a book that was published in 2017. This year, it was given to Deborah Butler, Leyton Schnellert, and Nancy Perry for their new book, *Developing Self-regulating Learners*.

This text is essential for anyone in the K12 system onwards, with a special emphasis on early learners in Kindergarten classrooms. It was written as a resource for any educator interested in learning more about self-regulated learning (SRL) and how to support the development of self-regulating learners. It is also an ideal text for Teacher Education and graduate-level courses in educational psychology, special education, and classroom practice

Inclusive Education Research Award 2018

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 MA students, **Kayla Edwards** (*Children's thoughts towards the exclusion of children with ADHD*), **Huda Ghadban** (*Syrian refugee women's perspectives about their university experiences: A case study at an Ontario university*), and **Luyi Liang** (*Exploring language learning with mobile technology: A content analysis of English language learning apps for secondary school ESL learners in Canada*). Pictured here is Kayla Edwards with Grace Howell at the Awards ceremony in June.

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.

Tsz-wing Zita Lau, this year's recipient, completed her studies for an M.A. in school and applied psychology, and began work in the fall on a Ph.D. in the same field. Zita's research is titled *Why are kids with learning difficulties left out of things at school? An examination of 3rd and 4th graders' perspectives.*



Western
Canadian Research Centre
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