

ANNUAL REPORT

2015

*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.

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 2015 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. In April 2015 we received SSHRC insight grant to investigate the development of inclusive practice in beginning teachers. As the members of the Centre are all in faculties of education, we felt that this would be a good way to bridge our teaching and our research. We received \$488,800 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.

We continued with the journal *Exceptionality Education International* publishing three issues. A special issue on At-Risk youth under the guest editorship of Dr. Nancy Hutchinson from Queen's University and Dr. Nancy Perry from the University of British Columbia was well received. We have another special issue that should be released in 2016 on mental health and inclusion. We encourage researchers to consider this journal as an outlet for their work; issues become open access within a year of publication, meeting 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

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, Shawna Lee	Graduate Student Research Assistants
Sarah Copfer, Irene Melabiotis	
Karen Gregory (Ph.D. 2015)	

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
Tim Loreman , Professor, Concordia University College of Alberta, AB
Jennifer Katz , Associate Professor, University of Manitoba, MB
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, Queen's University, ON
Nancy Hutchinson , Professor, Queen's University, ON
Kim Calder Stegemann , Associate Professor, Thompson Rivers University, BC
Wanda Lyons , Associate Professor, University of Regina, Saskatchewan
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

Lorayne Bradshaw, Jeffrey MacCormack , Queen's University, ON
Cynthia Bruce , Acadia University, NS
Nicole Forest , University of Moncton, NB



National Team Members Meet at Congress of the Humanities, Ottawa 2015

Back row l to r: Steve Sider, Sarah Cloutier, Tiffany Gallagher, Sheila Bennett, Nancy Hutchinson, Kim Maich, Nicole Forest, Lorayne Bradshaw, Kim Calder Stegemann, Jennifer katz, Tara Flanagan, Angèla AuCoin, Lynn Aylward.

Front row l to r: Irene Melabiotis, Gabrielle Young, Donna McGhie-Richmond, Jacqui Specht, Grace Howell, John Freeman, Sharon Penney.

An excited team travelled to Ottawa, Ontario at the end of May for the annual gathering and planning meeting. This year the focus of discussion centred on planning for the first year of the five-year study, *The Development of Inclusive Educational Practices for Beginning Teachers*.

Community Partners

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



BC Teachers Federation



Research Activities

SELECTED RESEARCH GRANTS OBTAINED BY NATIONAL TEAM

Avon Maitland District School Board, with **Bennett, S., Gallagher, T.,** Somma, M., Shuttleworth, M., & Wlodarczyk (2015). *Inclusion Coaching Project – Year 2*. Research Contribution. \$15,000

Craig, W., & Pepler, D., with **J. Freeman**, Co-investigator (2011-2015). *A societal approach to achieving healthy relationships and eliminating violence*. National Centres of Excellence Knowledge Mobilization Grant. \$1,600,000

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



Kilborn, M., Cameron, E., McGowan, E., & **Young, G.** (2015). *Healthy active living for children and youth in Labrador*. Recreation NL. \$25,000

Missiuna, C., Hecimovich, C., **Bennett, S.,** Campbell, W., et al. (2015). *Partnering for change: An innovative service with relevance to the Special Needs Strategy*. Ontario Ministry of Education. \$199,810

Maich, K. (Project Leader), **Gallagher, T., & Bennett, S.** (2014-2015). *Brock-Niagara assistive technology initiative*. Ontario Jobs Creation Partnership Program. \$42,276

Penney, S., & Young, G. (2015). *Examining home and school relationships surrounding a child with a disability*. Seed, Bridge and Multidisciplinary Fund. \$10,000

Young, G. (2015). *Using assistive technology within the framework of universal design for learning in inclusive elementary schools*. Start-up Grants for New Faculty, and Seed, Bridge and Multidisciplinary Fund. \$20,000



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.

The Canadian Research Centre on Inclusive Education 2015

SELECTED PUBLICATIONS

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

Aylward, M. L. (2015) *Teacher education resource manual for multi-grade teaching*. Prepared for the Ministry of Education in Guyana as part of the Guyana Improving Teacher Education Project.

Aylward, M. L. (2015) *Multi-grade Teaching in Guyana Video Resources*. Produced in collaboration with the Guyana Learning Channel.

DeLuca, C., Godden, L., **Hutchinson, N. L.**, & Versnel, J. (2015). Preparing at-risk youth for a changing world: Revisiting a person-in-context model for transition to employment. *Educational Research*, 57(2), 182-200.

Freeman, J. G., & Craig, W. (2015). *Bullying in the classroom*. Print version for Teacher Education Series. Toronto, ON: Pearson.

Gallagher, T., & **Bennett, S.** (2015). A Canadian perspective on the inclusion of students with intellectual disabilities in high schools. In R. Craven, A. Morin, P. Parker, & D. Tracey (Eds.) *International advances in education: Global initiatives for equity and social justice. Inclusive Education for Students with Intellectual Disabilities* (Vol. 9) (pp. 25-44). Charlotte, NC: Information Age Publishing.

Hutchinson, N. L., & Perry, N.E. (2015). (Guest editors) *Exceptionality Education International*, 25(1).

Hutchinson, N. L., Minnes, P., Burbidge, J., Dods, J., Pyle, A., & Dalton, C. (2015). Perspectives of Canadian teacher candidates on inclusion of children with developmental disabilities: A mixed methods study. *Exceptionality Education International*, 25(2), 42-64. Retrieved from <http://ir.lib.uwo.ca/eei/vol25/iss2/3>

Hutchinson, N. L. (2015). Supporting at-risk learners: Introduction. *Exceptionality Education International*, 25, 1-5. Retrieved from <http://ir.lib.uwo.ca/eei/vol25/iss1/1>

Taylor, C.E., **Hutchinson, N. L.**, Ingersoll, M., Dalton, C., Dods, J., Godden, L., Chin, P., & deLugt, J. At-risk youth find work hope in work-based education. *Exceptionality Education International*, 25, 158-174. Retrieved from <http://ir.lib.uwo.ca/eei/vol25/iss1/8>

Loreman, T., **McGhie-Richmond, D.**, Cizman, J., Lupart, J., Irvine, A., McGarva, R., Craig, S., Sharma, U. (2015). A Canadian collaboration on inclusive education: Reflections on a six-year partnership. *Desenvolve: Revista de Gestao do Unilasalle, Canoas*, 4(3), 33-52.

MacCormack, J., Matheson, I. A., & **Hutchinson, N. L.** (2015) An exploration of a community-based LEGO® social-skills program for youth with autism spectrum disorder. *Exceptionality Education International*, 25(1), 13-32.

MacCormack, J., & Matheson, I. (2015). *Helping students with LDs learn to diagram math problems*. Learning Disabilities Association of Ontario. Toronto, ON: LD@School.ca

MacCormack, J., & Matheson, I. (2015). *Working memory and learning disabilities*. Learning Disabilities Association of Ontario. Toronto, ON: LD@School.ca.

MacCormack, J., & **Young, G.** (2015). Using universal design to support technology integration. *Education Watch*, 6(1), 4-7.

Maich, K., Belcher, C., **Sider, S.**, & Johnson, N. (2015). Using children's literature to support social-emotional growth in the classroom: A biblio-therapeutic approach to education about chronic disease. In M.

- Gordon, (Ed.), *Challenges surrounding the education of children with chronic diseases*. Hershey, PA: IGI Global.
- Maich, K.**, Hall, C., van Rhijn, T., & Quinlan, L. (2015). Developing social skills of summer campers with autism spectrum disorder: A case study of camps on TRACKS implementation in an inclusive day-camp setting. *Exceptionality Education International*, 25(2), 27-41.
- McGhie-Richmond, D.**, de Bruin, C. (2015). Tablets, tweets and talking text: The role of technology in inclusive pedagogy. In J. M. Deppeler, **T. Loreman**, and R.A. L. Smith (Eds.), *Inclusive pedagogy across the curriculum: International perspectives on inclusive education*, Volume 7, (pp. 211-234). Bingley, UK: Emerald Group Publishing.
- Sider, S.** & Belcher, C. (2015). Teacher candidates' involvement with reading interventions in high needs schools: Wrestling with the everyday. *Journal of Teaching and Learning*, 10(1), 27-48.
- Sivasubramaniam, M., & **Sider, S.** (2015). Social entrepreneurship and change: Challenges and opportunities. In G. Jean-Marie, S. Sider, & C. Desir (Eds.), *Comparative international perspectives on education and social change in developing countries and indigenous peoples in developed countries* (pp. 21-44). Charlotte, NC: Information Age Publishing.
- Sider, S.**, Montero, K., Dénomme-Welch, S., King, A., & Pelich, J. (2015). University-school-community practices for peace and justice. In R. Amster, L. Finley, R. McKutcheon, & E. Pries (Eds.) (2015). *Peace studies between tradition and innovation*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- 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.** (2015). Teaching in inclusive classrooms: Efficacy and beliefs of Canadian preservice teachers. *International Journal of Inclusive Education*, 20(1), 1-15.
- Thompson, S. A., Lyons, W.,** & Timmons, V. (2015). Inclusive education policy: what the leadership of Canadian teacher associations has to say about it. *International Journal of Inclusive Education*, 19(2), 121-140.
- Waugh, M., **McGhie-Richmond, D.**, & Anderson, J. O. (2015). School context matters: Learning disabilities and U.S. adolescent support choices from Latino-majority communities. *Journal of the International Association of Special Education*, 16, 58-67.
- Wlodarczyk, K., Somma, M., **Bennett, S. & Gallagher, T.** (2015). Moving toward inclusion: Inclusion coaches' reflections and discussions in supporting educators in practice. *Exceptionality Education International*. 25 (3), 55-73.
- Young, G., & Specht, J.** (2015). Supporting school participation: Lessons learned from a youth with a mild intellectual disability. *The Inclusive Educator*, 1(1), 7-12.

GRADUATE STUDENT SUPERVISION



Cynthia Bruce is a Ph.D. candidate in Educational Studies in the School of Education at Acadia University. Cynthia situates her work within the academic discipline of Disability Studies in Education, an activist field of inquiry that brings focus to the sociopolitical contexts in which disability is constructed as deficit, illness, and/or tragedy in educational settings. Cynthia's thesis supervisor is **Dr. Lynn Aylward**.



Sarah Copfer is a Ph.D. student in the Faculty of Education at Western University. She is a qualified teacher for Intermediate/Senior level English, Social Science, and Special Education. Sarah completed her Master of Education degree at Brock University in St. Catharines, Ontario, focusing on the transition process from secondary to post-secondary education and students' perceptions of academic and social preparedness for the higher education context. Sarah's thesis supervisor is **Dr. Jacqui Specht**.



Shawna Lee comes to the PhD program at Western with over 18 years of experience in the mental health and early childhood education sectors. She has provided leadership in chairing the clinical transformation of 0-6 Children's Mental Health Services for the largest children's mental health agency in Ontario, and has received international recognition for innovative implementation of school-based mental health programs for parents and educators in York Region. Her career goal is to bridge the gap between research and practice in order to influence systemic change in mental health prevention and intervention. Shawna's thesis supervisor is **Dr. Jacqui Specht**.



Jeffrey MacCormack is a Ph.D. candidate at the Faculty of Education, Queen's University. Prior to his doctoral work, Jeff worked as an elementary teacher for nearly 10 years, including 2 years as the lead teacher in a classroom for children with moderate to severe autism. He was the lead researcher in a pilot project for iPad use for augmentative language communication devices. He has authored several courses for Continuing Teacher Education at Queen's University, including the Use and Knowledge of Assistive Technology. Jeffrey's thesis supervisor is **Dr. John Freeman**.



Nicole Forest is a student in the M. A. Ed. Program in the Faculty of Education at Université de Moncton, in New-Brunswick. She is a qualified teacher and aims to work as a resource teacher. Nicole is currently working on a thesis that explores the transformation of high school students' perceptions of diversity. Nicole's thesis supervisor is **Dr. Angèle AuCoin**.

Knowledge Creation and Mobilization

PRESENTATIONS AT CONFERENCES AND MEETINGS

Aylward, M. L., Day, D., & Dye, K. (2015, June). *Resilient rural girls: The roles of place and community*. Presented at the annual conference of the Canadian Society for Studies in Education (CSSE), Ottawa, ON.

Bennett, S., Parekh, G., & **Specht, J.** (2015, March). *What the research says about inclusion and effective education*. Presented at the conference "How to Meet the Diversity Challenge in the Classroom", Kingston, ON.

Bennett, S., Shuttleworth, M., Somma, M., Wlodarczyk, K., & **Gallagher, T.L.** (2015, May). *Moving Towards Inclusion: Educator Reflections and Discussions*. Presented at the Annual Meeting of the Canadian Society for the Study of Education (CSSE). CAEP Bilingual Symposium on Inclusion, Ottawa, ON.

Bennett, S., & **Specht, J.** (2015, March). Re-conceptualizing the challenge of inclusion. Presented at the conference "How to Meet the Diversity Challenge in the Classroom", Kingston, ON.

Bruce, C. & **Aylward, M.L.** (2015, June) *Negotiating accommodations: Exploring the experiences of disabled university students and university faculty in Nova Scotia*. Presented at the annual conference of the Canadian Society for Studies in Education (CSSE), Ottawa, ON.

Campbell, W., **Bennett, S.**, Camden, C., Dix, L., Wlodarczyk, K & Missiuna, C. (July 2015) *Partnering for change: School-based educators and occupational therapists collaborating to support students with Developmental Coordination Disorder (DCD)*. Presented at DCD 11, Toulouse, France.

Christou, A., **Freeman, J.**, MacCormack, I., Ross, V., Coe, H., Moucessian, A., **Hutchinson, N. L.**, **Whitley, J.**, & Fitzgerald, C. (2015, May). *From research to practice: Collaborating with educators to support the mental health needs of students*. Paper presented at Canadian Society for the Study of Education (CSSE), Ottawa, ON.

Cloutier, S., & **Specht, J.** (2015, June). *New professional development log: Tracking the effectiveness of elementary science teachers' participation in collaborative professional development activities*. Presented at the Canadian Society for the Study of Education. Ottawa, ON.

Gregory, K., & **Specht, J.** (2015, November). *The IEP development process and students with developmental disability in Ontario's schools: Uncovering teachers' thinking and practice through narrative research*. Presented at the Ontario Council For Exceptional Children Provincial Conference, Niagara Falls, ON.

Itimu-Phire, A., & **Aylward, M.L.** (2015, June). *Mzuzu University Centre for Inclusive Education: A strategy for advocacy and collaboration for students with diverse learning needs in Malawi*. Paper presented at the biennial conference of the International Association of Special Education, Wroclaw, Poland.

Maich, K. & Henning, M. (2015, November). *Visual strategies for supporting students with ASD*. Edifide Annual Teachers' Convention, Hamilton, ON.

McGhie-Richmond, D., & Brenton-Haden, S. (2015, October). *Six powerful principles for teaching all learners*. Celebrating the Challenges 2015 Conference, ATA Council for Inclusive Education, Edmonton, AB.

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Specht, J. (2015, April). *Transition: It's a Process*. Presented at the parent networking session of the Special Education Advisory Committee at the London District Catholic School Board. London, Canada. (invited)

Specht, J. (2015, March) *It was hard mom, but I did it: How to raise kids who feel good about themselves*. Presented as part of the "An Evening With" series co-sponsored by Thames Valley District School Board and the Learning Disabilities Association of London Region. London Canada. (invited)

Specht, J., McGhie-Richmond, D., Loreman, T., Freeman, J., Hutchinson, N., Bennett, S., Gallagher, T., Katz, J., & Aylward, L. (2015). *Professional Learning for Inclusion in Canada*. Proceedings published by Nasen-Wiley as presented at the ISEC 2015 Conference, Lisbon, Portugal.

Specht, J. (2015, February). *Transitions at School*. Presented at Parents Partnering with Educators, London, Canada (invited).

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 College of Alberta. **Associate Editors: Sharon Penney** and **Gabrielle Young** of Memorial University of Newfoundland. This online journal is published by Scholarship@Western.

Awards Given and Received

CANADIAN RESEARCH CENTRE INCLUSIVE EDUCATION AWARD.

Three graduate students were chosen to receive this award in 2015. This award is sponsored by the Canadian Research Centre on Inclusive Education and funded by Foundation Western. The recipients' research proposals address a wide range of issues related to the inclusion of students who represent a diversity of backgrounds or learning needs. Congratulations to **Patrick DiGiacinto** (Providing effective learning opportunities for students who are hard of hearing), **Amy Kipfer** (Educational assistants supporting inclusive education in secondary schools), and **Jessica Ticar** (Investigating the transnational identities of Filipina/o youth in urban schools). Patrick and Amy are students in the M.A. in Educational Studies program, and Jessica is a Ph.D. student in Critical Policy, Equity and Leadership Studies at Western.

JESSICA JEAN CAMPBELL COULSON RESEARCH AWARD.

For 2015, **Lynn Dare** was chosen to receive this award for her research on the attitudes of educators, parent and students toward acceleration in inclusive education. This award was established through Foundation Western by Jessica's father, David Campbell (BA '38) to acknowledge research that is related to the inclusion of students with special needs. Congratulations!

ONTARIO PROFESSORS HONORED: EXPERT SUPPORT FOR INCLUSIVE EDUCATION RECOGNIZED



Sheila Bennett and Jacqueline Specht receive the National Inclusive Education Award – March, 2015

Sheila Bennett and Jacqueline Specht have contributed a great deal to the development of inclusive education in Canada. They are both professors in faculties of education at Ontario universities. Sheila Bennett is at Brock University in St. Catharines and Jacqueline Specht is at Western University in London. Both have had public school and academic positions and have grounded their work in university teaching and research with personal experience in the public education system.

Specht and Bennett were both nominated by Community Living Ontario to be recognized by the Canadian Association for community Living (CACL) with a National Inclusive Education Award. Kimberley Gavin of Community Living Ontario and Gordon Porter, the Director of Inclusive Education Canada, made the presentation at a symposium in Kingston.

The event was a joint project of Community Living Ontario and Inclusive Education Canada. Both recipients were presenters at the event, which included educators from Ontario public schools.

Conferences Co-hosted by the Centre

SYMPOSIUM: MEETING THE DIVERSITY CHALLENGE IN THE CLASSROOM



This two-day symposium held in Kingston, Ontario in March was a collaboration by the **Canadian Research Centre on Inclusive Education, Community Living Ontario (CLO), Brock University, and Inclusive Education Canada.**

School and district leaders as well as education advocates interacted with the symposium team and with their own teams of colleagues to address strategies in making schools effective and inclusive from an educational and school improvement perspective. Teams also considered the relevant Canadian legal and human rights factors .

It was during this event in March when Sheila Bennett and Jacqui Specht learned that CLO had nominated them for a national award, which would be officially presented during the annual conference of the Canadian Association for Community Living in Hamilton in October.

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 2015 was “Navigating

Current Themes in Inclusive Education”. However, due to the continuing labor uncertainty at Ontario school boards in the fall, the committee elected to postpone the conference until the fall of 2016. The situation has since been resolved, and plans are once again underway for 2016.

Plans for the Future

RESEARCH ACTIVITIES

- Complete second year of the quantitative study of the development of inclusive education practices for beginning teachers in Canada.
- Begin first year of the qualitative study of the development of inclusive education practices for beginning teachers in Canada.
- Seek additional funding for related studies.

KNOWLEDGE MOBILIZATION PATHWAYS

- Newsletters to provide information about the Centre, announcement of the grant, and outline of the project.
- Research Tip Briefs to provide summaries of other key projects, reviews of articles or books.
- E-Updates with information on project updates, coming events.
- Web site maintaining information about the Centre.

GRADUATE STUDENT MENTORING OPPORTUNITIES

- Research assistantships and thesis projects to enhance graduate students' research skills in proposal development, ethics protocol writing, data collection and analysis, writing and presentation.
- Virtual and face-to-face interactions to gain an appreciation of different perspectives, and to network with other faculty.
- Contributing to research briefs to gain an understanding of how research is used by those in the field.



The year 2016 promises to be most exciting!

Contact Information

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