ANNUAL REPORT

2017

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

ABOUT
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.

MESSAGE FROM THE DIRECTOR
In 2017 we continued to work together to spread the word of Inclusive Education across Canada. 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.

We continued with the journal *Exceptionality Education International* publishing two issues. 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.

It is worth noting that countries around the world mover towards inclusion and are interested in what Canada has to offer. In the summer, the centre hosted Cecilia Simon from Universidad Autónoma de Madrid and Ciudad Universitaria de Cantoblanco. We are currently investigating ways
to work together on research surrounding principals and inclusion related to the work that Steve Sider has been leading. In October, a group of educators from the Netherlands arrived to discuss inclusion. They were a welcome addition to the conversation at our Annual Coaching to Inclusion conference.

On a last sad note, we lost a beloved member of our team this year. On August 1, 2017 at the age of 61, Dr. John Freeman died. He was a Professor in the Faculty of Education at Queen’s University. When I had the idea to develop the Canadian Research Centre on Inclusive Education and submit a grant proposal, he dove right in. He worked tirelessly to help our grant on beginning teachers be successful. He was a great person and I miss him as do many other colleagues and friends across Canada and internationally. Thanks John for leaving your mark in the world. You made a difference.

Jacqueline Specht, Ph.D.
Director

Dr. John Freeman
Our People

FACULTY AND STAFF AT WESTERN UNIVERSITY, ON

Jacqueline Specht  Professor and Academic Director of the Centre
Elizabeth Nowicki  Associate Professor and Faculty Member of the Centre
Grace Howell  Centre Co-ordinator
McKenzie Vanderloon  Graduate Student Research Assistant from June 2016
Evan Charles  Graduate Student Research Assistant from September 2017

RESEARCH ASSOCIATES AT POST-SECONDARY INSTITUTIONS

M. Lynn Aylward, Professor, Acadia University, NS
Sheila Bennett, Professor, Brock University, ON
Tiffany Gallagher, Associate Professor, Brock University, ON
Kimberly Maich, Assistant Professor, Memorial University NL
Tim Loreman, President and Vice-chancellor, Concordia University of Edmonton, AB
Jennifer Katz, Assistant Professor, University of British Columbia, BC
Tara Flanagan, Assistant Professor, McGill University, QC
Roberta Thomson, Course Instructor, McGill University, and LaSalle College, QC
Sharon Penney, Associate Professor, Memorial University of Newfoundland, NL
Gabrielle Young, Assistant Professor, Memorial University of Newfoundland, NL
Angèle AuCoin, Associate Professor, University of Moncton, NB
Mireille LeBlanc, Assistant Professor, University of Moncton, NB
Jamie Metsala, Professor, Mount St. Vincent University, NS
Jessica Whitley, Associate Professor, University of Ottawa, ON
John Freeman, Professor (deceased), Queen's University, ON
Nancy Hutchinson, Professor Emerita, Queen's University, ON
Kim Calder Stegemann, Associate Professor (retired), Thompson Rivers University, BC
Jen deLugt, Assistant Professor, University of Regina, SK
Wanda Lyons, Associate Professor (retired), University of Regina, SK
Scott Thompson, Associate Professor, University of Regina, SK
Anne Marshall, Professor (retired), University of Victoria, BC
Donna McGhie-Richmond, Associate Professor, University of Victoria, BC
Steve Sider, Associate Professor, Wilfrid Laurier University, ON
GRADUATE STUDENT RESEARCH ASSISTANTS 2017

New Members of the Graduate Student Team

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. Evan's previous research experiences have focused on how the student-teacher relationship affects emotion regulation abilities in students with ADHD. 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.

Kyle Robinson is in the third year of a Ph.D. in the cognition stream at Queen’s University. The purpose of his dissertation research is to develop a robust model of advocacy by parents of children with exceptionalities. Kyle's Master's thesis examined “Four Secondary School Teachers’ Perceptions of Educational Roles that Enhance the Inclusion of Exceptional Students”. It describes four diverse secondary school teachers and their reports of how they facilitate the inclusion of exceptional students in general classrooms. Kyle's supervisor is Derek Berg, and Nancy Hutchinson is a member of his advisory committee.

Continuing Members

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. Jess Whitley.

Nicole Forest is a student in the M.A. Ed. Program at Université de Moncton. Along with working as a Research Assistant with the Canadian Research Centre on Inclusive Education since 2015, Nicole has been working under the supervision of Dr. Angéla AuCoin on her thesis which explores the transformation of high school students’ representations of diversity. Funded by SSHRC, the project consists of producing a participatory theatre play with students in order to initiate discussions and reflections on the concept of diversity. Nicole presented a report on the project’s early stages at the Laboratoire international sur l’inclusion scolaire (LISIS) held in Lausanne, Switzerland.

Linda Ismailos is a second-year 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.
Jen Poole is a Ph.D. student in Educational Psychology, working under the supervision of Dr. Donna McGhie-Richmond at the University of Victoria, B.C. Her research involves looking at the Beginning Teachers Study data collected on preservice teachers' efficacy at the end of their preservice programs, and identifying the characteristics of the preservice programs that lead to a stronger sense of teacher efficacy. Jen began her career as a classroom teacher in 2001, and has since worked in various capacities supporting student success. She is pleased to join the team as a Research Assistant working on the Knowledge Mobilization aspect of the project.

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, Toronto, 2017

Back row l to r: Steve Sider, Jen Poole, Lynn Aylward, Philippe Tremblay, Lorayne Bradshaw, Nancy Hutchinson, Donna McGhie-Richmond, McKenzie Vanderloon, Tiffany Gallagher, Michael Fairbrother, Sheila Bennett, Jenn deLugt, Angèla AuCoin, Linda Ismailos, John Freeman, Jamie Metsala. Front row: Jennifer Katz, Jacqui Specht, Scott Thompson, Gabrielle Young, Grace Howell, Nicole Forest.

Faculty researchers and graduate students met at the Strathcona Hotel in Toronto on May 27, 2017 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 knowledge mobilization activities as the study enters the third year of the five-year term of the SSHRC grant.

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 Jacqui Specht the principal investigator; representatives from each region comprise this committee. For 2017 these were Jennifer Katz (West), Tiffany Gallagher and Nancy Hutchinson (Central) and Gabrielle Young (East).

The Knowledge Mobilization Committee is co-ordinated through the Centre for Youth and Society (CYS) at the University of Victoria (www.uvic.ca/research/centres/youthsociety). The mandate of this committee is to monitor the dissemination and use of new knowledge on inclusion that is generated through the research project. Members in 2017 included Tricia Roche, and graduate student Jennifer Poole in the CYS Centre at the University of Victoria, along with national team members Donna McGhie-Richmond, Jen deLugt, Angèla AuCoin, Tara Flanagan and Jacqui Specht.
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
- 5 Provincial government ministries
- 3 Teachers Professional Organizations
- 14 School Boards/Districts

Our partners include:

- BC Teachers Federation
- Government of Saskatchewan
- EDGTON PUBLIC SCHOOLS
- ESM Education Solutions Manitoba
- Manitoba
- Ontario Ministry of Education
- Avon-Maitland DSB

- COMMUNITY LIVING Ontario
- Ontario College of Teachers
- Quebec Education et Enseignement supérieur
- New-found land Labrador
Research Activities

SELECTED RESEARCH GRANTS AND CONTRACTS OBTAINED BY NATIONAL TEAM

Please note: Team members’ names appear in bold type; graduate students’ names are underlined.


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


Maich, K., Co-applicant with Community Living Haldimand (2016-17). The use of mobile devices/apps as a method to increase independence and economic opportunity for individuals with intellectual disabilities. Ontario Trillium Foundation Seed Grant. $67,100


Sider, S, Principal Investigator; Maich, K., & Specht, J., co-applicants; AuCoin, A., Bennett, S., Loreman, T. & 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
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
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.

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 2017

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 with approximately 40 teacher candidates from Cohort 1. At the end of 2017, follow-up interviews were in progress with Cohort 2, and second interviews are in progress with Cohort 1 participants who have now completed their teacher preparation.

In 2017, school boards and districts across Canada partnered with the Centre to invite beginning teachers to participate in the study as Cohort 3. Similar to participants in Cohorts 1 and 2, those new teachers who accept the invitation will complete the online survey and follow-up telephone interviews.

Using information from these surveys and interviews, the research team will document 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.
KNOWLEDGE MOBILIZATION PATHWAYS
Guided by the Knowledge Mobilization (KM) Committee and co-ordinated through the Centre for Youth and Society at the University of Victoria, 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 2017:

Conference Presentations and Journal Articles: Although most of these will occur in Years 3 to 5, several presentations and articles were published in 2017 to provide insight into current research and practice in teaching preparation and support for inclusive education. (See Whitley et al., Canadian Association of Educational Psychology, 2017 under Conference Presentations).

Newsletter Updates: Newsletters are available on the Centre’s web site 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.

Above is the masthead drawing on the newsletter updates that are distributed to participants, team members and community partners at regular intervals.
MULTIPLE PRESENTATIONS AT CONFERENCES AND MEETINGS

Please note: Team members’ names appear in **bold** type; graduate students’ names are *underlined*.

**Canadian Society for Studies in Education**, May 2017, Toronto, ON

**Bennett, S., Gallagher, T., Somma, M., Wlodarczyk, K., & Shuttleworth, M.** *Through the lens of Inclusion Coaches and classroom teachers: A system-wide transition to inclusive schools.*

**Copfer Terreberry, S., & Specht, J.** *Students with LD: are we meeting their needs in today’s university classrooms?*

**Dare, L., & Nowicki, E. A.** *Moving students up a grade: Students’ beliefs about acceleration in inclusive classes.*

**Fairbrother, M.** *Understanding how complexity in early reading teaching and learning influences students’ opportunities to overcome reading difficulties in their primary years.*

**Howell, G.** *School leaders’ behaviors and teachers’ perceptions of their value for inclusive education.*

**Katz, J.** *Mental health, trauma, and the TRC [TeachResiliency.ca]: A Universal Design approach to trauma-informed care.*


**Lau, T. Z., & Nowicki, E. A.** *Children’s perspective on social exclusion of peers with learning disabilities: A cross-cultural examination.*

**McGhie-Richmond, D.** *Inclusive education in a rural school district.*


**Nowicki, E. A., & Brown, J. D.** *‘Be friendly and kind’: Strategies for including classmates with learning difficulties.*

**Richardson, J., & Nowicki, E. A.** *Strategies for socially including students with disabilities: Secondary school student perspectives.*

**Sider, S., Maich, K., & Specht, J.** *Inclusive school leadership: Early results from a Canadian national study.*

**Somma, M., Bennett, S., Gallagher, T., Kipfer, A., & Specht, J.** *Transitioning towards inclusion: A triangulated view of the role of Educational Assistants.*

**Tkach, R., & Gallagher, T.** *Sparking reading engagement through tablets during an early intervention reading program.*

**Whitley, J., Gooderham, S., Duquette, C., Cousins, J. B., & Orders, S.** *Implementing differentiated instruction: teacher beliefs and practices.*
Whitley, J. (Chair), McGhie-Richmond, D., Specht, J., & Underwood, K. (Research panel); Hutchinson, N., & Killoran, I. (Research to practice panel). Contemporary research and practice in teacher preparation and support for inclusive education.

Young, G., & Penney, S. Examining home and school relationships surrounding a child with a disability.

Ontario Council for Exceptional Children, November 24, 2017, Toronto, ON

Bennett, S., Gallagher, T., Somma, M., Shuttleworth, M., & Wlodarczyk, K. Through the lens of Inclusion Coaches and classroom teachers: A system-wide transition to inclusive schools.

Dare, L., & Nowicki, E. A. Voices of Ontario’s grade skippers.


Ismailos, L. Overcoming anxiety as a barrier: A pilot study investigating perceptions of accommodated students in a post-secondary transition program.

Sider, S., & Maich, K. Caring and safe schools: How principals can foster a culture of inclusion for students with special needs. Panel presentation on inclusive school leadership.

St. Hilaire, R., Gallagher, T. & Grierson, A. Supporting high school struggling readers in guided instruction: Transfer of elementary pedagogies.

Somma, M., Bennett, S. & Gallagher, T. Moving toward inclusion: Developing research-based collaborative relationships between teachers and educational assistants.

SINGLE PRESENTATIONS AT CONFERENCES AND MEETINGS

AuCoin, A. (2017, novembre). L'inclusion en éducation physique: lorsque l'exclusion n'est plus une option! Inclusion in physical education: when exclusion is not an option! Conférencière principale du Congrès annuel de la Fédération des éducateurs et éducatrices physiques enseignants du Québec, Montreal, QC.

AuCoin, A. (2017, mars). Le Nouveau-Brunswick : une province qui ose relever le défi de l'inclusion scolaire. New Brunswick: A province that has risen to the challenge of school inclusion. Conférence de clôture présentée au symposium intitulé Gestion de classe dans une approche inclusive, Congrès annuel de l'Institut des troubles d'apprentissage, Montreal, QC.

Dare, L., & Nowicki, E. A. (2017). Grade skippers share their advice: Trust the process and don’t panic. National Association of Gifted Children, Charlotte, NC.


Specht, J. (2017, November). Inclusion promotes the well-being of all students. Presented at the launch of the Réseau équité RSEKN Equity Network, Ottawa, ON.


Young, G. (2017, November). Teaching and learning with technology: An introduction to assistive and instructional technology to support students with learning difficulties. LD@school webinar facilitated by the Learning Disabilities Association of Canada.


SELECTED PUBLICATIONS


SELECTED MEDIA COVERAGE
Listed in order by date.

January 25, 2017. J. Specht interviewed by Al Coombs on hour-long radio show Ask the Experts during “Bell Let’s Talk Day”.


May 23, 2017. Premiere showing of the documentary Mr. Connolly has ALS by filmmaker Dan Habib and produced by the University of New Hampshire Institute on Disability. The Centre supported this project financially, and is listed in the film credits. Dan Habib is the filmmaker behind the seminal documentary Including Samuel (2007). Visit https://iod.unh.edu/projects/mr-connolly-has-als


November 28, 2017. Scott Radley, host of The Scott Radley Show (weeknights from 7-9 on 900CHML) conducted 15-minute interview with J. Specht on radio show. Topic concerned inclusion of children with special education needs in relation to a Hamilton Spectator story on child suspended for behavior.
Exceptionality Education International provides a forum for research and dialogue on topics relevant to the education of people with exceptionalities and how barriers to the full participation of all people in education can be reduced and removed. People with exceptionalities are those from groups who have been traditionally marginalized in education as the result of ability, culture, ethnicity, gender, identity, 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://irlib.uwo.ca/eelj/
Awards Given and Received

EXCEPTIONALITY EDUCATION INTERNATIONAL BOOK AWARD

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 for 2017 was given to Kimberly Maich, Darren Levine, and Carmen Hall for their book *Applied behaviour analysis: 50 case studies in home, school, and community settings*, Cham, Switzerland: Springer Science & Business Media. [392 pages] doi: 10.1007/978-3-319-44794-0_1

This textbook offers real-world case studies for using Applied Behavior Analysis (ABA) to create, implement, and appraise behavior intervention programs across a variety of client situations. Its chapters are formatted for ease of use and retention, and organized to focus on the core components of ABA: assessment, planning, implementation, evaluation, and research/ethics.

INCLUSIVE EDUCATION RESEARCH AWARDS 2017

This Award is funded by Foundation Western and is administered by the Centre. Each year we acknowledge 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.

Congratulations to MA students, Melissa Coyne-Foresi (A mixed-methods evaluation of benefits for indigenous youth mentors in a high-school peer mentoring program) and Erica Partridge (Empathy in inclusive classrooms: Exploring prosocial behavior through children’s academic writing skills), and PhD student Ayman Massouti (Examining teachers’ preparation for inclusive classrooms in the Ontario enhanced teacher education program: A neo-institutional approach).

Erica Partridge also received the Jessica Jean Campbell Coulson Research Award which is given to a graduate student at Western in memory of Ms. Coulson, a graduate of Western’s M.Ed. program. Ms. Coulson worked to support and encourage students with special learning needs.
AWARDS AND RECOGNITION FOR THE RESEARCH TEAM

- **Jacqui Specht**: Edward G. Pleva Award for Excellence in Teaching, Western University 2017
- **Elizabeth Nowicki, Jacqui Specht**: Graduate Teaching Excellence Award, Western University Faculty of Education 2016-17
- **Kimberly Maich**: Verna O’Coin Memorial Bursary from Atlantic Provinces Association for Behavior Analysis
- **Jenn de Lugt**: G.M. Dunlop Distinguished Contribution Award, Canadian Association for Educational Psychology (CAEP)
The Canadian Research Centre on Inclusive Education 2017

Events with Centre Participation by Invitation

April 1: London Region Learning Disabilities Symposium, organized by Learning Disabilities Association, London Region; Thames Valley District School Board, and London District Catholic School Board. Held at Western’s Faculty of Education. Jacqui Specht participated as a member of the concluding panel discussion.

April 3: Community Roundtable and Knowledge Sharing, organized by James Shelley from the Centre for Research on Health Equity and Social Inclusion (CRHESI). Live and podcast interview held at London Public Library, Central location. Jacqui Specht addressed the issue and led the discussion of “Human Rights in Education: Do We Really mean ALL Students?”

July: Professor Cecilia Simón Rueda from Spain hosted by Canadian Research Centre on Inclusive Education. Cecilia is an Associate Professor at the Universidad Autónoma de Madrid in the Faculty of Psychology and Education. She visited several inclusive education sites in Canada this summer to share knowledge gained from research projects related to inclusion and the importance of community participation.

July 31: Professor Cecilia Simón Rueda (left) enjoys lunch at Blackfriars Restaurant with Jacqui Specht, Director, Canadian Research Centre on Inclusive Education, and McKenzie Vanderloon, right, Ph.D. student.

October 20: Faculty Research Partners Day at Western: Presentation to local school board research partners and graduate students, titled The Development of Inclusive Practice for Beginning Teachers.

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. These themed events feature renowned speakers or facilitators who are experts in their field. The theme for 2017 was “Supporting All Learners in Mathematics Instruction.”
Plans for the Future

KNOWLEDGE MOBILIZATION PLAN FOR BEGINNING TEACHERS STUDY
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.

We anticipate the following research-driven KM products in Years 3 to 5 (2017-2020):

- accessible summaries (Research Tip Briefs)
- e-updates circulated through stakeholder channels and on the central website
- conference presentations (academic and community)
- peer-reviewed journal articles
- a book (beyond Year 5),
- workshops for post-secondary faculty on instructional techniques; pre-service and in-service workshops for K to 12 educators
- online resources for practitioners

Source: Anthony Yuan, Flickrc.om (2006)
Contact Information

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