



# ANNUAL REPORT 2021

*By researching and sharing our findings with educators and relevant agencies across Canada and around the world, we can empower them to provide the best educational experience for all students, including those with exceptional needs.*

Jacqueline Specht, PhD  
Centre Director

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## A. Active Involvement of Members with Centre Work, 2021

**Note:** A complete list of members of the Centre appears in **Appendix A**. In the Appendices, and throughout this Annual Report, faculty members' names are **bolded**, and graduate students' names are underlined.

**Mission:** The Centre's purpose is to create knowledge and disseminate it across Canada and around the world to ensure successful academic and social outcomes for *all* students, including those with exceptional needs. This is accomplished through research, and knowledge exchange or mobilization activities. Highlights of member involvement in these activities in 2021 are described in this section.

**Research Funding Initiatives.** Applying for research funding was a key focus of the team in 2021:

- February. **Dr. Specht** and **18 faculty members of the Centre** applied for Stage 1 of a SSHRC Partnership Grant, titled *Collaboration for Inclusion*.
- April. **Drs. Sider, Specht** and **Maich**, with colleagues from four Canadian universities and three international organizations received a SSHRC Partnership Development Grant titled *Supporting Inclusive Education in Haiti: Developing a Canada-Haiti Partnership for Research and Teacher Education on Disability and Inclusion*. \$200,000
- July. **Dr. Specht** and collaborators from Inclusive Education Canada, Inclusion Canada and Inclusion International received a SSHRC Connection Grant titled *Let's Chat About Inclusive Education*. Graduate student Sydney Bota will work on this project under Dr. Specht's supervision. \$33,700
- December. Proposal submitted for a SSHRC Race, Gender, and Diversity Initiative Grant by **Dr. Specht** and **Drs. Maich, McGhie-Richmond, Parekh, Sider, and Somma**, along with collaborators from seven partner organizations across Canada. The topic of this proposal is *Collaboration for Inclusion*. \$448,175

**Ongoing Research Projects.** Refer to Section E in this Annual Report for a detailed list.

- *Beginning Teachers Study*. In 2021, concept-mapping analysis continued with interview data from the study that identified contributors to instructional practices, and to efficacy. This analysis complements the results of an examination of contributors to beginning teachers' beliefs about inclusive education which was published in the *International Journal of Inclusive Education* in late 2020. Graduate students and team members who are participating in the analysis and writing are Jessica Delorey, Petra Owusu, and Evan Charles, with **Drs. Fairbrother and Specht**.
- *School Leadership*. **Dr. Steve Sider** together with other Centre members have been investigating the experiences of school principals with inclusion over the last few years. The most recent SSHRC insight grant is led by Dr. Sider and includes centre members **Drs. McGhie-Richmond, Specht, Maich, and MacCormack** as co-investigators, with **Drs. Bennett, Rousseau, and Somma**, as collaborators. This grant builds on previous work and explores the "critical incident" experiences of principals as they support students with special education needs in inclusive schools in British Columbia, Alberta, Ontario, Quebec, and Newfoundland and Labrador.
- *International Outreach – Haiti, and Ghana*. Western University, through the Centre, along with four other Canadian universities and three partner organizations from Haiti are developing a partnership between the two countries to strengthen research and teacher education on disability and inclusion. A team of Canadian and Ghanaian academics/stakeholders has assembled as part of a SSHRC Partnership Development Grant, sharing indicators of successful inclusive education in Ghana and providing

resources to promote inclusive education for Ghanaian students. Led by Dr. Magnus Mfoafo-M'Carthy, co-investigators from the Centre are **Drs. Specht, Sider, and Maich**.

## B. Value of Involvement for Members

**Note:** References and additional co-authored publications and presentations appear in **Appendix B**.

**Faculty Research Collaborations:** Many of the members of the Centre are renowned for their expertise in specialized areas of inclusion and inclusive education research. For this reason, they were invited to collaborate on research projects such as the *Beginning Teachers Study*. Some researchers have established a relationship with the Centre to expand the scope and reach of their expertise. Their expertise provides a multi-perspective approach to addressing policy and practice. Research collaborations within the Centre expand knowledge on a variety of topics and issues concerning the provision of an optimal educational experience for all students. The following are some examples of these collaborations, and the value of these for members:

- *Hearing teachers' voices.* **Drs. Thompson, Whitley, Specht** with Melissa Villella hosted a discussion session at the CSSE conference in June 2021 to explore themes from the *Songs of Beginning Teachers* research project. This study emphasizes the voices and perspectives of beginning teachers in a unique manner. The research team identified key themes from the interviews with beginning teachers, and selected quotes that best articulate these themes. Dr. Thompson applied his artistic talent to create a series of songs that transform the quotes into lyrics. Seven songs were compiled into a professionally produced CD collection that provides visuals to accompany the themes in the songs, along with written and sung lyrics. The collection is featured on the Centre's website: [Resources - Inclusive Education - Western University \(inclusiveeducationresearch.ca\)](https://www.westernu.ca/research/inclusive-education) Evidence of experience with Innovative forms of collaboration and knowledge mobilization such as this are valued by SSHRC.
- *Hearing leaders' voices.* **Drs. Sider, Maich, MacCormack, Specht, McGhie-Richmond, Howell, with Jhonel Morvan, & Melissa Villella** have collaborated and published on the pivotal role of the school leader in establishing and sustaining an inclusive school environment. Topics include collaborative professional learning from real case studies; the effect of intersectionalities such as race, gender and diversity on systems of education; and leadership frameworks for inclusive education. The case studies are accessible to all through a link on the Centre's website. These team members' names are now associated with valuable research and resources for school leaders.
- *Hearing stakeholders' voices.* **Drs. Bennett, Gallagher, Somma**, with Rebecca White have explored the role of the educational assistant (EA) through interviews with participants in this role, along with teachers and inclusion coaches to ensure that the role of the EA is well understood by administrators, teachers, and the EAs themselves. Through their research, and their association with the Centre, these team members demonstrate their commitment to investigating inclusive education from multiple perspectives.
- *Hearing parents' voices.* **Drs. Sider, MacCormack** and **Whitley** leveraged their association through the Centre during the Covid-19 pandemic to collaborate on findings from interviews with parents of students with special needs, and with principals. Three common themes emerged from a synthesis of these findings, which were shared in an article in the Winter 2021 edition of the *Canadian Association of Principals Journal*. Such a synthesis of individual research findings extends the value of the research itself for educators as well as for other researchers.

### C. Academic Impact

**Open access journal hosting.** The Centre publishes an online journal titled *Exceptionality Education International* (EEI). Centre members, Drs. **Specht** and **Young** are editors, and two others, **Drs. de Lugt** and **Penney** are associate editors. *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 or removed. Journal articles are available through open access after one year. The journal's impact factor for 2020-2021 is .57. See **Appendix C** for details of this calculation. More information about EEI may be viewed [HERE](#).

**National Reports.** In August 2021 **Dr. Whitley** co-authored a chapter in a policy briefing report published by the Royal Society of Canada, with Centre members **Parekh** and **Rousseau** as chapter reviewers. The report is titled *Children and schools during Covid-19 and beyond: Engagement and connection through opportunity*. [C&S PB EN 0.pdf \(rsc-src.ca\)](#)

**International conference participation.** The Inclusive and Supportive Education Conference (ISEC) 2021 was presented online to overcome the challenges posed by covid-19. Centre members made several group presentations. **Drs. Specht, Ismailos, and Fairbrother** along with [Evan Charles](#), [Jessica Delorey](#), and [Mélissa Villella](#) presented the results of group concept mapping analysis of research on experiences that shape beginning teachers' inclusive practice beliefs. **Drs. Sider, Specht, Maich** and three other researchers discussed the development of interactive case studies for school leaders. Dissemination at the international level increases the reach of both these projects.

**International Outreach.** **Drs. Specht, Sider, and Maich** continued their partnership with academics and stakeholder groups in Ghana, Haiti and in Canada to share knowledge and to provide resources for educators to promote the inclusive education of students.

**Media.** In August 2021 Centre member **Dr. Aylward** at Acadia University in Nova Scotia enlisted Western graduate student [Jessica Delorey](#) to assist with cataloguing material collected for the production of a documentary titled *The Case of Luke Elwood*. More information about this landmark case in Canada is available under the Resources tab on the Centre's web site. The documentary itself is available on the Centre's YouTube channel. Visitors to the Centre's website can access this video by clicking on the red and white YouTube icon in the bottom right-hand corner.

**Graduate Student Research Awards.** The Inclusive Education Research Award is funded by Foundation Western and administered by the Canadian Research Centre on Inclusive Education. Each year, up to three awards of \$750 each are granted to graduate students in education to recognize exemplary research that addresses an issue concerning the inclusion of students who represent a diversity of backgrounds or learning needs. A committee of Centre members reviews the applications and selects the recipients. In 2021, awards went to:

[Candace Brunette-Debassige](#): *The trickiness of policy practices: Indigenous women administrators' experiences in Canadian universities*

[Evan Charles](#): *Predicting teachers' long-term self-efficacy for teaching in inclusive classrooms: A five-year longitudinal analysis*

## D. Knowledge Mobilization

**Knowledge exchange and mobilization.** Despite the continuing Covid-19 pandemic, Centre members were able to collaborate to share research in a variety of formats:

- **Symposium at online national conference.** On June 1, several members of the Centre participated in a symposium at the annual conference of the Canadian Society for the Study of Education (CSSE) which was held virtually. The topic was *Supporting the Development of Inclusive Practice in Beginning Teachers*. Following a brief overview of the research provided by **Drs. Specht** and **Maich**, those attending could choose to participate in two of three breakout sessions:
  - *Predictors of efficacy*, hosted by **Drs. de Lugt** and **Metsala**, with Evan Charles and Zita Lau.
  - *Experiences that promote inclusive practice*, hosted by **Drs. Fairbrother, Gallagher, Ismailos** and **Young**, with Jessica Delorey.
  - *School leaders supporting inclusive practice*, hosted by **Drs. Sider, McGhie-Richmond**, and **Howell**, with Fizza Haider.

After these sessions, **Drs. Specht, Whitley** and graduate student Mélissa Villella facilitated a summary discussion. The symposium finale featured **Dr. Thompson** singing a selection from a new CD collection titled *Songs of Beginning Teachers*. These songs were created using some of the themes and the words of beginning teachers who were interviewed during the study.

- **Professional Journals.** Three studies conducted by Centre members have focused on the experiences of families (**Whitley**) and school leaders (**Sider and MacCormack**) during the pandemic. A synthesis of the common themes from these studies was summarized in an article in the Winter 2021 edition of the *Canadian Association of Principals Journal*. See **Appendix B** for details of this article and others.
- **Website.** In 2021 the Centre worked closely with members of the E-learning and Information Services Office in Western's Faculty of Education to restructure the website. The goal was to support and showcase the activities of the Centre, as well as increasing ease of access to the pages for our viewers. The site was re-launched in the summer, featuring key information about the team, the research projects underway, and some useful resources for parents, educators, and school leaders. Visit [www.inclusiveeducationresearch.ca](http://www.inclusiveeducationresearch.ca)
- **Newsletters** were distributed in 2021 via a link on the Centre web site. The Spring 2021 issue of the [Beginning Teachers Study Newsletter](#) includes commentary concerning beginning teachers and inclusive education during the Covid-19 pandemic, plus a curated list of online resources and publications to help educators at all stages of their careers to continue to support students with exceptional learning needs.
- **Twitter.** Graduate student Petra Owusu maintained the Centre's twitter account @inclusiveed . Through this medium the Centre was able to promote its research through links to articles and newsletters, and to recruit participants for concept mapping activities. The Centre has established and maintained contact with active stakeholders in inclusive education. Currently the Centre is following 538 such groups or individuals, and has 407 followers.
- **You Tube channel.** This channel was created in 2021 to provide easy access to documentaries and short subjects concerning inclusive education. The channel is accessible via the You Tube icon on the Centre's web site. The first video documentary, *The Case of Luke Elwood* has had over 400 views since March 22, 2021.

### E. Funding -Secured or Maintained, 2021:

Mfoafo-M'Carthy M., (Principal Investigator), **Specht, J.**, Grischow, J., **Sider, S.**, Mprahn, W., **Maich, K.**, Ashun, M., & Imoro, S. co-investigators (2019-2022). *Fostering equitable education systems for those with disabilities in Ghana*. Social Sciences and Humanities Research Council of Canada (SSHRC) Partnership Development Grant. \$199,818

- A team of Canadian and Ghanaian academics and stakeholders will determine indicators of successful inclusive education in Ghana.

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

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

**Sider, S.**, (Principal Investigator), **Specht, J.**, & **Maich, K.**, Co-applicants. (2021-2024). *Supporting inclusive education in Haiti: Developing a Canada-Haiti partnership for research and teacher education on disability and inclusion*. SSHRC Partnership Development Grant. \$200,000

- This project brings together a Haitian and Canadian team of researchers, teachers, and those from disability rights organizations to build inclusive education training networks in Haiti.

**Specht, J.**, (Principal Investigator), with **23 faculty members of the Canadian Research Centre on Inclusive Education as Co-investigators** (2015 –2020). *The development of inclusive educational practices for beginning teachers* (Beginning Teachers Study). SSHRC Insight Grant. (Note: This study has been extended into 2022 due to the Covid-19 pandemic.) \$488,800

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

**Specht, J.**, (Principal Investigator), Carr, K., Porter, G., & Richler, D., Collaborators (2021-2022). *Let's chat about inclusive education*. SSHRC Connection Grant. \$33,697

- Production of a series of 30 video discussions with researchers, parents of children with disabilities, advocates, educators, and leaders concerning how to improve inclusive education systems.

### F. Funding - Seeking, 2021:

**Specht, J.** (Principal Investigator); **Maich, K.**, **McGhie-Richmond, D.**, Mfoafo-McCarthy, M., Morvan, J., **Parekh, G.**, Preston, J., Shah, V., **Sider, S.**, **Somma, M.**, Co-applicants (2022-2025). *Collaboration for inclusion*. SSHRC Race, Gender and Diversity Initiative. \$448,175

- More needs to be done to equip and empower the education community with the competence and confidence required to teach students with diverse learning needs in the classroom. Faculty, graduate and undergraduate students, and partner organizations will develop and engage in research opportunities related to areas of teacher education, leadership, and family collaboration.

**Appendix A**  
**Members of the Centre**

*Faculty and Staff at Western University, ON*

Jacqueline Specht	Professor and Director of the Centre
Nicole Neil	Assistant Professor
Elizabeth Nowicki	Associate Professor
Michael Fairbrother	Research Associate
Grace Howell	Centre Co-ordinator

*Graduate Student Research Assistants at Western University, ON (unless otherwise noted)*

Sydney Bota	M.A. candidate
Evan Charles	Ph.D. candidate
Jessica Delorey	Ph.D. candidate
Tsz Wing Zita Lau	Ph.D. candidate
Petra Owusu	Ph.D. candidate
Melissa Villella	Ph.D. candidate (University of Ottawa; PhD awarded in September 2021)
Fizza Haider	M. A. candidate (University of Victoria, BC)

*Research Centre Associates at Post-Secondary Institutions across Canada*

Angèle AuCoin	Associate Professor, University of Moncton, NB
M. Lynn Aylward	Professor, Acadia University, NS
Sheila Bennett	Professor, Brock University, ON
Jenn de Lugt	Associate Professor, University of Regina, SK
Tara Flanagan	Associate Professor, McGill University, QC
John Freer	Professor, St. Clair College, ON
Tiffany Gallagher	Professor, Brock University, ON
Nancy Hutchinson	Professor Emerita, Queen's University, ON
Linda Ismailos	Professor, Niagara College, ON
Jennifer Katz	Associate Professor, University of British Columbia, BC
Mireille LeBlanc	Professor, University of Moncton, NB
Tim Loreman	President and Vice-chancellor, Concordia University of Edmonton, AB
Jeffrey MacCormack	Assistant Professor, University of Lethbridge, AB
Kimberly Maich	Professor, Memorial University, NL
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



<b>Monique Somma</b>	Assistant Professor, Brock University, ON
<b>Scott Thompson</b>	Professor, University of Regina, SK
<b>Roberta Thomson</b>	Course Instructor, McGill University, and LaSalle College, QC
<b>Carolyn Thorne</b>	Assistant Professor, University of Prince Edward Island
<b>Vianne Timmons</b>	President and Vice-Chancellor, Memorial University, NL
<b>Jessica Whitley</b>	Associate Professor, University of Ottawa, ON
<b>Gabrielle Young</b>	Associate Professor, Memorial University of Newfoundland, NL

## Appendix B Activities, Products, and Impacts of Collaborations

### *Selected Journal Articles*

- Bennett, S., Gallagher, T., Somma, M., White, R.** (2021). Transitioning towards inclusion: A triangulated view of the role of Educational Assistants. *Journal of Research in Special Education Needs*, 21(3), 187-197. <https://doi.org/10.1111/1471-3802.12508>
- Sider, S., Maich, K., & Specht, J., Treadgold, C., & Winger, H.** (2021). Choose your own adventure: Web-based case studies of inclusive education as a form of professional learning for school principals. *Journal of Research on Leadership Education*, 1-23. <https://doi.org/10.1177/194277512111046978>
- MacCormack, J., Sider, S., Maich, K., & Specht, J.** (2021). Self-determination and inclusion: The role of Canadian principals in catalyzing inclusive-positive practices. *International Journal of Education, Policy and Leadership*, 17(2). <https://doi.org/10.22230/ijep.2021v17n2a969>
- Charles, E., Metsala, J., & Specht, J.** (submitted). Gains in pre-service teacher efficacy for inclusive education: contributions of initial beliefs and practicum length. *International Journal of Inclusive Education*.
- Mfoafo-M'Carthy, M., Grischow, J.D., Must, N., Maich, K. A., Mprah, W., Specht, J., & Sider, S.** (submitted). The challenges of inclusive education in Ghana: A systematic review. *International Journal of Inclusive Education*.
- Rousseau, N., & Desmarais, M.-É.** (2021). Quels rôles joue l'aide-enseignant en contexte inclusif? Constats et enjeux. (What roles does the teaching assistant play in an inclusive context? Findings and issues.) *Enfance en difficulté*, 8, 71-93. <https://doi-org.uml.idm.oclc.org/10.7202/1075507ar>
- Sider, S., MacCormack, J., & Whitely, J.** (2021.) Schools as an equalizing force: What the pandemic has taught us about school leadership and inclusive education. *Canadian Association of Principals Journal*, Winter 2021. <https://cdnprincipals.com/schools-as-an-equalizing-force-what-the-pandemic-has-taught-us-about-school-leadership-and-inclusive-education/>
- Sider, S., Maich, K., Morvan, J., Vilella, M., Ling, P., & Repp, C.** (2021). Inclusive school leadership: Examining the experiences of school principals in supporting students with special education needs. *Journal of Research in Special Educational Needs*, 21(5). <https://doi.org/10.1111/1471-3802.12515>
- Specht, J., Fairbrother, M., Gallagher, T.L., Ismailos, L., Vilella, M & MacCormack, J.** (submitted). Learning from what my mentor teachers were doing in the classroom to include diverse learners: Experiences that contribute to inclusive instruction in pre-service teachers. *International Journal of Disability, Development and Education*.
- Specht, J., Miesera, S., McGhie-Richmond, D., & Haider, F.** (submitted). Experiences that shape the development of inclusive instruction in pre-service teachers: An international comparison. *European Journal of Teacher Education*.

**Thompson, S. A., & Specht, J.** (in review). Piecing together provincial, territorial and national states of inclusive education policies and practices in Canada including the Truth and Reconciliation Commission. *Journal of Policy and Practice in Intellectual Disabilities*.

VanderKaay, S., Dix, L., Rivard, L., Missiuna, C., Ng, S., Pollock, N., Sahagian Whalen, S., Eisen, I., Kyte, C., Phoenix, M., **Bennett, S., Specht, J., Kennedy, J., McCauley, D., & Campbell, W.** (2021). Tiered approaches to rehabilitation services in education settings: Towards developing an explanatory program theory. *International Journal of Disability, Development and Education*.  
<https://doi.org/10.1080/1034912X.2021.1895975>

**Whitley, J., Matheson, I.A., Specht, J., MacCormack, J.** (accepted). Perspectives of parents of children with SEN: Self-efficacy and school supports during COVID-19. *Exceptionality Education International*.

#### *Books and Book Chapters*

**Bennett, S., Gallagher T., Somma, M., White, R., & Woldczyk, K** (2021). Transitioning from segregation to inclusion: An effective and sustainable model to promote inclusion through internal staffing adjustments and role redefinition. In J. Goldan, J. Lambrecht, & **T. Loreman** (Eds.), *Resourcing inclusive education: International perspectives on inclusive education* (Vol. 15, pp. 103-116). Emerald Publishing. <https://doi.org/10.1108/S1479-363620210000015009>

Jahnukainen, M., **Maich, K., Penney, S., & Young, G.** (Submitted, 2021). Current trends in inclusive and special education in Newfoundland & Labrador, Canada, and in Finland. *Inclusion in Education: European & Canadian Perspectives*.

**Sider, S. & Charles, S.** (accepted). Despite the best of intentions: A case of mental health in a fragile context. E. Keith & **K. Maich** (Eds.) (2021). *Mental health case studies in K-12 schools: An international perspective*. Rowman & Littlefield.

**Sider, S., & Maich, K.** (in press). *Inclusive school leadership: Real cases from real leaders*. Rowman & Littlefield.

**Sider, S., Morvan, J., Maich, K., Specht, J., & McGhie-Richmond, D.** (in press). Between, betwixt, and amongst: Intersectionalities where school leadership and inclusive schools meet. In C. McGregor & S. Bedi (Eds.), *Diverse leadership landscapes: Exploring the terrain*. Kingston, ON: McGill-Queen's University Press.

**Specht, J.** (in press). Commentary on the case of Charles. In **S. Sider and K. Maich** (Eds.) *Leadership for Inclusive Schools: Real Cases from Real Leaders*. Rowman & Littlefield.

**Specht, J., & Thompson, S.A.** (submitted). Response from Canadian Scholar in Inclusive Education: Inclusive Education in Canada: An Overview. In T.M. Christou, R. Kruschel, K. Merz-Atalik, & **I.A. Matheson**. *Inclusion in education: European and Canadian perspectives on diverse learners in schools*. Routledge, UK.

**Whitley, J., Specht, J., Matheson, I., & MacCormack, J.** (in press). Holes, patches, and multiple hats: The experiences of parents of students with special education needs navigating at-home learning during

COVID-19. In V. Cooper and C. Simon (Eds.) *Childhood during COVID-19 (Book 1): Education in the global North*. Palgrave, UK.

**Fairbrother, M., & Specht, J.** (submitted) Moving research into practice: It's a collaborative effort. In C. Brown, J. Flood & S. MacGregor. *The research-informed teaching revolution North America: A handbook for the 21st century teacher*. John Catt Educational, UK.

Villella, M. (Submitted). Commentary analysis of the case study entitled "Supporting Albert." In **S. Sider & K. Maich** (Eds.), *Leadership for inclusive schools: Real cases from real leaders to engage principals in professional learning for supporting students with special education needs*. Rowman and Littlefield.

**Young, G.,** Philpott, D., **Penney, S., Maich, K., & Butler, E.** (2021). Quality early childhood education mitigates against special educational needs in children. In J. Goldan, J. Lambrecht, & **T. Loreman** (Eds.), *Resourcing inclusive education: International perspectives on inclusive education* (Vol. 15, pp. 21-34). Emerald Publishing. <https://doi.org/10.1108/S1479-363620210000015004>

#### Reports

**Specht, J., & Sider, S.** (in press) Contributing authors to chapter titled "Identifying and Supporting Children with Learning Disabilities" that is under review as part of the report for the UNESCO International Science and Evidence-based Education (ISEE) Assessment.

**Whitley, J.,** Beauchamp, M. H., & Brown, C. (2021, August). The Impact of COVID-19 on the learning and achievement of vulnerable Canadian children and youth. In Vaillancourt, T. et al., *Children and Schools During COVID-19 and Beyond: Engagement and Connection Through Opportunity* (Chap. 2, pp. 31-49). Royal Society of Canada Policy Briefing (198 pg.). Chapter 2 reviewers: L. Broda, **G. Parekh, N. Rousseau.**

#### Theses

Haider, F. (2021). *Exploring factors that influence beginning teachers' self-efficacy to teach in diverse classrooms*. [Master's thesis, University of Victoria]. <http://hdl.handle.net/1828/13560>

#### Selected Presentations

Campbell, W., VanderKaay, S., Dix, L., Rivard, L., Missiuna, C., Ng, S., Sahagian Whalen, S., Eisen, I., Kyte, C., Phoenix, M., **Bennett, S., Specht, J.,** Kennedy, J., & McCauley, D. (2021, May). *Optimizing inclusion of children and youth at school: Insights from a realist synthesis of tiered approaches to rehabilitation services*. Presented at Child Health Symposium, London, ON, virtual. [Final Program: 2021 Child Health Symposium \(uwo.ca\)](#) (p. 29)

**Freer, J., Somma, M.,** Miklas, E., Norton, G., Barei, M., & Menard, D. (2021). *Disability studies in education: A framework for anti-ableism and inclusion* [Conference session. Ontario Council for Exceptional Children (CEC) Special Education Conference, Toronto, ON.

**Miesera, S., Specht, J., McGhie-Richmond, D., Howell, G., & Weidenhiller, P.** (2021, August). *Experiences that promote the development of inclusive practice in beginning teachers in Canada and Germany*. Presented at ISEC2021, virtual. [Inclusive and Supportive Education Conference \(ISEC\) 2021 - UCL – University College London](#)

- Sider, S., Maich, K., Specht, J., & Trépanier-Bisson, N.** (2021, May/June). *Choose your own leadership adventure: Examining a collaborative research project to support principals' learning for leading inclusive schools* [Conference session]. Canadian Association for the Study of Educational Administration, virtual. <https://csse-scee.ca/conference-2021/>
- Sider, S., Specht, J., Maich, K., Trépanier-Bisson, N.** (2021, May/June). *Examining a collaborative research project to support principals' professional learning for leading inclusive schools (during a pandemic)*. Presented at the Canadian Society for the Study of Education, virtual. <https://csse-scee.ca/conference-2021/>
- Sider, S., Specht, J., Treadgold, C., Fraser, C., Maich, K., & Winger, H.** (2021, August). *Collaboration for Inclusion: The development of interactive case studies* [Conference session]. Inclusive and Supportive Education Conference (ISEC), virtual. [Inclusive and Supportive Education Conference \(ISEC\) 2021 - UCL – University College London](https://www.ucl.ac.uk/isec2021/)
- Specht, J., Charles, E., de Lugt, J., Delorey, J., Fairbrother, M., Gallagher, T., Howell, G., Ismailos, L., Lau, Z., Maich, K., McGhie-Richmond, D., Metsala, J., Sider, S., Thompson, S. A., Villeda, M., Whitley, J., Young, G.** (2021, May/June). *Supporting the development of inclusive practice in beginning teachers* [Symposium]. Canadian Society for the Study of Education (CSSE), virtual. <https://csse-scee.ca/conference-2021/>
- Specht, J., Delorey, J., Ismailos, L., Fairbrother, M., Charles, E., & Villeda, M.** (2021, August). *Experiences that shape beginning teachers' inclusive practice beliefs: a group concept mapping study*. Presented at ISEC2021, virtual. [Inclusive and Supportive Education Conference \(ISEC\) 2021 - UCL – University College London](https://www.ucl.ac.uk/isec2021/)
- Specht, J., & Maich, K.** (2021, May/June). *Inclusive education and teaching* [Conference session]. Canadian Society for the Study of Education (CSSE), virtual. <https://csse-scee.ca/conference-2021/>
- Thompson, S.A., Whitley, J., Villeda, M., & Specht, J.** (2021, May/June). *Group discussion: Songs of beginning teachers* [Conference session]. Canadian Society for the Study of Education (CSSE), virtual. <https://csse-scee.ca/conference-2021/>
- VanderKaay, S., Missiuna, C., Dix, L., **Bennett, S.**, Sahagian Whalen, S., Kennedy, J., Rivard, L., Ng, S., Camden, C., Eisen, I., Kyte, C., Phoenix, M., **Specht, J.**, McCauley, D., & Campbell, W. (2021, May). *Tiered models of rehabilitation services: Insights from realist research to support inclusion of children and youth with disabilities*. Presented at Annual Canadian Association for Health Services and Policy Research (CAHSPR) Conference, virtual. <https://cahspr.ca/wp-content/uploads/2021/05/CAHSPR-Program-May-20pm.pdf> (p. 15)
- Whitley, J., Matheson, I., MacCormack, J., & Specht, J.** (2021, June). *Experiences of families surrounding children and youth with special education needs: Learning and living at home during the pandemic*. Presented at the Canadian Psychological Association Virtual Series. [Final Program: 2021 Child Health Symposium \(uwo.ca\)](https://www.uwo.ca/psychology/2021-child-health-symposium/)

**Young, G.,** Arnold, C., Azam, S., Moghaddam, A., **Penney, S., Maich, K.,** & (2021, February). *Learning in a time of COVID: Strategies to support online teaching and learning*. Learning Disabilities Association of Newfoundland & Labrador, St. John's, NL, virtual.

<https://drive.google.com/file/d/1gwA98LQ1YI8HpTVLiChcDos9JxVDs3a3/view>

### Media Activity

Alphonso, C. (2021, March 7). For parents of kids with complex needs, COVID-19 school disruptions mean losing a lifeline of key supports. *The Globe and Mail*.

- **Dr. Whitley** was quoted in this article, discussing some key findings from her interviews with parents of children with complex needs.

**Aylward, M.L.** (Writer, Co-Director, Producer). (2021). "The Case of Luke Elwood" (Motion picture for festival release). Frictive Pictures Inc., Canada.

- **Dr. Aylward** created this documentary because the Luke Elwood case was one of the first Charter of Rights and Freedoms challenges of Section 15: discrimination based on mental disability. This short film documents this important piece of Nova Scotia's history.

**Desmarais, M. E.** (Speaker). (2021, August). PodCast Jazons d'éducation: l'apprentissage et les fonctions exécutives. (Learning and executive functioning.) [Podcast].

**Desmarais, M. E.** (Guest speaker). (2021, October 26). Reportage sur la pénurie des enseignants. (Report on teacher shortage). CBC News.

- **Dr. Desmarais**, invites teachers, both alumni and present, to participate in research on their motivations for leaving the profession.

**Freer, J.** (Speaker). (2021, December 6). *Breaking attitudinal barriers towards disabilities in education: The tripartite intervention podcast* [Audio podcast].

- <https://anchor.fm/inclusiveoccupations/episodes/Breaking-Attitudinal-Barriers-Towards-Disabilities-in-Education--The-Tripartite-Intervention-e19sh4r>

- **Dr. Freer** participated in this podcast as part of a series for school-based occupational therapists and other educators who are invested in creating a more inclusive world for their students.

Kinross, L. (Interviewer). (2021, July 27). *Study of Grade 4 students finds most have already adopted a deficit view of disability* [Blog]. - <https://hollandbloorview.ca/stories-news-events/BLOOM-Blog/study-grade-4-students-finds-most-have-already-adopted-deficit-view>

- <https://hollandbloorview.ca/stories-news-events/BLOOM-Blog/study-grade-4-students-finds-most-have-already-adopted-deficit-view>

- **Dr. Freer** was interviewed by Louise Kinross of Holland-Bloorview Kids Rehabilitation Hospital.

**Maich, K.** Autism Mental Health Literacy Project (AM-HeLP) Group. (2021). AM-HeLP animated video series.

<https://www.youtube.com/channel/UCJzxy-6v04fmpyv8I9MC7Xw>

Rivers, H. (2021, April 20). As most area kids learn at home, special needs students back in class. *London Free Press*. [As most area kids learn at home, special needs students back in class | London Free Press \(lfpress.com\)](https://www.londonfreepress.com/news/local/as-most-area-kids-learn-at-home-special-needs-students-back-in-class)

- **Dr. Specht** commented on the inequities presented by the different methods of education delivery during the covid-19 pandemic.

Rivers, H. (2021, January 19). Special needs teachers, staff at schools need COVID-19 vaccine: union. *London Free Press*. [Special needs teachers, staff at schools need COVID-19 vaccine: union | London Free Press \(lfpress.com\)](https://www.londonfreepress.com/news/local/special-needs-teachers-staff-at-schools-need-covid-19-vaccine-union)

- **Dr. Specht** commented on the inequities presented by the different methods of education delivery during the covid-19 pandemic.

Jamieson, B. (Producer). (2021, January). Special education and the impact of the Covid-19 pandemic on students and teachers [Radio program]. *The Current*, Canadian Broadcasting Corporation (CBC)..

- **Dr. Specht** was consulted by the producer, Ben Jamieson as a resource for this broadcast.

Stephen, G., (Host). (2021, June 7). Making room for kids “like that” [Audio podcast episode]. In *Good things in life*. [Good Things in Life podcast: Making Room for Kids “Like That,” with Jacqueline Specht on Apple Podcasts](https://www.apple.com/podcasts/apple/good-things-in-life/podcast/making-room-for-kids-like-that-with-jacqueline-specht)

- **Dr. Specht** discussed her research which shows that training teachers to embrace students with disabilities can help solidify a more inclusive future.

**Thompson, S. A.** (2021). *Songs of Beginning Teachers* [Album]. An Arts-based Educational Research (ABER)Project.

- **Dr. Thompson** recorded an album of seven songs using lyrics created from quotes and themes founds in the interviews with beginning teachers.

Xu, X. (2021, June 16). Vancouver School Board phases out honours programs in high schools. *The Globe and Mail*.

- **Dr. Specht** discussed the impact of the elimination of honours courses in Vancouver schools.

### Appendix C

#### Impact Factor, *Exceptionality Education International*, 2020- 2021

The most notable source for journal impact factors is the annual publication The Journal Citation Reports (JCR) published by Thomson Scientific. Thomson defines journal impact factor as, “the average number of times articles from the journal published in the past two years have been cited in the JCR year”.

### Exceptionality Education International - Impact Factor

<https://www.resurchify.com/impact/details/21100204509>

**2021-10-04 · *Exceptionality Education International* Impact Score 2020-2021** The impact score (IS) 2020 of *Exceptionality Education International* is 0.57, which is computed in 2021 as per its definition. *Exceptionality Education International* has increased by a factor of 0.26 and approximate percentage change is 83.87% when compared to preceding year 2019, which shows a rising trend.

