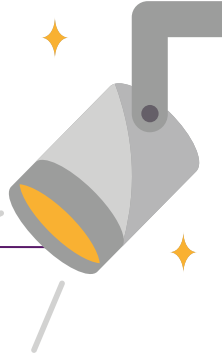


CENTRE NEWS



MESSAGE FROM THE DIRECTOR

I hope you all had a good summer and that the September busy time has not been too much for you. This newsletter brings updates from our members as well as what to look forward to in the coming months. One highlight is an interview with Ana Castellano Beltran who is visiting from Spain to understand better the process of inclusive education in Canada. Our new Instagram account is live. Follow and share the news with people. Thanks to those who have already participated in sharing content. A big thanks to Annie Beatty for organizing the process. I am looking forward to our Zoom meeting on October 23 as a good time to catch up. Keep using the link found at the end of the newsletter to report Centre activities and other interesting research and practice opportunities that you want us to share with the larger community. If you have ideas for sharing pieces for the next newsletter, we would love to hear them.

GOING LIVE ON INSTAGRAM!



Following our conversation at CSSE, we have **launched our Instagram** account. This account will serve as a place for knowledge mobilization, celebrating our colleagues and, ultimately, to grow the Centre. Please follow the Content Calendar closely, so you know when to submit your member profile information. If you have research recruitment flyers, or results you'd like to be shared, please let Annie know.



Follow, like and share!
@inclusiveedresearch

AWARD CIRCLE



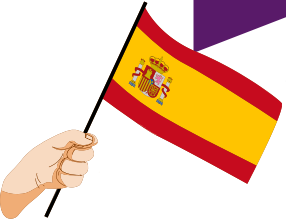
Congratulations to Dr. Kimberly Maich, who has added a new degree under her belt! She has completed her PsyD in Clinical Psychology from California Southern University.

CALL FOR SUBMISSIONS

Monique Somma and Margo Shuttleworth are editing a book titled *Inclusive Special Education: Research to Practice* and they are calling for submissions! This book is open access, there is a processing charge but Centre members receive a 35% discount on fees. Submit [here](#)!



WELCOME, ANA!



We want to extend a warm welcome to Ana Castellano Beltran. Ana is from the University of Seville, Spain and is spending three months in Canada, particularly, learning at Western. Please read through her interview below to learn more about Ana!

Could you introduce yourself and your role in Spain? Additionally, explain a bit about what brings you here to London?

Ana Castellano-Beltrán, PhD student and holder of a ministry-funded FPU pre-doctoral contract in the department of Didactics and Educational Organization at the University of Seville, Spain. Among my main lines of research are inclusive education, the use of emerging technology, and faculty training. Moreover, I teach in the Pedagogy degree and in the Primary Education degree in the Faculty of Education Sciences. In addition, I am a teacher and coordinator of the UnidiversUS program. This program, developed at the University of Seville, is co-financed by the European Social Fund and the ONCE Foundation. It is aimed at young people between 18 and 30 years old with intellectual disabilities and its main objective is to achieve their social and labor insertion. You can find more information [here](#).

Encouraged by my thesis directors, I decided to come to Canada to learn from one of the international references in the field of inclusive education, Dr. Jacqueline Specht. This doctoral stay at such a prestigious university as Western University has been a great learning opportunity for my professional career.

What does inclusive education look like in Spain?

Although more steps are being taken towards inclusive education in Spain, I think we still have a lot to learn. Today's teachers are becoming increasingly aware that they cannot teach only the majority, mainly because the students in their classrooms are becoming more diverse. This is why Universal Design for Learning is becoming highly relevant both at the legislative level, for example in the school curriculum, and in the day-to-day life of the classroom.

Despite progress, many schools have yet to achieve true inclusion. Students with disabilities, even when they are in classrooms, often receive individualized treatment that separates them from the rest.

In addition, lack of resources, excessive bureaucracy and insufficient teacher training make it difficult for all students to feel included and to learn together. I hope that future teachers graduating from our Spanish universities will be aware that a quality, equitable and inclusive education is possible.



What has been your favourite part about Canada so far?

Canada is a country that is exceeding my expectations. Mainly, I would like to highlight the kindness and education of the Canadians. Especially, this has made my adaptation in a foreign country much easier. Regarding the Faculty of Education, I really liked the lessons I attended, the high student participation, and involvement. In addition, the campus environment is very pleasant, with countless services and activities. Of course, although I have hardly been able to travel for my studies, I have visited cities such as Toronto or incredible environments such as Niagara Falls, which have surprised me a lot.

Is there anywhere that folks can find your work? Or read about inclusion in Spain?

Learn more about my contributions [here](#). Some examples of publications are:

- Learning from faculty members who carry out inclusive pedagogy in Spanish universities: the importance of accessible methodologies and resources. Read [here](#).
- A Systematic Review of the Benefits and Challenges of Technologies for the Learning of University Students with Disabilities. Read [here](#).

However, I cannot talk about inclusive education in Spain without mentioning Anabel Moriña. Her wide experience and valuable contributions have consolidated her as a national and international reference figure in this field. Having the opportunity to count on her as a mentor and thesis director is a privilege. Some of her outstanding works are:

- Faculty members who engage in inclusive pedagogy: methodological and affective strategies for teaching. Read [here](#).
- How to become an inclusive teacher? Advice from Spanish educators involved in early childhood, primary, secondary and higher education. Read [here](#).
- University and inclusive education: Recommendations from the voice of Spanish students with disabilities. Read [here](#).

CURRENTLY READING...

Klan, A., Whitley, J., Krause, A., Rogers, M., Smith, D., McBrearty, N. (2024). An exploration of school attendance problems experienced by children receiving mental health services. *Educational and Child Psychology*, 41(1), 73-92. <https://doi.org/10.53841/bpsecp.2024.41.1.73>. Read the pre-print [here](#).

Teaching Inclusive Education through Life Story Inquiry by Monique Somma, Margo Shuttleworth and Kathy Ann Wlodarczyk. Access [here](#).

Autism in the Ontario Context, An Introduction (Second Edition) by Kimberly Maich, Brianna M. Anderson, and Carmell Hall. Read [here](#).



Check out our Linktree for all links related to the Centre!

[Click HERE](#)

