Western | Canadian Research Centre on Inclusive Education

ANNUAL REPORT

2016

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

Contents

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.

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 2016 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. A special issue on Exploring and Promoting Mental Health under the guest editorship of Dr. Jess Whitley was well received. We thank Dr. Tim Loreman who moved into his position as President of Concordia University of Alberta, for all of his work as Co-Editor during the time when EEI transitioned to the Centre. We welcome Dr. Gabrielle Young as the new Co-Editor and Dr. Jenn de Lugt as the new Associate Editor. 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.

Jacqueline Specht, Ph.D.
Director

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
Sarah Cloutier, Sarah Copfer	Graduate Student Research Assistants to June, 2016
McKenzie Vanderloon	Graduate Student Research Assistant from June 2016

RESEARCH ASSOCIATES AT POST-SECONDARY INSTITUTIONS

M. Lynn Aylward, Associate Professor, Acadia University, NS

Sheila Bennett, Professor, Brock University, ON

Tiffany Gallagher, Associate Professor, Brock University, ON

Kimberly Maich, Assistant Professor, Brock University, ON (Memorial University NL @ Jan. 2017)

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

Angèla 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, Queen's University, ON

Nancy Hutchinson, Professor Emerita, Queen's University, ON

Kim Calder Stegemann, Associate Professor, 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, 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 2016

Lorayne Bradshaw is a Ph.D. candidate at Queens University. She brings extensive experience with instruction and curriculum development from Grade 1 to post-secondary education levels. Lorayne's primary focus is on developing, in partnership with other educators, programs that acknowledge and cater to the needs of each student in a positive, supportive and nurturing learning environment. Her thesis supervisor is **Dr. John Freeman**.

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. Angèla 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 has recently presented a report on the project's early stages at the Laboratoire international sur l'inclusion scolaire (LISIS) held in Lausanne, Switzerland**.**

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**.

Linda Ismailos is a first-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 S*ocio-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, Calgary 2016

Back row l to r: Kim Calder-Stegemann, Jessica Whitley, Steve Sider, Nancy Hutchinson, John Freeman, Glenda Christou, Tim Loreman, Jennifer Katz, Kimberly Maich, Lynn Aylward. **Front row l to r:** Tiffany Gallagher, Jenn d**e** Lugt, Jacqui Specht, Grace Howell, Donna McGhie-Richmond, Gabrielle Young.

Faculty researchers and graduate students met in Calgary, AB on May 28, 2016 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 second year of the five-year term of the SSHRC grant.

Two subcommittees have been established to 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 2016 these were **Tim Loreman** (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 2016 included **Anne Marshall**, and graduate student Jennifer Poole in the CYS Centre at the University of Victoria, along with national team members **Donna McGhie-Richmond, Wanda Lyons, 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

Research Activities

SELECTED RESEARCH GRANTS OBTAINED BY NATIONAL TEAM

<u>Please note</u>: Team members' names appear in **bold** type; graduate students' names are <u>underlined</u>.

Avon Maitland District School Board, with **Bennett, S., Gallagher, T.,** Somma, M., Shuttleworth, M., & Wlodarczyk, K. (2014-2016). *Inclusion Coaching Project* – Year 3*. Research Contribution. $15,000

Flanagan, T., Principal Investigator, (2014-2016)**.** *LIVE: Learning in individualized vocational environments.* Ministère de l'Education, du Loisir et du Sport, Quebec. $46,500

<u>Ismailos, L</u>. (2016). Brock University Faculty of Education Research Fellowship. $5,000

Maich, K., & van Rhijn, T., Co-Principal Investigators (2016). *Assessing inclusion quality: Validation of the SpeciaLink Early Childhood Inclusion Quality Scale.* Brock University Research & Development Grant. $1,000

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

Metsala, J. (Principal Investigator), Deacon, S. H. & Conrad, N. (2016-2017). *Reading Comprehension: Addressing the Achievement Gap for children from lower Socio-economic Backgrounds.* Nova Scotia Education and Early Childhood Development: Centre for Excellence Research Award. $25,000.

Metsala, J. & Annapolis Valley RSB. (2013-2016). *Phonological Awareness & Phonics in the Classroom.* NS Education and Early Childhood Development. $100,000.

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.

Social Sciences and Humanities Research Council of Canada
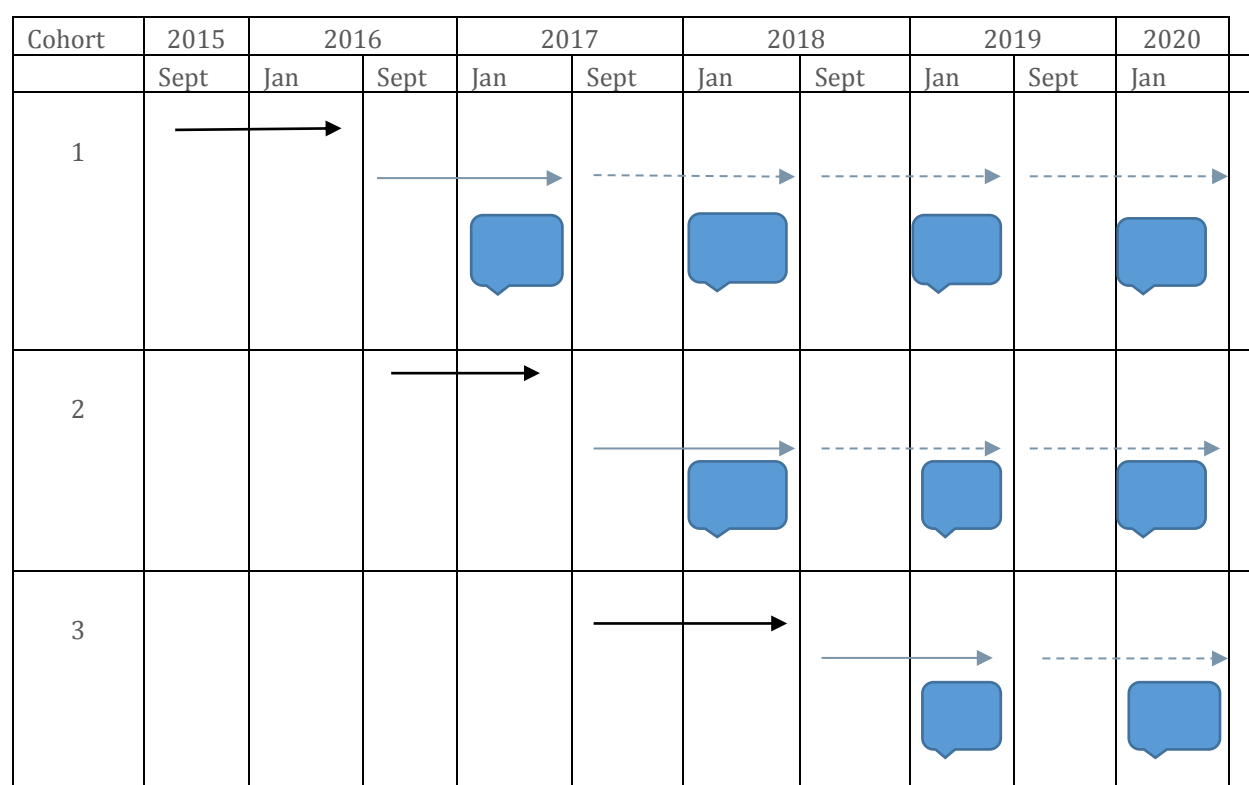
Conseil de recherches en sciences humaines du Canada

Canada

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 teachers as they progress through their programs and out into their first few years of teaching. In addition, we will work 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

Cohort	2015		2016		2017		2018		2019		2020	
	Sept	Jan	Sept	Jan	Sept	Jan	Sept	Jan	Sept	Jan		
1												
2												
3												

LEGEND:

<u>Black arrow</u>:   Paper surveys of teacher candidates in first year of their program (~1,400 per cohort year).

<u>Blue arrow</u>:   Follow-up online surveys of teacher candidates during second year of their program.

<u>Dashed arrow</u>:   Follow-up online surveys of teachers during first year(s) of teaching.

<u>Call-out</u>:   Follow-up interviews with a sample of participants (~75 per cohort per year)

PROGRESS OF THE STUDY IN 2016

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) candidates who agreed to participate further were contacted via email and invited to complete the survey again. If selected, they also engaged in a brief telephone interview. They will be followed in this way in Years 3, 4 and 5 until 2020.

The map below shows the approximate percentages of participants in Year 1 by province:
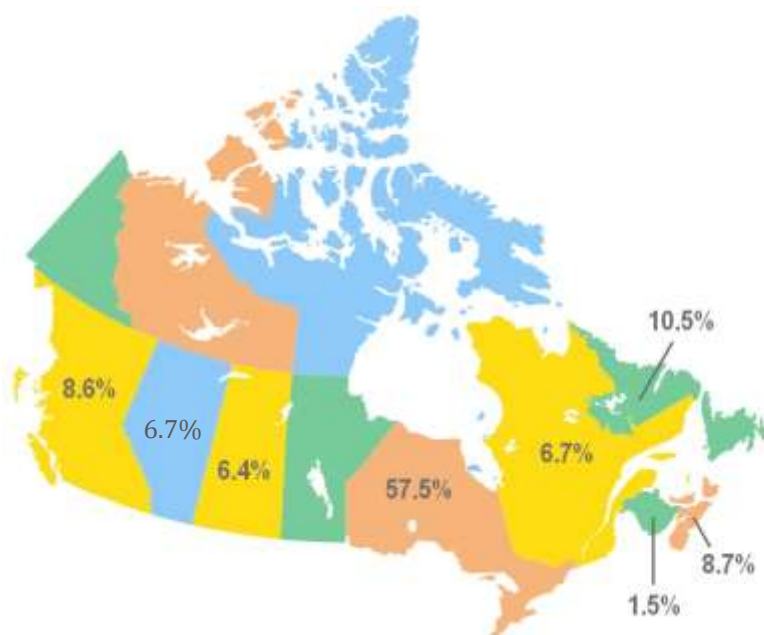
Teacher candidates entering the program at these institutions in 2016 will be invited to complete the paper surveys, with follow-up activities occurring between 2017 and 2020. Using information from these surveys and interviews, the research team will document the contribution of knowledge and experience 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 Creation and Mobilization

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 2016:

Research Tip Briefs: Six briefs which stem from two SSHRC funded projects investigating inclusive education in Pembina Hills Regional Division No. 7 in Alberta, Canada. These are readily available on the Centre's website www.inclsusiveeducationresearch.ca under the Research/Research Briefs tab.

Conference Presentations and Journal Articles: Although most of these will occur in Years 3 to 5, several presentations and articles were published in 2016 to present results from a preliminary study (See Specht et al., International Journal of Inclusive Education, 2016 under Publications) and to describe the goals of the present study (See Specht, Council for Exceptional Children, 2016 under Multiple Presentations at Conferences).

Newsletter Updates: Two 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 the second issue provides 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

<u>Please note</u>: Team members' names appear in **bold** type; graduate students' names are <u>underlined</u>.

Canadian Society for Studies in Education, May 2016, Calgary, AB

Childs, R., **Calder Stegemann, K**., Harkins, M. J., & Hecker, K. *Are we admitting the right teacher candidates? The future of admission processes for teacher education programs.* Invited panel presentation.

de Lugt, J. S. & Hutchinson, N. *The interrelatedness of mental health and reading ability: What do we know?*

Sider, S., Maich, K., & Morvan, J. *School principals and students with special education needs: Leading inclusive schools.* Multi-paper presentation. Selected as President's Spotlight Session.

Young, G., & <u>Careen, C.</u> *Using assistive technology within the framework of Universal Design for Learning in inclusive elementary schools.*

Kilborn, M., Cameron, E., McGowan, E., & **Young, G.** *Healthy active living in Labrador: Supporting wellness for children and youth.*

Council for Exceptional Children, December 2016, Toronto, ON

Bennett, S., Gallagher, T., & <u>Kipfer, A</u>. (2016, December). *From Segregation to Inclusion: The Changing Role of Educational Assistants in a Transitional Process.*

Gallagher, T., & **Bennett, S.** *The Six 'P' Model: Principles of Inclusive Practice for Inclusion Coaches.*

<u>Ismailos, L.</u> *Perceptions of the effectiveness of a Post-Secondary School transition program for students with accommodations.* Poster presentation.

Jahnke, J, **Maich, K.** & Rutherford, C. *Assistive technology training for students with intellectual disability in an inclusive, post-secondary program.*

<u>Mallabar, S</u>., **Maich, K.,** Hall, C., & Van Reenan, T. *Stay, play, and talk (phase IV): A peer-mediated social skills program for children with ASD.*

Maich, K. & <u>Henning</u>, M. *An introduction to assistive technology tools for learning.* Poster presentation.

Specht, J. *The beginning teachers study: Development of inclusive practice.*

Laboratoire International sur l'inclusion Scolaire, Oct. 2016, Lausanne

AuCoin, A. *Inclusion scolaire: racontée par ceux qui la vivent. Point de vue des acteurs scolaires, des élèves et des parents du Nouveau-Brunswick.* (*Inclusive education: told by those who live it: Perspective of the school actors, students and parents in New Brunswick.*)

Leblanc, M., Paré, M., Prud'homme, L. et Fillion, P. L. *Pratiques de différenciation pédagogique d'enseignantes du primaire au Canada*. (Practices of pedagogical differentiation of female teachers in primary grades in Canada.)

Forest, N., **AuCoin, A. et Leblanc, M.** (2016). *Comprendre l'expérience des jeunes qui participent à un projet théâtral qui porte sur le thème de la diversité.* (Understanding pupils' experience in a diversity-themed theatre project.)

National Institute for Learning Development, April 2016, Toronto, ON

Maich, K., & Henning, M. *Apps for literacy accommodations: the basics*.

Maich, K., & Henning, M. *Successful and effective behaviour change*. Keynote presentation.

Maich, K., & Mallabar, S. *Visual strategies for supporting students with ASD*. Keynote Presentation.

Sider, S., & **Maich, K.** *Leadership for special education.*

Ontario Alliance of Christian Schools, October 2016, Cambridge, ON

Maich, K. *Apps for literacy accommodations: the basics.*

Maich, K., & Henning, M. *Successful and effective behaviour change.*

SINGLE PRESENTATIONS AT CONFERENCES AND MEETINGS

AuCoin, A. (2016, avril). *Des soins attentifs qui peuvent faire toute une différence! An approach that makes all the difference! P*résentée au 6ᵉ Congrès biennal du Comité québécois pour les jeunes en difficulté de comportement, Québec.

Copfer Terreberry, S., **& Specht. J.** (2016, June). *University contexts: Are we meeting the needs of students with learning disabilities?* Presented at the annual conference of the Society for Teaching and Learning in Higher Education, London, Canada**.**

de Lugt, J. S. (2016, July). *Unpacking the relationship between learning to read and mental health: Using an ethnographic case study approach.* Presented at the First International Symposium on Qualitative Research, Porto, Portugal.

Thompson, S.A. (2016, October). From inclusive education to inclusive employment? Chronicling inclusive pathways for persons with disabilities. Presented at *Rehabilitation International* (RI): The 23ʳᵈ RI World Congress, Edinburgh, Scotland.

Howrey, K., **McGhie-Richmond**, **D., Specht, J., & Young, G.** (2016, January). *AT in the 'Lawless' Society.* Assistive Technology Industry Association, Orlando, FL.

Jahnke, J., & **Maich, K. (**2016, April). Assistive technology training for students with intellectual disabilities in an inclusive post-secondary program and its effects on independence and academic outcomes. Presentation for *Inspiring Minds: Engagement, Inclusion, & Emerging Pedagogy*, Mohawk College, Hamilton, ON.

Loreman, T. (2016, November). *Co-operation as guiding principle for inclusive education and school development in diverse environments.* Closing keynote at the Inclusion and Diversity Week, University of Siegen, Siegen, Germany.

Loreman, T. (2016, January). *The bumpy road from inclusive education policy to practice: Rhetoric versus reality.* Opening keynote address at the International Conference on Inclusive Education**,** Pune, India.

Metsala, J.L. & Moriarty, K. (2016, July). *Increasingly collaborative: School psychologists' role concerning students with or at-risk for learning disabilities.* International School Psychology Association, Amsterdam, Netherlands.

Metsala, J.L. & David, M.D. (2016, April.) *A dose-response analysis of associations between phonological processing and reading in students with reading disabilities.* Paper presented as part of a symposium: Re-conceptualizing Individual Differences in Reading, at the annual conference of the American Educational Research Association, Washington, DC.

Sider, S., Maich, K., Morvan, J., & **Specht, J.** (2016, October). *Principals and inclusion: Case studies for professional learning in Ontario.* Case reviews with Principals' Qualification Program Instructors, Ontario College of Teachers, Toronto, ON.

Specht, J., Bennett, S., & Kipfer, A. (2016, May) Teacher education: From faculty to classroom**.** Presented at the Ministry of Education/Faculties of Education Forum. Toronto, Canada.

Specht, J. (2016, May). *Access to education: Providing opportunities for success.* Presented at the Sarnia Accessibility Summit: Access to Education. Sarnia, Canada. (invited).

SELECTED PUBLICATIONS

AuCoin, A., Leblanc, M., & Vigneau, A. (2016). Lever de rideau sur les différences: prémices d'un projet théâtral avec des jeunes de 15 à 18/ The curtain rises on the differences: beginnings of a theatrical project with young people aged 15 to 18 years. Dans/In N. Bélanger et M. Paré (dir./Eds.), Numéro thématique sur les droits de l'enfant au service de l'éducation/Thematic issue on the rights of the child in the service of education. *Revue d'éducation/Education Review*, *5*(1), 24-28. http://education.uottawa.ca/sites/education.uottawa.ca/files/uott_reveduc_printemps_2016_05_acc.pdf

Aylward, M. L. (2016).Inclusive post-secondary education programs in Canada: Student voices. *Journal of Research in Special Educational Needs, 16,*(S1), 899–890.

Aylward, M.L. & Bruce, C. (under contract, Fall 2016). Being somebody: Inclusive postsecondary education programs within a disabilities studies framework. In M.J. Harkins and S. Singer (Eds.), *Voices from the margins: Conversations about schooling, social justice and diversity.* Toronto: Canadian Scholars' Press.

Budd, J., Fichten, C. S., Jorgensen, M., Havel, A., **Flanagan, T.** (2016). Comparing the academic performance and persistence of college/university students with ADHD, LD, and co-morbid ADHD and LD. *Journal of Education and Training Studies, 4,* 206-216.

Calder Stegemann, K., & Roberts, W. L. (2016). Teaching across the grades: Dispositions of ideally competent teachers. *The New Educator.* doi: 10.1080/1547688X.2015.1063178

Calder Stegemann, K. (2016). Learning disabilities in Canada. *Learning Disabilities: A Contemporary Journal*, *14*(1), 53-62.

de Lugt, J., & Hutchinson, N. (2017). Unpacking the relationship between learning to read and mental health: using an ethnographic case study approach. In A. P. Costa, L. P. Reis, F. Neiri de Sousa et al. (Eds.), *Computer Supported Qualitative Research,* (Vol. 71), (pp. 95-103). Switzerland: Springer.

Freeman, J. G. (2016). An innovative approach for addressing inclusion with teacher candidates. *Journal of Research in Special Educational Needs, 16*(S1), 895-896.

Leblanc, M., Guay, Prud'homme, L., **AuCoin, A.**, Guay, M. H., Mainardi, M. & Forest, N. (2016). Le formateur en enseignement face aux défis de l'école inclusive: Pistes de réflexion et d'action/ The instructor in teaching the challenges of the inclusive school: Avenues of reflection and action. Dans/In L. Prud'homme, H. Duchesne, P. Bonvin, et R. Vienneau (dir./Eds.), *L'inclusion scolaire : ses fondements, ses acteurs et ses pratiques/Inclusive education: Its foundations, its actors and its practices* (pp. 103-115). Bruxelles Belgique: De Boeck Supérieur.

Loreman, T., McGhie-Richmond, D., Kolopayvea, A., et al. (2016). A Canada-Ukraine collaborative initiative for inclusive education in Ukraine: Participant perspectives. *School Effectiveness and School Improvement, 27*(1), 24-44. doi: 10.1080/09243453.2015.1018912.

Maich, K. & Hall, C. (2016). *Autism spectrum disorders in the Ontario context: An introduction*. Toronto: Canadian Scholars Press, Inc. [352 pages]

Maich, K., Levine, D., & Hall, C. (2016). *Applied behaviour analysis: 50 case studies in home, school, and community settings.* Cham, Switzerland: Springer Science & Business Media. [461 pages]

Maich, K., & Hall, C. (2016). Implementing iPads in the inclusive classroom setting. *Intervention in School and Clinic [Special Issue: What Works for Me], 51*(3), 145-150. **Sage Publishing Top Ten Special Education Articles 2016.** doi: 0.1177/1053451215585793

Maich, K., Sider, S., & Davies, A. (November 2016). Using classroom-based visual strategies with the needs of all students in mind*. Education Canada.* Retrieved from http://www.cea-ace.ca/education-canada/article/now-i-see

Maich, K., Belcher, C., **Sider, S**., & Johnson, N. (2016). Using children's literature to support social-emotional growth in the classroom: A biblio-therapeutic approach to education about chronic disease. In *Psychology and Mental Health: Concepts, Methodologies, Tools, and Applications*. Hershey, PA: IGI Global.

Marshall, E.A., Butler, K., Roche, T., Cumming, J., & Taknint, J.T. (2016). Refugee youth: A review of mental health counselling issues and practices. *Canadian Psychology, 37 (3),* 309-319.

Marshall, E.A., Williams, L., Emerson, L., Antoine, A., MacDougall, C., & Peterson, R. (2016). A'tola'nw. Indigenous-centred learning in a counselling graduate program. In S. Stewart, R. Moodley, & A. Hyatt (Eds), *Indigenous cultures and mental health counselling. Four directions for integration with counseling psychology.* Routledge.

Meek, F., **Specht, J.,** & Rodger, S. (2016). A mental health training format for adult education teachers. *Canadian Journal of School Psychology* (first published April 26, doi: 10.1177/0829573516645099)

Metsala, J.L., Galway, T.M., Ishaik, G. & Barton, V. (2016). Emotion knowledge, emotion regulation and psychosocial-adjustment in children with nonverbal learning disabilities. *Child Neuropsychology*. doi: 10.1080/09297049.2016.1205012

Saxe, A., & **Flanagan, T.** (2016). Unprepared: An appeal for sex education training for support workers of adults with developmental disabilities. *Sexuality and Disability, 34,* 443-454.

Sider, S. & Fegan, R. (2016). Reworking global engagement experiences: lessons learned from Haiti and El Salvador. *A world of learning: Canada's performance and potential in international education.* Canadian Bureau for International Education.

Specht, J., McGhie-Richmond, D., Loreman, T., Mirenda, P., **Bennett, S., Gallagher, T., Young, G**., **Metsala, J., Aylward, L., Katz, J., Lyons, W., Thompson, S**., & Cloutier, S. (2016). Teaching in inclusive classrooms: Efficacy and beliefs of Canadian preservice teachers. *International Journal of Inclusive Education, 20*(1), 1-15. doi: 10.1080/13603116.2015.1059501

Specht, J. (2016). Pre-service teachers and the meaning of inclusion. *Journal of Research in Special Educational Needs, 16*, 894–895. doi:10.1111/1471-3802.1_12347

Young, G. (2016, February). Assistive technology: Tools and services to support education, participation, and inclusion. *Education Watch,* National Inclusive Education Month Commentary #7. Retrievable from https://inclusiveeducation.ca/2016/02/09/7-assistive-technology-tools-and-services-to-support-education-participation-and-inclusion-by-gabrielle-young-phd/

JOURNAL HOSTED BY THE CENTRE

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 **Tim Loreman**, Concordia University of Edmonton. **Associate Editors: Sharon Penney** and **Gabrielle Young** of Memorial University of Newfoundland. This online journal is published by Scholarship@Western and is available at http://ir.lib.uwo.ca/eei/

Awards Given and Received
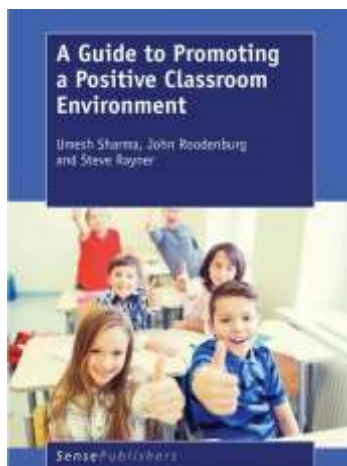
Each year, the editors select a nominated book that was published in the previous calendar year, and which addresses the area of special education.

The Award for 2016 was given to Drs. Umesh Sharma and John Roodenburg of Monash University in Australia, and Dr. Steven Rayner, Dean of Education at Newman University in the UK for *A Guide to Promoting a Positive Classroom Environment,* published by Sense Publishers in the Netherlands.

In this text, the lived experiences of students, parents, new and experienced teachers, teacher assistants and school leaders are used to illustrate a range of research-driven strategies. As readers become familiar with these stories, they can reflect on their own practices and consider realistic ways to address everyday challenges conducive to positive relationships, environments and learning.

INCLUSIVE EDUCATION RESEARCH AWARDS

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.

Three graduate students were chosen to receive the Canadian Research Centre on Inclusive Education Research Award for 2016. Congratulations to **Shawna Lee** (*Effects of the Positive child Care Program in Early Childhood Education Environments*)**, Pamela Malins** *(Making Meaning of Gender and Sexual Identities in Early Childhood)* and **Li Sun** *(Risk Factors in School Disengagement).*

Li Sun 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.

Pictured here (left to right) are Li Sun, Centre Director Jacqui Specht, Shawna Lee and Centre Co-ordinator Grace Howell.

AWARDS AND RECOGNITION FOR THE RESEARCH TEAM

- Biofeedback Certification International Alliance, Neurofeedback Certification: **Kim Calder Stegemann**

- Carol Crealock Memorial Award (CAEP/CASWE) 2016: **Jacqui Specht**

- Concordia University of Edmonton, President's Research Award: **Tim Loreman**

- Memorial University of Newfoundland, Dean's Award for Engagement and Service: **Gabrielle Young**

- Queen's University Faculty of Education, Excellence in Teaching Award 2016: **John Freeman**

- Western University Faculty of Education, Student Council Teaching Award: **Jacqui Specht**

- Western University Faculty of Education, Graduate Teaching Excellence Award 2016: **Elizabeth Nowicki, Jacqui Specht**

Conferences Co-hosted by the Centre

RESEARCH CENTRE PARTNERS WITH CEC TO SHARE COLLABORATIVE MODEL

On January 13, The Canadian Research Centre on Inclusive Education and the Council for Exceptional Children (CEC) London-Middlesex hosted a presentation by **Sheila Bennett** who presented findings from research on a collaborative model of service delivery in schools. This model was shown to facilitate both educator and occupational therapist (OT) capacity to manage children's needs and to support children's participation. Findings also show that providing collaborative OT services *within the classroom context* can change educators' knowledge and skills to support children, and enhance the skillset of the OT to consider important contextual school-based knowledge, structures and practices when providing services.

The event was attended by teachers and administrators from local school boards as well as occupational therapists and students from Western's occupational therapy and communication sciences programs.

CEC London-Middlesex executive chat with Sheila Bennett following her presentation of research on a collaborative model of service delivery in schools. The event was co-hosted by the Council for Exceptional Children and the Canadian Research Centre on Inclusive Education. L to R: Hubert Van Niekerk, Ashley Davis, Sheila Bennett, Carmen Hall, and Jacqui Specht.

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 2016 was "Navigating Current Themes in Inclusive Education" and the session was led by Kelly Dunlap, an intervention specialist from Grand Valley State University in Michigan. The conference was so successful that Kelly Dunlap and Maureen Ziegler will return in 2017 to present on supporting all learners in mathematics.

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

The Knowledge Hierarchy

Source: Anthony Yuan, Flickrc.om (2006)

Contact Information

JACQUI SPECHT, PH.D. DIRECTOR	GRACE HOWELL, ED.D. CENTRE CO-ORDINATOR
Tel 519-661-2111 ext. 88876	**Tel** 519-661-2111 ext. 88619
Fax 519-661-3833	**Fax** 519-661-3833
jspecht@uwo.ca	ghowell@uwo.ca

Address

Canadian Research Centre on Inclusive Education

Western University, Education
1137 Western Rd., London, ON Canada N6G 1G7

Tel 519-661-2111, ext. 88876

Fax 519-661-3833

www.inclusiveeducationresearch.ca

Western
Canadian Research Centre
on Inclusive Education