



Faculty of Education

St. John's, NL Canada A1B 3X8

Tel: 709 864 3402 Fax: 709 864 4379

www.mun.ca/educ

October 14, 2025

TO: Secretary, Academic Council, SGS

FROM: Secretary, Faculty Council, Faculty of Education

SUBJECT: **Post-Secondary Education Calendar Changes; Inclusive and Special Education (MEd and Diploma)**

At the meeting of Faculty Council, Faculty of Education, held Tuesday, October 14; the following proposed Calendar changes were approved by the members of Faculty Council and are now being forwarded to Academic Council, School of Graduate Studies, for consideration:

1. Post-Secondary Education Calendar Changes
2. Inclusive and Special Education (MEd and Diploma)

Sincerely,

Tina Hunt

for Roxanne Keats
Secretary, Faculty Council
Faculty of Education
/th

New Graduate Program Proposals

Memorial University of Newfoundland and Labrador

Master of Education (Inclusive and Special Education)

Name of Proposed Program: Master of Education (Inclusive and Special Education)

Degree Name and Short Form: M.Ed. (Inclusive and Special Education)

Academic Unit(s) offering the program: Faculty of Education

Proponent Name: Special Education Development Group, Faculty of Education:

Contact Person(s): Dr. Sharon Penney and Dr. Gabrielle Young

Email: scpenney@mun.ca; gabrielley@mun.ca

Date: October 3rd, 2025

Anticipated Start of New Program: Fall 2026

Table of Contents

1. Executive summary	2
2. Program description	3
3. Statement of Justification	12
4. Market analysis	17
5. Projected enrolment	19
6. Admission requirements	19
7. Program requirements	20
8. Resource Implications	22
8.1 Faculty complement and workload	22
8.2 Space, facilities, and student support	23
8.3 Financial Support	23
9. Budget	23
Appendix A. Record of Meeting Consultations	27
Appendix B. Course Listing for Master of Education (Inclusive and Special Education)	28
Appendix C. Environmental Scan of Inclusive Education Courses	31
Appendix D. Teacher Certification: Special Education Specialist Designation Requirements	37
Appendix E. Calendar Regulations	40
Appendix F. Faculty CVs	42
Appendix G. Library Holdings Evaluation	43
Appendix H. Total Cost to Students Environmental Scan	44
Appendix I. Syllabi for New Courses	45
Appendix J. Letter of Support	125
List of Tables	
Table 1. Projected 5-year Enrolment	19
Table 2. Financial Support	23
Table 3. Multi-Year Statement of Projected Revenues and Expenditures	26

Master of Education (Inclusive and Special Education)

1. Executive Summary

Proposal for Degree: Master of Education (Inclusive and Special Education)

This proposal outlines the redevelopment of Memorial University's Bachelor of Special Education program into a graduate-level pathway to better meet the evolving needs of educators and school systems in Newfoundland and Labrador. The proposed offering is a Master of Education (Inclusive and Special Education). This program is designed to prepare educators to support students with diverse learning needs in inclusive settings, with a focus on areas such as emotional and behavioural disorders, autism spectrum disorder, learning disabilities, giftedness, and inclusive teaching practices.

The need for this program update is urgent. In recent years, there has been a significant decline in enrolment in Memorial's Bachelor of Special Education program. Meanwhile, consultations with NL schools (May 28th, 2024) and the Student Support Service, Government of NL (February 17th, 2025), confirmed the demand for qualified inclusive and special educators across Newfoundland and Labrador—particularly in rural and remote areas—has continued to rise. These partners expressed concern about the shrinking hiring pool for IRTs and have inquired about when new graduates will be available. In Newfoundland and Labrador, these teachers hold the title of *Instructional Resource Teachers* or (IRTs) and the title IRT will be used throughout this document to refer to inclusive and special educators.

This proposal introduces a graduate-level pathway to meet the varied needs of prospective students. This includes the following:

- A cohorted three-year Master of Education in Inclusive and Special Education, with both course-based and thesis-based options. This program is open to any educator seeking to deepen their knowledge of inclusive and special education; however, it is strategically designed to prepare educators for roles as Instructional Resource Teachers (IRTs) or equivalent positions.
- An Advanced Standing Master's option for graduates of the B.Sp.Ed. program, allowing them to complete a master's degree by taking eight additional courses not included in their undergraduate training.

These program offerings are intentionally designed to be flexible, accessible, and professionally relevant. Collectively, they position Memorial University to play a leadership role in advancing inclusive education across Newfoundland and Labrador while addressing the urgent and growing need for qualified educators in this area.

Importantly, this proposal reflects the significant amount of work carried out by Dr. Edith Furey, Dr. Sharon Penney, and Dr. Gabrielle Young, who led these program redevelopment efforts. Their work included extensive consultations with school districts, government representatives, and other education stakeholders (See Appendix A). This collaborative process ensures that the proposed program is responsive to current needs in the field and grounded in the realities of today's classrooms.

2. Program Description: Master of Education (Inclusive and Special Education)

Proposed Degree Name: Master of Education (*Inclusive and Special Education*)

Short Name: M.Ed. (Inclusive and Special Education)

Academic Units Involved: Faculty of Education

Explanation of Degree Name:

The proposed Master of Education (Inclusive and Special Education) is intentionally titled to distinguish it from Memorial University's former Master of Education in Curriculum, Teaching, and Learning Studies (CTLTS) with a focus in Special Education. Until recently, this was the only master's level option for students at Memorial interested in special education-related fields. However, that focus area has since been discontinued, leaving a clear gap in graduate-level opportunities in this area. Moreover, the CTLTS focus area was originally designed for individuals who had already completed a Bachelor of Special Education (B.Sp.Ed.), providing no pathway for teachers with a Bachelor of Education (B.Ed.) to pursue graduate studies in special education at Memorial. The CTLTS program was also exclusively thesis-based, with no course-based option, limiting accessibility for practicing educators who sought advanced professional qualifications without committing to a research-intensive degree or completing an additional bachelor's. For those who had completed the B.Ed. as a second degree, this often meant holding three undergraduate degrees but still lacking a graduate-level qualification in special education. The proposed Master of Education (Inclusive and Special Education) directly addresses these gaps by offering both course-based and thesis-based pathways, open to educators with either a B.Ed. or B.Sp.Ed. and ensures that Memorial continues to play a leadership role in preparing highly qualified professionals in inclusive and special education.

Admission Requirements (See Section 6 below)

Intended Learning Outcomes for the Master of Education (Inclusive and Special Education)

The following are the overarching intended learning outcomes of this program and focus on the preparation of teachers to meet the educational and behavioural needs of the diverse learner.

Students will:

1. Develop an in-depth understanding of the nature and characteristics of diverse learners.

- a) Demonstrate in-depth knowledge of various exceptionalities, including intellectual differences, behavioural differences, learning disabilities, and communication disorders.
 - b) Recognize the social, emotional, and academic impacts of exceptionalities on student development and participation within the educational context.
 - c) Identify learning strengths, needs, and barriers to inclusion.
2. Develop an in-depth understanding of the frameworks used to support diverse learners.
- a) Apply principles of Universal Design for Learning (UDL) to create lesson plans that address the needs of exceptional learners.
 - b) Design and implement differentiated instruction strategies to adapt curriculum content, process, and product for varied learning profiles.
 - c) Evaluate the use of various frameworks, including UDL, differentiated instruction, and RTI strategies, in improving student outcomes.
3. Develop reflective and collaborative teaching practices focused on diverse learners.
- a) Developing the skills and knowledge to collaborate effectively with colleagues, families, and external agencies to support diverse learners.
 - b) Use assessment data to design, implement, and monitor individualized education plans (IEPs) and programs.
 - c) Apply evidence-based instructional strategies, behaviour supports, and classroom management techniques tailored to diverse learning needs.
4. Develop a broad theoretical and applied knowledge of diverse learners within the educational context.
- a) Understand the philosophical, historical, and policy foundations of teaching students with diverse educational needs.
 - b) Develop skills in the use of various assistive technologies (low and high tech) to inform students' academic and behavioural development.
 - c) Demonstrate leadership in promoting inclusive/special education practices within schools and communities.
 - d) Develop knowledge and skills regarding current issues, trends, and research in special/inclusive education.
5. Develop competencies in the use of Level A and B assessments.
- a) Apply standardized assessment tools to evaluate learning, behavioural, and developmental needs of children and youth.
 - b) Conduct hands-on assessment practice, including direct work with students and developing assessment reports.
 - c) Use qualitative and quantitative data to inform individualized programming and instructional planning.

Course Descriptions

The following are the course descriptions and specific learning outcomes for each of the core courses in the proposed program (See Appendix B for Course Listing):

New Courses (See Appendix I for Syllabi for New Courses):

ED 6475 Responding to Diverse Learners

Responding to Diverse Learners addresses universal design for learning, response to intervention, and differentiated instruction. It explores how universal learning design can support diversity through the implementation of strategies to support social and emotional learning and inclusive instructional practice, and how response to intervention strategies provide inclusive instructional practice (Tier 1), and individualized assessment and programming (Tier 2 and 3). (3 credit hours)

Upon completing this course, students will have developed:

1. An understanding of social and academic inclusion / exclusion, inclusive education, and Universal Design for Learning [Module 1].
2. An understanding of Response to Intervention; service delivery model; and collaborative teaching skills and concepts, with an emphasis on co-teaching [Module 2].
3. An understanding of curriculum-based assessment and normed / standardized assessment; issues surrounding file review (basal levels, ceiling levels, confidence intervals, raw scores); and diagnosis and remediation (functional behaviour assessments and individual education plans) [Module 3].
4. An understanding of specific learning disorders, attention deficit hyperactivity disorder, mild to moderate behaviour disorders, mild to moderate intellectual disabilities, and emotional and behavioural disorders [Module 4].
5. An understanding of social and emotional learning [Module 5].
6. An introduction to programming and education for reconciliation [Module 6].

ED 6476 Supporting Students with Emotional and Behavioural Challenges

This course will critically examine the nature and characteristics of students with emotional and behavioural disorders (EBD) and the models of identification. This course will focus on the early identification and proactive, inclusive, and data-informed behaviour management systems and frameworks to support diverse learners in the classroom setting. This course will critically analyze effective classroom systems, tiered supports, and social-emotional learning. By the end of the course, students will be prepared to design, implement, and evaluate behaviour supports grounded in research. (PR ED 4240 and 4242) (3 credit hours)

Course Objectives

During this course, students will:

1. Examine the theoretical and conceptual models of identification for students with emotional and behavioural disorders (EBD).
2. Learn about the nature and characteristics of EBDs and issues associated with definitions and the identification of EBDs

3. Describe the risk factors associated with EBDs, possible prevention methods, and early identification approaches.
4. Consider the role of teacher knowledge in the identification and remediation of school behaviour in the classroom.
5. Design tiered behavioural support plans that integrate social-emotional learning and meet the needs of diverse learners.
6. Implement classroom systems and interventions that align with evidence-based practices and promote positive student behaviour.
7. Develop and evaluate behavioural support strategies using data-driven decision-making processes.

ED 6477 Supporting Students with Intellectual Disabilities

This course provides an in-depth examination of Intellectual Developmental Disorders (intellectual disability) within the context of inclusive K–12 education. Students will explore definitions, characteristics, and assessment practices, as well as evidence-based instructional strategies and individualized programming to support diverse learners. Emphasis is placed on collaborating with families, engaging community organizations, and planning effective transitions across the lifespan. The course also prepares educators to act as advocates, supporting students with ID in developing self-advocacy skills and empowering families to navigate educational systems. (PR ED 4240 and 4242) (3 credit hours)

Course Objectives

By the end of this course, students will be able to:

1. Define intellectual disability using medical, psychological, and educational frameworks.
2. Identify the cognitive, behavioural, social, and physical characteristics of students with ID.
3. Analyze and apply formal and informal assessment tools for identifying and supporting students with ID.
4. Develop individualized programming plans using evidence-based instructional strategies.
5. Demonstrate strategies for effective family and inter-agency collaboration.
6. Plan and evaluate developmentally appropriate transition processes across the K–12 continuum.
7. Critically examine ethical, cultural, and systemic issues in the education of students with ID.
8. Design a comprehensive, student-centered transition plan that incorporates student voice, family input, and interagency collaboration.
9. Teach and support the development of self-advocacy skills in students with ID.
10. Advocate effectively within schools and community systems for inclusive and equitable supports.
11. Support families in understanding their rights and navigating transition services and pathways.

ED 6478 Assistive Technology

This course introduces tools and strategies that support students with high-incidence disabilities in accessing the curriculum and engaging in classroom activities. Various forms of assistive technology will be explored along with the process of selection and implementation. Practical applications will be explored to address how AT supports learner independence, collaboration, and academic success. Emphasis will be placed on emerging trends in AT, along with legal frameworks that guide its application and foster the development of equitable learning environments. Through reflective practice, students will analyze their current instructional approaches and further develop their ability to integrate AT to support inclusive learning environments. (3 credit hours)

Course Objectives

By the end of this course, students will:

- 1. Understand AT Principles and its selection process**
 - a. Recognize and define different forms of AT, from low-tech to high-tech, articulating their purpose and impact on learning.
 - b. Describe the history of AT in legislation and current issues involving AT.
 - c. Become familiar with the relevant laws, policies, and funding sources related to AT service delivery.
 - d. Explain the role of AT in supporting inclusive learning environments.
 - e. Apply standard assessment models, such as the Student, Environment, Task, and Tool (SETT) framework, to select appropriate AT for individual needs.
- 2. Use AT to support Reading, Writing, and Math**
 - a. Explain how AT can be used as an instructional aid.
 - b. Apply UDL principles to create inclusive learning environments that integrate AT approaches for diverse learners.
 - c. Cite research on the impact of AT on student achievement.
 - d. Use apps and websites to support instruction.
- 3. Use AT to support Behaviour, Communication, and Organization**
 - a. Articulate how technology supports organization and self-monitoring.
 - b. Discuss how technology can be used to monitor, manage, and support classroom behaviour.
 - c. Describe various forms of Augmentative and Alternative Communication.
- 4. Articulate how AT supports Independence and Transitions**
 - a. Understand the factors that influence an individual's decision to accept, use, or abandon an AT device, including stigmatization and aesthetics.
 - b. Critically analyze factors influencing AT adoption and abandonment, ensuring better learning outcomes.
 - c. Work effectively with interdisciplinary teams, including students, parents, and teachers, to design and assess AT solutions.
 - d. Understand how to measure the impact of assistive technology and evaluate its effectiveness.
 - e. Explain how AT should be addressed when engaging in transition planning.

- f. Cite research addressing the role of AT in supporting independence and autonomy.
- g. Develop the skills to provide training and support for students, educators, and families on how to effectively use AT.
- h. Understand how to access resources and information for professional development and to maintain AT devices.

ED 6479 The Assessment and Development of Children's Language Abilities

The Assessment and Development of Children's Language Abilities focuses on techniques for assessing language abilities in primary/elementary and intermediate/secondary students and will provide models for developing strategies in implementing language instruction appropriate to students' needs. (3 credit hours)

After completing this course, students will:

1. Discuss factors affecting children's reading and writing development.
2. Describe how phonemic awareness, decoding and comprehension are utilized when reading.
3. Implement the decision-making process of gathering, analyzing and using language assessment information to guide instruction.
4. Discuss the purposes, strengths, and limitations of different types of language and literacy assessments.
5. Plan appropriate language and literacy interventions.
6. Describe ways to support readers and writers who struggle.
7. Recognize cultural and environmental influences on children's language development, and adapt assessment and instruction accordingly
8. Support children's language development across the curriculum.

ED 6480 Inclusive Practices for Students with Autism Spectrum Disorders

Inclusive Practices for Students with Autism Spectrum Disorders (ASD) in Educational Settings is intended to provide learners with an in-depth knowledge of the unique characteristics and learning needs of children and adolescents with autism spectrum disorders (ASDs).

Education 3680 will present worthwhile strategies to accommodate the special learning needs of individuals with ASD enabling special education resource teachers to support classroom teachers within the inclusive classroom setting. The course considers current research related to a range of educational, psychological, social, and cultural issues. (3 credit hours)

Upon completing this course, students will have developed:

1. Be familiar with characteristics of Autism Spectrum Disorders (ASD) as well as various health, neurological disorders, and developmental concerns associated with ASD.
2. Know the historical perspectives and the etiology of Autism Spectrum Disorders.
3. Understand social communication associated with ASD and develop programs to enhance social and communication skills.
4. Understand the communication issues associated with ASD and to program to enhance communication.
5. Understand the sensory system and accommodate the sensory differences of individuals

with ASD.

6. Examine varied approaches to intervention with a focus on evidence-based practice and evidence-based strategies across the lifespan.
7. Understand and program for challenging behaviour in the school setting.
8. Understand the learning profiles of individuals with ASD and to program to promote academic skills acquisition.
9. Understand the necessity to work collaboratively in developing effective programs for individuals diagnosed with ASD.
10. Engage in critical issues in the field of ASD

ED 6481 A/B Practicum in Inclusive and Special Education

The Practicum in Special Education encompasses a practice experience with a student who has an identified exceptionality for the duration of the course. This practicum experience is designed to provide the opportunity to apply knowledge gained through course work in special education through the provision of a remediation program that you have designed. This practicum provides the opportunity to develop practicum goals, and plan, instruct, evaluate and reflect on your instructional activities. Practicum instructors are provided with the opportunity to collect and analyze assessment data and describe a student's present level of performance; develop an individualized educational plan (IEP), and accompanying individualized instructional adaptation plans (curricular, instructional, alternate); and become familiar with evidence-based strategies to support students with exceptionalities, and strategies for collaborative planning and teaching. (4.5 credit hours). (Prerequisites: ED 6722, ED 6724, and ED 6755)

Course Objectives

1. Case Study:
 - a. Provide a detailed description of your focus student containing background information, a summary of all assessments, and an Individualized Education Plan outlining individualized adaptations.
2. Lesson Plan Portfolio:
 - a. Create a lesson plan portfolio including adaptation plans, observation feedback, and assessments created and administered.
 - b. Discuss the rationale for the implementation of the lesson plan based on the appropriate research literature.
 - c. Maintain a reflective log consisting of self-evaluative comments on your perceived effectiveness (instructional and interpersonal) of the attempted modifications.
3. Program Summary Report:
 - a. Submit a program summary report providing an overview of the student, the steps followed in the development of the IEP, the objectives and goals of the program, the progress made, and the strategies and materials that you found useful.
4. Resource/Strategy Package:
 - a. Develop a package of information including an annotated bibliography, and an overview of a community organization and instructional or assistive technology that could support to your focus student.

5. Attend and participate in virtual seminars and case conferences
 - a. Attend two-hour seminars three times each semester.
 - b. Discuss your program in virtual seminars.
 - c. Share the strategies and resources that you are using with your classmates.
 - d. Participate in three individual case conferences scheduled with the course instructor each semester.

Existing Courses

ED 6100 - Research Designs and Methods in Education

Education 6100 is an introductory course in research designs and methods. It is intended to cover the broad spectrum of research methods found in published research in education. The course has two main goals: to help students make sense of the research they can be expected to encounter in their graduate program and their professional practice, and to provide the basis for more intensive study, in particular, research methods required in the conduct of their research. (3 credit hours)

ED 6647 - Diagnosis and Remediation of Reading and Writing Difficulties

This course is designed to provide specific knowledge in the assessment of the reading and writing disabilities of school-age children. An emphasis will be placed on the various causal factors which might inhibit a child's developmental processes of learning to read and write effectively, and how these factors might be assessed and remediated. (3 credit hours)

ED 6710 - Issues in Development and Implementation of Special Education Policy and Practices

This course is designed to engage students in critical inquiry and analysis of research and major issues relating to: (1) leadership and administration of special education; (2) the processes of policy development; (3) the design, implementation and evaluation of both generic and individualized practices and programs; and (4) legislative, ethical and social justice issues relating to special education. Students will be required to become familiar with major current issues and theories in special education policy and practices and be able to subject existing policy and practices to rigorous appraisal. While Canadian perspectives and content will be the major emphasis, landmark policy and legislative trends in other countries will be critically examined. Such a comparative analysis is intended to sensitize students to the forces shaping the development and delivery of special education services in other nations with which Canada has strong ties. (3 credit hours)

ED 6712 - The Nature and Assessment of Behaviour Disorders in Children and Adolescents

This course will study the emotional/behavioural problems of children and adolescents. Current issues, theoretical and methodological foundations, descriptions and discussions of many disorders, clinical and research data, assessment and treatment approaches will be studied and discussed. The counsellor's role with students, parents, and teachers regarding assessment, treatment and prevention as well as implications in the classroom will be presented. (3 credit hours)

ED 6714 - Principles and Practices in Exceptionality

This course will encourage an in-depth study of the diverse and growing field of exceptionalities. While the course assumes focus on school-based programs and supports, it is framed within the larger context of evolving paradigms of disability studies and community rehabilitation. A critical analysis of this literature will foster exploration of the impact of special education's practice and discourse. (3 credit hours)

ED 6722 Assessment of Learning and Achievement for Counsellors

This course applies the theories of quantitative and qualitative assessment in establishing a comprehensive understanding of identifying the learning needs of children and adolescents. Particular focus will be given to the role of the school counsellor and instructional resource teachers, within a paradigm of collaborative practice and decision-making, in developing effective and holistic approaches to educational assessment that are proactive, ethical and person-centred. Students will explore a blended approach that utilizes qualitative methods (observation, case history analysis, interviews, and authentic approaches) with quantitative methods Level A & B standardized instruments). (3 credit hours)

ED 6724 Assessment of Learning and Achievement for Counsellors Lab

The companion course for this lab is ED6722 Assessment of Learning and Achievement. ED6722 should be taken prior to or concurrently with this lab course. This lab course will focus on students applying the concepts that they have learned in ED6722 and developing their administration and scoring skills in relation to level A and B assessment measures. (1.5 credit hours)

ED 6755 Nature and Characteristics of Students with Learning Disabilities

This course is designed to give the graduate student an understanding of learning disabilities in children and adolescents. We will outline the characteristics and assessments of students with learning disabilities from a broad perspective. Since learning disabilities quite often have a comorbidity with other disabilities or problems (i.e. ADHD) we will investigate the association with a variety of other syndromes and disorders. (3 credit hours)

Program Requirements, Program Structure, Format (Mode of Delivery), Timeline and Program Routes

Bachelor of Education or Bachelor of Music Education (Music Education)

Students entering with a B.Ed. or Music Education degree will undertake either a 36-credit-hour course-based route or a 39-credit-hour thesis-based route to complete the program over a 3-year (9 semesters) timeline for completing a Master's degree. Regardless of the route chosen, all students will complete 9 core courses:

- Education 6100: Research Design and Methods in Education.
- eight core courses in Inclusive and Special Education in the following order: Education 6475, 6755, 6476, 6477, 6478, 6722, 6724, 6481.

This program will follow a blended model in which all courses are offered fully online, with the exception of *ED 6724: Assessment of Learning and Achievement Lab*. Students will be required to attend this course on campus during the summer of their second year.

Additional requirements for students completing the course-based route:

- In addition to the courses listed above, students entering the course-based route will be required to complete the following three additional courses in inclusive special education: Education 6479, 6712, and 6480 (9 credit hours).

Additional requirements for students completing the thesis-based route:

- Completion of a thesis on a topic related to Inclusive and Special Education chosen in consultation with the supervisor (12 credit hours).

Bachelor of Education and Bachelor of Special Education

Students entering with a Bachelor of Education and a Bachelor of Special Education will undertake either a 24-credit-hour course-based route or a 30-credit-hour thesis-based route to complete the program over a 2-year (6 semesters) timeline for completing a Master's degree. Regardless of the route chosen, all students will complete six core courses:

- Education 6100: research Design and Methods in Education.
- five core courses in Inclusive and Special Education in the following order: Education 6475*, 6755, 6476, 6477, 6478.

**Note – students who have completed ED3670 will not be given credit for ED6475. In place of ED6475, students must complete ED 6710 Issues in Development and Implementation of Special Education Policy and Practices*

Additional requirements for students completing the course-based route:

- In addition to the courses listed above, students entering the course-based route will be required to complete the following two additional courses in inclusive special education: Education 6712 and 6647 (6 credit hours).

Additional requirements for students completing the thesis-based route:

- Completion of a thesis on a topic related to Inclusive and Special Education chosen in consultation with the supervisor (12 credit hours).

3. Statement of Justification

Context and Rationale

This proposal outlines the redevelopment of Memorial University's Bachelor of Special Education program into a graduate-level pathway, including a Master of Education in Inclusive

and Special Education and a complementary Graduate Diploma of Education (Inclusive and Special Education). This initiative is grounded in both empirical evidence and system-level demand for more accessible and professionally relevant training in the field of inclusive education.

Historically, Memorial offered a Master of Education in Curriculum, Teaching, and Learning Studies (CTLS) with a focus in Special Education. However, in the past 20 years, only seven students successfully graduated from this stream. A significant barrier was the mandatory thesis requirement, which discouraged many educators from enrolling or completing the program. As a result, teachers often turned to course-based, online master's programs at other institutions that provided similar training without the thesis component. The Special Education focus area within CTLS has since been discontinued, creating a further gap in graduate-level training opportunities in this area. The proposed Master of Education (Inclusive and Special Education) is designed to address this gap by offering both course-based and thesis-based pathways, ensuring greater accessibility for educators while retaining a rigorous, locally relevant focus on inclusive education.

At the same time, Memorial's Bachelor of Special Education program has experienced a steady decline in enrolment. For example, in 2005, the program received 109 applications and admitted 71 students. By comparison, in 2023 there were only 29 applications, all of which were accepted, and in 2024 there were 32 applicants, of whom 26 were admitted. Meanwhile, the demand for Instructional Resource Teachers, (IRTs) has continued to rise. School districts across Newfoundland and Labrador have expressed concern about the shrinking hiring pool for IRTs and have inquired about when they can expect new graduates. This signals an urgent need for a renewed, sustainable, and responsive pathway to prepare educators for these roles.

In early 2016, the Special Education program faculty group at Memorial University requested that the Dean of Education approve a review committee to assess and re-envision the direction of special education programming in the faculty. The committee was tasked with:

- conducting a comprehensive self-review of the existing Bachelor of Special Education (B.Sp.Ed) degree;
- reviewing opportunities in graduate studies related to special education within the Faculty; and
- exploring the aspirations of B.Sp.Ed students and graduates regarding continuing education.

The Dean appointed a broadly representative committee, consisting of the three faculty members from the program, two external faculty members, and one senior staff member. The final report was submitted in Spring 2017.

This comprehensive review identified key issues affecting program sustainability, professional relevance, and alignment with teacher career trajectories. A major factor was the shift to a second degree for initial teacher education, which significantly affected the B.Sp.Ed. With this change, students in the primary/elementary and intermediate/secondary programs no longer had access to elective courses in special education before entering the B.Sp.Ed. Previously, students who took electives were able to reduce their B.Sp.Ed from twelve courses to ten courses. Simultaneously, most new teachers were entering the profession at or near 6th-grade pay certification. This significantly reduced interest in pursuing a third bachelor's degree, such as the B.Sp.Ed, especially when a short certificate or a graduate degree could offer faster pathways to a higher certification level and a specialization.

The review concluded that Memorial's focus should shift toward graduate-level pathways that support both classroom teachers and those seeking specialized roles in inclusive education. Specific recommendations included the development of six new 3-credit-hour courses focused on: Responding to Diverse Learners (universal design for learning, response to intervention, differentiated instruction); Monitoring Student Progress (IEP process, collaborative planning, developing individual goals and objectives, models of support delivery); Supporting Student Behaviour; Understanding Autism; Assistive technology and Alternate format materials; and Understanding Specific Learning Disorders. Further, the review highlighted the importance of including mandatory assessment and practicum courses in the new program. This recommendation was echoed in our consultations with partners, who emphasized the need for assessment and practical experience, as well as the requirement for in-person training in Level A and B assessment in order to work as an Instructional Resource Teacher (IRT) in Newfoundland and Labrador. Finally, the review recommended that the new program should offer a thesis option to encourage the support of developing scholars in the field of inclusive education.

Since the review, many of the core issues identified in this 2017 report have become more urgent: enrollments in the BSpEd continue to decline, teacher certification structures remain unchanged (requiring only 1-2 courses related to inclusive education), and school districts across Newfoundland and Labrador report increasing difficulty in recruiting qualified Instructional Resource Teachers (IRTs).

In addition to the formal review of the B.Sp.Ed program, a recent survey of current and former Faculty of Education students (n=16), all of whom are currently employed in NL schools, further highlights the demand for graduate-level programming in inclusive/special education. Of the respondents, 15 have completed or are currently completing the B.Sp.Ed program at Memorial and 13 expressed interest in pursuing graduate studies in inclusive/special education, with the majority preferring a master's degree and some undecided between a master's or diploma option. Most respondents favoured a course-based program with flexible online or blended delivery, citing full-time work commitments and residence in rural or remote areas as key considerations. Part-time study was also strongly preferred, and nearly half indicated they would consider applying as soon as the program becomes available. Importantly, many noted that an advanced

standing option for graduates of the B.Sp.Ed. program would make the pathway more accessible and appealing.

The current proposal responds directly to the 2017 recommendations by shifting to a graduate-level pathway, which better aligns with professional learning needs, provincial certification systems, and inclusive education policy directions. The goal is to provide a flexible, accessible, and sustainable approach to preparing educators for inclusive classrooms and specialized roles.

To address these needs, we are proposing two graduate-level offerings:

1. A Master of Education (Inclusive and Special Education)
2. A Graduate Diploma of Education (Inclusive and Special Education)

This document focuses on the proposed Master of Education (Inclusive and Special Education), while a separate document will outline the proposed Graduate Diploma of Education (Inclusive and Special Education).

Master of Education (Inclusive and Special Education)

The proposed Master of Education (Inclusive and Special Education) is designed to meet the evolving needs of educators and school systems in Newfoundland and Labrador, while also aligning with broader trends in teacher professional development and credentialing.

During the 2016–2017 program review, there was considerable debate over whether the Bachelor of Special Education (B.Sp.Ed.) should be replaced with a master's level credential. Although the B.Sp.Ed was well regarded by its graduates, the shift to post-degree initial teacher education programs now results in many new teachers completing their B.Ed. already at or near 6th-grade salary level. In this context, a third bachelor's degree is no longer seen as a practical or financially appealing option for most educators. Instead, the logical next step is graduate study that supports both professional growth and pay scale advancement.

Additionally, while Memorial has offered a Master of Education in Curriculum, Teaching, and Learning Studies with a focus in special education in the past, completion rates have been extremely low—only seven over a 20-year period. Feedback indicated that the mandatory thesis requirement discouraged many potential applicants, pushing them to seek more accessible, course-based online programs from out-of-province institutions. As a result, educators were qualifying for special education positions and receiving salary increases without engaging with locally relevant content or contributing to inclusive education scholarship within the province.

To respond to these challenges and opportunities, we are proposing a new Master of Education in Inclusive Special Education. This program will be a cohorted program, designed to be completed over a three-year period. It will be delivered mostly online, providing flexible access for working

educators. However, one course will require in-person attendance: ED 6724 Assessment of Learning and Achievement Lab (covering Level A and B assessment). This in-person requirement ensures the development of essential applied skills in psychoeducational assessment and instructional support.

The Master of Education (Inclusive and Special Education) will offer both a course-based and a thesis-based pathway. The course-based option is expected to increase accessibility and appeal to those who may feel discouraged by the prospect of completing a thesis. It is our hope that this flexible delivery will encourage more educators from Newfoundland and Labrador to pursue their graduate education at Memorial, rather than enrolling in out-of-province or online programs. At the same time, retaining a thesis option is vital to developing scholars in the field of inclusive education, particularly those interested in conducting impactful research in our province or pursuing academic careers at Memorial.

Graduates of this M.Ed. program, who plan to work in the Newfoundland and Labrador school system, will be eligible to receive the Special Education Specialist designation recognized by Newfoundland and Labrador schools, an important credential that supports both professional advancement and formal recognition of expertise within this system.

An advanced standing option will also be available for individuals who have previously completed Memorial's Bachelor of Special Education (B.Sp.Ed.) degree. These students will be able to earn the Master of Education (Inclusive and Special Education) by completing eight additional graduate-level courses over a two-year period. Courses in this stream will be selected to build on existing knowledge and avoid duplication of previously completed undergraduate coursework.

Collectively, these program offerings will strengthen Memorial's leadership in the field of inclusive education and directly respond to pressing provincial needs for qualified personnel. They also align with broader educational goals of supporting diversity, equity, and inclusion in schools across Newfoundland and Labrador.

Alignment with Strategic Goals and Provincial Needs

The Master of Education (Inclusive and Special Education) responds to pressing needs within the province's inclusive education system, while also aligning with Memorial University's 2023–2026 Strategic Plan (Memorial University of Newfoundland, 2023a).

The Premier's Task Force on Education report (Collins et al., 2017) highlighted that the Newfoundland and Labrador English School District (NLESD) identified new teachers as lacking competencies in high-need areas, including inclusive education, and often unprepared for the complexities of modern classrooms. This underscores the critical need for Instructional Resource Teachers (IRTs), a role currently in short supply in the province. The Master's program

is designed to address this shortage by preparing highly qualified IRTs. These professionals play a central role in Newfoundland and Labrador's inclusive education model, providing leadership and expertise in assessment, program planning, and the delivery of evidence-based interventions for learners with exceptionalities. Ensuring a steady cohort of graduates with high-quality, locally relevant training is essential to meeting the specific needs of schools and supporting equitable access to education for all students.

Further, this program aligns with and contributes to the key goals of Memorial University's 2023–2026 Strategic Plan (Memorial University of Newfoundland, 2023a). Under the strategic priority *Proactive Programs*, these initiatives support the goal of engaging with partners in learner-centric program renewal and innovation, focusing on the future needs of students, responding to the evolving needs of the province, and creating new learning pathways for a diversity of learners through continuing education and a commitment to lifelong learning. Under the strategic priority *Inspired Learning*, the programs contribute to expanding Memorial's online learning horizons by enhancing accessibility and flexibility, broadening reach to new students and markets, innovating online course offerings, and developing courses to launch new online programs. The programs also align with the strategic priority *Commitment to Communities*, specifically the goal of prioritizing the social, cultural, and economic needs of Newfoundland and Labrador. Finally, by offering a thesis route in the Master's program, this program also advances the goals of Memorial's 2023–2028 Research Strategy (Memorial University of Newfoundland, 2023b) by attracting, retaining, supporting, and celebrating individuals engaged in and contributing to research.

Finally, the offering of this Master's degree is timely, responding to issues raised within the recent Education Accord (2025).

Call to Transformation 3.5-57: Improve inclusive practices in K-12 classrooms to enable meaningful participation from all learners—neurotypical and neurodiverse learners and those with disabilities and distinct challenges—by ensuring that optimal learning environments are varied and responsive to create flexible, learner-centred spaces where all learners can thrive (Education Accord, 2025, p.21).

4. Market Analysis

A recent environmental scan of graduate programs across Canada (See Appendix C) indicates that although special education and inclusive education programs are offered at other universities across Canada, many do not provide Level A and Level B assessment training, which is a requirement for Instructional Resource Teachers (IRTs) in Newfoundland and Labrador. Among the programs that do include this training, a practical component that allows students to develop and demonstrate competency in assessment administration is often absent. This supervised practical experience is also a mandatory requirement for eligibility to work as an IRT in

Newfoundland and Labrador. As a result, teachers who have completed programs elsewhere, including fully online degrees, often discover that they are ineligible for IRT positions in this province. These individuals frequently approach Memorial University requesting permission to take the missing Level A and B assessment courses so they can be considered for employment as IRTs.

By embedding Level A and B assessment courses with in-person practical experience into the proposed master's program, our graduates will be fully qualified for IRT positions upon completion. This ensures local relevance, eliminates the gap faced by graduates of other programs, and meets a clearly identified need within Newfoundland and Labrador's inclusive education system. For this reason, we anticipate strong demand and significant interest in the proposed program.

Further, our recent environmental scan, the recommendations from the 2017 B.Sp.Ed. program review, and consultations with NL Schools, Teacher Certification, NLTA, the Learning Disabilities Association of NL, Inclusion NL, and others have informed the development of this program's courses. This groundwork ensures that we address key areas in inclusive special education, align with offerings in similar programs across the country, and respond to the needs of our school system and students in Newfoundland and Labrador. In collaboration with the Government of Newfoundland and Labrador and Teacher Certification, we have ensured that the courses in our program align with and meet the requirements for the Special Education Specialist designation in Newfoundland and Labrador (See Appendix D). This designation is recognized by schools across the province and serves as an important credential that supports both professional advancement and the formal recognition of expertise. Further, the focus areas of our courses align with the Government of Newfoundland and Labrador's Department of Education Enrichment and Skill Development Programming for students requiring special education (Government of Newfoundland and Labrador, n.d.). (See Appendix J for NLTA Letter of Support)

References

- Collins, A., Philpott, D., Fushell, M., & Wakeham, M. (2017). *Now is the time: The Premier's Task Force Report on improving educational outcomes*.
https://www.gov.nl.ca/education/files/task_force_report.pdf
- Education Accord. (2025). *A Vision for the future: Transforming and modernizing education* [Executive Summary]. https://educationaccordnl.ca/wp-content/uploads/2025/08/EANL_Executive-Summary_web.pdf
- Government of Newfoundland and Labrador. (n.d.). *Enrichment and skill development programming*. Department of Education.

<https://www.gov.nl.ca/education/k12/studentsupportservices/enrichmentandskilldevelopment/>

Memorial University of Newfoundland. (2023a). *Strategic plan submission to the Department of Education* [Report No. 7]. Government of Newfoundland and Labrador.

https://www.mun.ca/strategicplanning/media/production/memorial/administrative/strategic-planning/media-library/TransformingOurHorizons_TEXTONLY.pdf

Memorial University of Newfoundland. (2023b). *Research Strategy*.

https://www.mun.ca/research/media/production/memorial/administrative/research/media-library/ResearchStrategy_2023-28%20FINAL.pdf

5. Projected Enrolment

Table 1. Projected 5-year enrolment*

Type/year	Year 1 (C1)	Year 2 (C2)	Year 3 (C3)	Year 4 (C4)	Year 5
	C1=22 (B.ED)	C2=22 (B.Sp.ED)	C3=22 (B.ED)	C4=22	C5=22
FT enrolment	0	0	0	0	0
PT enrolment	22	44	66	44	22
Canadian enrolment	22	44	66	44	22
International enrolment	0	0	0	0	0
On-campus	0	0	0	0	0
Online	22	44	66	44	44
Thesis	2	4	6	4	4
Non-thesis	20	40	60	40	40
Total	22	44	66	44	44

*Enrollment as of Fall semester of each year. Please note: The diploma will be presented separately

6. Admission Requirements for the Master of Education (Inclusive and Special Education)

Admission to the Master of Education (Inclusive and Special Education) will follow a cohort model. To accommodate program options the faculty offers, admission will be staggered: students entering with a B.Ed. or Music Education degree will begin in Fall 2026, and students entering with a B.Sp.Ed. will begin in Fall 2027. This staggered admission schedule will be

reevaluated as enrollment trends emerge and cohorts progress through the program. (See Appendix E for Calendar regulations). Applicants holding a Bachelor of Music Education (Music Education) or an equivalent degree will also be considered for admission.

In addition to meeting the requirements in the School of Graduate Studies General Regulations; applicants entering with a B.Ed. or Music Education degree must have:

1. A B.Ed. or Music Education degree from a recognized institution with at least second-class standing, or an average of at least 70% in the last 90 attempted undergraduate credit hours
2. ED 4240 An Introduction to the Exceptional Learner (or equivalent)
3. ED 4242 Identification and Remediation of Learning (or equivalent)

Note- an interview may be required

In addition to meeting the requirements in the School of Graduate Studies General Regulations; applicants entering with a B.Sp.Ed. must have:

1. A B.Sp.Ed. degree from a recognized institution with at least second-class standing, or an average of at least 70% in the last 90 attempted undergraduate credit hours
2. ED 4240 An Introduction to the Exceptional Learner (or equivalent)
3. ED 4242 Identification and Remediation of Learning (or equivalent)

Note- an interview may be required

7. Program Requirements for the Master of Education (Inclusive and Special Education)

- 1) The first master's cohort of students entering with a B.Ed. or Music Education degree will start in the Fall of 2026
- 2) The master's entry requirements are a bachelor's in education and 6 credit hours of coursework on the exceptional learner. (For example, ED 4240 and 4242 or equivalent).
- 3) There will be two pathways for students entering the program with a B.Ed or Music Education degree
 - a. Course-based master's (36 credit hours for a total of 12 courses)
 - b. Thesis-based master's: 27 credit hours (9 courses) plus a 12-credit-hour thesis (39 credit hours).
- 4) Students who take the course-based master's with a completed B.Ed or Music Education degree can expect to complete the program in 3 calendar years.
- 5) This program will use a blended model. Students will be expected to be on campus during the summer of their second year to complete ED 6724 Assessment of Learning and Achievement for Counsellors (Lab).
- 6) In the final year of study, students will be expected to complete the Practicum.
 - a. The practicum is expected to be conducted outside of the normal teaching day.

- b. This course will be over the Fall (Part A) and Winter (Part B) semesters. Successful completion of Part A (ED 6481) is required before students are permitted to register for Part B.
 - c. Students are required to submit a current police and vulnerable sector certificate prior to registration in the practicum.
 - d. Students are required to submit a letter of good standing from an employer prior to registration in the practicum.
- 7) Students on the Master of Education (Inclusive and Special Education) program **course route** must complete:
 - ED 6100 Research Designs and Methods in Education (3 credit hours)
 - ED 6475 Responding to Diverse Learners (3 credit hours)
 - ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
 - ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
 - ED 6478 Assistive Technology (3 credit hours)
 - ED 6479 The Assessment and Development of Children's Language Abilities (3 credit hours)
 - ED 6480 Inclusive Practices for Students with Autism Spectrum Disorders (3 credit hours)
 - ED 6481 A/B Practicum in Inclusive and Special Education (prerequisites ED 6755, ED 6722 and ED 6724, ED 6475, ED 6476, ED 6477) (4.5 credit hours)
 - ED 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents (3 credit hours)
 - ED 6722 Assessment of Learning and Achievement for Counsellors (prerequisites ED 6475, ED 6476, ED 6477, ED 6755) (3 credit hours)
 - ED 6724 Assessment of Learning and Achievement for Counsellors (1.5 credit hours)
 - ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)
- 8) Students on the Master of Education (Inclusive and Special Education) **thesis route** must complete:
 - ED 6100 Research Designs and Methods in Education (3 credit hours)
 - ED 6475 Responding to Diverse Learners (3 credit hours)
 - ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
 - ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
 - ED 6478 Assistive Technology (3 credit hours)
 - ED 6481 A/B Practicum in Inclusive and Special Education (prerequisites ED 6755, ED 6722 and ED 6724, ED 6475, ED 6476, ED 6477) (4.5 credit hours)
 - ED 6722 Assessment of Learning and Achievement for Counsellors (prerequisites ED 6475, ED 6476, ED 6477, ED 6755) (3 credit hours)

- ED 6724 Assessment of Learning and Achievement for Counsellors (1.5 credit hours)
- ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

9) Students on the Master of Education (Inclusive and Special Education) **course route** with a **Special Education Degree** must complete:

- ED 6100 Research Designs and Methods in Education (3 credit hours)
- ED 6475 Responding to Diverse Learners (3 credit hours)
- ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
- ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
- ED 6478 Assistive Technology (3 credit hours)
- ED6647 Diagnosis and Remediation of Reading and Writing Difficulties
- ED 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents (3 credit hours)
- ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

Note – students who have completed ED3670 will not be given credit for ED6475. In place of ED6475 students must complete ED 6710 Issues in Development and Implementation of Special Education Policy and Practices

10) Students on the Master of Education (Inclusive and Special Education) **thesis** route with a **Special Education Degree** must complete:

- ED 6100 Research Designs and Methods in Education (3 credit hours)
- ED 6475 Responding to Diverse Learners (3 credit hours)
- ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
- ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
- ED 6478 Assistive Technology (3 credit hours)
- ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

Note – students who have completed ED3670 will not be given credit for ED6475. In place of ED6475 students must complete ED 6710 Issues in Development and Implementation of Special Education Policy and Practices

(See Appendix E for Course Listing)

8. Resource Implications

8.1 Faculty Complement and Workload

The budget is based on cost recovery. Faculty members will teach core courses, as well, sessional instructors will teach additional courses in the program. When faculty teach in this

program, thus displacing them from their current teaching assignments, replacement through seasonal hires is budgeted for. Thus, the cost for instruction for the delivery of all courses in the program is reflected in the budget. (See Appendix F for Faculty CVs)

8.2 Space, Faculties, and Student Support

The program will be taught primarily online using the facilities, support staff and student support, and the resources of CITL. The one course taught face to face will use existing space on campus and as well as existing facilities, support staff and student support, and the resources of CITL. No additional space or personnel support is anticipated to be necessary. (See Appendix G for Library Holdings Evaluation)

8.3 Financial support

Table 2. Financial support

Type/year	Year 1	Year 2	Year 3	Year 4	Year 5
SGS fellowships ¹	NA	NA	NA	NA	NA
Graduate assistantships	NA	NA	NA	NA	NA
Grants/contract funds	NA	NA	NA	NA	NA
Dean's Doctoral Awards	NA	NA	NA	NA	NA
PDSIF	NA	NA	NA	NA	NA
Graduate Officer awards	NA	NA	NA	NA	NA
SGS special initiatives funding	NA	NA	NA	NA	NA
Total	\$0	\$0	\$0	\$0	\$0

1. As this is a part-time program, students will not be eligible for financial support.

9. Budget

Table 3 outlines the combined budget for the Master of Education (Inclusive and Special Education) and the Graduate Diploma of Education (Inclusive and Special Education). Revenue is calculated using a special fee of:

- \$9,500 per master's level student, and
- \$4,500 per graduate diploma level student

both differential tuitions are evenly distributed across the applicable number of semesters. Each cohort will have a maximum intake of 22 students, all of which are anticipated to be Canadian. Special fee revenues are allocated 100% to the Faculty of Education in Year 1 and are adjusted to 80% in subsequent academic years. Special fees are structured to allow for recovery of development and delivery costs, while providing a reasonable return to the Faculty of Education – while also considering comparable rates at other Canadian institutions. With a breakeven point of

14 students, the proposed special fees are sufficient to absorb normal attrition that may occur. (See Appendix H for the Total Cost to Students Environmental Scan)

These special fees will require Board of Regents approvals to align the payment schedule for both master's level students and graduate diploma level students with the applicable number of semesters to complete the program, in accordance with the table below.

MUN - Faculty of Education

M. Ed. (Inclusive Special Education) & Graduate Diploma (Inclusive Special Education) Intake Overview

	Cohort #1	Cohort #2	Cohort #3	
	Year 1	Year 2	Year 3	
Graduate Level	Masters	Masters	Diploma	
Entry Pathway	B.Ed	B.Ed + B. Spec Ed	B.Ed + Dipl	B.Ed + B Spec Ed + Dipl
Courses	12	8	4	
Special Fee	\$9,500	\$9,500	\$4,500	
Credit Hours	36	36 - 12 PLAR = 24	12	
Terms	9	6	4	
Planned Cohort	22	22	22	
Initial Planned Intake	Fall 2026	Fall 2027	Fall 2028	

Budgeted expenditures capture the comprehensive costs of program development and program delivery, reflecting the varying completion timelines for each of the cohorts noted above. The summary below provides an overview and rationale for each expenditure category that will support program development and delivery. Estimates are based on rates contained in various collective agreements at time of writing.

Salaries and Benefits

Course Development: The move from an undergraduate program to a graduate level program requires both development of new courses that are to be introduced to the program, as well as re-development of various other courses – six courses in total during the years shown in Table 2. The special fee considers sustainability of the program with an ongoing course renewal cycle.

Instructional Costs: The Faculty of Education has 3.0 FTE in the area of Inclusive Special Education. Course delivery for this program will be substantially provided through ASM workload, subject to undergraduate teaching during the sunseting of that program, workload reduction (through remission or otherwise), sabbaticals, leaves, etc. It is anticipated that with program growth through additional annual intakes, current ASM workload capacity will not be sufficient to deliver the number of sections required. Accordingly, as the graduate program scales up, the use of contractual per-course instructors (PCI's) and/or a teaching term appointment will be required. Both instructional sources will be utilized in accordance with the applicable collective agreements.

Program Chair & Teaching Assistant: To allow for program leadership duties and provide supporting program coordination resources.

Workload reductions: Allowance is made for ASM application of remissions against workload (e.g. course remissions for thesis supervision, research remissions, administrative remissions, etc.) and/or workload reduction as per article 5 of the MUNFA collective agreement.

Sabbaticals: It is anticipated that over the course of program delivery, at least one ASM within the program area will be eligible for sabbatical leave (4 months or 1 year) during the period shown in Table 3, which will require backfilling.

Administrative Support: To accommodate additional workload placed on the office of Associate Dean of Graduate Studies and Research.

Recruitment and Retention

Admissions Support: Administrative staffing to manage an additional 20 to 40 graduate applications per intake including application processing, adjudication, awards and admissions.

Graduate Program Support: To provide academic support (registrations, scheduling, projects, general enquiries, etc.) to graduate students in each cohort. With each additional intake, the support requirements will increase accordingly.

Materials and Supplies

Recruitment Materials: Modest recruitment costs to ensure that the program has a marketing campaign led by the Faculty of Education Communications Advisor. This will include both printed materials, as well as targeted social media marketing and electronic dissemination.

Testing Equipment: The lab and the practicum courses will require each student to have dedicated access to a variety of level A and B assessment tools. The lab portion of the program will require additional resources, including the Wechsler Individual Achievement Test, 4th Ed (WIAT-4), a measure of academic achievement that is most frequently used by instructional resource teachers within the NL schools. This resource will require ongoing renewal.

Course Delivery Materials: Separate from specialized testing equipment referenced above, the suite of graduate courses will require various instructional materials such as teaching aids, specialized instructional resources/guides, online resources, assessment resources, etc.

Table 3.**Faculty of Education****M. Ed. (Inclusive Special Education) & Graduate Diploma (Inclusive Special Education)****Multi-Year Statement of Projected Revenues and Expenditures****September 2025**

	FY26-27	FY27-28	FY28-29	FY29-30
Enrollments	44	110	220	198
Revenues				
Graduate Tuition	27,955	83,864	174,365	160,387
Special Fees - 0% yr 1 & 20% after	-	23,222	44,122	44,428
Sub-Total Central Revenue	27,955	107,086	218,487	204,815
Special Fees - Faculty 100% yr1 & 80% after	46,444	116,111	225,989	202,461
Total Institutional Revenue	74,399	223,197	444,476	407,276
Fees to Faculty of Education	46,444	116,111	225,989	202,461
Faculty of Education Expenditures				
<i>Salaries & Benefits</i>				
Additional Course Offerings (PC/TTA)	-	24,000	68,400	61,200
Course Developments	8,029	8,190	16,059	16,059
Program Chair	8,189	8,189	8,189	8,189
Teaching Assistant	2,220	3,331	3,331	3,331
Workload Reductions/Remissions			13,216	13,216
Sabbatical (5 sections)		16,059	24,088	
Administrative Support	3,180	3,244	3,308	3,375
<i>Recruitment & Retention</i>				
Admissions Support	3,780	3,856	3,933	4,011
Graduate Program Support	4,440	4,529	4,619	4,712
<i>Materials & Supplies</i>				
Recruitment Materials	2,500	2,550	2,601	2,653
Testing Equipment	5,000	5,100	5,202	5,306
Course Delivery Materials	5,000	5,100	5,202	5,306
Total Annual Additional Cost	42,339	84,147	158,148	127,358
Balance Available for Faculty of Education	4,105	31,965	67,841	75,104
Carryforward	4,105	36,070	103,911	179,014

Basis of Preparation

1. Special Fees are collected per semester over duration of the cohort (either nine, six or four semesters)
2. Enrollment growth based on annual intake of 22 students per cohort

Appendix A. Record of Meeting Consultations

Date	Consultations participants
May 28, 2024	Present: Denise Coady, Senior Management Official, Student Services - Avalon Office/HQ; Kimberly Lawlor Director of Student Services (Acting) NL Schools; Robyn Breen, Provincial Lead for Partnerships and Initiatives NL Schools; Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.
June 4, 2024	Present: Denise King, Manager of Student Services, Government of Newfoundland and Labrador, Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.
June 6, 2024	Special Education Consultation (ASD) Meeting with Alicia Penney, Client Services Manager, ASNL, June 6, 2024Present: Alicia Penney, ASNL, Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.
June 26, 2024	Meeting with NLTA- Present: NLTA: Stephanie Tuff, Darlene Johnson, Ian Crewe, Stephaine Edmonds, Trent Langdon, Edith Furey, and Sharon Penney, Faculty of Education.
June 18, 2024.	Special Education Consultation (LD) Present: Aneesh Sasikumar, Executive Director, Learning Disabilities Association of Newfoundland and Labrador, Edie Dunphy, Education and Advocacy Director, Sharon Penney, MUN.
July 18, 2024	Special Education Consultation with Inclusion NL, Present: Tina Neary, Executive Director, Sharon Penney, MUN, Regrets: Edith Furey

February 11, 2025	Special Education Consultation: Consultation with CHHA, Attendees: Kim Pratt-Baker, Gabrielle Young, MUN and Sharon Penney, MUN
February 17, 2025,	Special Education Consultation: Present: Carolyn Wheeler Scott, Manager of Student Services, Government of Newfoundland and Labrador, Denise Coady, Senior Management Official, Karen Mulrooney, Teacher Certification
February 18, 2025	Special Education Consultation Meeting with Andrew Kim, SGS, Rhonda Joy, AD, MUN, Gabrielle Young, and Sharon Penney
Feb 28, 2025,	Special Education Consultation: Meeting with CNIB Attendees: Kimberlie Hart, Sharon Penney, Gabrielle Young
May 14, 2025,	Special Education Consultation (to discuss the province's Special Education Designation) Carolyn Wheeler Scott (Gov), Sharon Penney, and Gabrielle Young
May 21, 2025,	Special Education Consultation with Patricia Greene, Francophone School District, Gabrielle Young, MUN, and Sharon Penney
September 4, 2025	Special Education Consultation Jennifer Smith (Government of NL), Sharon Penney, and Gabrielle Young
June 2025	Qualtrics survey launched to current and past students https://mun.yu11.qualtrics.com/jfe/form/SV_9YXinn3oy2XPVhI

Appendix B. Course Listing for Master of Education (Inclusive and Special Education)

RESPONDING TO DIVERSE LEARNERS: This course addresses universal design for learning, response to intervention, and differentiated instruction. It explores how universal learning design can support diversity through the implementation of strategies to support social and emotional learning and inclusive instructional practice, and how response to intervention strategies provide inclusive instructional practice (Tier 1), and individualized assessment and programming (Tier 2 and 3).

SUPPORTING STUDENTS WITH EMOTIONAL AND BEHAVIORAL CHALLENGES: This course will critically examine the nature and characteristics of students with emotional and behavioural disorders (EBD) and the models of identification. This course will focus on the early identification and proactive, inclusive, and data-informed behaviour management systems and frameworks to support diverse learners in the classroom setting. This course will critically analyze effective classroom systems, tiered supports, and social-emotional learning. By the end of the course, students will be prepared to design, implement, and evaluate behaviour supports grounded in research.

NATURE AND CHARACTERISTICS OF STUDENTS WITH LEARNING DISABILITIES: This course is designed to give the graduate student an understanding of learning disabilities in children and adolescents. We will outline the characteristics and assessments of students with learning disabilities from a broad perspective. Since learning disabilities quite often have a comorbidity with other disabilities or problems (i.e. ADHD) we will investigate the association with a variety of other syndromes and disorders.

SUPPORTING STUDENTS WITH INTELLECTUAL DISABILITIES: Supporting This course provides an in-depth examination of Intellectual Developmental Disorders (intellectual disability) within the context of inclusive K–12 education. Students will explore definitions, characteristics, and assessment practices, as well as evidence-based instructional strategies and individualized programming to support diverse learners. Particular emphasis is placed on collaborating with families, engaging community organizations, and planning effective transitions across the lifespan. The course also prepares educators to act as advocates, supporting students with ID in developing self-advocacy skills and empowering families to navigate educational systems.

ASSISTIVE TECHNOLOGY: This course introduces tools and strategies that support students with high-incidence disabilities in accessing the curriculum and engaging in classroom activities. Various forms of assistive technology will be explored along with the process of selection and implementation. Practical applications will be explored to address how AT supports learner independence, collaboration, and academic success. Emphasis will be placed on emerging trends in AT, along with legal frameworks that guide its application and foster the development of equitable learning environments. Through reflective practice, students will analyze their current instructional approaches and further develop their ability to integrate AT to support inclusive learning environments.

PRACTICUM IN INCLUSIVE SPECIAL EDUCATION: The Practicum in Special Education encompasses a practice experience with a student who has an identified exceptionality for the duration of the course. This practicum experience is designed to provide the opportunity to apply knowledge gained through course work in special education through the provision of a remediation program that you have designed. This practicum provides the opportunity to develop practicum goals, and plan, instruct, evaluate and reflect on your instructional activities. Practicum instructors are provided with the opportunity to collect and analyze assessment data and describe a student's present level of performance; develop an individualized educational

plan (IEP), and accompanying individualized instructional adaptation plans (curricular, instructional, alternate); and become familiar with evidence-based strategies to support students with exceptionalities, and strategies for collaborative planning and teaching.

ASSESSMENT OF LEARNING AND ACHIEVEMENT: This course applies the theories of quantitative and qualitative assessment in establishing a comprehensive understanding of identifying the learning needs of children and adolescents. Particular focus will be given to the role of the school counselor, within a paradigm of collaborative practice and decision-making, in developing effective and holistic approaches to educational assessment that are proactive, ethical and person-centred. Students will explore a blended approach that utilizes qualitative methods (observation, case history analysis, interviews, and authentic approaches) with quantitative methods Level A & B standardized instruments).

ASSESSMENT OF LEARNING AND ACHIEVEMENT LAB: The companion course for this lab is ED 6722 Assessment of Learning and Achievement. ED 6722 should be taken prior to or concurrently with this lab course. This lab course will focus on students applying the concepts that they have learned in ED 6722 and developing their administration and scoring skills in relation to level A and B assessment measures.

THE ASSESSMENT AND DEVELOPMENT OF CHILDREN'S LANGUAGE ABILITIES: The Assessment and Development of Children's Language Abilities focuses on techniques for assessing language abilities in primary/elementary and intermediate/secondary students and will provide models for developing strategies in implementing language instruction appropriate to students' needs.

INCLUSIVE PRACTICES FOR STUDENTS WITH AUSTISM SPECTRUM DISORDERS: Inclusive Practices for Students with Autism Spectrum Disorders (ASD) is intended to provide learners with an in-depth knowledge of the unique characteristics and learning needs of children and adolescents with autism spectrum disorders (ASDs). This course will present worthwhile strategies to accommodate the special learning needs of individuals with ASD enabling special education resource teachers to support classroom teachers within the inclusive classroom setting. The course considers current research related to a range of educational, psychological, social, and cultural issues.

RESEARCH DESIGNS AND METHODS IN EDUCATION

Research designs and methods in education is an introductory course in research designs and methods. It is intended to cover the broad spectrum of research methods found in published research in education. The course has two main goals: to help students make sense of the research they can be expected to encounter in their graduate program and their professional practice, and to provide the basis for more intensive study in particular, research methods required in the conduct of their research.

ISSUES IN DEVELOPMENT AND IMPLEMENTATION OF SPECIAL EDUCATION POLICY AND PRACTICES

This course is designed to engage students in critical inquiry and analysis of research and major issues relating to: (1) leadership and administration of special education; (2) the processes of policy development; (3) the design, implementation and evaluation of both generic and individualized practices and programs; and (4) legislative, ethical and social justice issues relating to special education. Students will be required to become familiar with major current issues and theories in special education policy and practices and be able to subject existing policy and practices to rigorous appraisal. While Canadian perspectives and content will be the major emphasis, landmark policy and legislative trends in other countries will be critically examined. Such a comparative analysis is intended to sensitize students to the forces shaping the development and delivery of special education services in other nations with which Canada has strong ties.

PRINCIPLES AND PRACTICES IN EXCEPTIONALITY

This course will encourage an in-depth study of the diverse and growing field of exceptionalities. While the course assumes focus on school-based programs and supports, it is framed within the larger context of evolving paradigms of disability studies and community rehabilitation. A critical analysis of this literature will foster exploration of the impact of special education's practice and discourse.

DIAGNOSIS AND REMEDIATION OF READING AND WRITING DIFFICULTIES

This course is designed to provide specific knowledge in the assessment of the reading and writing disabilities of school-age children. An emphasis will be placed on the various causal factors which might inhibit a child's developmental processes of learning to read and write effectively, and how these factors might be assessed and remediated.

THE ASSESSMENT AND DEVELOPMENT OF CHILDREN'S LANGUAGE ABILITIES

The Assessment and Development of Children's Language Abilities focuses on techniques for assessing language abilities in primary/elementary and intermediate/secondary students and will provide models for developing strategies in implementing language instruction appropriate to students' needs.

Appendix C. Environmental Scan of Inclusive and Special Education Courses Across Canada

Masters	UBC EPSEi - Conceptual Foundations in Inclusive Education - 3	U of Alberta EDPY 553: Oral Language Difficulties : From Assessment to Intervention	U of Alberta EDPY 553: Oral Language Difficulties: From Assessment to Intervention	U of Alberta EDPY 586: Complex Cases: From Assessment to Intervention	UBC EPSE 449 - Educating Students with Autism - 3	UBC EPSE 505 - Foundations in Human Development: Infancy to Adulthood	U of Alberta EDPY 556: Issues and Trends in Special Education	UBC EPSE 551A- School Based Consultation -3	St Paul's EDUA 5620 Teaching Through Alternative & Augmented Communication (3)	UBC EPSE 561H - Lab Practicum in Social Emotional Learning - 3
----------------	---	--	---	---	---	--	--	--	---	--

	UBC EPSE 509 - Leadin g Inklusiv e Educati on - 3	U of Alberta EDPY 577: Word Reading Difficulties : From Assessme nt to Interv ention	U of Alberta EDPY 577: Word Readin g Difficult ies: From Assessme nt to Interv ention	UBC EPSE 574 - Principle s of Behavio ur Analysis - 3	UBC EPSE 549 - Seminar in Autism -3	UBC EPSE 507- Applied Child and Adolescent Psychopathology -3	U of Alberta EDPY 553: Oral Language Difficulties: From Assessment to Intervention	Brock U EDUC 5P31 Families, School and Community Collaborati on in Education	U of Manitoba EDUA 5620 Teaching Through Alternative & Augmented Communication (3)	Trinity Western EDUC 515 Lab: Field Based Assessments and IEP Development
	University of Calgary Principles of Inclusive Education	U of Alberta EDPY 580: Reading Comprehension Difficulties : From Assessment to Intervention	U of Alberta EDPY 580: Reading Comprehension Difficulties: From Assessment to Intervention	UBC EPSE 576- Assessment and Positive Behaviour Support in School and Community Settings - 3	UBC EPSE 502- Cognition, Language, and Literacy Processes in Education -3	UBC EPSE 511 - Special Topics in Human Development Learning and Culture - 3	U of Alberta EDPY 577: Word Reading Difficulties: From Assessment to Intervention	McGill EDPC 501 Facilitating Relationships (3 credits)	McGill EDPE 640 Emerging Technologies for Educational Change (3 credits)	St Paul's EDUA 7652 Field Experience in Inclusive Education (6)
	University of Calgary Establishing Inclusive Environments	U of Alberta EDPY 582: Writing Difficulties : From Assessment to Intervention	U of Alberta EDPY 582: Writing Difficulties: From Assessment to Intervention	UBC EPSE 577- Seminar in Assessment and Positive Behaviour Support - 3	Trinity Western EDUC 518 Students with Diverse Sensory Needs	UBC EPSE 568- Applied Developmental Neuropsychology - 3	U of Alberta EDPY 580: Reading Comprehension Difficulties: From Assessment to Intervention	McGill EDPI 543 Family, School and Community (3 credits)		St Paul's EDUA 5612 Field Experience in Inclusive Education (6)
	University of Calgary Inclusive Education: A Shared Responsibility	UBC EPSE 531- Curriculum Based Assessment and Intervention -3	UBC EPSE 502- Cognition, Language, and Literacy Processes in Education -3	UBC EPSE 437- Interventions for Children and Adolescents with Behavioural Disorders - 3	Trinity Western EDUC 516 Students with Diverse Cognitive Needs	UBC EPSE 569- Social Psychological Foundations in Applied Psychology - 3	U of Alberta EDPY 582: Writing Difficulties: From Assessment to Intervention			U of Manitoba EDUA 7652 Field Experience in Inclusive Education (6)
	University of Calgary	UBC EPSE 534- Academic	St FX EDUC 554 – Assess	UBC EPSE 515A- Building		UBC EPSE 584 - Motivatio	UBC EPSE 512 - Critical			U of Manitoba EDUA 5612 Field

	Inclusive Leadership	Assessment in Schools - 3	ment for Teaching Students with Learning Challenges 2 (Numeracy)	Supportive School and Community Environments to Prevent		n in Education - 3	Issues in Special Education -3			Experience in Inclusive Education (6)
	Trinity Western: EDUC 513 Current Issues and the Exceptional Child	UBC EPSE 535- Social and Emotional Assessment in Schools - 3	St FX EDUC 553 – Assessment for Teaching Students with Learning Challenges 1 (Literacy)	UBC EPSE 574 - Principles of Behaviour Analysis - 3		UBC EPSE 585 - Social and Emotional Development in Education - 3	EPSE 575- Seminar in Instructional Methods for Persons with Significant Learning Challenges - 3			St FX EDUC 543 – Internship
	Trinity Western EDUC 599 Ethical Issues in Diversity	UBC EPSE 553- Theories of Cognitive Assessment -3	Brock U EDUC 5P39 Understanding the Reading Process and Reading Difficulties	UBC EPSE 576- Assessment and Positive Behaviour Support in School and Community Settings - 3		Vancouver Island University MEDS 520 (5) Development and Exceptionality in Human Learning (Effective Jan 2025)	UBC EPSE 565T - Inclusive Programming for Students Requiring Targeted Intervention (Tier II/III) Supports- 3			Western U ED 9488 Laboratory of Practice for Students with Exceptionalities I
	Brandon U 04:750 Theories of Inclusive Education	Trinity Western EDUC 514 Assessment of Students with Learning Needs - Level B Assessment	Western U ED 9482 Academic Learning for Students with Exceptionalities	UBC EPSE 577- Seminar in Assessment and Positive Behaviour Support - 3		Brandon U 04:714 MOTIVATION IN EDUCATION (3)	UBC EPSE 583 - Fostering Self Regulated Learning - 3			Western U ED 9489 Laboratory of Practice for Students with Exceptionalities II

		Course Credits: 3								
	Brandon U 04:751 Practices of Inclusive Education	Vancouver Island University MEDS 610 (5) Individual Assessment & Intervention Planning	McGill EDPI 665 Teaching of Reading (3 credits)	UBC EPSE 583 - Fostering Self Regulated Learning - 3		St Paul's EDUA 7740 Topics in Educational Psychology 1 (3) (requires advisor approval)	UBC EPSE 531- Curriculum Based Assessment and Intervention -3			
	St Paul's EDUA 5602 Introduction to Inclusive Education (6)	Brandon U 04:706 Theory and Practice of Standardized Assessment		UBC EPSE 507- Applied Child and Adolescent Psychopathology -3		St Paul's EDUA 7750 Topics in Educational Psychology 2 (3) (requires advisor approval)	UBC EPSE 552A- School Based Interventions -3			
	St Paul's EDUA 7602 Seminar in Inclusive Education (6)	Brandon U 04:761 Assessment in Inclusive Education		UBC EPSE 535- Social and Emotional Assessment in Schools -3		U of Manitoba EDUA 7740 Topics in Educational Psychology 1 (3) (requires advisor approval)	Vancouver Island University MEDS 510 (5) Foundations of Special Education			
	St Paul's EDUA 5662 Delivering Supports for Inclusive Education (3)	St Paul's EDUA 7630 Advanced Assessment and Instruction in Inclusive Education (3)		Trinity Western EDUC 517 Diverse Emotional and Behavioral Needs Course Credits: 3		U of Manitoba EDUA 7750 Topics in Educational Psychology 2 (3) (requires advisor approval)	Vancouver Island University MEDS 530 (5) Critical Issues in Special Education			
	U of Manitoba EDUA 5662 Delivering Supports for	U of Manitoba EDUA 7630 Advanced Assessment and Instruction in		UBC EPSE 585 - Social and Emotional Development in		Brock U EDUC 5P50 Foundations of Educational Psychology	Vancouver Island University MEDS 610 (5) Individual			

	Inclusive Education (3)	Inclusive Education (3)		Education - 3			Assessment & Intervention Planning			
	Acadia EDUC 5063 – Foundations of Inclusive Education	Acadia EDUC 5303 – Principles of Assessment for Education		Brandon U 04:756 Education of Children with Behavioral Disorders I		Brock U EDUC 5P32 Learning and the Mind	Vancouver Island University 7MEDS 611 (2) Intervention Planning			
	Mt St Vincent GCRD 6335 School Culture and Inclusive Practices 0.5 unit	Mt St Vincent GCRD 6330 Assessment for Learning I 0.5 unit		Brandon U 04:757 Education of Children with Behavioral Disorders II		Brock U EDUC 5P33 Development, Life-Long Learning and Meaning-Making	Vancouver Island University Translating Special Education Research to Practice			
	St FX EDUC 514 – Teaching Diverse Learners in Inclusive Settings I	St FX EDUC 554 – Assessment for Teaching Students with Learning Challenges 2 (Numeracy)		St Paul's EDUA 7610 Behavioral Issues in Educational Settings (3)		Brock U EDUC 5P37 Developmental and Educational Issues in Children and Adolescents	Vancouver Island University MEDS 670 (5) Special Topics in Special Education			
	St FX EDUC 517 – Teaching Diverse Learners in Inclusive Settings II	St FX EDUC 553 – Assessment for Teaching Students with Learning Challenges 1 (Literacy)		St Paul's EDUA 5680 Promoting Responsible Behaviour in Educational Settings (3)		Brock U EDUC 5V40 Theory of Mind and Learning Across the Lifespan	St Paul's EDUA 7630 Advanced Assessment and Instruction in Inclusive Education (3)			

	University of Prince Edward Island Education 6020 Student Diversity and Inclusive Education	Brock U EDUC 5P38 Assessing Learners' Academic Difficulties		U of Manitoba EDUA 7610 Behavioral Issues in Educational Settings (3)		McGill EDPE 502 Theories of Human Development (3 credits)	St Paul's EDUA 5620 Teaching Through Alternative & Augmented Communication (3)			
	McGill EDPI 642 Inclusion: Past, Present and Future (3 credits)	Brock U EDUC 5P45 Learning Difficulties in the Classroom: Diagnosis and Programming		U of Manitoba EDUA 5680 Promoting Responsible Behaviour in Educational Settings (3)		McGill EDPE 515 Gender Identity Development (3 credits)	St Paul's EDUA 5662 Delivering Supports for Inclusive Education (3)			
	McGill EDPC 502 Group Processes and Diversity (3 credits)	Brock U EDUC 5P87 Evaluating Teaching Effectiveness		St FX EDUC 521I – Approaches to Mental Health Education		McGill EDPE 616 Cognitive Development (3 credits)	U of Manitoba EDUA 5662 Delivering Supports for Inclusive Education (3)			
	McGill EDPE 663 Learning Environments (3 credits)	Western U ED 9486 Assessment for Teaching Students with Exceptionalities		Brock U EDUC 5P46 Emotional and Behavioral Disorders in Educational Contexts		McGill EDPE 620 Developmental Psychology (3 credits)	Acadia EDUC 50H3 – Introduction to Disability Studies (Prereq/ Coreq: EDUC 5063)			
		University of Prince Edward Island Education 6030		Brock U EDUC 5P47 Emotional Lives in the		McGill EDPE 623 Social-Emotional	Mt St Vincent GCRD 6301 Curriculum			

		Instructional and Assessment Practices for Inclusive Education		Classroom		Development (3 credits)	Studies I 0.5 unit			
		University of Prince Edward Island Education 6225 Assessment for Students with Learning Challenges		Western U ED 9481 - Social and Emotional Learning		McGill EDPE 636 Motivation and Instruction (3 credits)	Mt St Vincent GCRD 6302 Curriculum Studies II 0.5 unit			
		McGill EDPE 670 Educational Assessment and Evaluation (3 credits)		Western U ED 9483 Positive Classroom Management			Mt St Vincent GCRD 6330 Assessment for Learning I 0.5 unit			
		McGill EDPI 645 Assessment For Effective Intervention (3 credits)		McGill EDPC 501 Facilitating Relationships (3 credits)			Mt St Vincent Programming for Students with Learning Differences I 0.5 unit			

Appendix D. Teacher Certification: Special Education Specialist Designation Requirements

The *Additional Designation of a Special Education Specialist* may be assigned to the Newfoundland and Labrador teacher's certificate of an educator who meets the academic and application requirements approved by the Minister. The additional designation provides recognition of additional training completed in the area of special education.

The Additional Designation of Special Education Specialist may be added for a teacher meeting Option A or Option B.

Option A

To receive the additional designation under Option A, the applicant must provide proof to the Registrar of completion of an approved academic program, beyond an Initial Primary, Elementary, or Secondary Teacher Education program. Depending on the post-secondary institution, approved academic programs include Additional Qualifications, Additional Bachelor's Degree, Post-Graduate Certificate or Diploma, and Master's Degree within the disciplines of special education, exceptionality, inclusion, inclusive education, or educational psychology. The post-secondary programs must:

- be from a recognized university approved by the Registrar
- have at least 30 credit hours with:
 - one (1) three credit hour recognized course approved by the Registrar in Level “B” Assessment. The course – or additional courses - must include “practice” with children and youth in assessment and report writing.
 - nine (9) three credit hour recognized courses approved by the Registrar from each of the three following areas pertinent to special education:
 - Area 1: Development and Characteristics of Exceptional Learners – two (2) three credit hour recognized courses
Intellectual Disabilities, Emotional/Behavioural Disorders, Learning Disabilities, Giftedness, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Communication Disorders, Reading and Writing Difficulties, Mathematics Difficulties, Emotional and Behavioural Challenges, Social Challenges
 - Area 2: Reflective Practice for the Teaching and Learning of Exceptional Learners (Collaboration, Educational Assessment, Planning Instruction, Delivering Instruction, Behaviour, and Learning Environment) – three (3) three credit hour recognized courses
Consultation & Collaboration, Transition, Assessment to Inform Instruction and Learning, Assessment to Inform Individualized Programming, Planning Individualized Programming, Teaching Individualized Programming, Individualizing Instruction in the Regular Classroom, Positive Behaviour Support, Behaviour Modification, Communication and Conflict Resolution, Classroom Management, Designing Learning Environments
 - Area 3: Additional Areas Related to Exceptional Learners – four (4) three credit hour recognized courses
Introduction to or Foundations of Educational Psychology, Introduction to or Foundations of Special Education, Introduction to or Foundations of Exceptional Children, Introduction to or Foundations of Inclusive Education, Leadership in Special Education, Leadership in Inclusion, History and Philosophy of Special Education, Issues and Trends in Special Education, Assistive Technology (inclusive of Alternative and Augmented

Communication) and/or additional courses in assessment, Area 1, and/or Area 2.

Please note that Option A provides an educator with a Level V certificate with an upgrade to a Level VI or VII certificate as per [Teacher Certification Upgrading](#) guidelines. The additional designation also provides recognition of additional training completed in the area of special education.

Option B

To receive the additional designation under Option B, the applicant must provide proof to the Registrar of the completion of at least 18 credit hours, beyond an Initial Primary, Elementary, or Secondary Teacher Education program, from a recognized university approved by the Registrar with:

- one (1) three credit hour recognized course approved by the Registrar in Level “B” Assessment. The course – or additional courses - must include “practice” with children and youth in assessment and report writing.
- five (5) three credit hour recognized courses approved by the Registrar from each of the three following areas pertinent to special education:
 - Area 1: Development and Characteristics of Exceptional Learners – two (2) three credit hour recognized courses
Intellectual Disabilities, Emotional/Behavioural Disorders, Learning Disabilities, Giftedness, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Communication Disorders, Reading and Writing Difficulties, Mathematics Difficulties, Emotional and Behavioural Challenges, Social Challenges
 - Area 2: Reflective Practice for the Teaching and Learning of Exceptional Learners (Collaboration, Educational Assessment, Planning Instruction, Delivering Instruction, Behaviour, and Learning Environment) – three (3) three credit hour recognized courses
Consultation & Collaboration, Transition, Assessment to Inform Instruction and Learning, Assessment to Inform Individualized Programming, Planning Individualized Programming, Teaching Individualized Programming, Individualizing Instruction in the Regular Classroom, Positive Behaviour Support, Behaviour Modification, Communication and Conflict Resolution, Classroom Management, Designing Learning Environments

Please note that Option B by itself **does not** provide an educator with a Level V certificate an upgrade to a Level VI or VII certificate as per [Teacher Certification Upgrading](#) guidelines. Further criteria must be met. The additional designation does, however, provide recognition of additional training completed in the area of special education.

Appendix E. Calendar Regulations for Master of Education (Inclusive and Special Education)

Master of Education (Inclusive and Special Education)

This Master's degree in inclusive and special education will prepare its graduates to support the diverse learning needs of students in an inclusive environment. The program focuses on specialist knowledge for teachers interested in working with children and youth with diverse learning and behavioural needs within an inclusive environment. The program will equip its graduates to advocate for equality, foster meaningful inclusion, and provide its graduates with specialist knowledge through courses that focus on topics such as learning disabilities, autism spectrum disorders, emotional and behavioural disorders, intellectual disabilities, and working with families, professionals, and communities.

Admission Requirements

In addition to meeting the requirements in the School of Graduate Studies General Regulations; applicants must have:

1. B.Ed. or Music Education degree from a recognized institution with at least second-class standing, or an average of at least 70% in the last 90 attempted undergraduate credit hours
2. ED 4240 An Introduction to the Exceptional Learner (or equivalent)
3. ED 4242 Identification and Remediation of Learning (or equivalent)

Note- an interview may be required

Program Requirements for the Master of Education (Inclusive and Special Education)

- 1) Students on the Master of Education (Inclusive and Special Education) program **course route** must complete:
 - ED 6100 Research Designs and Methods in Education (3 credit hours)
 - ED 6475 Responding to Diverse Learners (3 credit hours)
 - ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
 - ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
 - ED 6478 Assistive Technology (3 credit hours)
 - ED 6479 The Assessment and Development of Children's Language Abilities (3 credit hours)
 - ED 6480 Inclusive Practices for Students with Autism Spectrum Disorders (3 credit hours)
 - ED 6481 A/B Practicum in Inclusive and Special Education (prerequisites ED 6755, ED 6722 and ED 6724, ED 6475, ED 6476, ED 6477) (4.5 credit hours)
 - ED 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents (3 credit hours)

- ED 6722 Assessment of Learning and Achievement for Counsellors (prerequisites ED 6475, ED 6476, ED 6477, ED 6755) (3 credit hours)
- ED 6724 Assessment of Learning and Achievement for Counsellors (1.5 credit hours)
- ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

2) Students on the Master of Education (Inclusive and Special Education) **thesis route** must complete:

- ED 6100 Research Designs and Methods in Education (3 credit hours)
- ED 6475 Responding to Diverse Learners (3 credit hours)
- ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
- ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
- ED 6478 Assistive Technology (3 credit hours)
- ED 6481 A/B Practicum in Inclusive and Special Education (prerequisites ED 6755, ED 6722 and ED 6724, ED 6475, ED 6476, ED 6477) (4.5 credit hours)
- ED 6722 Assessment of Learning and Achievement for Counsellors (prerequisites ED 6475, ED 6476, ED 6477, ED 6755) (3 credit hours)
- ED 6724 Assessment of Learning and Achievement for Counsellors (1.5 credit hours)
- ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

3) Students on the Master of Education (Inclusive and Special Education) **course route** with a **Special Education Degree** must complete:

- ED 6100 Research Designs and Methods in Education (3 credit hours)
- ED 6475 Responding to Diverse Learners (3 credit hours)
- ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
- ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
- ED 6478 Assistive Technology (3 credit hours)
- ED 6647 Diagnosis and Remediation of Reading and Writing Difficulties
- ED 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents (3 credit hours)
- ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

Note – students who have completed ED3670 will not be given credit for ED6475. In place of ED6475 students must complete ED 6710 Issues in Development and Implementation of Special Education Policy and Practices

4) Students on the Master of Education (Inclusive and Special Education) **thesis** route with a **Special Education Degree** must complete:

- ED 6100 Research Designs and Methods in Education (3 credit hours)
- ED 6475 Responding to Diverse Learners (3 credit hours)
- ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
- ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
- ED 6478 Assistive Technology (3 credit hours)
- ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

Note – students who have completed ED3670 will not be given credit for ED6475. In place of ED6475 students must complete ED 6710 Issues in Development and Implementation of Special Education Policy and Practices

Appendix F. Faculty CVs

Appended CVs for: Sharon Penney, Gabrielle Young, Kimberly Maich, and Jeanne Sinclair have been forwarded to the School of Graduate Studies.

Appendix G. Library Holdings Evaluation



Memorial University Libraries Collection Development Division, Queen Elizabeth II
Library St. John's, NL A1B 3Y1

From: Courtney Crocker
Head, Education Library & Commons

Re: ED 6476, ED 6477, ED 6478

Date: September 9, 2025

Thank you for this opportunity to provide feedback on the new proposed graduate degree in Special Education in relation to Memorial University Libraries' ability to support the program with existing holdings and current budget allocations.

Since this degree is made up of courses previously offered at the undergraduate level, ED 3610, ED 4505, ED 4510 AND ED 4505, I can confirm that this new degree will be well supported by Memorial University Libraries.

It has been pointed out that ED 6722 Assessment ED 6724 Assessment Lab can have a significant financial implication for the library. Conversations with the Associate Dean of Graduate Studies have confirmed that testing materials will not come from the library budget.

I would like to take this time to offer Library Instruction classes in this new degree. It is possible to upload videos tailored to the needs of this program and your students.

I am looking forward to this new program and I look forward to working with students and instructors.

A handwritten signature in black ink, appearing to read "Courtney Crocker".

ED 2030 G.A. Hickman Bldg. 323 Prince Philip Drive, St. John's, NL, A1B 3X8, (709) 864-7466

Appendix H. Total Cost to Students Environmental Scan

Total Cost to Students Environmental Scan

TOTAL PROGRAM COST (STUDENT COST)			
UNB	CDN	M.Ed. Exceptional Learner	10,850.00
STFX	CDN	M.Ed. in Curriculum and Instruction Inclusive Education Concentration	17,129.00
Memorial	NL	M. Ed. (Reading Instruction)	16,730.00
Memorial	CDN	M. Ed. (Reading Instruction)	18,446.00
Mount Saint Vincent	CDN	M.Ed in Curriculum Studies: Supporting Learners with Diverse Needs & Exceptionalities	15,701.20
Acadia	CDN	M.Ed. in Inclusive Education	13,526.40
UPEI	CDN	M.Ed. in Leadership in Learning with Designation in Inclusive Education	17,254.00
Brandon University	CDN	M.Ed. in Inclusive Education	11,700.00
Western University	CDN	Master of Professional Education Program in the field of Teaching Students with Exceptionalities	16,536.56
Memorial	INTL	Masters	20,978.00
Memorial	CDN	Graduate Diploma in Reading Development and Instruction (4 Course)	10,448.04
Memorial	NL	Graduate Diploma in Reading Development and Instruction (4 Course)	9,263.04
Memorial	INTL	Graduate Diploma in Reading Development and Instruction (4 Course)	11,924.04
Athabasca University	CDN	Graduate Diploma in Distance Education Technology (6 Courses)	12,600.00

Appendix I: Syllabi for New Courses



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

- (1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
- (2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.
- (3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6475

Course Title: Responding to Diverse Learners

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No
If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

	Percentage	Percentage
	Written	Oral
Class tests		
Assignments		
Other (specify):		
Final examination:		

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's initials

Recommended for offering in the: ☒ Fall ☐ Winter ☐ Spring 20 26

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penny
Course instructor

October 3, 2025
Date

Rhonda Joy
Approval of the head of the academic unit

October 7, 2025
Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



**Education 6475
NEW Course**

Responding to Diverse Learners

Instructor: Gabrielle Young
Email: gabrielley@mun.ca
Office: 5032
Telephone:
Office Hours: BY APPOINTMENT (on-site or online)
Class Time: Online Asynchronous

Calendar Description

Responding to Diverse Learners addresses universal design for learning, response to intervention, and differentiated instruction. It explores how universal design for learning can support diversity through the implementation of strategies to support social and emotional learning and inclusive instructional practice, and how response to intervention strategies provide inclusive instructional practice (Tier 1), and individualized assessment and programming (Tier 2 and 3). (PR ED 4240 and 4242) (3 credit hours)

Course Objectives

Upon completing this course, students will have developed:

- An understanding of social and academic inclusion / exclusion, inclusive education, and Universal Design for Learning [Module 1].
- An understanding of Response to Intervention; service delivery model; and collaborative teaching skills and concepts, with an emphasis on co-teaching [Module 2].
- An understanding of curriculum-based assessment and normed / standardized assessment; issues surrounding file review (basal levels, ceiling levels, confidence intervals, raw scores); and diagnosis and remediation (functional behaviour assessments and individual education plans) [Module 3].
- An understanding of specific learning disorders, attention deficit hyperactivity disorder, mild to moderate behaviour disorders, mild to moderate intellectual disabilities, and emotional and behavioural disorders [Module 4].
- An understanding of social and emotional learning [Module 5].

- An introduction to programming and education for reconciliation [Module 6].

Course Material

Module 1 - An understanding of social and academic inclusion / exclusion, inclusive education, and Universal Design for Learning

In Module 1 you will explore Universal Design for Learning (UDL) – a framework that you can use to support teaching and learning. The module starts off with an exploration of student diversity, in order to provide a rationale for why educators need to employ UDL as a means to respond to the diverse academic and social and emotional learning needs found in inclusive classrooms. The module introduces insights from brain research, the three guidelines underlining UDL and addresses strategies to promote inclusive instructional practice by providing multiple means of Engagement, Representation, and Action and Expression.

Learning

outcomes

www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

1. Demonstrate an understanding of social and academic inclusion / exclusion and inclusive education.
2. Demonstrate an understanding of Universal Design for Learning (UDL) and its core concepts.
3. Develop UDL practices, approach, and philosophy.

Readings and Resources

Students are to familiarize themselves with the CAST website (<https://www.cast.org>), and become familiar with the UDL guidelines (<https://udlguidelines.cast.org>).

Resources on the CAST website

- [UDL Guidelines](#)
- [About CAST](#)
- [Free UDL Webinar Series](#) (includes archived webinars)

CAST Professional Learning Resources on Padlet.org:

- [Looking for Universal Design for Learning](#)
- [Multiple Means of Engagement](#)
- [Multiple Means of Representation](#)
- [Multiple Means of Action and Expression](#)
- [Frequently Asked Questions About UDL](#)

Additional Resources

As part of Module 1, you are asked to review videos that provide a rationale for why it is important to support student engagement and strategies for doing so. The following video are embedded in the course content:

- [The Myth of Average: Todd Rose at TEDxSonomaCounty](#)
- [Carol Dweck: The Effect of Praise on Mindsets](#)
- [Carol Dweck – A Study on Praise and Mindsets](#)

Module 2 - An understanding of Response to Intervention; service delivery model; and collaborative teaching skills and concepts, with an emphasis on co-teaching.

Response to intervention is a systematic approach to service delivery for inclusive education and includes three tiers of intervention with increasing amounts of support. All students should receive the bulk of their education in Tier 1 – in the general education classroom as delivered by a general education teacher or co-teaching team. With Tier 2 interventions for some students, teachers strategize and target specific skills, concepts, or behaviours but in the regular classroom and for short periods of time. Tier 3 interventions should be implemented only after Tier 1 and Tier 2 resources have been attempted. With these interventions, teachers provide intensive, multidisciplinary supports for students with significant needs in their classroom to the greatest extent possible.

Learning outcomes

1. Describe Universal Design for Learning (UDL), Response to Intervention (RTI), and Differentiated Instruction (DI). You will be able to explain key principles and how they relate to each other (e.g., how UDL and RTI can complement each other in a classroom setting).
2. Compare and contrast the similarities and differences between UDL, RTI, and DI and how these frameworks can be applied in diverse classroom contexts.
3. Identify and describe the co-teaching models (e.g., team teaching, one teach, one assist, parallel teaching) and explain how each can be applied in a classroom with diverse learners.
4. Evaluate and reflect on models of co-teaching, identifying strengths, challenges, and how collaborative teaching strategies could be improved.
5. Discuss the roles of the resource teacher and educational assistants and the importance of collaborative practice.

Readings and Resources

- Read the material presented in the course shell for Module 2.
- Government of NL: Responsive Teaching and Learning
 - [Draft of Responsive Teaching and Learning Policy](#)
 - Video: [Responsive Teaching and Learning: An Overview](#)
- When working on your group project, refer to the resources presented in Module 1 and the resources from the following session:
 - [Universal Design for Learning: A Framework for all Teachers](#)

Module 3 - An understanding of curriculum-based assessment and normed/standardized assessment; issues surrounding file review (basal levels, ceiling levels, confidence intervals, raw scores); and diagnosis and remediation (functional behaviour assessments and individual education plans).

Level A tests are the educational assessments used in the classrooms, such as curriculum-based assessments, interviews, surveys, and individual conferences. Level B or C tests are the normed/standardized educational assessments administered by specialists.

Assessment follows a process where educators examine what they already know, and then plan assessments to confirm or reject this information and fill in any gaps to give a full picture of a student's learning profile. Specific assessments allow educators to get detailed information about students' strengths and challenges. Behaviour can be externalizing or internalizing, and both can lead to emotional, social, and learning difficulties for students. Students exhibit challenging behaviour as a means, conscious or unconscious, of communicating their needs.

Assessing a student's behaviour as an expression of needs requires the teacher to recognize that behaviour is triggered by antecedents and reinforced by consequences. A teacher's response to challenging behaviour may reinforce the behaviour. An individual education plan should outline the goals and strategies for helping the student be successful in their classroom. Students who have a specific learning disorder are identified by a gap between their reasoning ability and their achievement.

Families go through a grieving process when informed that their child has a disability, and the stages of grief take time and compassion to resolve.

Learning Outcomes

1. Students will be familiar with level A, B, and C assessments and how they are used to support diagnosis and remediation.
2. Students will be able to review data from a standardized assessment used to inform diagnosis.
3. Students will be able to develop an individual education plan.
4. Students will know how to implement functional behaviour assessments.

Readings and Resources

Start working with your group members to develop a presentation on your selected area of identified exceptionality and how the UDL guidelines can be used to support the focus child's areas of strengths and needs within an inclusive learning environment.

When working on your group project, refer to the resources presented in Module 1.

Locate at least 5 primary sources to provide empirical evidence in support of the selected interventions for your focus child.

Resources

- You can find additional strategies and ideas for your inclusive student-centred classroom by exploring this [Classroom Design Resources](#) padlet.
- Do you need to create a rubric for a class assignment? [RubiStar](#) is a free tool to help teachers create quality rubrics.
- Check out [facinghistory.org](#) for a detailed chunking procedure and variations.
- [Teachthought](#) provides access to dozens of ideas for projects and can be used as a guide for project-based learning in your classroom. The focus is on the ideas for the projects themselves but also includes apps, tools, and other pedagogical components educators need to effectively realize this approach in their classroom.
- Review [UDL-Aligned Strategies](#) related to self-regulation.
- [Read more about behaviour contracts](#).
- Visual representation of mathematic concepts: [mathopenref.com](#)
- Visual dictionaries: [visualdictionaryonline.com](#)
- A visual dictionary, thesaurus, and interactive lexicon that supports writing: [visuwords.com](#)
- **Book Creator** is a simple tool for creating digital books. Create your own teaching resources or have your students take the reins. Combine text, images, audio and video to create interactive stories, digital portfolios, research journals, poetry books, science reports, instruction manuals, 'About me' books, comic adventures etc. See [bookcreator.com](#).
- [Fotobabble](#) is an app that allows teachers or students to upload a photo, paper, or project, and record verbal comments.
- [Plickers.com](#) is a great low-tech way to allow students to answer questions anonymously.
- Students can make videos with [Biteable.com](#)
- Students can capture their learning using a variety of creative tools and create a portfolio using [Seesaw](#)
- [Video: Scrum Task Board Dev Bootcamp Lightning Talk](#)
Scrum Boards: Visual planners help students break down tasks into small, visual pieces.
- [The Learning Toolbox](#)
Tools and resources to help students become better learners.
- [Options for Supporting Executive Function in Middle School](#)
An e-book is designed to explain executive functions in a clear, understandable way and to help you pinpoint the struggles your student might experience.
- [Graphic Organizer Templates](#)
GraphicI Organizers: Help students classify ideas and communicate more effectively, and to help in problem solving, decision making, studying, planning research and brainstorming.
- [Free worksheets and printables for the 1st to 10th grades](#)
Free worksheets, activities and printables for educators and parents.
- [Inside/Outside Circles](#)
This discussion technique gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.
- [Evernote](#)
Organize notes with Evernote. It allows you to:
- work anywhere – you can keep important info handy as your notes sync automatically to all your devices.

- remember everything – you can make notes more useful by adding text, images, audio, scans, PDFs, and documents.
- get things done – you can bring your notes, tasks, and schedules together to get things done more easily.
- find things fast – you can get what you need, when you need it with powerful, flexible search capabilities.

Module 4 - An understanding of specific learning disorders, attention deficit hyperactivity disorder, mild to moderate behaviour disorders, mild to moderate intellectual disabilities, and emotional and behavioural disorders.

Students with high-incidence disabilities have invisible disabilities that are evidenced by learning, emotional, social, and behavioural challenges. Many students with mild to moderate disabilities can most often have their educational needs met within the inclusive classrooms; remediation programs that are short-term, intensive, and provide the knowledge and skills students need to be successful in their classrooms can be used. These programs are aligned with the principles of universal design for learning and social inclusion, which requires that all students play valued roles within a community and develop a sense of belonging.

Learning Outcomes

1. Describe the invisible nature of high-incidence disabilities and how they affect students' learning, social, emotional, and behavioral development.
2. Examine classroom practices that enable students with mild to moderate disabilities to thrive in inclusive learning environments.
3. Integrate universal design for learning principles into lesson planning to promote accessibility and engagement for diverse learners.
4. Develop targeted, short-term remediation strategies that strengthen students' academic and social competencies.
5. Assess the impact of inclusive and socially responsive practices on fostering belonging and meaningful participation for all students.

Readings and Resources

Based on further reading, what happens when the needs of gifted students are left unmet?

Research and discuss the benefits of social stories.

Read about the characteristics of social stories and cite empirical evidence in support of social stories.

Explore the [Carol Grey Social Stories™ website](#) to learn more about social stories. In particular, interact with the content on the [What is a Social Story?](#) page.

Then, explore the [Social Story Sampler](#) page to access social stories on various topics.

[Library has Carol Grey's social story video - get permission to embed it.]

Module 5 - An understanding of social and emotional learning.

This content provides valuable resources and lesson plan examples to support Social and Emotional Learning (SEL) in teaching practices. It covers essential topics such as neurology, trauma, well-being, and mental health in schools, along with strategies for promoting SEL and well-being, including breathing activities, mindfulness, bibliotherapy, emotion regulation, and exercise. Educators will gain insights on the significance of checking in with students and fostering positive mental health. The module also encourages the creation of a personalized lesson plan to reinforce SEL concepts.

Learning Outcomes

1. Become familiar with resources on Social and Emotional Learning (SEL) and how to support SEL in your own teaching practice
2. Learn about neurology, trauma, well-being and mental health in our schools
3. Become familiar with school-based mental health services and programs and classroom-based programming for SEL
4. Become familiar with strategies to support SEL (such as class meetings) and strategies that support well-being (such as breathing activities, mindfulness, bibliotherapy, emotion regulation, and exercise)
5. Understand the importance of checking in with your students and proactively supporting positive mental health.
6. Create a lesson plan that supports SEL

Readings and Resources

Review [Fast Facts about Mental Health and Mental Illness](#) from the Mental Health Commission of Canada (2013), making the case for investing in mental health in Canada.

Websites

1. MindUp program from mindup.org
2. Teenmentalhealth.org
3. Learn more about CASEL at casel.org.

Lesson plan examples

1. PBS Newshour: News for Students and Teacher Resources 6-12 Grade Level
 - o [All Lesson Plans](#)
 - o [Elevate Student Voice Through the Power of Listening](#)
2. Education World
 - o [All Lesson Plans](#)
 - o [Be the Boss: A Lesson Plan on Managing Feelings](#)

Module 6 - An introduction to programming and education for reconciliation.

The main resources and content for this module are two websites: The National Centre for Collaboration in Indigenous Education and The National Centre for Truth and Reconciliation. Students will explore these websites in depth to gain an appreciation for these resources and how to use the resources in their teaching practice.

Learning outcomes

1. Describe indigenous education and resources that can be used to support your teaching practice.
2. Use educational resources, lesson plans, stories, and videos developed with an Indigenous perspective for teaching.
3. Address residential school history in your own teaching.

Readings and Resources

The main resources for Module 6: Education for Reconciliation are The National Centre for Collaboration in Indigenous Education ([NCCIE](http://www.nccie.ca)) and The National Centre for Truth and Reconciliation ([NCTR](http://nctr.ca)). Students will explore these websites in depth to gain an appreciation for these resources and how to use the resources in their teaching practice.

1. The National Centre for Collaboration in Indigenous Education (NCCIE; website)

The [National Centre for Collaboration in Indigenous Education](http://www.nccie.ca) website (NCCIE; www.nccie.ca) highlights innovative and exciting examples of Indigenous education from across the country and celebrates the dedicated work by communities to strengthen Indigenous education for all generations. NCCIE is uniquely Indigenous, elevating Indigenous perspectives of Indigenous education and incorporating Indigenous values. Individuals can search the website and learn about the diversity of Indigenous educational programs and experiences across Canada.

Become familiar with the NCCIE website (<https://www.nccie.ca>).

Select and listen to a story from your hometown (<https://www.nccie.ca/search/>).

2. The National Centre for Truth and Reconciliation (NCTR; website)

The [National Centre for Truth and Reconciliation](http://nctr.ca) website (NCTR; nctr.ca) is a place of learning and dialogue where the truths of the residential school experience will be honoured and kept safe for future generations. The NCTR was created as part of the mandate of the Truth and Reconciliation Commission of Canada (TRC). The TRC was charged to listen to Survivors, their families, communities, and others affected by the residential school system and educate Canadians about their experiences. The resulting collection of statements, documents and other materials now forms the sacred heart of the NCTR. The NCTR Archives and Collections is the foundation for ongoing learning and research. Here, Survivors, their families, educators, researchers, and the public can examine the residential school system more deeply with the goal of fostering reconciliation and healing.

Explore the [Residential School History](#) section of the website to learn about the history and timeline of residential schools.

Browse the [archives](#) section of the website including the [interactive map](#) of residential schools and [TRC events](#). Explore the [featured collection](#) of records ranging from textual documents to material objects and the historical and contemporary photographs. Hear the voices and stories presented in survivor and witness statements.

Explore the Truth and Reconciliation Commission Reports found on the [NCTR Reports page](#).

Course Evaluation

- Community of Practice Activities: Individual discussion posts; best 5 out of 6. (5 x 5% each) - 25%
- Module End Learning Activities: Completed alone or in pairs. (6 x 5% each) - 30%
- Group Presentation Project - 30%
- Resource Exploration or Technology Review: Completed alone or in pairs - 15%

Evaluation Breakdown

Component	Description	Weight (%)
Community of Practice 5@ 5%	Active participation in online forums, discussion boards, and peer response feedback.	25% (Best 5 out of 6)
Module End Activities 6@5%	Varied activities	30%
Group Presentation 1@ 30%	Practical application of course content	30%
Resource Exploration or Technology Review @ 15%	Resource review	15%
Total		100%

Community of Practice Activities

Discuss with your peers by posting in the discussion forums provided. You may choose to comment on either one or more of the related topics. You may also draw upon additional research with which you may be familiar and/or professional experience. Of course, any sources must be cited and referenced—and sources are expected!

1. Module 1: Reflect on Universal Design for Learning (UDL) in Practice
2. Module 2: Reflect on the Six Models of Co-Teaching
3. Module 3: Discuss the benefits of Response to Intervention
4. Module 4: Respond to one of the presented prompts
5. Module 5: Reflect on Mental Health
6. Module 6: Story reflection and discussion

Module End Learning Activities

Module end learning activities can be completed alone or in pairs.

1. Module 1: Create your own Universal Design for Learning Analogy.
2. Module 2: Respond to the prompts in your selected case study. Based on your selected case study, you will be assigned into a group for the presentation project.
3. Module 3: Examine student scores and diagnostic criteria.
4. Module 4: Write your own social story.
5. Module 5: Create a lesson plan to promote Social and Emotional Learning.
6. Module 6: Respond to the Truth and Reconciliation Committee's Calls to Action.

You will find details of each activity in the associated module.

Group Presentation Project

Based on your selected case study, you will be assigned to a group to develop a presentation on an area of identified exceptionality. Group members will address how the UDL Guidelines can be used to support their focus child's areas of strengths and needs within an inclusive learning environment.

See the Group Presentation Project: Planning for Diversity in the course syllabus for details.

Resource Exploration or Technology Review

Alone, or in groups of 2 (or 3), choose a resource to review. You can review one of the resources provided or choose to focus on an alternate form of assistive or instructional technology.

Your resource review should focus on *practical* information pertaining to the resources, strategy, or assistive or instructional technology you have selected. It should include a review of the resources presented on the website or a description of how the strategy or assistive or instructional technology works, and address how it can be used to facilitate the inclusion of all students. Remember to provide practical information on the resource, strategy, or assistive or instructional technology, and demonstrates how it facilitates inclusion.

Marks will be assigned for:

- your overview of the resource, strategy, or assistive or instructional technology (10 marks), and
- your overview of how the resource, strategy, or tool benefits students with and without exceptionalities (5 marks)

Prior to submitting, ask yourself:

1. Does your review clearly depict the resources provided on the selected website, or provide sufficient information for you to implement the strategy or assistive or instructional technology?

2. Does your review highlight students who would benefit from the strategy, or how the strategy could be modified for large or small group instruction or individual use?

Visit the Resource Exploration section of the course syllabus for details.

Description of Grades

(See University Calendar, pp. 71-72: section 6.9.2):

- "A" indicates excellent performance with clear evidence of:
 - comprehensive knowledge of the subject matter and principles treated in the course,
 - a high degree of originality and independence of thought,
 - a superior ability to organize and analyze ideas, and
 - an outstanding ability to communicate.
- "B" indicates good performance with evidence of:
 - substantial knowledge of the subject matter,
 - a moderate degree of originality and independence of thought,
 - a good ability to organize and analyze ideas, and
 - an ability to communicate clearly and fluently.
- "C" indicates satisfactory performance with evidence of:
 - an acceptable grasp of the subject matter,
 - some ability to organize and analyze ideas, and
 - an ability to communicate adequately.



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

(1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.

(2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.

(3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6476

Course Title: Supporting Students with Emotional and Behavioural Challenges

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No

If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

	Percentage	
	Written	Oral
Class tests		
Assignments		
Other (specify):		
Final examination:		

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's Initials

Recommended for offering in the: ☐ Fall ☐ Winter ☒ Spring 20 27

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penney

Course Instructor

October 3, 2025

Date

Rhonda Joy

Approval of the head of the academic unit

October 7, 2025

Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



Education 6476
Supporting Students with Emotional and Behavioural Challenges

Instructor:	Sharon Penney, PhD, R.Psych
Email:	scpenney@mun.ca
Office:	ED 5031
Telephone:	864-7556
Office Hours:	BY APPOINTMENT (on-site or online)
Class Time:	Online Asynchronous

Calendar Description

This course will critically examine the nature and characteristics of students with emotional and behavioural disorders (EBD) and the models of identification. This course will focus on the early identification and proactive, inclusive, and data-informed behaviour management systems and frameworks to support diverse learners in the classroom setting. This course will critically analyze effective classroom systems, tiered supports, and social-emotional learning. By the end of the course, students will be prepared to design, implement, and evaluate behaviour supports grounded in research. (PR ED 4240 and 4242) (3 credit hours)

This course ED 6476 (Supporting Students with Emotional and Behavioural Challenges) introduces the learner to classification systems for students' behaviour and situates students within their cultural, family, and school contexts. This course introduces the learner to the debates in the identification of behavioural challenges and to critically analyze the models and systems of support. Building on your previous understanding of the theoretical aspects of exceptionality (Education 4240-Introduction to the exceptional learner) this course examines learner attitudes towards students with emotional and behavioural difficulties and focuses on causes and the prevention of behaviour within the inclusive classroom.

The course is designed for inclusive education teachers (Instructional Resource Teachers) who will collaborate with classroom teachers in accommodating exceptional students with emotional and behavioural disorders in the inclusive classroom. This course emphasizes the assessment of

students' behaviour, with a focus on prevention, early intervention, inclusionary practices, appropriate classroom practices, and behavioural supports.

Course Objectives

During this course, students will:

1. Examine the theoretical and conceptual models of identification for students with emotional and behavioural disorders (EBD).
2. Learn about the nature and characteristics of EBDs and issues associated with definitions and the identification of EBDs
3. Describe the risk factors associated with EBDs, possible prevention methods, and early identification approaches.
4. Consider the role of teacher knowledge in the identification and remediation of school behaviour in the classroom.
5. Design tiered behavioural support plans that integrate social-emotional learning and meet the needs of diverse learners.
6. Implement classroom systems and interventions that align with evidence-based practices and promote positive student behaviour.
7. Develop and evaluate behavioural support strategies using data-driven decision-making processes.

Required textbook:

Kaufman, J.M. & Landrum, T.J. (2018). *Characteristics of emotional behavioural disorders of children and youth, Eleventh Edition*. New York, NY: Pearson. ISBN-13:978-0-13-444990

Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022). Positive Behavioural Supports for the Classroom, 4th edition. Pearson

Readings (These readings will be divided into each module and are listed in alphabetical order)

Bethune, S., Rogers, M., Smith, D., Whitley, J., McBrearty, N., & Hone, M. (2023). The impact of internalizing symptoms on impairment for children with ADHD: a strength-based perspective. *Journal of Attention Disorders*, 27(1), 26-37. <https://doi.org/10.1177/10870547221115874>

Cavendish W., Connor D., Gonzalez T., Jean-Pierre P., Card K. (2020). Troubling “The Problem” of racial overrepresentation in special education: A commentary and call to rethink research. *Educational Review*, 72(5), 567–582. <https://doi.org/10.1080/00131911.2018.1550055>

Chow J. C., Morse A., Zhao H., Kingsbery C., Murray R., Soni I. (2023). A systematic review of characteristics of students with emotional disturbance in special education research. *Remedial and Special Education*, 44(5), 409–422. <https://doi.org/10.1177/07419325221125890>

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

Enderle, C. (2025) "So That You Can Feel Well": Perspectives of Students with Social, Emotional and Behavioral Difficulties on Factors that Support School Attendance. *School Mental Health* (2025). <https://doi.org/10.1007/s12310-025-09764-z>

Fuchs, A. & Fuchs, H.(2024). The effects of Classroom Management-Based C.B.T. on the Development of Self-management Skills in Young Children. *Economics, Management & Business Contemporary Issues, Insights and New Challenges*, HAL Id: hal-04752809 <https://hal.science/hal-04752809v1>

Gabel, S., Keskin, Ö. & Gegenfurtner, A. Comparing the effects of a specific task instruction and prompts on pre-service teachers' noticing of classroom management situations. *Z Erziehungswiss* 28, 105–123 (2025). <https://doi.org/10.1007/s11618-024-01276-x>

Gage N. A., Adamson R., MacSuga-Gage A. S., Lewis T. J. (2017). The relation between the academic achievement of students with emotional and behavioral disorders and teacher characteristics. *Behavioral Disorders*, 43(1), 213–222. <https://doi.org/10.1177/0198742917713211>

R. Gaspar, C., Jahromi, L. B., & Rooney, M. E. (2025). Culturally and ethnically diverse parents' views of home-school partnership responsibilities. *Journal of Early Childhood Research*, 0(0). <https://doi.org/10.1177/1476718X251339306>

Granger, K. L., Ross, E., Reichel, M., & Edelman, S. (2025). Behavioral Reputations of Elementary Students With or at Risk for Emotional and Behavioral Disorders. *Behavioral Disorders*, 50(3), 149-161. <https://doi.org/10.1177/01987429251314871>

Granger, K. L., Chow, J. C., McLean, L., Vallarta, N., Dear, E., & Sutherland, K. S. (2024). The Relation Between Classroom Adversity and Students' Problem Behavior as a Function of Teachers' Emotional Support. *Behavioral Disorders*, 49(4), 207-221. <https://doi-org.qe2a-proxy.mun.ca/10.1177/01987429231221498> (Original work published 2024)

Hackney, A. J., Sanders, S., Jolivet, K., Swoszowski, N. C., & Ennis, R. P. (2024). Exploring Facilitator and Student Conversations Within Check-In/Check-Out Intervention: A Systematic Review With Links to Trauma-Informed Conversations. *Behavioral Disorders*, 50(3), 162-181. <https://doi-org.qe2a-proxy.mun.ca/10.1177/01987429241256319> (Original work published 2025)

Harris, P. J., Oakes, W. P., Lane, K. L., & Rutherford, R. B. (2017). Improving the Early Literacy Skills of Students at Risk for Internalizing or Externalizing Behaviors with Limited Reading Skills. *Behavioral Disorders*, 34(2), 72-90. <https://doi-org.qe2a-proxy.mun.ca/10.1177/019874290903400202> (Original work published 2009)

Ivory, K. P., & Kern, L. (2025). Behavioral Skills Training and Self-Monitoring to Increase and Maintain the Rate and Quality of Parent-Delivered Praise. *Behavioral Disorders*, 50(4), 187-201. <https://doi-org.qe2a-proxy.mun.ca/10.1177/01987429251324151> (Original work published 2025)

Kliethermes, M.D., Drewry, K., Wamser, R.A. (2024). Trauma-Focused Cognitive-Behavioral Therapy. In: Landolt, M.A., Cloitre, M., Schnyder, U. (eds) Evidence-Based Treatments for Trauma-Related Disorders in Children and Adolescents. Springer, Cham. https://doi.org/10.1007/978-3-031-77215-3_8

McIntosh, K., & Lane, K. L. (2019). Advances in Measurement in School-Wide Positive Behavioral Interventions and Supports. *Remedial and Special Education*, 40(1), 3-5. <https://doi-org.qe2a-proxy.mun.ca/10.1177/0741932518800388> (Original work published 2019)

Oberle, E., & Schonert-Reichl, K.A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science and Medicine*, 159, 30-37. doi:10.1016/j.soscimed.2016.04.031

Rila, A., King, S. A., Bruhn, A. L., & Estrapala, S. (2025). Demographic Reporting of Students and Implementation Teams in School-Based Single-Case Research for Students With Emotional and Behavioral Disorders: A Systematic Review. *Journal of Positive Behavior Interventions*, 0(0). <https://doi.org/10.1177/10983007251335369>

Smith, J. D., & Whitley, J. (2022). Teaching with Acceptance and Commitment: Building Teachers' Social-Emotional Competencies for Teaching Effectiveness. *The Educational Forum*, 87(1), 90–104. <https://doi.org/10.1080/00131725.2022.2053620>

Schonert-Reichl, K. A., Kitil, J., & Hanson-Peterson, J. (2017). To teach the students, teach the teachers: A national scan of teacher preparation and social and emotional learning. A report prepared for the Collaboration for Academic, Social and Emotional Learning (CASEL). Vancouver, B.C.: University of British Columbia.

St-Amand, J., Smith, J., & Goulet, M. (2024). Is teacher humour an asset in classroom management? Examining its association with students' well-being, sense of school belonging, and engagement. *Current Psychology (New Brunswick, N.J.)*, 43(3), 2499–2514. <https://doi.org/10.1007/s12144-023-04481-9>

Sheaffer, A. W., Majeika, C. E., Gilmour, A. F., & Wehby, J. H. (2021). Classroom Behavior of Students With or At Risk of EBD: Student Gender Affects Teacher Ratings But Not Direct Observations. *Behavioral Disorders*, 46(2), 96–107. <https://www.jstor.org/stable/26979563>

Wymer S., Corbin C., Williford A. (2022). The relation between teacher and child race, teacher perceptions of disruptive behavior, and exclusionary discipline in preschool. *Journal of School Psychology*, 90, 33–42. <https://doi.org/10.1016/j.jsp.2021.10.003>

Whitley, J. (2020). Evidence-based practices for teaching learners with emotional and behavioral disorders. In U. Sharma & S. Salend (Eds.). *Encyclopedia of Inclusive and Special Education*. New York, NY: Oxford University Press.

Whitley, J., Smith, D., Vaillancourt, T. & Neufeld, J. (2018). Promoting Mental Health Literacy among Educators: Critical in School-Based Prevention and Intervention. In A. Leschied, D. Saklofske, G. Flett (Eds.). *The Handbook of School-Based Mental Health Promotion: An Evidence-Informed Framework for Implementation*. New York, NY: Springer Publishers (pp. 143-165).

Zhu, X., Zhao, H. & Li, W. Associations between perceived teacher emotional support and externalizing problem behaviors among Chinese rural adolescent. *Soc Psychol Educ* **27**, 1305–1336 (2024). <https://doi.org/10.1007/s11218-023-09864-1>

Reports and Web programs

Government of Canada (2020-06-24). The health of Canadian youth: Finding from the health behaviour in school-aged children study. <https://www.canada.ca/en/public-health/services/publications/science-research-data/youth-findings-health-behaviour-school-aged-children-study.html>

University of British Columbia, Teach Mental Health Literacy <https://opl.educ.ubc.ca/teach-mental-health-literacy/>

University of British Columbia Learn Mental Health <https://opl.educ.ubc.ca/learn-mental-health-literacy-free-online-course/>

Teach Mental Health (2019) A comprehensive mental health literacy learner resource for pre-service and practicing teachers. Developed by Stan Kutcher, Yifeng Wei, Wendy Carr, Susan Rodger and Chris Gilham.

Transforming education (2020). Social and emotional learning for Educators toolkit. [transformingeducation.org/...](https://transformingeducation.org/)

PLEASE NOTE: There are additional readings associated with each module

Module 1: Attention and Behaviour Disorders: Hyperactivity, Antisocial Conduct, and Aggression Kaufman, J.M. & Landrum, T.J. (2018).

Learning Outcomes:

1. Recognize the key behaviours associated with attention deficit/hyperactivity disorder and be able to distinguish the behaviour from developmentally appropriate behaviour.
2. Evaluate behavioural and self-monitoring interventions to manage inattention and hyperactive behaviours and enhance academic engagement.
3. Distinguish aggressive antisocial behaviour from developmentally appropriate behaviour issues, and compare and contrast overt and covert conduct problems.
4. Examine environmental and social factors contributing to conduct disorder and antisocial behaviour.
5. Design appropriate strategies for assessing and preventing antisocial behaviours, with emphasis on covert conduct and acting-out behaviour cycles.

Module 2: Internalizing Disorders: Anxiety, Depression, and Related Emotional and Behavioural Disorders Kaufman, J.M. & Landrum, T.J. (2018).

Learning Outcomes:

1. Explain the link between anxiety and various emotional and behavioural disorders, identifying when professional intervention is warranted.
2. Recommend effective school-based interventions for anxiety, eating disorders, elimination disorders, and social isolation.
3. Analyze the implications of comorbidity and episodic patterns in diagnosing mood disorders.
4. Interpret data on suicide risks across age, gender, and ethnicity, and outline educator responses to threats or attempts.
5. Develop strategies that leverage peer support and school environments to reduce isolation and support mental health recovery.

Module 3: Foundations of Behaviour and Discipline in Education

Foundations (Chapters 1–2) Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022).

Learning Outcomes:

1. Analyze the relationship between teacher traits, student diversity, and the impact of traditional discipline practices.
2. Evaluate the limitations of traditional disciplinary methods and propose evidence-based alternatives.
3. Apply the principles of Positive Behaviour Interventions and Supports (PBIS) and Behaviour Assumptions in classroom settings.
4. Differentiate between major theories of behaviour and use behavioural models to interpret student actions.

Module 4: Theoretical and Conceptual Bases for Behavioural Interventions **Creating Proactive Learning Environments (Chapters 3–6)** Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022).

Learning Outcomes:

1. Implement the philosophy and core components of PBIS at the universal (Tier 1) level.
2. Use evidence-based strategies to teach classroom expectations and procedures.
3. Design a Tier 1 support system, including assessment and monitoring methods.
4. Create a PBIS action plan for school/classroom implementation.
5. Develop structured classroom schedules and routines that promote positive behaviour.
6. Apply high-leverage instructional practices to support diverse learners.
7. Design inclusive classroom environments tailored to behavioural and learning needs.
8. Use models and frameworks to enhance instructional effectiveness and student engagement.

Module 5: Designing Positive Classroom Environments and Tiered Assessment and Monitoring (Chapters 7–8) Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022).

Learning Outcomes:

1. Measure and monitor student behaviour using a variety of appropriate tools and techniques.
2. Conduct and interpret Functional Behaviour Assessments (FBA) to design effective Behaviour Intervention Plans (BIPs).
3. Utilize data collection and graphing methods to inform and evaluate behavioural interventions.
4. Integrate Tier 3 supports and legal guidelines into behavioural assessment and planning processes.

Module 6: Social-Emotional Learning and Positive Reinforcement Strategies Targeted and Tertiary Interventions (Chapters 9–12) Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022).

Learning Outcomes:

1. Integrate SEL into classroom practices across all tiers of support.
2. Design and implement reinforcement systems that are data-informed and culturally responsive.
3. Choose and apply effective reinforcement schedules to shape and sustain positive student behaviour.
4. Troubleshoot and adapt reinforcement systems when expected outcomes are not achieved.
5. Apply advanced behaviour management tools including token economies, contingency contracts, and self-management techniques.
6. Establish and maintain stimulus control through structured interventions.
7. Evaluate and implement ethical behaviour reduction strategies within legal and professional guidelines.

Component	Description	Weight (%)
Community of Practice 6@ 5%	Active participation in online forums, discussion boards, and peer response feedback.	30%
Module Quizzes 6@ 5%	Short quizzes to assess understanding of key module content.	25% (drop the lowest grade)
Case Studies 2@ 10%	Practical application of course content (For example: Designing a behaviour support plan)	20%
Final Research Project 1@ 25%	A final research paper on a course topic. -Annotated bibliography (5%) -First Draft- peer feedback (5%)	Total 25%

	-Final Paper submission (20%)	
Total		100%

Evaluation

Community of Practice Activities (5% for 6 modules, for a value of 30%)

- Community of Practice Activities (5% for each of 6 modules) Students will be expected to participate in 6 community of practice activities throughout the semester.
- Each module will provide students with discussion prompts or discussion questions and they will be required to engaged with the course readings as well as engage with their peers.

Module End Quizzes (5% for 6 modules for a value of 25%)

- Students will be expected to participate in regular checks on their learning and understanding of course content through quizzes.
- Students will be permitted to drop the lowest grade

Case Analysis (1 case study @10%) (This can be conducted individually, with a partner or with a group)

- Students will be expected to apply their knowledge to a case study. There will be a variety of cases (internalizing or externalizing) to choose from. Students will be expected to apply their knowledge and develop a case-specific behaviour support plan based on the data provided (or collected). This will include writing of behavioural goals and objectives.

Final Paper (1 research-based paper 35% of course grade)

- Students will be asked to first provide their instructor with an essay proposal. This will be a short overview of the proposed topic. This will be submitted by the fourth week of the semester for approval.
- Once the topic is approved, the students will be expected to develop an annotated bibliography of the research paper they plan to write. This will be submitted by eighth week of the semester.
- Final research paper, using research-oriented literature and presented using the writing, research and referencing guidelines outlined in by APA.

Description of Grades

(See University Calendar, pp. 71-72: section 6.9.2):

- "A" indicates excellent performance with clear evidence of:

- comprehensive knowledge of the subject matter and principles treated in the course,
 - a high degree of originality and independence of thought,
 - a superior ability to organize and analyze ideas, and
 - an outstanding ability to communicate.
- "B" indicates good performance with evidence of:
 - substantial knowledge of the subject matter,
 - a moderate degree of originality and independence of thought,
 - a good ability to organize and analyze ideas, and
 - an ability to communicate clearly and fluently.
- "C" indicates satisfactory performance with evidence of:
 - an acceptable grasp of the subject matter,
 - some ability to organize and analyze ideas, and
 - an ability to communicate adequately.
 -



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

(1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.

(2) Review <https://www.mun.ca/spg/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.

(3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6479

Course Title: The Assessment and Development of Children's Language Abilities

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No

If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

	Written	Percentage	Oral
Class tests			
Assignments			
Other (specify):			
Final examination:			

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's initials

Recommended for offering in the: ☐ Fall ☒ Winter ☐ Spring 20 28

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penney

Course instructor

October 3, 2025

Date

Rhonda Joy

Approval of the head of the academic unit

October 7, 2025

Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



ED6479: The Assessment and Development of Children's Language Abilities

Course Outline

Instructor: Jeanne Sinclair, PhD. Email: jeannes@mun.ca. Phone: 709-864-3506

Office hours: ED3039 By appointment. Please [email me](#) to set up a time to chat

LAND ACKNOWLEDGEMENT

I respectfully acknowledge the territory in which we gather, teach, and learn as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. I also recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. I strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

About this course

We will explore important concepts in *language* and *assessment* — both of which are critical to successfully teaching reading and writing. Solid understandings of language and assessment can take your teaching to the next level in both inclusive and general education settings!

There are no books to purchase, as all readings are available online and through the MUN library's digital holdings. To be successful in this course, it is critical that you engage with **all readings** and **all videos**.

In this course, you will learn the foundations of language development and assessment. You will learn how to create and interpret assessments of your students' language and literacy skills, which can optimize your day-to-day teaching. My philosophy is that most people learn by doing. Further, [Bloom's taxonomy](#) tells us that "creation" is the highest level of learning. Therefore, several of our assignments focus on creating: creating an assessment, creating lesson plans, etc. The other assignments build your skills and knowledge toward the creation level. There are three reading response assignments that encourage your deep engagement with these essential readings.

We partner with the Learning Disabilities Association of NL (LDA-NL, <https://www.ldanl.ca/>) to match with one of their participating students. You will have the opportunity to work with this student for 6-8 hours over 4 weeks: assessing their language skills, providing them with one-on-one instruction (virtually or in person), and then reflecting on the experience for your final assignment. This is an incredible opportunity to apply your learning and make a difference in a child's life! ED6479 students in previous terms have said, "*I have no doubt that my learnings from this course will benefit me greatly in my own classroom and in any possible role as a*

special education teacher,” and “I really enjoyed taking this course and I believe it will benefit all future teachers and their students and their learning.” My role as your instructor is to make sure you are prepared to successfully engage in this fieldwork. Reach out with any questions!

Course description: This course focuses on techniques for assessing language abilities in primary/elementary and intermediate/secondary students and will provide models for developing strategies in implementing language instruction appropriate to students’ needs. Upon completion of this course, you will be able to:

- Discuss factors affecting children’s reading and writing development.
- Describe how phonemic awareness, phonetic decoding and comprehension are utilized when reading.
- Implement the decision-making process of gathering, analyzing and using language assessment information to guide instruction.
- Discuss the purposes, strengths, and limitations of different types of language and literacy assessments.
- Plan appropriate language interventions.
- Describe ways to support readers and writers who struggle.
- Recognize cultural and environmental influences on children’s language development, and adapt assessment and instruction accordingly
- Support children’s language development across the curriculum.

Evaluation

*Note: Details for assignments will be provided in Brightspace. All deadlines have an additional 24-hour grace period. If you expect your assignment will be submitted later than that, please email me 48 hours **before** the due date to request an extension.*

	Assignment	Value	Due date
1a 1b 1c	<i>Reading responses</i> These three reading response assignments are designed to encourage your deep engagement with the readings.	15% (5% each)	Jan 17-19 March 14-16 March 28-30
2	<i>Language skills concept maps (with partner)</i> Work with a partner to create a set of concept maps that show how language and literacy skills are connected.	15%	Jan 24-26

3	<i>Assessment of reading and writing skills (with partner)</i> Practice scoring an assessment using audio/video and interpreting the results.	15%	Feb 7-9
4	<i>Develop a language assessment for LDA-NL student</i> Develop an informal language and literacy assessment based on modules 1 and 2. Meet with me for feedback and then assess the student with your assessment.	20%	Feb 16-18
5	<i>Create a teaching plan for LDA-NL student</i> Using the data you gathered from the assessment, create a concise lesson plan to teach the LDA-NL student. Meet with me BEFORE you create the lesson plan.	20%	March 7-9
6	Final reflection (2 pages)	15%	Apr 11-13

Generative AI statement

Original work, created wholly by you, is expected to be submitted in this course. The use of generative AI tools, such as ChatGPT, is not permitted to complete any assessment for this course. **You may not use submit any assignment containing content generated by generative AI tools presented as your own.** The submission of work that has been created through the unauthorized use of generative AI tools and presented as a student's original work is academic misconduct. Any suspicions of use of generative AI tools in this course is plagiarism and will be treated seriously. Plagiarism is a very serious academic offense that may result in a range of penalties up to and including expulsion from the University. See [University Regulations \(Undergraduate\) – Section 6.1 – Academic Misconduct](#)

Schedule

Week (of)	Readings and assignments	Engagement with LDA student
Module 1: Introduction to language and literacy development		
Week 1 (Jan 6)	☐ Watch Introductory video ☐ Read Chapters 1 and 2 of Oakhill, J., Cain, K., & Elbro, C. (2015). <i>Understanding and teaching reading comprehension: A handbook</i> . Routledge. (E-book in MUN library) ☐ Complete start-of-term questionnaire (on Brightspace)	

Week 2 (Jan 13)	☐ Read Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: understanding differences to create instructional opportunities. <i>Teaching Exceptional Children</i> , 51(3), 201–211. ☐ Reading response 1a (5%) (due Jan 17-19)	
Week 3 (Jan 20)	☐ Watch Module 1 video ☐ Assignment 2: Language skills concept maps (15%) (due Jan 24-26)	

Module 2: Teaching and assessing language skills		
Week 4 (Jan 27)	☐ Watch Module 2 video ☐ Read Malcolm, U. (2020). Evidence-based assessment in the science of reading.	
Week 5 (Feb 3)	Assignment 3: Assessment of reading and writing skills (15%)(due Feb 7-9)	
Week 6 (Feb 10)	☐ Watch Wiliam, D. (2020). Providing feedback that moves learning forward. ☐ Read Chapter 6: Designing quality classroom assessment tasks in Butler, S. M., & McMunn, N. D. (2011). <i>A teacher's guide to classroom assessment: understanding and using assessment to improve student learning</i> . Wiley.	Introductory group meeting with LDA families on Feb 10. You are encouraged to join!
Week 7 (Feb 17)	☐ Assignment 4: Develop a language assessment for LDA-NL student (20%)(due Feb 16-18) Jeanne will return video feedback by Feb 22	By Feb 15, have a brief intro meeting with the LDA student to learn about their interests and goals.
Module 3: Building an inclusive, differentiated learning environment		
Week 8 (Feb 24)	Winter break Feb 24-28	By March 2, assess the LDA participating student with your <i>revised</i> assessment.
Week 9	☐ Watch Module 3 video	

(Mar 3)	☐ Meet Jeanne between March 1-8 to discuss data-based teaching plan <i>before you draft it</i> . To meet, you must have assessed the LDA participating student. ☐ Assignment 5: Create a teaching plan for LDA student (20%)(due March 7-9) Jeanne will return feedback by March 12	
Week 10 (Mar 10)	<i>Topics: Word reading disabilities (dyslexia) and developmental language disorder</i> ☐ Read Adlof, S. M., & Hogan, T. P. (2018). Understanding dyslexia in the context of developmental language disorders. <i>Language, Speech, and Hearing Services in Schools</i> , 49(4), 762–773.	Engage the LDA participating student in learning sessions. (Aim for 6-8 sessions in total over 4 weeks)
Week 11 (Mar 17)	☐ Read Hogan, T. P., & Hancock, N. (2022). Common but hidden: A spotlight on developmental language disorder. <i>Literacy Today</i> , 40(2), 14-16. Reading response 1b (5%) (due March 14-16)	Engage the LDA participating student in learning sessions.
Week 12 (Mar 24)	<i>Topic: Autism spectrum disorder and reading</i> ☐ Read Chang, Y.-C., Menzies, H. M., & Osipova, A. (2020). Reading comprehension instruction for students with autism spectrum disorder. <i>The Reading Teacher</i> , 74(3), 255–264.	Engage the LDA participating student in learning sessions.
Week 13 (Mar 31)	☐ Watch Learning literacy: Reading and writing strategies for children with autism (Univ of Virginia) Reading response 1c (5%) (due March 28-30)	Engage the LDA participating student in learning sessions.
Week 14 (Apr 7)	<i>Topic: Supporting students with extensive support needs</i> ☐ Read Ruppar, A. L., Knight, V. F., McQueston, J. A., & Jeglum, S. R. (2020). Involvement and progress in the general curriculum: A grounded theory of the process. <i>Remedial And Special Education</i> , 41(3), 152–164.	Complete follow-up assessment of the LDA participating student
	Final assignment: 2-page reflection (15%) (due Apr 11-13)	

Timely Submission of Assignments

I expect that all assignments will be submitted by their posted due date by 11:59pm (grace periods will be honoured where indicated). Arrangements for an alternate due date, if required, must be made directly with me no later than 2 days before the assignment is due. The policy is

that 5% of the total score is deducted each day for a maximum of a 20% penalty. Decisions regarding accepting of late assignments will be made at my discretion. Relevant accommodations outlined in an official letter of accommodation are respected.

Creating an Inclusive Learning Environment

My goal as your instructor is to create a learning environment that is respectful and inclusive of diverse experiences, cultures, and viewpoints. If you experience problematic or discriminatory language and behaviour in the context of this course, and you are comfortable bringing it to my attention, I encourage you to let me know right away, so we can collaborate on finding the best course of action. I also encourage you to consult Memorial University's equity offices if you witness or experience inappropriate comments being made, disruptive behaviour in an online class, or any form of harassment or discrimination. Harassing conduct can include but is not limited to offensive slurs/jokes and comments, inappropriate pseudonyms, or online handles (for more detail on student conduct, please review [Memorial University's Student Code of Conduct](#)). Should assignment deadlines or class meetings conflict with religious holidays or observances, please communicate with me as soon as possible to arrange alternative timelines.

Accessibility and Accommodations

Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=323). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).

MUN Student Supports

MUN offers many supports to ensure student success, and I encourage you to check them out:

[Memorial University Libraries](#)

[The Glenn Roy Blundon Centre](#) (Accessibility services)

[The Writing Centre](#)

[Information Technology Services](#)

[Academic Advising](#)

[Student Wellness and Counselling Centre](#)

[Student Support Office](#)

[Supports for Students in Distress](#)

[MUN Chaplaincy](#)

[Sexual Harassment Office](#)

[Indigenous Student Resource Centre](#)

[International Students Resource Centre](#)

[Sexuality And Gender Advocacy](#)

[Faculty of Education Gender and Sexuality Alliance](#)

[Student Parent Assistance & Resource Centre](#)

[Intersections – A Resource Centre for Marginalized Genders](#)

Academic Integrity and MUN CODE

Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the [University Calendar](#).

All members of the Memorial University of Newfoundland Community, which includes students, faculty, and staff, shall treat others with respect and fairness, be responsible and honest, and uphold the highest standards of academic integrity.

Commitment to Human Rights

This course is committed to ensuring student equity and the provision of a safe learning environment regardless of race, colour, nationality, ethnic origin, social origin, religious creed, religion, age, disability, disfigurement, sex (including pregnancy), sexual orientation, gender identity, gender expression, marital status, family status, source of income or political opinion.

Student Code of Conduct

Memorial University of Newfoundland expects that students will conduct themselves in compliance with University Regulations and Policies, Departmental Policies, and Federal, Provincial and Municipal laws, as well as codes of ethics that govern students who are members of regulated professions. The *Student Code of Conduct* outlines the behaviors which the University considers to be non-academic misconduct offences, and the range of remedies and/or penalties which may be imposed. Academic misconduct is outlined in [UNIVERSITY REGULATIONS - Academic Misconduct](#) in the University Calendar.

For more information about the *Student Code of Conduct*, see www.mun.ca/student.



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

- (1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
- (2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.
- (3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6477

Course Title: Supporting Students with Intellectual Disabilities

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No
If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

	Written	Percentage	Oral
Class tests			
Assignments			
Other (specify):			
Final examination:			

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's initials

Recommended for offering in the: ☐ Fall ☐ Winter ☒ Spring 20 27

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penney
Course instructor

October 3, 2025
Date

Rhonda Joy
Approval of the head of the academic unit

October 7, 2025
Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



Education 6477

Supporting students with intellectual disabilities

Instructor: Sharon Penney
Email: scpenney@mun.ca
Office: 5031
Telephone: 709-864-7556
Office Hours: BY APPOINTMENT (on-site or online)
Class Time: Online Asynchronous

Calendar Description

ED 6477 Supporting Students with Intellectual Disabilities

This course provides an in-depth examination of Intellectual Developmental Disorders (intellectual disability) within the context of inclusive K–12 education. Students will explore definitions, characteristics, and assessment practices, as well as evidence-based instructional strategies and individualized programming to support diverse learners. Emphasis is placed on collaborating with families, engaging community organizations, and planning effective transitions across the lifespan. The course also prepares educators to act as advocates, supporting students with ID in developing self-advocacy skills and empowering families to navigate educational systems. (PR ED 4240 and 4242) (3 credit hours)

Course Objectives

By the end of this course, students will be able to:

1. Define intellectual disability using medical, psychological, and educational frameworks.
2. Identify the cognitive, behavioural, social, and physical characteristics of students with ID.
3. Analyze and apply formal and informal assessment tools for identifying and supporting students with ID.

4. Develop individualized programming plans using evidence-based instructional strategies.
5. Demonstrate strategies for effective family and inter-agency collaboration.
6. Plan and evaluate developmentally appropriate transition processes across the K–12 continuum.
7. Critically examine ethical, cultural, and systemic issues in the education of students with ID.
8. Design a comprehensive, student-centred transition plan that incorporates student voice, family input, and interagency collaboration.
9. Teach and support the development of self-advocacy skills in students with ID.
10. Advocate effectively within schools and community systems for inclusive and equitable supports.
11. Support families in understanding their rights and navigating transition services and pathways.

Course Textbook

Richards, S. B., Brady, M. P., & Taylor, R. L. (2025). *Cognitive & intellectual disabilities: Historical perspectives, current practices, and future directions* (3rd ed.). New York, NY: Routledge Publishing.

Readings (In alphabetical order)

Allor, J. H., Yovanoff, P., Otaiba, S. A., Ortiz, M. B., & Conner, C. (2020). Evidence for a Literacy Intervention for Students with Intellectual and Developmental Disabilities. *Education and Training in Autism and Developmental Disabilities*, 55(3), 290–302. <https://www.jstor.org/stable/27077921>

Anrooij, K. V., Naaldenberg, J., Hilgenkamp, T. I. M., Vaandrager, L., van der Velden, K., & Leusink, G. L. (2020). Towards healthy settings for people with intellectual disabilities. *Health Promotion International*, 35(4), 661–670. <https://www.jstor.org/stable/48622356>

Bouck, E. C., Bartz, K., & Costello, M. P. (2021). Transition Planning Involvement and Students with Intellectual Disability: Findings from the NLTS 2012. *Education and Training in Autism and Developmental Disabilities*, 56(2), 173–189. <https://www.jstor.org/stable/27077958>

Bouck, E. C. (2017). Educational Outcomes for Secondary Students with Mild Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 52(4), 369–382. <https://www.jstor.org/stable/26420411>

Cazzell, S., Skinner, C. H., Taylor, K., McCurdy, M., Ciancio, D., Cihak, D., Skinner, A., & Moore, T. (2020). Comparing Computer-Based Sight-Word Interventions in Students with

Intellectual Disability: Self-Determined Versus Fixed Response Intervals. *Journal of Behavioral Education*, 29(3), 469–489. <http://www.jstor.org/stable/45380447>

Cheetham-West, Alyssa. (2022). *A CORRELATIONAL STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' SELF-EFFICACY AND ACHIEVEMENT FOR STUDENTS WITH DISABILITIES IN LOW-INCOME SCHOOLS* [Documents]. Doctoral Dissertations. Houston Christian University. <https://jstor.org/stable/community.40813481>

Chatenoud, C., Turcotte, C., & Aldama, R. (2020). Effects of Three Combined Reading Instruction Devices on the Reading Achievement of Adolescents with Mild Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 55(4), 409–423. <https://www.jstor.org/stable/27077933>

Chou, Y.-C. (2020). Navigation of Social Engagement (NOSE) Project: Using a Self-Directed Problem Solving Model to Enhance Social Problem-Solving and Self-Determination in Youth with Autism Spectrum Disorders. *Education and Training in Autism and Developmental Disabilities*, 55(1), 101–114. <https://www.jstor.org/stable/26898717>

Collins, B. C., Lo, Y., Haughney, K., & Park, G. (2021). Using Peer-Delivered Simultaneous Prompting to Teach Health Content to Students with Moderate Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 56(3), 293–305. <https://www.jstor.org/stable/27077970>

Edwards-Hudson, Natalie. (2022). *INSTRUCTIONAL EQUITY: LEVERAGING UNIVERSAL DESIGN FOR LEARNING TO ADDRESS THE BARRIER OF RACE* [Documents]. Doctoral Dissertations. Houston Christian University. <https://jstor.org/stable/community.40813399>

Guikas, I., & Morin, D. (2021). Situation in Special Education: Interaction between Teachers and Children Who Have Intellectual Disability and Who Display Challenging Behaviours. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 44(4), 1145–1175. <https://www.jstor.org/stable/27169841>

Garwood, J. D., & McKenna, J. W. (2020). Vocabulary Interventions for Students Identified with Emotional Disturbance: A Literature Review and a Call to Action. *Education and Treatment of Children*, 43(2), 187–199. <https://www.jstor.org/stable/27250529>

Heymann, J., Sprague, A., Raub, A., & Moseneke, D. (2020). From Nondiscrimination to Full Inclusion: Guaranteeing the Equal Rights of People with Disabilities. In *Advancing Equality: How Constitutional Rights Can Make a Difference Worldwide* (1st ed., pp. 151–177). University of California Press. <http://www.jstor.org/stable/j.ctv1f8854w.11>

Krämer, S., Möller, J., & Zimmermann, F. (2021). Inclusive Education of Students With General Learning Difficulties: A Meta-Analysis. *Review of Educational Research*, 91(3), 432–478. <http://www.jstor.org/stable/45387423>

Johnstone, C. J., Schuelka, M. J., & Swadek, G. (2020). Quality Education for All?: The Promises and Limitations of the SDG Framework for Inclusive Education and Students with Disabilities. In A. Wulff (Ed.), *Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education* (pp. 96–115). Brill. <http://www.jstor.org/stable/10.1163/j.ctv2gjwnt3.10>

Johnson, K., & Perez, A. (2023). Speak Out: Supporting Families in Advocacy. *YC Young Children*, 78(2), 90–93. <https://www.jstor.org/stable/27251123>

Olakanmi, O. A., Akcayir, G., Ishola, O. M., & Epp, C. D. (2020). Using technology in special education: current practices and trends. *Educational Technology Research and Development*, 68(4), 1711–1738. <https://www.jstor.org/stable/48727504>

Orr, R. K., Caldarella, P., Hansen, B. D., & Wills, H. P. (2020). Managing Student Behavior in a Middle School Special Education Classroom Using CW-FIT Tier 1. *Journal of Behavioral Education*, 29(1), 168–188. <http://www.jstor.org/stable/45380429>

Marquis, S. M., McGrail, K., & Hayes, M. (2020). Mental health of parents of children with a developmental disability in British Columbia, Canada. *Journal of Epidemiology and Community Health* (1979-), 74(2), 173–178. <https://www.jstor.org/stable/27207821>

Murray, A. L., Kaiser, D., Valdebenito, S., Hughes, C., Baban, A., Fernando, A. D., Madrid, B., Ward, C. L., Osafo, J., Dunne, M., Sikander, S., Walker, S., Van Thang, V., Tomlinson, M., & Eisner, M. (2020). The Intergenerational Effects of Intimate Partner Violence in Pregnancy: Mediating Pathways and Implications for Prevention. *Trauma, Violence & Abuse*, 21(5), 964–976. <https://www.jstor.org/stable/27011078>

Park, G., Collins, B. C., & Lo, Y. (2021). Teaching a Physical Activity to Students with Mild to Moderate Intellectual Disability Using a Peer-Delivered Simultaneous Prompting Procedure: A Single-Case Experimental Design Study. *Journal of Behavioral Education*, 30(3), 378–396. <http://www.jstor.org/stable/45395885>

Pennington, R., Courtade, G., Ault, M. J., & Delano, M. (2016). Five Essential Features of Quality Educational Programs for Students with Moderate and Severe Intellectual Disability: A

Guide for Administrators. *Education and Training in Autism and Developmental Disabilities*, 51(3), 294–306. <http://www.jstor.org/stable/24827525>

Snyder, S. M., & Ayres, K. (2020). Investigating the Usage of Reading Curriculum-Based Measurement (CBM-R) to Formatively Assess the Basic Reading Skills of Students with Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 55(1), 60–74. <https://www.jstor.org/stable/26898714>

UNESCO. (2020). Students, parents and communities: What role do parents and the community play? In *Inclusion and education: ALL MEANS ALL* (pp. 177–195). UNESCO. <http://www.jstor.org/stable/resrep64997.13>

UNESCO. (2020). Laws and policies: What foundations are needed? In *Inclusion and education: ALL MEANS ALL* (pp. 27–61). UNESCO. <http://www.jstor.org/stable/resrep64997.7>

Westling, D. L., & Kelley, K. R. (2020). Increasing Opportunities for Persons with IDD to Live in Their Own Homes. *Education and Training in Autism and Developmental Disabilities*, 55(4), 367–381. <https://www.jstor.org/stable/27077930>

Zucker, S. H., Perner, D. E., Perras, C., & Murdick, N. (2013). Best Practices for Practitioners in Autism, Intellectual Disability, and Developmental Disabilities. *Education and Training in Autism and Developmental Disabilities*, 48(4), 439–442. <http://www.jstor.org/stable/24232501>

Other Resources (There will also be other appropriate web resources).

Resources to Support Your Advocacy. (2023). *YC Young Children*, 78(2), 64. <https://www.jstor.org/stable/27251119>

Module 1- Foundations of Intellectual Disability

1. Define intellectual disability using medical, psychological, and educational frameworks.
2. Identify the cognitive, behavioural, social, and physical characteristics of students with ID.
3. Compare and contrast how different frameworks shape educational supports for students with ID.

Module 2 Assessment and Identification

1. Analyze and apply formal and informal assessment tools for identifying and supporting students with ID.
2. Critically examine ethical, cultural, and systemic issues in the education of students with ID.
3. Critique the validity and limitations of commonly used assessment methods.

Module 3: Instructional Planning and Individualized Supports

1. Develop individualized programming plans using evidence-based instructional strategies.

2. Teach and support the development of self-advocacy skills in students with ID.

Module 4 Collaboration and Family Engagement

1. Demonstrate strategies for effective family and inter-agency collaboration.
2. Support families in understanding their rights and navigating transition services and pathways.

Module 5 Transition Planning Across the K–12 Continuum

1. Plan and evaluate developmentally appropriate transition processes across the K–12 continuum.
2. Design a comprehensive, student-centered transition plan that incorporates student voice, family input, and interagency collaboration.

Module 6: Advocacy and Systems Change

1. Advocate effectively within schools and community systems for inclusive and equitable supports.
2. Integrate knowledge of ethical, cultural, and systemic issues into advocacy and leadership practices.

Component	Description	Weight (%)
Community of Practice 6@ 5%	Active participation in online forums, discussion boards, and peer response feedback.	30%
Module Quizzes 6@ 5%	Short quizzes to assess understanding of key module content.	25% (drop the lowest grade)
Case Studies 2@ 10%	Practical application of course content (For example: Designing a behaviour support plan)	20%
Final Research Project 1@ 25%	A final research paper on a course topic. -Annotated bibliography (5%) -First Draft- peer feedback (5%) -Final Paper submission (20%)	Total 25%
Total		100%

Evaluation

Community of Practice Activities (5% for 6 modules, for a value of 30%)

- Community of Practice Activities (5% for each of 6 modules). Students will be expected to participate in 6 community of practice activities throughout the semester.
- Each module will provide students with discussion prompts or discussion questions and they will be required to engage with the course readings as well as engage with their peers.

Module End Quizzes (5% for 6 modules for a value of 25%)

- Students will be expected to participate in regular checks on their learning and understanding of course content through quizzes.

- Students will be permitted to drop the lowest grade

Case Analysis (1 case study @10%) (This can be conducted individually, with a partner or with a group)

- Students will be expected to apply their knowledge to a case study. There will be a variety of cases (type of disability and grade level) to choose from. Students will be expected to apply their knowledge and develop a case-specific instructional plan based on the data provided (or collected).

Final Paper (1 research-based paper 35% of course grade)

- Students will be asked to first provide their instructor with an essay proposal. This will be a short overview of the proposed topic. This will be submitted by the fourth week of the semester for approval.
- Once the topic is approved, the students will be expected to develop an annotated bibliography of the research paper they plan to write. This will be submitted by the eighth week of the semester.
- Final research paper, using research-oriented literature and presented using the writing, research and referencing guidelines outlined in by APA.

Description of Grades

(See University Calendar, pp. 71-72: section 6.9.2):

- "A" indicates excellent performance with clear evidence of:
 - comprehensive knowledge of the subject matter and principles treated in the course,
 - a high degree of originality and independence of thought,
 - a superior ability to organize and analyze ideas, and
 - an outstanding ability to communicate.
- "B" indicates good performance with evidence of:
 - substantial knowledge of the subject matter,
 - a moderate degree of originality and independence of thought,
 - a good ability to organize and analyze ideas, and
 - an ability to communicate clearly and fluently.
- "C" indicates satisfactory performance with evidence of:
 - an acceptable grasp of the subject matter,
 - some ability to organize and analyze ideas, and
 - an ability to communicate adequately.



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

- (1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
- (2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.
- (3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6478

Course Title: Assistive Technology

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No

If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

	Percentage	
	Written	Oral
Class tests		
Assignments		
Other (specify):		
Final examination:		

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's initials

Recommended for offering in the: ☒ Fall ☐ Winter ☐ Spring 20 27

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penny
Course instructor

October 3, 2025
Date

Rhonda Joy
Approval of the head of the academic unit

October 7, 2025
Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



**Education 6478
NEW Course**

Assistive Technology

Instructor: Gabrielle Young
Email: gabrielley@mun.ca
Office: 5032
Telephone:
Office Hours: BY APPOINTMENT (on-site or online)
Class Time: Online Asynchronous

Assistive Technology (AT) Course Description

EDUC 6478: Assistive Technology (AT) introduces tools and strategies that support students with high incidence disabilities in accessing the curriculum and engaging in classroom activities. Various forms of assistive technology will be explored along with the process of selection and implementation. Practical applications will be explored to address how AT supports learner independence, collaboration, and academic success. Emphasis will be placed on emerging trends in AT, along with legal frameworks that guide its application and foster the development of equitable learning environments. Through reflective practice, students will analyze their current instructional approaches and further develop their ability to integrate AT to support inclusive learning environments.

AT Course Learning Outcomes

By the end of this course, students will:

Understand AT Principles and its selection process

- Recognize and define different forms of AT, from low-tech to high-tech, articulating their purpose and impact on learning.
- Describe the history of AT in legislation and current issues involving AT.
- Become familiar with the relevant laws, policies, and funding sources related to AT service delivery.
- Explain the role of AT in supporting inclusive learning environments.
- Apply standard assessment models, such as the Student, Environment, Task, and Tool (SETT) framework, to select appropriate AT for individual needs

Use AT to support Reading, Writing, and Math

- Explain how AT can be used as an instructional aid.
- Apply UDL principles to create inclusive learning environments that integrate AT approaches for diverse learners.
- Cite research on the impact of AT on student achievement.
- Use apps and websites to support instruction.

Use AT to support Behaviour, Communication, and Organization

- Articulate how technology supports organization and self-monitoring.
- Discuss how technology can be used to monitor, manage, and support classroom behaviour.
- Describe various forms of Augmentative and Alternative Communication.

Articulate how AT supports Independence and Transitions

- Understand the factors that influence an individual's decision to accept, use, or abandon an AT device, including stigmatization and aesthetics.
- Critically analyze factors influencing AT adoption and abandonment, ensuring better learning outcomes.
- Work effectively with interdisciplinary teams, including students, parents, and teachers, to design and assess AT solutions.
- Understand how to measure the impact of assistive technology and evaluate its effectiveness.
- Explain how AT should be addressed when engaging in transition planning.
- Cite research addressing the role of AT in supporting independence and autonomy.
- Develop the skills to provide training and support for students, educators, and families on how to effectively use AT.
- Understand how to access resources and information for professional development and to maintain AT devices.

Course Overview

Module 1 - Understanding and Assessing AT

Learning Outcomes

1. Define assistive technology and explain its purpose.
2. Describe the different types of AT and how they can be used to support people with disabilities.
3. Evaluate and select AT for individuals with disabilities.
4. Evaluate existing technology tools and determine if they are suitable for classroom use.
5. Identify components of the SETT framework through exploration and discussion.
6. Understand the legal and ethical considerations of using AT.
7. Analyze research and policy related to the use of AT/IT with students with disabilities.
8. Explain the appropriate use of assistive technology through experience, exploration, reflection, and application.

Readings and Resources

Selected readings will address:

- History of AT in legislation and current issues involving AT
- Role of AT in supporting inclusive learning environments
- Frameworks for AT consideration - SETT framework and AT assessments
- AT as instructional aids
- AT as part of UDL and student engagement
- Role of AT in supporting student achievement

Assistive Technology Websites

- www.common sense media.org/guide/special-needs
- [Understood](#) - “We are the lifelong guide for those who learn and think differently.”
 - [What to consider when looking at assistive technology](#)
- Center on Technology and Disability: [Assistive Technology Tools to Meet Student Needs](#) (Resource List)

Web-based Reading

SETT Framework

Hollingshead, A.; Zabala, J.; Carson, J. (2021). The SETT Framework and Evaluating Assistive Technology Remotely. *Special Education Today*. Retrieved from: <https://exceptionalchildren.org/blog/sett-framework-and-evaluating-assistive-technology-remotely>

Explore readings and resources from the following professional associations.

- CEC - Council for Exceptional Children - <https://exceptionalchildren.org>
- RESNA - Rehabilitation Engineering and Assistive Technology Society of North America - <https://www.resna.org>
- Closing the GAP - <https://www.closingthegap.com>
- ATIA - Assistive Technology Industry Association - <https://www.atia.org>
- UDL - For more information on Universal Design for Learning visit: cast.org.

Module 2 – AT to support Reading

Learning Outcomes

1. Review current web-based applications and interventions to support reading.
2. Synthesize evidenced based practices for using assistive/instructional technology (AT/IT) to support reading.
3. Identify best practice strategies for identifying and delivering Universal Design instruction.

Readings and Resources

Selected readings will address:

- Apps and websites to support reading instruction
- Assistive Technology for reading (decoding, phonemic awareness, fluency, comprehension)

Speech-to-Text / Text-to-Speech

Speech-to-text:

- Removes barriers to demonstrating knowledge
- Helps reduce handwriting and spelling problems
- Allow students to brainstorm verbally
- Helps students produce a larger amount of work
- Provides greater independence

Speech Recognition Technology

Dragon Naturally Speaking lets students express themselves by talking. For more information visit Nuance.com.

Read and Write Technology

[Read&Write for Google Chrome](#), also available for Windows, Android, iPad, Mac, and Microsoft Edge. Provides access to:

- Dictionary
- Picture dictionary
- Screen mask
- Vocabulary lists
- Fact finders

Video: Read&Write for Google Chrome - An Introduction

Video: Read&Write for Education

Text Reader Technology

The C-Pen Reader is a pocket-sized device that reads text aloud and provides access to a built-in dictionary. For more information visit scanningpens.com.

Video: Features of the ReaderPen

2016 version of video can be seen [here](#).

Smart Pens:

- Reduce the stress of note taking.
- Provides an audio version to check for understanding

Video: Livescribe Echo® Smartpen Introduction

Assistive Technology Websites

- www.common sense media.org/guide/special-needs
- [Understood](#) - “We are the lifelong guide for those who learn and think differently.”
 - [What to consider when looking at assistive technology](#)
 - [Software and apps for kids who struggle with reading](#)
- Center on Technology and Disability: [Assistive Technology Tools to Meet Student Needs](#) (Resource List)

Module 3 – AT to support Writing

Learning Outcomes

1. Identify best practice strategies for identifying and delivering low, mid, high, and emerging technologies.
2. Describe low, mid, high, and newer technologies through reflection, observation, and application.
3. Apply the integration of technologies to improve curriculum access for students with disabilities.
4. Review current web-based applications and interventions to support writing.
5. Synthesize evidenced based practices for using assistive/instructional technology (AT/IT) to support writing.

Readings and Resources

Selected readings will address:

- Apps and websites to support writing instruction
- Assistive Technology for writing (voice to text, dictionary, story starters)
- Assistive Technology for science and social studies

Resources

Resources to support Graphomotor Skills

Developmental coordination disorder is a motor-based disorder that impairs everyday fine and/or gross motor movements.

Recommended programs for building graphomotor skills:

- Callirobics: callirobics.com
- Handwriting Without Tears: lwtears.com...
- Loops and other Groups: therapro.com...
- Write Start: write-start-handwriting.org
- Zaner-Bloser Handwriting: zaner-bloser.com...

Resources to support Handwriting Development

The [understood.org website](http://understood.org) offers additional resources to assist handwriting development.

[Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities](#)

Assistive Technology Websites

- www.common sense media.org/guide/special-needs
- [Understood](#) - “We are the lifelong guide for those who learn and think differently.”
 - [What to consider when looking at assistive technology](#)
 - [Software and apps for kids who struggle with writing](#)
- Center on Technology and Disability: [Assistive Technology Tools to Meet Student Needs](#) (Resource List)

Module 4 – AT to Support Math

Learning Outcomes

1. Explain the appropriate use of assistive technology through experience, exploration, reflection, and application.
2. Review current web-based applications and interventions to support mathematics.
3. Synthesize evidenced based practices for using assistive/instructional technology (AT/IT) to support mathematics.
4. Identify curriculum applications of technology that can improve learning opportunities for all children, especially those diagnosed with disabilities.

Readings and Resources

Selected readings will address:

- Apps and websites to support mathematics instruction
- Assistive Technology for math (problem solving, word problems, fluency)

Assistive Technology for Math

- Math Mod: for more information visit modmath.com.
- Math Pad: watch the introductory video: [MyScript® Calculator 2](#)

Calculator 2 turns your device into an interactive piece of paper. Simply write a calculation and it gets you the result in real time. Develop it further with editing gestures or by adding new elements anywhere. Reuse previous results with drag and drop. Calculator 2 interprets everything you do on the fly.

Math Resources and Tools

Targeted math resources and tools:

- [Accelerated Math](#)
- [Dreambox Learning](#)
- [Math 180](#)
- [Number Words](#)
- [Saxon Math](#)

Assistive Technology Websites

- www.commonsemmedia.org/guide/special-needs
- [Understood](#) - “We are the lifelong guide for those who learn and think differently.”
 - [What to consider when looking at assistive technology](#)
 - [Free Online Assistive Technology Tools to Help with Reading, Writing and Math](#)

- Center on Technology and Disability: [Assistive Technology Tools to Meet Student Needs](#) (Resource List)

Module 5 – AT to support Communication, Behaviour, and Organization

The module focuses on methods and tools necessary for working with students who have significant information processing difficulties as they relate to organizational, analytical, comprehension, general study, and coping skills.

Learning Outcomes

1. Conduct an assessment that identifies students AT and AAC needs.
2. Implement strategies, techniques, and technology to enhance effective communication in a variety of educational environments.
3. Create a technology-based intervention that supports an academic, behavioral, or social outcomes for students with disabilities.

Readings and Resources

Selected readings will address:

- Augmentative and Alternative Communication
- Technology to monitor, manage, and support classroom behaviour
- Technology to support organization and self-monitoring
- Assistive Technology to support behavior (behavior reinforcement, behavior contracts, data collection)

Journal Article

Bouck, E. (2017). Assistive technology for communication. In *Assistive Technology for Communication* (pp. 49-75). SAGE Publications, Inc, <https://doi.org/10.4135/9781071872765.n3>

Assistive Technology for Organization

- Rocket Everlast Notebook: visit them online at getrocketbook.com.
- Rocket Wave Notebook

Video: Rocketbook Wave

Fidget tools

Physical activity – doodling, chewing gum, using a fidget tool – increases neurotransmitter production (e.g., dopamine and norepinephrine) in the brain that controls focus and attention. Intentional fidgets allow students to self-regulate attention symptoms in a controlled,

constructive fashion. An effective fidget doesn't distract from the task because it does not require thought.

Children with ADHD need to fidget only when using executive brain functions – like watching a math video, rather than a Star Wars clip.

Assistive Technology Websites

- www.common sense media.org/guide/special-needs
- [Understood](#) - “We are the lifelong guide for those who learn and think differently.”
 - [What to consider when looking at assistive technology](#)
- Center on Technology and Disability: [Assistive Technology Tools to Meet Student Needs](#) (Resource List)

Web-based Readings

Explore readings and resources from the following professional associations.

- **ISAAC** – International Society for Augmentative and Alternative Communication - <https://isaac-online.org/english/home/>
- **RESNA** – Rehabilitation Engineering and Assistive Technology Society of North America - <https://www.resna.org>
- **ATIA** – Assistive Technology Industry Association - <https://www.atia.org>

Module 6 – AT to support independence and transitions

Learning Outcomes

1. Develop a protocol for teachers to implement an evidenced based technology intervention.
2. Possess a repertoire of evidence-based strategies to develop personalized supports for individuals with exceptional needs.
3. Identify a range AT funding sources and processes of acquisition of assistive technology devices and services.
4. Knowledgeable of legislative mandates and governmental regulations related to technology and their implications for individuals with exceptional needs.
5. Knowledgeable of and demonstrate proficiency in use of a range of assistive technology tools.

Readings and Resources

Selected readings will address:

- Decision Making
- Implementation in Schools

- Transition Planning
- Role of AT in supporting independence and autonomy
- AT to support students with complex medical needs
 - AT to support vision and hearing
 - Technology for computer access – i.e., alternative keyboards, switches etc.
 - Technology for mobility

Journal Articles

Dabbagh, N., Bass, R., Bishop, M., Costelloe, S., Cummings, K., Freeman, B., Frye, M., Picciano, A. G., Porowski, A., Sparrow, J., & Wilson, S. J. (2019). Using technology to support postsecondary student learning: A practice guide for college and university administrators, advisors, and faculty. Washington, DC: Institute of Education Sciences, What Works Clearinghouse. (WWC 20090001) Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <https://whatworks.ed.gov>.

Dexter, S., & Richardson, J. W. (2019). What does technology integration research tell us about the leadership of technology? *Journal of Research on Technology in Education*, 52(1), 17–36. <https://doi.org/10.1080/15391523.2019.1668316>

Web-based Readings

Andrew Leibs

Ten Ways to Fund Assistive Technology Purchases

<https://www.westernu.edu/mediafiles/cdihp/assistive-technology-funding-sources.pdf>

Job Accommodation Network

Benefits and Costs of Accommodation

https://askjan.org/topics/costs.cfm?csSearch=2697851_1

Equal Employment Opportunities Commission

Recruiting, Hiring, Retaining, and Promoting People with Disabilities

<https://www.eeoc.gov/laws/guidance/recruiting-hiring-retaining-and-promoting-people-disabilities>

Course Readings and Resources

Explore readings and resources from the following professional associations.

- CEC - Council for Exceptional Children - <https://exceptionalchildren.org>
- ISAAC – International Society for Augmentative and Alternative Communication - <https://isaac-online.org/english/home/>
- RESNA – Rehabilitation Engineering and Assistive Technology Society of North America - <https://www.resna.org>
- Closing the GAP - <https://www.closingthegap.com>

- **ATIA** – Assistive Technology Industry Association - <https://www.atia.org>
- **UDL** - For more information on Universal Design for Learning visit: cast.org.

Book Chapters

Selected readings from:

Dell, A., Newton, D., & Petroff, J. (2017). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (3rd Ed)*. Toronto: Pearson Education.

Format: Hard Copy or Kindle Edition

<https://www.vitalsource.com/en-ca/products/assistive-technology-in-the-classroom-amy-g-dell-v9780134170763?srsId=AfmBOopXDmsIXsk39i9qpeoP1thTJAKokS33zuJLJInc8MwVGyOyLEFX>

Bowser, G., Foster Carl, D., & Fonner, K., (2015). *Quality Indicators of Assistive Technology: A Comprehensive Guide to Assistive Technology Services*.

Format: Hard Copy or Kindle Edition

https://publishing.cast.org/catalog/books-products/quality-indicators-for-assistive-technology-qiat?srsId=AfmBOooveJrdyvjVbzucMOdnP360S02-6vgImT-9FT4TCS5dfm_BxRN

Journal Articles

Selected journal articles:

Module 1 - Understanding and Assessing AT

Module 2 - AT to support Reading

Module 3 - AT to support Writing

Module 4 - AT to support Math

Module 5 - AT to support Communication, Behaviour, and Organization

Bouck, E. (2017). Assistive technology for communication. In *Assistive Technology for Communication* (pp. 49-75). SAGE Publications, Inc, <https://doi.org/10.4135/9781071872765.n3>

Module 6 - AT to support independence and transitions

Dabbagh, N., Bass, R., Bishop, M., Costelloe, S., Cummings, K., Freeman, B., Frye, M., Picciano, A. G., Porowski, A., Sparrow, J., & Wilson, S. J. (2019). *Using technology to support postsecondary student learning: A practice guide for college and university administrators, advisors, and faculty*. Washington, DC: Institute of Education Sciences, What Works Clearinghouse. (WWC 20090001) Washington, DC: National Center for

Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <https://whatworks.ed.gov>.

Dexter, S., & Richardson, J. W. (2019). What does technology integration research tell us about the leadership of technology? *Journal of Research on Technology in Education*, 52(1), 17–36. <https://doi.org/10.1080/15391523.2019.1668316>

Other Articles

Gonzales, M. M., (2020) School technology leadership vision and challenges: Perspectives from American school administrators. *International Journal of Educational Management*, 34(4), 697–708. <https://doi.org/10.1108/IJEM-02-2019-0075>

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>

Sailer, M., Murböck, J., & Fischer, F. (2021). Digital learning in schools: What does it take beyond digital technology? *Teaching and Teacher Education*, 103, 103346 <https://doi.org/10.1016/j.tate.2021.103346>.

Tate, T., & Warschauer, M. (2022). Equity in online learning. *Educational Psychologist*, 57(3), 192–206. <https://doi.org/10.1080/00461520.2022.2062597>

Course Evaluation

Most modules require students to acquire new information, participate in activities to aid in learning, and demonstrate skill in applying their knowledge through the development of online artifacts.

- **Acquire** new content through readings, watching recorded lectures, demonstration videos, simulations, and many other engaging and fun online tools.
- **Participate** in online discussions, wikis, and blogs to reflect and share perspectives with classmates.
- **Apply** knowledge and demonstrate skill through written and or interactive activities, case studies, and creative individual and group projects.

For each Module, students will be tasked with discussing in small or large online groups their interpretations of the readings, media, and other information provided on the topic, and completing assignments based on information from the modules.

Evaluation Breakdown

Component	Description	Weight (%)
-----------	-------------	------------

Community of Practice 5@ 5%	Active participation in online forums, discussion boards, and peer response feedback.	25% (Best 5 out of 6)
Module End Activities 5@5%	Varied activities	25% (Best 5 out of 6)
Group Presentation 1@ 30%	Practical application of course content	30%
Resource Exploration or Technology Review @ 20%	Resource review	20%
Total		100%

- Community of Practice Activities: Individual discussion posts; best 5 out of 6.
 - o (5 x 5% each) - 25%
- Module End Learning Activities: Completed alone or in pairs; best 5 out of 6.
 - o (5 x 5% each) - 25%
- Group Presentation Project - 30%
- Resource Exploration or Technology Review: Completed alone or in pairs - 20%
- **1. Community of Practice Activities**

Discuss with your peers by posting in the discussion forums provided. You may choose to comment on either one or more of the related topics. You may also draw upon additional research with which you may be familiar and/or professional experience. Of course, any sources must be cited and referenced—and sources are expected!

Module 1 – Understanding and Assessing AT

Contribute to a Google forum where you will collectively define key concepts such as:

- 21st Century Literacy
- Assistive Technology
- Accessible Technology
- UDL (Universal Design for Learning)
- MTSS (Multi-Tier System of Support)
- High Incidence Disabilities
- Low Incidence Disabilities
- SETT Framework
 - o Student (strengths, needs, preferences), Environment (physical and social settings), Tasks (activities the student needs to do), and Tools (assistive technologies and strategies)

Module 2 – AT to support Reading

Students will review available instructional technology platforms or educational applications and demonstrate their accessibility for students with various disabilities, their alignment to principles of UDL, and how the tool addresses specific learning needs of students with reading difficulties.

Module 3 – AT to support Writing

Students will review available instructional technology platforms or educational applications and demonstrate their accessibility for students with various disabilities, their alignment to principles of UDL, and how the tool addresses specific learning needs of students with writing difficulties.

Module 4 – AT to support Math

Students will review available instructional technology platforms or educational applications and demonstrate their accessibility for students with various disabilities, their alignment to principles of UDL, and how the tool addresses specific learning needs of students with difficulties in mathematics.

Module 5 – AT to support Communication, Behaviour, and Organization

Contribute to a Google forum where you will collectively define key concepts such as:

- Augmentative and Alternative Communication

Module 6 – AT to support independence and transitions

Contribute to a Google forum where you will collectively define key concepts such as:

- AEM (Accessible Education Materials)
- Accessible PDF
- Ear Reading
- POUR principles of accessibility (perceivable, operable, understandable, and robust)
- SLIDE framework for creating accessible presentations
 - o (S = Styles, L = Links, I = Images (with text descriptions), D = Design (perceivable and high contrast), and E = Evaluation (holistic and authentic))

Module End Activities

Module end learning activities can be completed alone or in pairs.

Module 1 – Understanding and Assessing AT

Students will:

- Reflect on what defines the role of technology in the classroom based on the guidance and mandates provided by legislation, technology standards, and national plans related to technology use in the classroom.
- Know legislative mandates and governmental regulations related to technology and their implications for individuals with exceptional needs.

Module 2 – AT to support Reading

Students will:

- Review evidence-based AT implementation strategies to develop personalized supports for individuals with reading difficulties.
- Evaluate existing reading technology tools and determine if they are suitable for classroom use.
- Design an intervention plan using technology to support reading with elements of UDL.
- Demonstrate familiarity with and proficiency in use of a range of assistive technology tools to support reading.

Module 3 – AT to support Writing

Students will:

- Review evidence-based AT implementation strategies to develop personalized supports for individuals with writing difficulties.
- Evaluate existing writing technology tools and determine if they are suitable for classroom use.
- Describe how can graphic organizers be used in writing.
- Describe the advantages of computer word processing for writing.
- Design an intervention plan using technology to support writing with elements of UDL.
- Demonstrate familiarity with and proficiency in use of a range of assistive technology tools to support writing.

Module 4 – AT to support Math

Students will:

- Review evidence-based AT implementation strategies to develop personalized supports for individuals with mathematics difficulties.
- Evaluate existing mathematics technology tools and determine if they are suitable for classroom use.
- Describe how students can be instructed to move from concrete learning to abstract learning.
- Describe how computers can be used in the teaching of mathematics.
- Design an intervention plan using technology to support mathematics instruction with elements of UDL.
- Demonstrate familiarity with and proficiency in use of a range of assistive technology tools to support mathematics.

Module 5 – AT to support Communication, Behaviour, and Organization

Students will:

- Conduct an assessment that identifies students AT and AAC needs.
- Discuss strategies, techniques, and technology to enhance effective communication in a variety of educational environments.
- Identify technology to support students who struggle with language, reading, handwriting, have poor working memory, and are distracted by noise.

- Create a technology-based intervention that supports an academic, behavioral, or social outcomes for students with disabilities.

Module 6 – AT to support independence and transitions

Students will:

- Develop a protocol for teachers to implement an evidenced based technology intervention.
- Identify a range AT funding sources and processes of acquisition of assistive technology devices and services.
- Discuss transition plans for students with disabilities.

Group Presentation

Select a case study. Details for each case are in the syllabus.

- 10-year-old boy with a learning disability
- 15-year-old girl with ADHD
- 5-year-old boy with autism
- a 15-year-old girl with a mild intellectual disability

Based on your selected case study, you will be assigned to a group to develop a presentation on assistive and instructional technology to support a child with an area of identified exceptionality. Group members will address how assistive technology can be used to support their focus child's areas of strengths and needs within an inclusive learning environment.

You will create and submit a handout and a presentation. Students will be evaluated on the information contained in the handout as well as their presentations.

The course material will be a start for you and your handout and presentation must reflect awareness of the topics which the course explores. However, it is expected that you will conduct additional research in preparing this assignment.

Handout

For the child in your selected case study:

- Respond to prompts embedded within your case study.
- Identify assistive or instructional technology (IT), along with strategies and/or suitable programs that would support the child in your selected case study.
- Describe these strategies and AT/IT programs and how they would be delivered.
- Choose a form of AT and describe practical information about the technology.
- Describe how the AT works and address how it can be used to facilitate the inclusion of students.

Your handout can provide practical information on the selected AT and demonstrate how it facilitates inclusion.

Group Presentation

As topics vary it is difficult to be definitive about sections that should be included in your presentation. Recommended topics include:

- Definitions
- Literature review addressing the selected AT, proposed inclusive teaching strategy or programming intervention
- Implications for students with exceptionalities
- Implications for your classroom
- Implications for your school
- Opportunities for collaboration
- References

Presentation Format

- PowerPoint, or an accessible presentation software, should be used as the delivery mode and notes/comments can be inserted into the appropriate section.
- You cannot use more than 30 slides in total, but you should attach a Word document containing “Resources for Educators”, as a handout.
- PowerPoints should begin with a title page, naming the group members and the topic.
- The second slide should be an agenda.
- APA format should be used (where appropriate) throughout the assignment.
- All references should be listed, and a reference list (APA format) should be at the end of the presentation.

Grading

The project will be graded as if I am sitting in the staff room as you deliver it.

- Is this informative, comprehensive, and practical to my work as a teacher?
- Is it professionally prepared?
- Does it reflect expertise in the field?

Assignment Rubric

Depth and Breadth (20pts)

Ask yourself:

- Is the presentation informative, comprehensive, practical, and reflective of expertise in the field?

- Does the presentation include: a Literature Review, Practical Implications, and a Resource Handout?
- Does the handout include: 1 paragraph description of the presentation topic, and summary of resources for acquiring additional information.

Presentations will be evaluated based on:

- Thorough, description of your selected AT.
- Thorough, exploration of the research literature surrounding your selected AT (course materials and 10+ additional scholarly sources).
- Description of, and rationale / justification for, practical implications for your focus student, your classroom, special education, inclusive schools, and collaboration.
- References used to support rationale / justification throughout.
- Complexity in approach to subject.

Clarity of Ideas and Formal Style (5pts)

Does the presentation look professional?

Includes: title page, agenda, reference list, 30 slides with comments in the notes section, APA formatting throughout.

Presentations will be evaluated based on:

- Expression and logical presentation of ideas and information.
- Use of conventions, vocabulary, and terminology in discipline.

Adequate Sources (5pts)

Presentations will be evaluated based on:

- Use and citation of multiple sources in addition to text (e.g., 10+, primary sources).

Present Research on Assistive Technology

Alone, or in groups of 2 (or 3), choose a form of AT to review. Your resource review should focus on *practical* information pertaining to the resources, strategy, or assistive or instructional technology you have selected. It should include a review of the resources presented on the website or a description of how the strategy or assistive or instructional technology works, and address how it can be used to facilitate the inclusion of all students. Remember to provide practical information on the resource, strategy, or assistive or instructional technology, and demonstrates how it facilitates inclusion.

Marks will be assigned for:

- your overview of the resource, strategy, or assistive or instructional technology (10 marks), and

- your overview of how the resource, strategy, or tool benefits students with and without exceptionalities (10 marks)

Prior to submitting, ask yourself:

1. Does your review clearly depict the resources provided on the selected website, or provide sufficient information for you to implement the strategy or assistive or instructional technology?
2. Does your review highlight students who would benefit from the strategy, or how the strategy could be modified for large or small group instruction or individual use?

The presentation should include:

- **Category Overview:** Provide a description of device category and a rationale for why it was chosen. The description should include the potential features of the device as well as its range in terms of size, cost, etc.
- **User Characteristics:** List user characteristics of individuals who would potentially benefit from access to this device category. User characteristics can be defined as disabilities areas or areas of human function.
- **Specific Devices:** Identify at least 4 specific devices that fall under this research device category. Include a description, cost, URL and vendor information.
- **Community Support:** Reflect on how the use of this device category could potentially impact a user within the home, school, work and outside community.
- **Funding Sources:** Locate organizational, governmental, civic funding sources appropriate for acquisition of assistive technology within this device category. Include name, contact information, and eligibility.
- **Legislative Support:** Identify a governmental regulation or legislative mandate that supports using devices in this category. State why and how the law provides support.
- **Resources:** Use the Internet to identify both professional and informational web resources for potential users of this device category. Include the source name, the URL, and contact information.

Description of Grades

(See University Calendar, pp. 71-72: section 6.9.2):

"A" indicates excellent performance with clear evidence of:

- comprehensive knowledge of the subject matter and principles treated in the course,
- a high degree of originality and independence of thought,
- a superior ability to organize and analyze ideas, and
- an outstanding ability to communicate.

"B" indicates good performance with evidence of:

- substantial knowledge of the subject matter,
- a moderate degree of originality and independence of thought,

- a good ability to organize and analyze ideas, and
- an ability to communicate clearly and fluently.

"C" indicates satisfactory performance with evidence of:

- an acceptable grasp of the subject matter,
- some ability to organize and analyze ideas, and
- an ability to communicate adequately.



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

- (1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
- (2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.
- (3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6480

Course Title: Therapeutic Interventions for Students with Autism Spectrum Disorder (ASD) in Education

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No

If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

Percentage

	Written	Oral
Class tests		
Assignments		
Other (specify):		
Final examination:		

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's initials

Recommended for offering in the: ☐ Fall ☐ Winter ☒ Spring 20 29

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penney
Course instructor

October 3, 2025
Date

Rhonda Joy
Approval of the head of the academic unit

October 7, 2025
Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



Education
6480 NEW
Course

Inclusive Practices for Students with Autism Spectrum Disorders

Instructor: Kimberly Maich
Email: x89kam@mun.ca
Office:
Telephone:
Office Hours: BY APPOINTMENT (on-site or online)
Class Time: Online Asynchronous

Calendar Description

This course is intended to provide special education resource teachers with an in-depth knowledge of the unique characteristics and learning needs of children with Autism Spectrum Disorders. Education 6480 will present worthwhile strategies to accommodate the special learning needs of children with an ASD so that special education resource teachers are able to support regular educators within the inclusive classroom setting. The course considers current research related to a range of educational, psychological, social, and cultural issues.

Course Objectives

After completing this course students will:

1. Describe the characteristics of Autism Spectrum Disorders (ASD) and related health, neurological, and developmental concerns.
2. Examine historical perspectives and theories regarding the etiology of ASD.
3. Design programs that enhance social and communication skills for individuals with ASD.
4. Address communication challenges associated with ASD by implementing targeted interventions.
5. Adapt instructional strategies to accommodate the sensory needs of individuals with ASD.

6. Evaluate evidence-based interventions across the lifespan and **apply** them to diverse educational and clinical contexts.
7. Develop proactive strategies for addressing challenging behaviours in school settings.
8. Implement instructional practices that support the learning profiles of students with ASD to promote academic success.
9. Collaborate with professionals and families to create effective and individualized programs for learners with ASD.
10. Critically discuss contemporary issues and debates in the field of ASD.

Textbook

Maich, K., Penney, S., Alves, K., & Hall, C. (2020). *Autism spectrum disorders in the Canadian context: An introduction*. Toronto: Canadian Scholars.

Module 1: History

The main resource and content of your course, for this module and all modules, is *Autism Spectrum Disorder in the Canadian Context*. **Your chapter readings are absolutely essential in learning course content.** For this first module you will focus on Chapter 1, entitled Brief History of Autism Spectrum Disorder. This chapter leads you through information such as contributors to the field of Autism Spectrum Disorder (ASD), the elasticity of terminology, current definitions, the DSM-5, self-advocacy, national perspectives, messages from popular media, and informative feature boxes and spotlights across Canada highlighting policy, practice, and research.

The following content in this module highlights some areas and supplements what you have read: it does not replace it. Review course content only **after** you have thoughtfully and carefully digested your chapter.

Learning Outcomes

1. Discover the historical foundations of ASD from its first recognition, including research and understandings.
2. See how the pioneers in the field of ASD influenced the development and direction of the field.
3. Examine the movement towards current practices in ASD, such as assessment and diagnosis, advocacy, national perspectives, and media perspectives.
4. Explore Canadian-specific information and resources in ASD.

Readings and Resources

Chapter 1: A Brief History of Autism Spectrum Disorder

Donovan, J., Zucker, C. (2010, October). Autism's First Child. *The Atlantic*. www.theatlantic.com

Public Health Agency of Canada (2018, April 19). ASD Among Children & Youth. Government of Canada. www.canada.ca/en/public-health

Module 2: Foundations

Chapter 2 of ASD in the Canadian Context (Maich et al., 2020), called the Foundations of ASD is the foundational reading for your second module (Module 2). Foundations of ASD leads you through information such as research design, pseudoscience, evidence-based practice, and large, systemic research reviews, as well as an introduction to various interventions and their ratings

within these large reviews of practice in ASD, as well as and informative feature boxes and spotlights across Canada highlighting policy, practice, and research. Continue to review course context only after you have thoughtfully and carefully digested your chapter the following content highlights some areas and supplements what you have read: it does not replace it. Please note that slides are also available to supplement and summarize your readings [[Download Module 2 Powerpoint slides](#)].

Readings and Resources

[Chapter 2: Foundations of Autism Spectrum Disorder](#)

Additional Readings and Resources

National Standards Project: Phase 2 (National Autism Centre) Evidence-Based Practices for Children, Youth, & Young Adults with ASD (Wong et al., 2015) Evidence-Based Practices for Children, Youth, & Young Adults with ASD (Wong et al., 2015) Evidence-Based Practices for Individuals with ASD (ONTABA, 2018)

Optional reading

Want to learn more? Try the [Autism Resource Hub](#) in Atlantic Canada and the Autism & Behavioural Interventions course for teachers

Module 3: Interventions

Chapters 3, 4, and 5 of ASD in the Canadian Context (Maich et al., 2020), entitled Social Communication-based Interventions, Behaviour-based Interventions, and The Sensory Domain respectively, are the foundational readings for this third module. Interventions takes you through the three areas that are essential in supporting learners with ASD in and beyond school-based practice. As you learned in Module 2, interventions related to social-communication and behaviour are well-established in the field of ASD. However, the information about the sensory domain is newer, as sensory features only became a formal part of the diagnostic criteria for ASD in 2013 with the publication of the DSM-5 (APA, 2013). Thus, any sensory interventions are lesser widely known, less researched, and not firmly settled into categorization as evidence-based interventions. Again, helpful feature boxes and spotlights across Canada highlighting policy, practice, and research are available for your review.

Reading and Resources

- [Chapter 3: Social Communication-based Interventions](#)
- [Chapter 4: Behaviour-based Interventions](#)
- [Chapter 5: The Sensory Domain](#)

Additional Readings and Resources

- Autism Internet Modules (autisminternetmodules.org)
- [APSEA's Take Flight Series](#).
- [Bill 38](#).

Learning Outcomes

1. Understand varied evidence-based interventions in the area of social communications in ASD
2. Learn varied evidence-based interventions in the area of restricted and repetitive behaviour in ASD

3. Discover the domain of sensory needs in ASD
4. Explore Canadian-specific information and resources in ASD.

Module 4: Early Years & School Years

Chapters 6 and 7 of ASD in the Canadian Context (Maich et al., 2020), entitled The Early Years and The School Years respectively, are the foundational readings for this fourth module. First, Chapter 6 provides a research-based overview of the impact of raising children with ASD, as well as screening for ASD and red flags for ASD. It moves on to the topic of inclusion in early childhood settings—and how we measure it—and individual program plans that provide individual learning goals. Then, intensive therapy is addressed. Chapter 7, The School Years, also reviews the topic of inclusion, but for school-age children, from inclusive school settings to specialized school settings, as well as relevant funding and various approaches to individualized education plans, courses, and programs. It also addressed relevant continuing education options for educators. Helpful feature boxes and spotlights across Canada continue to highlight policy, practice, and research and are available for your review.

Learning Outcomes

1. Identify red flags and pathways for support around ASD in young children
2. Examine training needs and options for educators of children and youth with ASD
3. Learn about the therapeutic options and school-based options for supporting children and youth with ASD
4. Explore Canadian-specific information and resources in ASD.

Reading and Resources

0. [Chapter 6: The Early Years](#)
0. [Chapter 7: The School Years](#)

Additional Readings and Resources

APSEA (2015). Transition to School for Learners With Autism Spectrum Disorder. apsea.ca

Module 5: Adults, Parents, & Families

Chapters 8 and 9 of ASD in the Canadian Context (Maich et al., 2020), entitled Adult Years and Parents and Families respectively, are the foundational readings for this fifth module of your course. Chapter 8, The Adult Years, utilizes identity-first language. It provides an overview of autistic adults, services, advocacy, needs mapping, mental health issues, post-secondary options and employment—and the transition *from* adolescence *to* adulthood. Chapter 9, Parents & Families, presents historical and current views of parents, families, and disability—including ASD-specific models (e.g., Levels of Awareness). Practical strategies are also included (e.g., The KIT), as well as broad information about advocacy.

Learning Outcomes

1. Examine the role of identity-first language for autistic adults
2. Become familiar with trends, opportunities, and and complexities in autistic adulthood

3. Understand the need for advocacy in navigating pathways for support and success in homes, schools, and the community
4. Explore Canadian-specific information and resources in ASD.

Readings and Resources

- [Chapter 8: Adult Years](#)
- [Chapter 9: Parents and Families](#)
- Autism in Canada (Weiss et al., 2014)
- Levels of Awareness (Ulrich & Bauer, 2003)

Additional Reading

- [Mental Health Literacy Guide for Autism](#) (Weiss et al., 2021)
- Animated Video Series: [Understanding Mental Health Literacy](#)

Module 6: Critical Issues

Chapter 10 of ASD in the Canadian Context (Maich et al., 2020), entitled Additional Critical Issues, is a jumping-off point to read about—and react to—critical issues that affect varied contexts across the lifespan in the area of ASD. Ten critical issues are included on the following topics:

1. Popular media
2. Human rights
3. Sport
4. Relaxation
5. Sexuality
6. Inclusion
7. Peer relationships
8. Acceptance
9. School leadership
10. Immigration

Readings and Resources

[Chapter 10: Additional Critical Issues](#)

Additional readings

Autism Mental Health Literacy Project (AM-HeLP) Group. (2021) Mental Health Literacy Guide for Autism. *YorkU* www.yorku.ca

Learning Outcomes

1. Discuss critical issues that are influencing the field of ASD.
2. Explore Canadian-specific information and resources in ASD

Component	Description	Weight (%)
Community of Practice 6@ 5%	Active participation in online forums, discussion boards, and peer response feedback.	30%
Module End Activities 5@10	Varied activities	50%
Culminating module-end activity [Module 6] (1 x 20%)	Practical application of course content	20%
Total		100%

Description of Grades

(See University Calendar, pp. 71-72: section 6.9.2):

- "A" indicates excellent performance with clear evidence of:
 - comprehensive knowledge of the subject matter and principles treated in the course,
 - a high degree of originality and independence of thought,
 - a superior ability to organize and analyze ideas, and
 - an outstanding ability to communicate.
- "B" indicates good performance with evidence of:
 - substantial knowledge of the subject matter,
 - a moderate degree of originality and independence of thought,
 - a good ability to organize and analyze ideas, and
 - an ability to communicate clearly and fluently.
- "C" indicates satisfactory performance with evidence of:
 - an acceptable grasp of the subject matter,
 - some ability to organize and analyze ideas, and
 - an ability to communicate adequately.



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

- (1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
- (2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.
- (3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6481 A/B

Course Title: Practicum in Inclusive Special Education

I. To be completed for all requests:

A. Course Type: ☐ Lecture course ☒ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No

If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.
A section - no mark required
B section - PAS or FAIL

G. Method of evaluation: Percentage

	Written	Oral
Class tests		
Assignments		
Other (specify):		
Final examination:		

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's initials

Recommended for offering in the: ☒ Fall ☒ Winter ☐ Spring 20 see b

Length of session if less than a semester: Section A: Fall 2028 and Section B: Winter 2029
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penney
Course instructor

October 3, 2025
Date

Rhonda Joy
Approval of the head of the academic unit

October 7, 2025
Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



**Education 6481 A/B
NEW Course**

Practicum in Inclusive Special Education

Instructor: Gabrielle Young
Email: gabrielley@mun.ca
Office: 5032
Office Hours: BY APPOINTMENT (on-site or online)
Class Time: Online - Synchronous and Asynchronous

Calendar Description

The Practicum in Special Education encompasses a practice experience with a student who has an identified exceptionality for the duration of the course. This practicum experience is designed to provide the opportunity to apply knowledge gained through course work in special education through the provision of a remediation program that you have designed. This practicum provides the opportunity to develop practicum goals, and plan, instruct, evaluate and reflect on your instructional activities. Practicum instructors are provided with the opportunity to collect and analyze assessment data and describe a student's present level of performance; develop an individualized educational plan (IEP), and accompanying individualized instructional adaptation plans (curricular, instructional, alternate); and become familiar with evidence-based strategies to support students with exceptionalities, and strategies for collaborative planning and teaching.

Course Objectives

This practicum experience is designed to provide you with the opportunity to apply knowledge gained through course work in special education. In this practicum, you may have the opportunity to co-teach, participate in classroom or community-based activities, provide instruction to students in large and/or small groups, write-up a case study for a particular student with a disability, and implement the interventions.

Develop and implement an Individual Diagnostic and Remediation Program

Case Study

- Provide a detailed description of your focus student containing background information, a summary of all assessments, and an Individualized Education Plan outlining individualized adaptations.

Lesson Plan Portfolio

- Create a lesson plan portfolio including adaptation plans, observation feedback, and assessments created and administered.
- Discuss the rationale for the implementation of the lesson plan based on the appropriate research literature.
- Maintain a reflective log consisting of self-evaluative comments on your perceived effectiveness (instructional and interpersonal) of the attempted modifications.

Program Summary Report

- Submit a program summary report providing an overview of the student, the steps followed in the development of the IEP, the objectives and goals of the program, the progress made, and the strategies and materials that you found useful.

Resource/Strategy Package

- Develop a package of information including an annotated bibliography, and an overview of a community organization and instructional or assistive technology that could support to your focus student.

Attend and participate in virtual seminars and case conferences

- Attend two-hour seminars three times each semester.
 - o Discuss your program in virtual seminars.
 - o Share the strategies and resources that you are using with your classmates.
- Participate in three individual case conferences scheduled with the course instructor each semester.

Topics of Discussion

- How to collect and analyze assessment data and describe a student's present level of performance.
- How to develop an individualized educational plan (IEP).
- Individualized instructional adaptation plans (curricular, instructional, alternate).
- Instructional strategies and best practices employed by teachers in special education and general education settings.
- Strategies for collaborative planning and teaching.

Readings and Resources

1. Students will be required to seek out research articles (at least 10) and educational resources that provide useful strategies for meeting the educational needs of a student with a specified exceptionality. The journal articles will be shared in the resource/strategy package, and one educational resource will be shared with peers during a class presentation.

Please note that these research articles must come from peer reviewed research journals (such as the Journal of Learning Disabilities) and not trade journals (such as Closing the Gap).

2. The instructor will provide you with resources (websites, articles, papers) for your use and consideration. You do not need to purchase any materials.

Course Evaluation

1. Develop an Individual Diagnostic and Remediation Program

Students in this course will be expected to complete an extensive **case study** on a particular student chosen to expand their expertise. This includes providing direct instruction to a particular student.

They will work with a student with exceptionalities for at least **1 hour per week** providing a **remediation program** that they have designed. This must be done on a volunteer basis and cannot be performed during paid work hours.

They will develop practicum goals, and plan, instruct, evaluate, and reflect on your instructional activities.

2. Participate online

It is an expectation that they will share the strategies and resources that they are using with their classmates.

3. Participate in individual case conferences

Individual case conferences can be scheduled with the course instructor.

Plans for working with students must be approved by the course instructor before implementation.

Course Submissions

Students are to construct and submit an *Individualized Diagnostic & Remediation Program* containing the following sections.

1. *Case Study:*

The first section of your program will provide a detailed picture of the student you will be working with. To protect the identity of the student you must assign pseudo names for the student, their school, and any educators or support staff mentioned in this binder.

(a) Background Information:

Include identifying information and relevant health and educational information concerning your student collected from the home, school, or community agency.

(b) A summary of all assessments:

Completed through the school or other agencies (i.e., Janeway Child Health Centre).

(c) A summary of your own assessment:

A summary of your own curriculum-based assessments, combined with prior standardized assessments, should lead to a summary of your student's strengths and needs.

(d) An Individual Educational Plan for Practicum:

Based on the above information, you will prepare an abbreviated IEP. Specific guidelines for development of the IEP will be provided by the course instructor and will be flexible enough to accommodate various instructional settings.

(e) Individualized Adaptations:

You will be expected to develop curricular, instructional, and alternative adaptation plans. The plans must be linked to the student's IEP goals. These are skill-based or subject-based activities that help the child learn a skill or concept.

You will provide direct instruction tailored to a child's present level of functioning to maximize learner progress. *Teaching methods will be adjusted over the course of the practicum based upon the results of self-evaluation/reflection and indication of learner progress following the student teacher's instruction and assessment.*

2. Lesson Plan Portfolio:

In the second section of your program, you will develop and maintain a lesson plan portfolio to show evidence of the quality and scope of your work throughout the practicum experience, including adaptation plans, observation feedback, and assessments created and administered. If you work 1 hour per week with a child for the duration of the course, should have approximately 30 lesson plans.

Lesson plans must be prepared **before** starting to work with the child or a group of children in class or community organization. A critical analysis is to be done **after** each session, highlighting the strengths and weaknesses of each session.

(a) You will select **ten** of your **lesson plans to be annotated**. Using the ‘endnote’ or ‘footnote’ function, you will discuss the rationale for the implementation of the lesson plan based on the appropriate research literature. The referenced research literature should be included in the resource/strategy package (see 4 below).

(b) You will maintain a **reflective log** consisting of self-evaluative comments on your perceived effectiveness (instructional and interpersonal) of the attempted modifications. This log will discuss the positive occurrences or what could have been done to improve the plan, methodology, or approach. You should speculate why something worked well or why it did not, and support it with evidence, observations, etc.

The reflective log can be a hand-written page of notes at the end of the lesson plan. You should complete this reflection soon after you deliver a lesson to your student.

3. Program Summary Report:

A program summary report must be submitted at the end of the practicum. In approximately 2,500 words, this report should provide an overview of the student, the steps followed in the development of the IEP/ISSP, the objectives and goals of the program, the progress made, and the strategies and materials that you found useful.

4. Resource/Strategy Package:

You are to develop a package of information that will be useful to you and your student’s teachers and/or parents. This package should include the following:

(a) Annotated bibliography

Select 10 current research articles (within the past 10 years) that will be included in your resource/strategy package. Provide a summary of the learning strategy or program employed, the research methodology, and the effectiveness of the strategy or program.

Note: These research articles may be discussed in your annotated lesson plans.

(b) Community agency overview

Provide an overview of a local or provincial community organization that could provide support to your focus student and/or their parents and teachers. In fewer than 500 words, discuss the mission of the agency and the services provided.

(c) Assistive or instructional technology review

Prepare an in-class discussion of one piece of instructional or assistive technology that would be appropriate for meeting the needs of your focus student. Provide a one-page written overview of the functions of the technology and how it could be used to meet the educational goals outlined in your student's individual education plan. Suggested programs include, but are not limited to: Dragon Naturally Speaking, Kurzweil, Inspiration, WordQ, Clicker, Proloquo2go, etc.

Evaluation Breakdown

1. CASE STUDY	(20)
Data Collection and Analysis	10
Individualized Education Plan (IEP)	10
2. LESSON PLAN PORTFOLIO	(30)
Annotated Lesson Plans	15
Lesson Plan Reflections (reflective log)	15
3. PROGRAM SUMMARY REPORT	(10)
4. RESOURCE/STRATEGY PACKAGE	(25)
Annotated Bibliography	15
Community Agency Overview	5
Assistive/Instructional Technology Review	5
5. CLASS PARTICIPATION	(15)
Group IEP Development	10
Resource Sharing Presentation	5

ED 6481 A will be completed during the Fall semester, with “no grade required” and ED 6481 B will be completed in the Winter semester, with a final grade submitted as a Pass / Fail at the end of the course.

Appendix J. Letter of Support



October 1, 2025

Faculty Council
Faculty of Education
Memorial University of Newfoundland
230 Elizabeth Ave
St. John's, NL A1B 1T5

Dear Members of the MUN Faculty of Education Faculty Council:

On behalf of the Newfoundland and Labrador Teachers' Association (NLTA), I am writing to express our enthusiastic support for the establishment and implementation of the newly developed Inclusive/Special Education Master of Education program at Memorial University of Newfoundland.

The challenges around recruitment and retention of teachers in general are well known and documented in recent years. The notable shortage of specialists in inclusive/special education is even more notable with many such positions in the province's K-12 education sector being unfilled or filled by folks who have minimal qualifications in the area.

We believe that a program specifically designed to increase the supply of fully qualified inclusive/special education teachers in the province is not only timely but essential given critical teacher shortages in this specialty area.

We also believe this program has the potential to profoundly impact achievement results for our young people, enriching the education system in Newfoundland and Labrador as a whole.

Thank you for considering this critical initiative.

Respectfully Yours,

Dale Lambe, M.Ed.
President, NLTA

New Graduate Program Proposal

Memorial University of Newfoundland and Labrador

Name of Proposed Program: Graduate Diploma of Education (Inclusive and Special Education)

Degree Name and Short Form: Diploma of Education (Inclusive and Special Education)

Academic Unit(s) offering the program: Faculty of Education

Proponent Name: Special Education Development Group, Faculty of Education:

Contact Person(s): Dr. Sharon Penney and Dr. Gabrielle Young

Proponent Email: scpenney@mun.ca; gabrielley@mun.ca

Date: October 3rd, 2025

Anticipated Start of New Program: Fall 2028

Table of Contents

1. Executive summary	2
2. Program description	2
3. Statement of Justification	6
4. Market analysis	9
5. Projected enrolment	10
6. Admission requirements	10
7. Program requirements	11
8. Resource Implications	11
8.1 Faculty complement and workload	11
8.2 Space, facilities, and student support	11
8.3 Financial Support	12
9. Budget	12
Appendix A. Record of Meeting Consultations	16
Appendix B. Course Listing	17
Appendix C. Calendar Regulations	18
Appendix D. Faculty CVs	19
Appendix E. Library Holdings Evaluation	20
Appendix F. Total Cost to Students Environmental Scan	21
Appendix G. Syllabi for New Courses	22
Appendix H. Letter of Support	55
List of Tables	
Table 1. Projected 5-year Enrollment	10
Table 2. Financial Support	12
Table 3. Multi-Year Statement of Projected Revenues and Expenditures	15

2. Executive Summary

Proposal for Graduate Diploma of Education (Inclusive and Special Education)

This proposal outlines the redevelopment of Memorial University's Bachelor of Special Education program into a graduate-level pathway to better meet the evolving needs of educators and school systems in Newfoundland and Labrador. The proposed offering includes a Graduate Diploma of Education (Inclusive and Special Education). This program is designed to prepare educators to support students with diverse learning needs in inclusive settings, with a focus on areas such as emotional and behavioural disorders, autism spectrum disorder, learning disabilities, giftedness, and inclusive teaching practices.

This proposal introduces a cohorted, four-course Graduate Diploma of Education, designed for in-service teachers who wish to enhance their capacity to support students with diverse learning needs in inclusive classrooms. A separate proposal document has been submitted outlining the cohorted Master of Education (Inclusive and Special Education), designed for educators aiming to take on IRT roles or equivalent positions. These program offerings are intentionally designed to be flexible, accessible, and professionally relevant, with opportunities to ladder from the diploma into the master's degree. Collectively, they position Memorial University to play a leadership role in advancing inclusive education across Newfoundland and Labrador while addressing the urgent and growing need for qualified educators in this area.

Importantly, this proposal reflects the significant amount of work carried out by Dr. Edith Furey, Dr. Sharon Penney, and Dr. Gabrielle Young, who led these program redevelopment efforts. Their work included extensive consultations with school districts, government representatives, and other education stakeholders (See Appendix A). This collaborative process ensures that the proposed programs are responsive to current needs in the field and grounded in the realities of today's classrooms.

3. Program Description: Graduate Diploma of Education (Inclusive and Special Education)

Proposed Degree Name: **Graduate Diploma of Education (Inclusive and Special Education)**

Short Name: Diploma of Education (Inclusive and Special Education)

Academic Units Involved: Faculty of Education

Explanation of Degree Name:

The proposed Diploma Program will be titled the *Diploma of Education (Inclusive and Special Education)*. This title will distinguish the Diploma, designed for teachers seeking to deepen their understanding of how to support students with diverse learning needs in inclusive classroom settings, from the Master's program designed for individuals interested in pursuing roles such as Instructional Resource Teacher (IRT) or equivalent positions.

Admission Requirements (See Section 6 below)

Intended Learning Outcomes for the Graduate Diploma of Education (Inclusive and Special Education)

1. Develop an in-depth understanding of the nature and characteristics of exceptional learners.
 - a) Demonstrate in-depth knowledge of intellectual, behavioural, and learning disabilities.
 - b) Recognize the social, emotional, and academic impacts of exceptionalities on student development and participation within the educational context.
 - c) Identify learning strengths, needs, and barriers to inclusion.
2. Develop an in-depth understanding of the frameworks used to support exceptional learners.
 - d) Apply principles of Universal Design for Learning (UDL) to create lesson plans that address the needs of exceptional learners.
 - e) Design and implement differentiated instruction strategies to adapt curriculum content, process, and product for varied learning profiles.
 - f) Evaluate the use of various frameworks, including UDL, differentiated instruction, and RTI strategies, in improving student outcomes.

Program Requirements, Program Structure, Format (Mode of Delivery), Timeline and Program Routes

The program is comprised of four courses to be taken in the order in which they are listed below. The courses will be offered fully online. Students will begin their studies in the fall term.

ED 6475-Responding to Diverse Learners

ED 6755-Nature and Characteristics of Students with Learning Disabilities

ED 6476 Supporting Students with Emotional and Behavioural Challenges

ED 6477 Supporting Students with Intellectual Disabilities

Course Descriptions

The following are the course descriptions and specific learning outcomes for each of the core courses in the proposed program (See Appendix B for Course Listing):

New Courses (See Appendix G for Syllabi for New Courses)

ED 6475-Responding to Diverse Learners

Responding to Diverse Learners addresses universal design for learning, response to intervention, and differentiated instruction. It explores how universal learning design can support diversity through the implementation of strategies to support social and emotional learning and inclusive instructional practice, and how response to intervention strategies provide inclusive instructional practice (Tier 1), and individualized assessment and programming (Tier 2 and 3). (3 credit hours)

Upon completing this course, students will have developed:

1. An understanding of social and academic inclusion /exclusion, inclusive education, and Universal Design for Learning [Module 1].
2. An understanding of Response to Intervention; service delivery model; and collaborative teaching skills and concepts, with an emphasis on co-teaching [Module 2].
3. An understanding of curriculum-based assessment and normed /standardized assessment; issues surrounding file review (basal levels, ceiling levels, confidence intervals, raw scores); and diagnosis and remediation (functional behaviour assessments and individual education plans) [Module 3].
4. An understanding of specific learning disorders, attention deficit hyperactivity disorder, mild to moderate behaviour disorders, mild to moderate intellectual disabilities, and emotional and behavioural disorders [Module 4].
5. An understanding of social and emotional learning [Module 5].
6. An introduction to programming and education for reconciliation [Module 6].

ED 6476 Supporting Students with Emotional and Behavioural Challenges

Course Description:

This course will critically examine the nature and characteristics of students with emotional and behavioural disorders (EBD) and the models of identification. This course will focus on the early identification and proactive, inclusive, and data-informed behaviour management systems and frameworks to support diverse learners in the classroom setting. This course will critically analyze effective classroom systems, tiered supports, and social-emotional learning. By the end of the course, students will be prepared to design, implement, and evaluate behaviour supports grounded in research. (3 credit hours)

Course Learning Outcomes:

During this course, students will:

8. Examine the theoretical and conceptual models of identification for students with emotional and behavioural disorders (EBD).
9. Learn about the nature and characteristics of EBDs and issues associated with definitions and the identification of EBDs
10. Describe the risk factors associated with EBDs, possible prevention methods, and early identification approaches.
11. Consider the role of teacher knowledge in the identification and remediation of school behaviour in the classroom.
12. Design tiered behavioural support plans that integrate social-emotional learning and meet the needs of diverse learners.
13. Implement classroom systems and interventions that align with evidence-based practices and promote positive student behaviour.
14. Develop and evaluate behavioural support strategies using data-driven decision-making processes.
- 15.

ED 6477 Supporting Students with Intellectual Disabilities

Course Description:

This course provides an in-depth examination of Intellectual Developmental Disorders (intellectual disability) within the context of inclusive K–12 education. Students will explore definitions, characteristics, and assessment practices, as well as evidence-based instructional strategies and individualized programming to support diverse learners. Emphasis is placed on collaborating with families, engaging community organizations, and planning effective transitions across the lifespan. The course also prepares educators to act as advocates, supporting students with ID in developing self-advocacy skills and empowering families to navigate educational systems. (PR ED 4240 and 4242) (3 credit hours)

Course Learning Outcomes:

By the end of this course, students will be able to:

12. Define intellectual disability using medical, psychological, and educational frameworks.
13. Identify the cognitive, behavioural, social, and physical characteristics of students with ID.
14. Analyze and apply formal and informal assessment tools for identifying and supporting students with ID.
15. Develop individualized programming plans using evidence-based instructional strategies.
16. Demonstrate strategies for effective family and inter-agency collaboration.
17. Plan and evaluate developmentally appropriate transition processes across the K–12 continuum.
18. Critically examine ethical, cultural, and systemic issues in the education of students with ID.
19. Design a comprehensive, student-centered transition plan that incorporates student voice, family input, and interagency collaboration.
20. Teach and support the development of self-advocacy skills in students with ID.
21. Advocate effectively within schools and community systems for inclusive and equitable supports.
22. Support families in understanding their rights and navigating transition services and pathways.

Existing Course

ED 6755-Nature and Characteristics of Students with Learning Disabilities

This course is designed to give the graduate student an understanding of learning disabilities in children and adolescents. We will outline the characteristics and assessments of students with learning disabilities from a broad perspective. Since learning disabilities quite often have a comorbidity with other disabilities or problems (i.e. ADHD) we will investigate the association with a variety of other syndromes and disorders. (3 credit hours)

3. Statement of Justification

Context and Rationale

This proposal outlines the redevelopment of Memorial University's Bachelor of Special Education program into a graduate-level pathway, including a Master of Education in Inclusive and Special Education and a complementary Graduate Diploma of Education (Inclusive and Special Education). This initiative is grounded in both empirical evidence and system-level demand for more accessible and professionally relevant training in the field of inclusive education.

In early 2016, the Special Education program faculty group at Memorial University requested that the Dean of Education approve a review committee to assess and re-envision the direction of special education programming in the faculty. The committee was tasked with:

- conducting a comprehensive self-review of the existing Bachelor of Special Education (B.Sp.Ed) degree;
- reviewing opportunities in graduate studies related to special education within the Faculty; and
- Exploring the aspirations of B.Sp.Ed students and graduates regarding continuing education.

The Dean appointed a broadly representative committee, consisting of the three faculty members from the program, two external faculty members, and one senior staff member. The final report was submitted in Spring 2017.

The review identified key issues affecting program sustainability, professional relevance, and alignment with teacher career trajectories. A major factor was the shift to a second degree for initial teacher education, which significantly affected the B.Sp.Ed. With this change, students in the primary/elementary and intermediate/secondary programs no longer had access to elective courses in special education before entering the B.Sp.Ed., reducing its required courses from twelve to ten. Simultaneously, most new teachers were entering the profession at or near 6th-grade pay certification. This significantly reduced interest in pursuing a third bachelor's degree, like the B.Sp.Ed, especially when a short certificate or a graduate degree could offer faster pathways to a higher certification level and a specialization.

The review concluded that Memorial's focus must shift toward graduate-level pathways that support both classroom teachers and those seeking specialized roles in inclusive education. Specific recommendations included the Faculty of Education develop a diploma program titled Diploma in Inclusive Education for classroom teachers and that new courses be developed focused on topics including: Responding to Diverse Learners (universal design for learning, response to intervention, differentiated instruction); Monitoring Student Progress (IEP process, collaborative planning, developing individual goals and objectives, models of support delivery);

Supporting Student Behaviour; Understanding Autism; Assistive technology and Alternate format materials; and Understanding Specific Learning Disorders. Further, the review recommended that students have the option of exiting the diploma after completion or laddering into a Bachelor of Inclusive Education program (former Bachelor of Special Education). Finally, the review recommended the development of a Master of Inclusive Education. As we propose replacing the Bachelor of Special Education with the Master of Education (Inclusive and Special Education), we further propose that students who complete the Graduate Diploma of Education (Inclusive and Special Education) may ladder into the Master of Education (Inclusive and Special Education). The first year of the master's program consists of the four courses from the diploma, intentionally designed to allow for a seamless pathway into the degree.

In response to these recommendations, we are proposing the following graduate-level offering:

Graduate Diploma of Education (Inclusive and Special Education)

The need for a targeted Graduate Diploma of Education (Inclusive and Special Education) has emerged as a critical and evidence-based response to the realities of contemporary classrooms in Newfoundland and Labrador. Feedback gathered through the 2016–2017 program review—including surveys and consultations with educators, administrators, professional associations, and stakeholders, revealed a widespread consensus: inclusive education is no longer a specialized domain, it is the foundation of everyday teaching.

As policy and practice shift toward more inclusive models of education, the complexity and diversity of student needs in general classrooms have increased substantially. While Instructional Resource Teachers (IRTs) continue to play a vital role in supporting students with more complex exceptionalities, the majority of students with identified learning needs are taught primarily by generalist classroom teachers. Despite this, the current system does not adequately prepare educators for this reality. A survey (n=310) from the 2017 review reflected this as:

- 82% of survey respondents reported that classroom teachers are underprepared to meet the needs of students with exceptionalities;
- 78% felt that school administrators lack the preparation needed to lead inclusive schools;
- In contrast, 67% reported that IRTs are sufficiently prepared, highlighting a significant disparity in skill development across roles.

These findings were echoed during consultations, where participants voiced concern about the absence of mandatory coursework in inclusive education within initial teacher education programs. Even with the recent inclusion of two required courses on exceptionalities, participants noted that this is insufficient to prepare educators for the diverse demands of today's classrooms.

In light of these findings, there was strong and consistent support for the development of a Diploma in Inclusive Special Education. This program would offer educators—both recent

graduates and experienced professionals- access to practical, strategy-focused coursework specifically designed to build competence and confidence in inclusive teaching practices. Unlike a Bachelor of Special Education or the proposed Master of Education (Inclusive and Special Education) program, the diploma would not prepare educators to serve as IRTs, but would instead provide generalist classroom teachers with the tools and knowledge to:

- Implement differentiated instruction effectively;
- Understand and respond to high-incidence learning needs (e.g., autism, ADHD, learning disabilities);
- Collaborate with specialist staff and engage in co-teaching;
- Participate meaningfully in individualized education planning;
- Address classroom behaviour and promote positive, inclusive environments.

Further, offering this diploma in an online format would significantly enhance access, particularly for educators in rural and remote communities. It would also align with survey findings showing that 69% of respondents view online learning as an effective delivery mode.

In sum, the proposed Graduate Diploma of Education (Inclusive and Special Education) directly addresses well-documented gaps in teacher preparation and ongoing professional learning. It provides a timely, responsive, and scalable solution to support educators in creating equitable and supportive learning environments for all students—fulfilling the province's commitment to inclusive, high-quality education for every learner.

Alignment with Strategic Goals and Provincial Needs

The Graduate Diploma of Education (Inclusive and Special Education) responds to pressing needs within the province's inclusive education system, while also aligning with Memorial University's 2023–2026 Strategic Plan (Memorial University of Newfoundland, 2023).

The Premier's Task Force on Education report (Collins et al., 2017) highlighted that the Newfoundland and Labrador English School District (NLESD) identified new teachers as lacking competencies in high-need areas, including inclusive education, and often unprepared for the complexities of modern classrooms. This underscores the critical need for classroom teachers to have access to meaningful professional learning opportunities in inclusive education that build the knowledge and practical skills necessary to support diverse learners effectively. The proposed diploma directly addresses this gap by offering a set of courses designed to equip classroom teachers with the skills and strategies needed to meet the demands of today's diverse classrooms. In doing so, it responds to the province's recent *Education Accord* (2025), particularly *Call to Transformation 3.5-57: Improve inclusive practices in K-12 classrooms to enable meaningful participation from all learners—neurotypical and neurodiverse learners and those with disabilities and distinct challenges—by ensuring that optimal learning environments*

are varied and responsive to create flexible, learner-centred spaces where all learners can thrive (Education Accord, 2025, p. 21).

Further, this program aligns with and contributes to the key goals of Memorial University's 2023–2026 Strategic Plan (Memorial University of Newfoundland, 2023). Under the strategic priority *Proactive Programs*, these initiatives support the goal of engaging with partners in learner-centric program renewal and innovation, focusing on the future needs of students, responding to the evolving needs of the province, and creating new learning pathways for a diversity of learners through continuing education and a commitment to lifelong learning. Under the strategic priority *Inspired Learning*, the programs contribute to expanding Memorial's online learning horizons by enhancing accessibility and flexibility, broadening reach to new students and markets, innovating online course offerings, and developing courses to launch new online programs. The programs also align with the strategic priority *Commitment to Communities*, specifically the goal of prioritizing the social, cultural, and economic needs of Newfoundland and Labrador.

4. Market Analysis

A recent environmental scan of graduate programs across Canada indicates that there are few Graduate Diplomas in Inclusive/Special Education currently available. Among the institutions that advertise such programs, many have either been discontinued or are undergoing redevelopment (e.g., University of Victoria, Vancouver Island University, Simon Fraser University). This means that teachers across Canada have limited opportunities to pursue online, graduate-level professional development in this field. For educators in Newfoundland and Labrador, this gap is particularly pressing, as existing programs outside the province often lack the locally relevant curriculum, policies, and practices that directly shape their work. The proposed Graduate Diploma therefore responds to both a provincial need, by providing accessible, Newfoundland and Labrador-specific professional learning, and a national opportunity for Memorial University to position itself as a leader in graduate programming for inclusive/special education.

Further, given the current emphasis on inclusive education, significant interest in this Graduate Diploma is anticipated from teachers in Newfoundland and Labrador seeking professional development. In addition, the program is expected to attract applicants who require additional credits to achieve 7th grade certification with the province's Teacher Certification division. Importantly, graduates of the diploma will also have the opportunity to ladder into the proposed Master of Education (Inclusive and Special Education). This provides a flexible pathway for those who wish to pursue a master's degree but are not yet ready to commit, allowing the diploma to meet immediate professional needs while serving as a foundation for future graduate study (See Appendix H for NLTA Letter of Support).

References

- Collins, A., Philpott, D., Fushell, M., & Wakeham, M. (2017). *Now is the time: The Premier's Task Force Report on improving educational outcomes*.
https://www.gov.nl.ca/education/files/task_force_report.pdf
- Education Accord. (2025). *A Vision for the future: Transforming and modernizing education* [Executive Summary]. https://educationaccordnl.ca/wp-content/uploads/2025/08/EANL_Executive-Summary_web.pdf
- Memorial University of Newfoundland. (2023). *Strategic plan submission to the Department of Education* [Report No. 7]. Government of Newfoundland and Labrador.
https://www.mun.ca/strategicplanning/media/production/memorial/administrative/strategic-planning/media-library/TransformingOurHorizons_TEXTONLY.pdf

5. Projected Enrolment

Table 1. Projected 5-year enrolment*

Type/year	Year 1 (2026)	Year 2 (2027)	Year 3 2028	Year 4	Year 5
FT enrolment	0	0	0	0	0
PT enrolment	0	0	22	0	22
Canadian enrolment	0	0	22	0	22
International enrolment	0	0	0	0	0
On-campus	NA	NA	NA	NA	NA
Online	0	0	22	0	22
Thesis	NA	NA	NA	NA	NA
Non-thesis	0	0	22	0	22
Total	0		22	0	22

*Enrollment as of Fall semester of each year

6. Admission Requirements

(See Appendix C for Calendar Regulations)

In addition to meeting the requirements in the School of Graduate Studies General Regulations; applicants must have:

1. B.Ed. or Music Education degree from a recognized institution with at least second-class standing, or an average of at least 70% in the last 90 attempted undergraduate credit hours

2. ED 4240 An Introduction to the Exceptional Learner (or equivalent)
3. ED 4242 Identification and Remediation of Learning (or equivalent)

7. Program Requirements for the Graduate Diploma of Education (Inclusive and Special Education)

- 1) The first intake for the diploma cohort will be September 2028.
- 2) The diploma will require a bachelor's degree in education or Music Education degree and 6 credit hours of coursework on the exceptional learner. (For example, ED 4240 and 4242 or equivalent).
- 3) Students can apply for either the diploma or the master's in special/inclusive education
- 4) Students applying for the diploma can transfer their credits to continue to the master's degree. They will have to provide a notice/application by the end of the second semester in the year they enter.
- 5) The diploma will be a cohort model and consist of 4 courses (12 credit hours). This program will be completed in one calendar year and will be completed online
- 6) Students on the diploma are required to complete the following four courses:
 - ED 6475 Responding to Diverse Learners (3 credit hours)
 - ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
 - ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
 - ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

8. Resource Implications

8.1 Faculty Complement and Workload

The budget is based on cost recovery. Faculty members will teach core courses, as well, sessional instructors will teach additional courses in the program. When faculty teach in this program, thus displacing them from their current teaching assignments, replacement through seasonal hires is budgeted for. Thus, the cost for instruction for the delivery of all courses in the program is reflected in the budget. (See Appendix D for Faculty CVs)

8.2 Space, Faculties, and Student Support

The program will be taught primarily online using the facilities, support staff and student support, and the resources of CITL. No additional space or personnel support is anticipated to be necessary. (See Appendix E for Library Holdings Evaluation)

8.3 Financial support

Table 2. Financial support

Type/year	Year 1	Year 2	Year 3	Year 4	Year 5
SGS fellowships ¹	NA	NA	NA	NA	NA
Graduate assistantships	NA	NA	NA	NA	NA
Grants/contract funds	NA	NA	NA	NA	NA
Dean's Doctoral Awards	NA	NA	NA	NA	NA
PDSIF	NA	NA	NA	NA	NA
Graduate Officer awards	NA	NA	NA	NA	NA
SGS special initiatives funding	NA	NA	NA	NA	NA
Total	\$0	\$0	\$0	\$0	\$0

1. As this is a part-time program, students will not be eligible for financial support.

9. Budget

Table 3 outlines the combined budget for the Master of Education (Inclusive and Special Education) and the Graduate Diploma of Education (Inclusive and Special Education). Revenue is calculated using a special fee of:

- \$9,500 per master's level student, and
- \$4,500 per graduate diploma level student

Both differential tuitions are evenly distributed across the applicable number of semesters. Each cohort will have a maximum intake of 22 students, all of which are anticipated to be Canadian. Special fee revenues are allocated 100% to the Faculty of Education in Year 1 and are adjusted to 80% in subsequent academic years. Special fees are structured to allow for recovery of development and delivery costs, while providing a reasonable return to the Faculty of Education – while also considering comparable rates at other Canadian institutions. (Appendix F for the Total Cost to Students Environmental Scan). With a breakeven point of 14 students, the proposed special fees are sufficient to absorb normal attrition that may occur. See

These special fees will require Board of Regents approvals to align the payment schedule for both master's level students and graduate diploma level students with the applicable number of semesters to complete the program, in accordance with the table below.

MUN - Faculty of Education

M. Ed. (Inclusive Special Education) & Graduate Diploma (Inclusive Special Education) Intake Overview

	Cohort #1	Cohort #2	Cohort #3	
	Year 1	Year 2	Year 3	
Graduate Level	Masters	Masters	Diploma	
Entry Pathway	B.Ed	B.Ed + B. Spec Ed	B.Ed + Dipl	B.Ed + B Spec Ed + Dipl
Courses	12	8	4	
Special Fee	\$9,500	\$9,500	\$4,500	
Credit Hours	36	36 - 12 PLAR = 24	12	
Terms	9	6	4	
Planned Cohort	22	22	22	
Initial Planned Intake	Fall 2026	Fall 2027	Fall 2028	

Budgeted expenditures capture the comprehensive costs of program development and program delivery, reflecting the varying completion timelines for each of the cohorts noted above. The summary below provides an overview and rationale for each expenditure category that will support program development and delivery. Estimates are based on rates contained in various collective agreements at time of writing.

Salaries and Benefits

Course Development: The move from an undergraduate program to a graduate level program requires both development of new courses that are to be introduced to the program, as well as re-development of various other courses – six courses in total during the years shown in Table 3. The special fee considers sustainability of the program with an ongoing course renewal cycle.

Instructional Costs: The Faculty of Education has 3.0 FTE in the area of Inclusive Special Education. Course delivery for this program will be substantially provided through ASM workload, subject to undergraduate teaching during the sunseting of that program, workload reduction (through remission or otherwise), sabbaticals, leaves, etc. It is anticipated that with program growth through additional annual intakes, current ASM workload capacity will not be sufficient to deliver the number of sections required. Accordingly, as the graduate program scales up, the use of contractual per-course instructors (PCI's) and/or a teaching term appointment will be required. Both instructional sources will be utilized in accordance with the applicable collective agreements.

Program Chair & Teaching Assistant: To allow for program leadership duties and provide supporting program coordination resources.

Workload reductions: Allowance is made for ASM application of remissions against workload (e.g. course remissions for thesis supervision, research remissions, administrative remissions, etc.) and/or workload reduction as per article 5 of the MUNFA collective agreement.

Sabbaticals: It is anticipated that over the course of program delivery, at least one ASM within the program area will be eligible for sabbatical leave (4 months or 1 year) during the period shown in Table 3, which will require backfilling.

Administrative Support: To accommodate additional workload placed on the office of Associate Dean of Graduate Studies and Research.

Recruitment and Retention

Admissions Support: Administrative staffing to manage an additional 20 to 40 graduate applications per intake including application processing, adjudication, awards and admissions.

Graduate Program Support: To provide academic support (registrations, scheduling, projects, general enquiries, etc.) to graduate students in each cohort. With each additional intake, the support requirements will increase accordingly.

Materials and Supplies

Recruitment Materials: Modest recruitment costs to ensure that the program has a marketing campaign led by the Faculty of Education Communications Advisor. This will include both printed materials, as well as targeted social media marketing and electronic dissemination.

Testing Equipment: The lab and the practicum courses will require each student to have dedicated access to a variety of level A and B assessment tools. The lab portion of the program will require additional resources, including the Wechsler Individual Achievement Test, 4th Ed (WIAT-4), a measure of academic achievement that is most frequently used by instructional resource teachers within the NL schools. This resource will require ongoing renewal.

Course Delivery Materials: Separate from specialized testing equipment referenced above, the suite of graduate courses will require various instructional materials such as teaching aids, specialized instructional resources/guides, online resources, assessment resources, etc.

Table 3.

Faculty of Education

M. Ed. (Inclusive Special Education) & Graduate Diploma (Inclusive Special Education)

Multi-Year Statement of Projected Revenues and Expenditures

September 2025

	FY26-27	FY27-28	FY28-29	FY29-30
Enrollments	44	110	220	198
Revenues				
Graduate Tuition	27,955	83,864	174,365	160,387
Special Fees - 0% yr 1 & 20% after	-	23,222	44,122	44,428
Sub-Total Central Revenue	27,955	107,086	218,487	204,815
Special Fees - Faculty 100% yr1 & 80% after	46,444	116,111	225,989	202,461
Total Institutional Revenue	74,399	223,197	444,476	407,276
Fees to Faculty of Education	46,444	116,111	225,989	202,461
Faculty of Education Expenditures				
<i>Salaries & Benefits</i>				
Additional Course Offerings (PCI/TTA)	-	24,000	68,400	61,200
Course Developments	8,029	8,190	16,059	16,059
Program Chair	8,189	8,189	8,189	8,189
Teaching Assistant	2,220	3,331	3,331	3,331
Workload Reductions/Remissions			13,216	13,216
Sabbatical (5 sections)		16,059	24,088	
Administrative Support	3,180	3,244	3,308	3,375
<i>Recruitment & Retention</i>				
Admissions Support	3,780	3,856	3,933	4,011
Graduate Program Support	4,440	4,529	4,619	4,712
<i>Materials & Supplies</i>				
Recruitment Materials	2,500	2,550	2,601	2,653
Testing Equipment	5,000	5,100	5,202	5,306
Course Delivery Materials	5,000	5,100	5,202	5,306
Total Annual Additional Cost	42,339	84,147	158,148	127,358
Balance Available for Faculty of Education	4,105	31,965	67,841	75,104
Carryforward	4,105	36,070	103,911	179,014

Basis of Preparation

1. Special Fees are collected per semester over duration of the cohort (either nine, six or four semesters)
2. Enrollment growth based on annual intake of 22 students per cohort

Appendix A. Record of Meeting Consultations

Date	Consultations participants
May 28, 2024	Present: Denise Coady, Senior Management Official, Student Services - Avalon Office/HQ; Kimberly Lawlor Director of Student Services (Acting) NL Schools; Robyn Breen, Provincial Lead for Partnerships and Initiatives NL Schools; Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.
June 4, 2024	Present: Denise King, Manager of Student Services, Government of Newfoundland and Labrador, Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.
June 6, 2024	Special Education Consultation (ASD) Meeting with Alicia Penney, Client Services Manager, ASNL, June 6, 2024 Present: Alicia Penney, ASNL, Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.
June 26, 2024	Meeting with NLTA- Present: NLTA: Stephanie Tuff, Darlene Johnson, Ian Crewe, Stephaine Edmonds, Trent Langdon, Edith Furey, and Sharon Penney, Faculty of Education.
June 18, 2024.	Special Education Consultation (LD) Present: Aneesh Sasikumar, Executive Director, Learning Disabilities Association of Newfoundland and Labrador, Edie Dunphy, Education and Advocacy Director, Sharon Penney, MUN.
July 18, 2024	Special Education Consultation with Inclusion NL, Present: Tina Neary, Executive Director, Sharon Penney, MUN, Regrets: Edith Furey
February 11, 2025	Special Education Consultation: Consultation with CHHA, Attendees: Kim Pratt-Baker, Gabrielle Young, MUN and Sharon Penney, MUN
February 17, 2025,	Special Education Consultation: Present: Carolyn Wheeler Scott,

	Manager of Student Services, Government of Newfoundland and Labrador, Denise Coady, Senior Management Official, Karen Mulrooney, Teacher Certification
February 18, 2025	Special Education Consultation Meeting with Andrew Kim, SGS, Rhonda Joy, AD, MUN, Gabrielle Young, and Sharon Penney
Feb 28, 2025,	Special Education Consultation: Meeting with CNIB Attendees: Kimberlie Hart, Sharon Penney, Gabrielle Young
May 14, 2025,	Special Education Consultation (to discuss the province's Special Education Designation) Carolyn Wheeler Scott (Gov), Sharon Penney, and Gabrielle Young
May 21, 2025,	Special Education Consultation with Patricia Greene, Francophone School District, Gabrielle Young, MUN, and Sharon Penney
September 4, 2025	Special Education Consultation Jennifer Smith (Government of NL), Sharon Penney, and Gabrielle Young
June 2025	Qualtrics survey launched to current and past students https://mun.yu11.qualtrics.com/jfe/form/SV_9YXinn3oy2XPVhI

Appendix B Course Listing for Graduate Diploma of Education (Inclusive and Special Education)

RESPONDING TO DIVERSE LEARNERS: This course addresses universal design for learning, response to intervention, and differentiated instruction. It explores how universal learning design can support diversity through the implementation of strategies to support social and emotional learning and inclusive instructional practice, and how response to intervention strategies provide inclusive instructional practice (Tier 1), and individualized assessment and programming (Tier 2 and 3).

SUPPORTING STUDENTS WITH EMOTIONAL AND BEHAVIORAL CHALLENGES: This course will critically examine the nature and characteristics of students with emotional and behavioural disorders (EBD) and the models of identification. This course will focus on the early identification and proactive, inclusive, and data-informed behaviour management systems and frameworks to support diverse learners in the classroom setting. This course will critically

analyze effective classroom systems, tiered supports, and social-emotional learning. By the end of the course, students will be prepared to design, implement, and evaluate behaviour supports grounded in research.

NATURE AND CHARACTERISTICS OF STUDENTS WITH LEARNING DISABILITIES:

This course is designed to give the graduate student an understanding of learning disabilities in children and adolescents. We will outline the characteristics and assessments of students with learning disabilities from a broad perspective. Since learning disabilities quite often have a comorbidity with other disabilities or problems (i.e. ADHD) we will investigate the association with a variety of other syndromes and disorders.

SUPPORTING STUDENTS WITH INTELLECTUAL DISABILITIES: Supporting This course provides an in-depth examination of Intellectual Developmental Disorders (intellectual disability) within the context of inclusive K–12 education. Students will explore definitions, characteristics, and assessment practices, as well as evidence-based instructional strategies and individualized programming to support diverse learners. Particular emphasis is placed on collaborating with families, engaging community organizations, and planning effective transitions across the lifespan. The course also prepares educators to act as advocates, supporting students with ID in developing self-advocacy skills and empowering families to navigate educational systems.

Appendix C. Calendar Regulations

Diploma of Education (Inclusive and Special Education)

The Diploma of Education (Inclusive and Special Education) provides foundational and theoretical knowledge, and strategies and practical skills to support the development, learning, and well-being of students with diverse learning and behavioural needs in the inclusive classroom. The diploma will provide classroom teachers with knowledge and strategies to effectively meet the needs of diverse learners in the classroom.

Admission Requirements

In addition to meeting the requirements in the School of Graduate Studies General Regulations; applicants must have:

1. B.Ed. or Music Education degree from a recognized institution with at least second-class standing, or an average of at least 70% in the last 90 attempted undergraduate credit hours
3. ED 4240 An Introduction to the Exceptional Learner (or equivalent)
4. ED 4242 Identification and Remediation of Learning (or equivalent)

Note- an interview may be required

Program Requirements

1. Students on the diploma are required to complete the following four courses:

- ED 6475 Responding to Diverse Learners (3 credit hours)
- ED 6476 Supporting Students with Emotional and Behavioural Challenges (3 credit hours)
- ED 6477 Supporting Students with Intellectual Disabilities (3 credit hours)
- ED 6755 Nature and Characteristics of Students with Learning Disabilities (3 credit hours)

Appendix D. Faculty CVs

Appended CVs for: Sharon Penney, Gabrielle Young, Kimberly Maich, and Jeanne Sinclair have been forwarded to the School of Graduate Studies.

Appendix E. Library Holdings Evaluation



Memorial University Libraries Collection Development Division, Queen Elizabeth II
Library St. John's, NL A1B 3Y1

From: Courtney Crocker
Head, Education Library & Commons

Re: ED 6476, ED 6477, ED 6478

Date: September 9, 2025

Thank you for this opportunity to provide feedback on the new proposed graduate degree in Special Education in relation to Memorial University Libraries' ability to support the program with existing holdings and current budget allocations.

Since this degree is made up of courses previously offered at the undergraduate level, ED 3610, ED 4505, ED 4510 AND ED 4505, I can confirm that this new degree will be well supported by Memorial University Libraries.

It has been pointed out that ED 6722 Assessment ED 6724 Assessment Lab can have a significant financial implication for the library. Conversations with the Associate Dean of Graduate Studies have confirmed that testing materials will not come from the library budget.

I would like to take this time to offer Library Instruction classes in this new degree. It is possible to upload videos tailored to the needs of this program and your students.

I am looking forward to this new program and I look forward to working with students and instructors.

A handwritten signature in black ink, appearing to read "Courtney Crocker".

ED 2030 G.A. Hickman Bldg. 323 Prince Philip Drive, St. John's, NL, A1B 3X8, (709) 864-7466

Appendix F. Total Cost to Students Environmental Scan

Total Cost to Students Environmental Scan

TOTAL PROGRAM COST (STUDENT COST)			
UNB	CDN	M.Ed. Exceptional Learner	10,850.00
STFX	CDN	M.Ed. in Curriculum and Instruction Inclusive Education Concentration	17,129.00
Memorial	NL	M. Ed. (Reading Instruction)	16,730.00
Memorial	CDN	M. Ed. (Reading Instruction)	18,446.00
Mount Saint Vincent	CDN	M.Ed in Curriculum Studies: Supporting Learners with Diverse Needs & Exceptionalities	15,701.20
Acadia	CDN	M.Ed. in Inclusive Education	13,526.40
UPEI	CDN	M.Ed. in Leadership in Learning with Designation in Inclusive Education	17,254.00
Brandon University	CDN	M.Ed. in Inclusive Education	11,700.00
Western University	CDN	Master of Professional Education Program in the field of Teaching Students with Exceptionalities	16,536.56
Memorial	INTL	Masters	20,978.00
Memorial	CDN	Graduate Diploma in Reading Development and Instruction (4 Course)	10,448.04
Memorial	NL	Graduate Diploma in Reading Development and Instruction (4 Course)	9,263.04
Memorial	INTL	Graduate Diploma in Reading Development and Instruction (4 Course)	11,924.04
Athabasca University	CDN	Graduate Diploma in Distance Education Technology (6 Courses)	12,600.00

Appendix G. Syllabi for New Courses



Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

- (1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
- (2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.
- (3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6475

Course Title: Responding to Diverse Learners

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No

If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

	Written	Percentage	Oral
Class tests			
Assignments			
Other (specify):			
Final examination:			

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's initials

Recommended for offering in the: ☒ Fall ☐ Winter ☐ Spring 20 26

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penny
Course instructor

October 3, 2025
Date

Rhonda Joy
Approval of the head of the academic unit

October 7, 2025
Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



**Education 6475
NEW Course**

Responding to Diverse Learners

Instructor: Gabrielle Young
Email: gabrielley@mun.ca
Office: 5032
Telephone:
Office Hours: BY APPOINTMENT (on-site or online)
Class Time: Online Asynchronous

Calendar Description

Responding to Diverse Learners addresses universal design for learning, response to intervention, and differentiated instruction. It explores how universal design for learning can support diversity through the implementation of strategies to support social and emotional learning and inclusive instructional practice, and how response to intervention strategies provide inclusive instructional practice (Tier 1), and individualized assessment and programming (Tier 2 and 3). (PR ED 4240 and 4242) (3 credit hours)

Course Objectives

Upon completing this course, students will have developed:

- An understanding of social and academic inclusion / exclusion, inclusive education, and Universal Design for Learning [Module 1].
- An understanding of Response to Intervention; service delivery model; and collaborative teaching skills and concepts, with an emphasis on co-teaching [Module 2].
- An understanding of curriculum-based assessment and normed / standardized assessment; issues surrounding file review (basal levels, ceiling levels, confidence intervals, raw scores); and diagnosis and remediation (functional behaviour assessments and individual education plans) [Module 3].
- An understanding of specific learning disorders, attention deficit hyperactivity disorder, mild to moderate behaviour disorders, mild to moderate intellectual disabilities, and emotional and behavioural disorders [Module 4].
- An understanding of social and emotional learning [Module 5].

- An introduction to programming and education for reconciliation [Module 6].

Course Material

Module 1 - An understanding of social and academic inclusion / exclusion, inclusive education, and Universal Design for Learning

In Module 1 you will explore Universal Design for Learning (UDL) – a framework that you can use to support teaching and learning. The module starts off with an exploration of student diversity, in order to provide a rationale for why educators need to employ UDL as a means to respond to the diverse academic and social and emotional learning needs found in inclusive classrooms. The module introduces insights from brain research, the three guidelines underlining UDL and addresses strategies to promote inclusive instructional practice by providing multiple means of Engagement, Representation, and Action and Expression.

Learning

outcomes

www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

1. Demonstrate an understanding of social and academic inclusion / exclusion and inclusive education.
2. Demonstrate an understanding of Universal Design for Learning (UDL) and its core concepts.
3. Develop UDL practices, approach, and philosophy.

Readings and Resources

Students are to familiarize themselves with the CAST website (<https://www.cast.org>), and become familiar with the UDL guidelines (<https://udlguidelines.cast.org>).

Resources on the CAST website

- [UDL Guidelines](#)
- [About CAST](#)
- [Free UDL Webinar Series](#) (includes archived webinars)

CAST Professional Learning Resources on Padlet.org:

- [Looking for Universal Design for Learning](#)
- [Multiple Means of Engagement](#)
- [Multiple Means of Representation](#)
- [Multiple Means of Action and Expression](#)
- [Frequently Asked Questions About UDL](#)

Additional Resources

As part of Module 1, you are asked to review videos that provide a rationale for why it is important to support student engagement and strategies for doing so. The following video are embedded in the course content:

- [The Myth of Average: Todd Rose at TEDxSonomaCounty](#)
- [Carol Dweck: The Effect of Praise on Mindsets](#)
- [Carol Dweck – A Study on Praise and Mindsets](#)

Module 2 - An understanding of Response to Intervention; service delivery model; and collaborative teaching skills and concepts, with an emphasis on co-teaching.

Response to intervention is a systematic approach to service delivery for inclusive education and includes three tiers of intervention with increasing amounts of support. All students should receive the bulk of their education in Tier 1 – in the general education classroom as delivered by a general education teacher or co-teaching team. With Tier 2 interventions for some students, teachers strategize and target specific skills, concepts, or behaviours but in the regular classroom and for short periods of time. Tier 3 interventions should be implemented only after Tier 1 and Tier 2 resources have been attempted. With these interventions, teachers provide intensive, multidisciplinary supports for students with significant needs in their classroom to the greatest extent possible.

Learning outcomes

1. Describe Universal Design for Learning (UDL), Response to Intervention (RTI), and Differentiated Instruction (DI). You will be able to explain key principles and how they relate to each other (e.g., how UDL and RTI can complement each other in a classroom setting).
2. Compare and contrast the similarities and differences between UDL, RTI, and DI and how these frameworks can be applied in diverse classroom contexts.
3. Identify and describe the co-teaching models (e.g., team teaching, one teach, one assist, parallel teaching) and explain how each can be applied in a classroom with diverse learners.
4. Evaluate and reflect on models of co-teaching, identifying strengths, challenges, and how collaborative teaching strategies could be improved.
5. Discuss the roles of the resource teacher and educational assistants and the importance of collaborative practice.

Readings and Resources

- Read the material presented in the course shell for Module 2.
- Government of NL: Responsive Teaching and Learning
 - [Draft of Responsive Teaching and Learning Policy](#)
 - Video: [Responsive Teaching and Learning: An Overview](#)
- When working on your group project, refer to the resources presented in Module 1 and the resources from the following session:
 - [Universal Design for Learning: A Framework for all Teachers](#)

Module 3 - An understanding of curriculum-based assessment and normed/standardized assessment; issues surrounding file review (basal levels, ceiling levels, confidence intervals,

raw scores); and diagnosis and remediation (functional behaviour assessments and individual education plans).

Level A tests are the educational assessments used in the classrooms, such as curriculum-based assessments, interviews, surveys, and individual conferences. Level B or C tests are the normed/standardized educational assessments administered by specialists.

Assessment follows a process where educators examine what they already know, and then plan assessments to confirm or reject this information and fill in any gaps to give a full picture of a student's learning profile. Specific assessments allow educators to get detailed information about students' strengths and challenges. Behaviour can be externalizing or internalizing, and both can lead to emotional, social, and learning difficulties for students. Students exhibit challenging behaviour as a means, conscious or unconscious, of communicating their needs.

Assessing a student's behaviour as an expression of needs requires the teacher to recognize that behaviour is triggered by antecedents and reinforced by consequences. A teacher's response to challenging behaviour may reinforce the behaviour. An individual education plan should outline the goals and strategies for helping the student be successful in their classroom. Students who have a specific learning disorder are identified by a gap between their reasoning ability and their achievement.

Families go through a grieving process when informed that their child has a disability, and the stages of grief take time and compassion to resolve.

Learning Outcomes

1. Students will be familiar with level A, B, and C assessments and how they are used to support diagnosis and remediation.
2. Students will be able to review data from a standardized assessment used to inform diagnosis.
3. Students will be able to develop an individual education plan.
4. Students will know how to implement functional behaviour assessments.

Readings and Resources

Start working with your group members to develop a presentation on your selected area of identified exceptionality and how the UDL guidelines can be used to support the focus child's areas of strengths and needs within an inclusive learning environment.

When working on your group project, refer to the resources presented in Module 1.

Locate at least 5 primary sources to provide empirical evidence in support of the selected interventions for your focus child.

Resources

- You can find additional strategies and ideas for your inclusive student-centred classroom by exploring this [Classroom Design Resources](#) padlet.
- Do you need to create a rubric for a class assignment? [RubiStar](#) is a free tool to help teachers create quality rubrics.
- Check out [facinghistory.org](#) for a detailed chunking procedure and variations.
- [Teachthought](#) provides access to dozens of ideas for projects and can be used as a guide for project-based learning in your classroom. The focus is on the ideas for the projects themselves but also includes apps, tools, and other pedagogical components educators need to effectively realize this approach in their classroom.
- Review [UDL-Aligned Strategies](#) related to self-regulation.
- [Read more about behaviour contracts](#).
- Visual representation of mathematic concepts: [mathopenref.com](#)
- Visual dictionaries: [visualdictionaryonline.com](#)
- A visual dictionary, thesaurus, and interactive lexicon that supports writing: [visuwords.com](#)
- **Book Creator** is a simple tool for creating digital books. Create your own teaching resources or have your students take the reins. Combine text, images, audio and video to create interactive stories, digital portfolios, research journals, poetry books, science reports, instruction manuals, 'About me' books, comic adventures etc. See [bookcreator.com](#).
- [Fotobabble](#) is an app that allows teachers or students to upload a photo, paper, or project, and record verbal comments.
- [Plickers.com](#) is a great low-tech way to allow students to answer questions anonymously.
- Students can make videos with [Biteable.com](#)
- Students can capture their learning using a variety of creative tools and create a portfolio using [Seesaw](#)
- [Video: Scrum Task Board Dev Bootcamp Lightning Talk](#)
Scrum Boards: Visual planners help students break down tasks into small, visual pieces.
- [The Learning Toolbox](#)
Tools and resources to help students become better learners.
- [Options for Supporting Executive Function in Middle School](#)
An e-book is designed to explain executive functions in a clear, understandable way and to help you pinpoint the struggles your student might experience.
- [Graphic Organizer Templates](#)
GraphicI Organizers: Help students classify ideas and communicate more effectively, and to help in problem solving, decision making, studying, planning research and brainstorming.
- [Free worksheets and printables for the 1st to 10th grades](#)
Free worksheets, activities and printables for educators and parents.
- [Inside/Outside Circles](#)
This discussion technique gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.
- [Evernote](#)
Organize notes with Evernote. It allows you to:
 - work anywhere – you can keep important info handy as your notes sync automatically to all your devices.
 - remember everything – you can make notes more useful by adding text, images, audio, scans, PDFs, and documents.

- get things done – you can bring your notes, tasks, and schedules together to get things done more easily.
- find things fast – you can get what you need, when you need it with powerful, flexible search capabilities.

Module 4 - An understanding of specific learning disorders, attention deficit hyperactivity disorder, mild to moderate behaviour disorders, mild to moderate intellectual disabilities, and emotional and behavioural disorders.

Students with high-incidence disabilities have invisible disabilities that are evidenced by learning, emotional, social, and behavioural challenges. Many students with mild to moderate disabilities can most often have their educational needs met within the inclusive classrooms; remediation programs that are short-term, intensive, and provide the knowledge and skills students need to be successful in their classrooms can be used. These programs are aligned with the principles of universal design for learning and social inclusion, which requires that all students play valued roles within a community and develop a sense of belonging.

Learning Outcomes

1. Describe the invisible nature of high-incidence disabilities and how they affect students' learning, social, emotional, and behavioral development.
2. Examine classroom practices that enable students with mild to moderate disabilities to thrive in inclusive learning environments.
3. Integrate universal design for learning principles into lesson planning to promote accessibility and engagement for diverse learners.
4. Develop targeted, short-term remediation strategies that strengthen students' academic and social competencies.
5. Assess the impact of inclusive and socially responsive practices on fostering belonging and meaningful participation for all students.

Readings and Resources

Based on further reading, what happens when the needs of gifted students are left unmet?

Research and discuss the benefits of social stories.

Read about the characteristics of social stories and cite empirical evidence in support of social stories.

Explore the [Carol Grey Social Stories™ website](#) to learn more about social stories. In particular, interact with the content on the [What is a Social Story?](#) page.

Then, explore the [Social Story Sampler](#) page to access social stories on various topics.

[Library has Carol Grey's social story video - get permission to embed it.]

Module 5 - An understanding of social and emotional learning.

This content provides valuable resources and lesson plan examples to support Social and Emotional Learning (SEL) in teaching practices. It covers essential topics such as neurology,

trauma, well-being, and mental health in schools, along with strategies for promoting SEL and well-being, including breathing activities, mindfulness, bibliotherapy, emotion regulation, and exercise. Educators will gain insights on the significance of checking in with students and fostering positive mental health. The module also encourages the creation of a personalized lesson plan to reinforce SEL concepts.

Learning Outcomes

1. Become familiar with resources on Social and Emotional Learning (SEL) and how to support SEL in your own teaching practice
2. Learn about neurology, trauma, well-being and mental health in our schools
3. Become familiar with school-based mental health services and programs and classroom-based programming for SEL
4. Become familiar with strategies to support SEL (such as class meetings) and strategies that support well-being (such as breathing activities, mindfulness, bibliotherapy, emotion regulation, and exercise)
5. Understand the importance of checking in with your students and proactively supporting positive mental health.
6. Create a lesson plan that supports SEL

Readings and Resources

Review [Fast Facts about Mental Health and Mental Illness](#) from the Mental Health Commission of Canada (2013), making the case for investing in mental health in Canada.

Websites

1. MindUp program from mindup.org
2. Teenmentalhealth.org
3. Learn more about CASEL at casel.org.

Lesson plan examples

1. PBS Newshour: News for Students and Teacher Resources 6-12 Grade Level
 - o [All Lesson Plans](#)
 - o [Elevate Student Voice Through the Power of Listening](#)
2. Education World
 - o [All Lesson Plans](#)
 - o [Be the Boss: A Lesson Plan on Managing Feelings](#)

Module 6 - An introduction to programming and education for reconciliation.

The main resources and content for this module are two websites: The National Centre for Collaboration in Indigenous Education and The National Centre for Truth and Reconciliation. Students will explore these websites in depth to gain an appreciation for these resources and how to use the resources in their teaching practice.

Learning outcomes

1. Describe indigenous education and resources that can be used to support your teaching practice.
2. Use educational resources, lesson plans, stories, and videos developed with an Indigenous perspective for teaching.
3. Address residential school history in your own teaching.

Readings and Resources

The main resources for Module 6: Education for Reconciliation are The National Centre for Collaboration in Indigenous Education ([NCCIE](https://www.nccie.ca)) and The National Centre for Truth and Reconciliation ([NCTR](https://nctr.ca)). Students will explore these websites in depth to gain an appreciation for these resources and how to use the resources in their teaching practice.

1. The National Centre for Collaboration in Indigenous Education (NCCIE; website)

The [National Centre for Collaboration in Indigenous Education](https://www.nccie.ca) website (NCCIE; www.nccie.ca) highlights innovative and exciting examples of Indigenous education from across the country and celebrates the dedicated work by communities to strengthen Indigenous education for all generations. NCCIE is uniquely Indigenous, elevating Indigenous perspectives of Indigenous education and incorporating Indigenous values. Individuals can search the website and learn about the diversity of Indigenous educational programs and experiences across Canada.

Become familiar with the NCCIE website (<https://www.nccie.ca>).

Select and listen to a story from your hometown (<https://www.nccie.ca/search/>).

2. The National Centre for Truth and Reconciliation (NCTR; website)

The [National Centre for Truth and Reconciliation](https://nctr.ca) website (NCTR; nctr.ca) is a place of learning and dialogue where the truths of the residential school experience will be honoured and kept safe for future generations. The NCTR was created as part of the mandate of the Truth and Reconciliation Commission of Canada (TRC). The TRC was charged to listen to Survivors, their families, communities, and others affected by the residential school system and educate Canadians about their experiences. The resulting collection of statements, documents and other materials now forms the sacred heart of the NCTR. The NCTR Archives and Collections is the foundation for ongoing learning and research. Here, Survivors, their families, educators, researchers, and the public can examine the residential school system more deeply with the goal of fostering reconciliation and healing.

Explore the [Residential School History](https://nctr.ca/residential-school-history) section of the website to learn about the history and timeline of residential schools.

Browse the [archives](#) section of the website including the [interactive map](#) of residential schools and [TRC events](#). Explore the [featured collection](#) of records ranging from textual documents to material objects and the historical and contemporary photographs. Hear the voices and stories presented in survivor and witness statements.

Explore the Truth and Reconciliation Commission Reports found on the [NCTR Reports page](#).

Course Evaluation

- Community of Practice Activities: Individual discussion posts; best 5 out of 6. (5 x 5% each) - 25%
- Module End Learning Activities: Completed alone or in pairs. (6 x 5% each) - 30%
- Group Presentation Project - 30%
- Resource Exploration or Technology Review: Completed alone or in pairs - 15%

Evaluation Breakdown

Component	Description	Weight (%)
Community of Practice 5@ 5%	Active participation in online forums, discussion boards, and peer response feedback.	25% (Best 5 out of 6)
Module End Activities 6@5%	Varied activities	30%
Group Presentation 1@ 30%	Practical application of course content	30%
Resource Exploration or Technology Review @ 15%	Resource review	15%
Total		100%

Community of Practice Activities

Discuss with your peers by posting in the discussion forums provided. You may choose to comment on either one or more of the related topics. You may also draw upon additional research with which you may be familiar and/or professional experience. Of course, any sources must be cited and referenced—and sources are expected!

1. Module 1: Reflect on Universal Design for Learning (UDL) in Practice
2. Module 2: Reflect on the Six Models of Co-Teaching
3. Module 3: Discuss the benefits of Response to Intervention
4. Module 4: Respond to one of the presented prompts
5. Module 5: Reflect on Mental Health
6. Module 6: Story reflection and discussion

Module End Learning Activities

Module end learning activities can be completed alone or in pairs.

1. Module 1: Create your own Universal Design for Learning Analogy.

2. Module 2: Respond to the prompts in your selected case study. Based on your selected case study, you will be assigned into a group for the presentation project.
3. Module 3: Examine student scores and diagnostic criteria.
4. Module 4: Write your own social story.
5. Module 5: Create a lesson plan to promote Social and Emotional Learning.
6. Module 6: Respond to the Truth and Reconciliation Committee's Calls to Action.

You will find details of each activity in the associated module.

Group Presentation Project

Based on your selected case study, you will be assigned to a group to develop a presentation on an area of identified exceptionality. Group members will address how the UDL Guidelines can be used to support their focus child's areas of strengths and needs within an inclusive learning environment.

See the Group Presentation Project: Planning for Diversity in the course syllabus for details.

Resource Exploration or Technology Review

Alone, or in groups of 2 (or 3), choose a resource to review. You can review one of the resources provided or choose to focus on an alternate form of assistive or instructional technology.

Your resource review should focus on *practical* information pertaining to the resources, strategy, or assistive or instructional technology you have selected. It should include a review of the resources presented on the website or a description of how the strategy or assistive or instructional technology works, and address how it can be used to facilitate the inclusion of all students. Remember to provide practical information on the resource, strategy, or assistive or instructional technology, and demonstrate how it facilitates inclusion.

Marks will be assigned for:

- your overview of the resource, strategy, or assistive or instructional technology (10 marks), and
- your overview of how the resource, strategy, or tool benefits students with and without exceptionalities (5 marks)

Prior to submitting, ask yourself:

1. Does your review clearly depict the resources provided on the selected website, or provide sufficient information for you to implement the strategy or assistive or instructional technology?
2. Does your review highlight students who would benefit from the strategy, or how the strategy could be modified for large or small group instruction or individual use?

Visit the Resource Exploration section of the course syllabus for details. **Description of Grades**

(See University Calendar, pp. 71-72: section 6.9.2):

- "A" indicates excellent performance with clear evidence of:
 - comprehensive knowledge of the subject matter and principles treated in the course,
 - a high degree of originality and independence of thought,
 - a superior ability to organize and analyze ideas, and
 - an outstanding ability to communicate.
- "B" indicates good performance with evidence of:
 - substantial knowledge of the subject matter,
 - a moderate degree of originality and independence of thought,
 - a good ability to organize and analyze ideas, and
 - an ability to communicate clearly and fluently.
- "C" indicates satisfactory performance with evidence of:
 - an acceptable grasp of the subject matter,
 - some ability to organize and analyze ideas, and
 - an ability to communicate adequately.



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

- (1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
- (2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.
- (3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6476

Course Title: Supporting Students with Emotional and Behavioural Challenges

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No

If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

	Written	Percentage	Oral
Class tests			
Assignments			
Other (specify):			
Final examination:			

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's Initials

Recommended for offering in the: ☐ Fall ☐ Winter ☒ Spring 20 27

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penny
Course Instructor

October 3, 2025
Date

Rhonda Joy
Approval of the head of the academic unit

October 7, 2025
Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



Education 6476
Supporting Students with Emotional and Behavioural Challenges

Instructor:	Sharon Penney, PhD, R.Psych
Email:	scpenney@mun.ca
Office:	ED 5031
Telephone:	864-7556
Office Hours:	BY APPOINTMENT (on-site or online)
Class Time:	Online Asynchronous

Calendar Description

This course will critically examine the nature and characteristics of students with emotional and behavioural disorders (EBD) and the models of identification. This course will focus on the early identification and proactive, inclusive, and data-informed behaviour management systems and frameworks to support diverse learners in the classroom setting. This course will critically analyze effective classroom systems, tiered supports, and social-emotional learning. By the end of the course, students will be prepared to design, implement, and evaluate behaviour supports grounded in research. (PR ED 4240 and 4242) (3 credit hours)

This course ED 6476 (Supporting Students with Emotional and Behavioural Challenges) introduces the learner to classification systems for students' behaviour and situates students within their cultural, family, and school contexts. This course introduces the learner to the debates in the identification of behavioural challenges and to critically analyze the models and systems of support. Building on your previous understanding of the theoretical aspects of exceptionality (Education 4240-Introduction to the exceptional learner) this course examines learner attitudes towards students with emotional and behavioural difficulties and focuses on causes and the prevention of behaviour within the inclusive classroom.

The course is designed for inclusive education teachers (Instructional Resource Teachers) who will collaborate with classroom teachers in accommodating exceptional students with emotional and behavioural disorders in the inclusive classroom. This course emphasizes the assessment of

students' behaviour, with a focus on prevention, early intervention, inclusionary practices, appropriate classroom practices, and behavioural supports.

Course Objectives

During this course, students will:

8. Examine the theoretical and conceptual models of identification for students with emotional and behavioural disorders (EBD).
9. Learn about the nature and characteristics of EBDs and issues associated with definitions and the identification of EBDs
10. Describe the risk factors associated with EBDs, possible prevention methods, and early identification approaches.
11. Consider the role of teacher knowledge in the identification and remediation of school behaviour in the classroom.
12. Design tiered behavioural support plans that integrate social-emotional learning and meet the needs of diverse learners.
13. Implement classroom systems and interventions that align with evidence-based practices and promote positive student behaviour.
14. Develop and evaluate behavioural support strategies using data-driven decision-making processes.

Required textbook:

Kaufman, J.M. & Landrum, T.J. (2018). *Characteristics of emotional behavioural disorders of children and youth, Eleventh Edition*. New York, NY: Pearson. ISBN-13:978-0-13-444990

Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022). Positive Behavioural Supports for the Classroom, 4th edition. Pearson

Readings (These readings will be divided into each module and are listed in alphabetical order)

Bethune, S., Rogers, M., Smith, D., Whitley, J., McBrearty, N., & Hone, M. (2023). The impact of internalizing symptoms on impairment for children with ADHD: a strength-based perspective. *Journal of Attention Disorders*, 27(1), 26-37. <https://doi.org/10.1177/10870547221115874>

Cavendish W., Connor D., Gonzalez T., Jean-Pierre P., Card K. (2020). Troubling “The Problem” of racial overrepresentation in special education: A commentary and call to rethink research. *Educational Review*, 72(5), 567–582. <https://doi.org/10.1080/00131911.2018.1550055>

Chow J. C., Morse A., Zhao H., Kingsbery C., Murray R., Soni I. (2023). A systematic review of characteristics of students with emotional disturbance in special education research. *Remedial and Special Education*, 44(5), 409–422. <https://doi.org/10.1177/07419325221125890>

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

Enderle, C. (2025) "So That You Can Feel Well": Perspectives of Students with Social, Emotional and Behavioral Difficulties on Factors that Support School Attendance. *School Mental Health* (2025). <https://doi.org/10.1007/s12310-025-09764-z>

Fuchs, A. & Fuchs, H.(2024). The effects of Classroom Management-Based C.B.T. on the Development of Self-management Skills in Young Children. *Economics, Management & Business Contemporary Issues, Insights and New Challenges*, HAL Id: hal-04752809 <https://hal.science/hal-04752809v1>

Gabel, S., Keskin, Ö. & Gegenfurtner, A. Comparing the effects of a specific task instruction and prompts on pre-service teachers' noticing of classroom management situations. *Z Erziehungswiss* 28, 105–123 (2025). <https://doi.org/10.1007/s11618-024-01276-x>

Gage N. A., Adamson R., MacSuga-Gage A. S., Lewis T. J. (2017). The relation between the academic achievement of students with emotional and behavioral disorders and teacher characteristics. *Behavioral Disorders*, 43(1), 213–222. <https://doi.org/10.1177/0198742917713211>

R. Gaspar, C., Jahromi, L. B., & Rooney, M. E. (2025). Culturally and ethnically diverse parents' views of home-school partnership responsibilities. *Journal of Early Childhood Research*, 0(0). <https://doi.org/10.1177/1476718X251339306>

Granger, K. L., Ross, E., Reichel, M., & Edelman, S. (2025). Behavioral Reputations of Elementary Students With or at Risk for Emotional and Behavioral Disorders. *Behavioral Disorders*, 50(3), 149-161. <https://doi.org/10.1177/01987429251314871>

Granger, K. L., Chow, J. C., McLean, L., Vallarta, N., Dear, E., & Sutherland, K. S. (2024). The Relation Between Classroom Adversity and Students' Problem Behavior as a Function of Teachers' Emotional Support. *Behavioral Disorders*, 49(4), 207-221. <https://doi-org.qe2a-proxy.mun.ca/10.1177/01987429231221498> (Original work published 2024)

Hackney, A. J., Sanders, S., Jolivet, K., Swoszowski, N. C., & Ennis, R. P. (2024). Exploring Facilitator and Student Conversations Within Check-In/Check-Out Intervention: A Systematic Review With Links to Trauma-Informed Conversations. *Behavioral Disorders*, 50(3), 162-181. <https://doi-org.qe2a-proxy.mun.ca/10.1177/01987429241256319> (Original work published 2025)

Harris, P. J., Oakes, W. P., Lane, K. L., & Rutherford, R. B. (2017). Improving the Early Literacy Skills of Students at Risk for Internalizing or Externalizing Behaviors with Limited Reading Skills. *Behavioral Disorders*, 34(2), 72-90. <https://doi-org.qe2a-proxy.mun.ca/10.1177/019874290903400202> (Original work published 2009)

Ivory, K. P., & Kern, L. (2025). Behavioral Skills Training and Self-Monitoring to Increase and Maintain the Rate and Quality of Parent-Delivered Praise. *Behavioral Disorders*, 50(4), 187-201. <https://doi-org.qe2a-proxy.mun.ca/10.1177/01987429251324151> (Original work published 2025)

Kliethermes, M.D., Drewry, K., Wamser, R.A. (2024). Trauma-Focused Cognitive-Behavioral Therapy. In: Landolt, M.A., Cloitre, M., Schnyder, U. (eds) Evidence-Based Treatments for Trauma-Related Disorders in Children and Adolescents. Springer, Cham. https://doi.org/10.1007/978-3-031-77215-3_8

McIntosh, K., & Lane, K. L. (2019). Advances in Measurement in School-Wide Positive Behavioral Interventions and Supports. *Remedial and Special Education*, 40(1), 3-5. <https://doi-org.qe2a-proxy.mun.ca/10.1177/0741932518800388> (Original work published 2019)

Oberle, E., & Schonert-Reichl, K.A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science and Medicine*, 159, 30-37. doi:10.1016/j.soscimed.2016.04.031

Rila, A., King, S. A., Bruhn, A. L., & Estrapala, S. (2025). Demographic Reporting of Students and Implementation Teams in School-Based Single-Case Research for Students With Emotional and Behavioral Disorders: A Systematic Review. *Journal of Positive Behavior Interventions*, 0(0). <https://doi.org/10.1177/10983007251335369>

Smith, J. D., & Whitley, J. (2022). Teaching with Acceptance and Commitment: Building Teachers' Social-Emotional Competencies for Teaching Effectiveness. *The Educational Forum*, 87(1), 90–104. <https://doi.org/10.1080/00131725.2022.2053620>

Schonert-Reichl, K. A., Kitil, J., & Hanson-Peterson, J. (2017). To teach the students, teach the teachers: A national scan of teacher preparation and social and emotional learning. A report prepared for the Collaboration for Academic, Social and Emotional Learning (CASEL). Vancouver, B.C.: University of British Columbia.

St-Amand, J., Smith, J., & Goulet, M. (2024). Is teacher humour an asset in classroom management? Examining its association with students' well-being, sense of school belonging, and engagement. *Current Psychology (New Brunswick, N.J.)*, 43(3), 2499–2514. <https://doi.org/10.1007/s12144-023-04481-9>

Sheaffer, A. W., Majeika, C. E., Gilmour, A. F., & Wehby, J. H. (2021). Classroom Behavior of Students With or At Risk of EBD: Student Gender Affects Teacher Ratings But Not Direct Observations. *Behavioral Disorders*, 46(2), 96–107. <https://www.jstor.org/stable/26979563>

Wymer S., Corbin C., Williford A. (2022). The relation between teacher and child race, teacher perceptions of disruptive behavior, and exclusionary discipline in preschool. *Journal of School Psychology*, 90, 33–42. <https://doi.org/10.1016/j.jsp.2021.10.003>

Whitley, J. (2020). Evidence-based practices for teaching learners with emotional and behavioral disorders. In U. Sharma & S. Salend (Eds.). *Encyclopedia of Inclusive and Special Education*. New York, NY: Oxford University Press.

Whitley, J., Smith, D., Vaillancourt, T. & Neufeld, J. (2018). Promoting Mental Health Literacy among Educators: Critical in School-Based Prevention and Intervention. In A. Leschied, D.

Saklofske, G. Flett (Eds.). The Handbook of School-Based Mental Health Promotion: An Evidence-Informed Framework for Implementation. New York, NY: Springer Publishers (pp. 143-165).

Zhu, X., Zhao, H. & Li, W. Associations between perceived teacher emotional support and externalizing problem behaviors among Chinese rural adolescent. *Soc Psychol Educ* **27**, 1305–1336 (2024). <https://doi.org/10.1007/s11218-023-09864-1>

Reports and Web programs

Government of Canada (2020-06-24). The health of Canadian youth: Finding from the health behaviour in school-aged children study. <https://www.canada.ca/en/public-health/services/publications/science-research-data/youth-findings-health-behaviour-school-aged-children-study.html>

University of British Columbia, Teach Mental Health Literacy <https://opl.educ.ubc.ca/teach-mental-health-literacy/>

University of British Columbia Learn Mental Health <https://opl.educ.ubc.ca/learn-mental-health-literacy-free-online-course/>

Teach Mental Health (2019) A comprehensive mental health literacy learner resource for pre-service and practicing teachers. Developed by Stan Kutcher, Yifeng Wei, Wendy Carr, Susan Rodger and Chris Gilham.

Transforming education (2020). Social and emotional learning for Educators toolkit. transformingeducation.org/...

PLEASE NOTE: There are additional readings associated with each module

Module 1: Attention and Behaviour Disorders: Hyperactivity, Antisocial Conduct, and Aggression Kaufman, J.M. & Landrum, T.J. (2018).

Learning Outcomes:

6. Recognize the key behaviours associated with attention deficit/hyperactivity disorder and be able to distinguish the behaviour from developmentally appropriate behaviour.
7. Evaluate behavioural and self-monitoring interventions to manage inattention and hyperactive behaviours and enhance academic engagement.
8. Distinguish aggressive antisocial behaviour from developmentally appropriate behaviour issues, and compare and contrast overt and covert conduct problems.
9. Examine environmental and social factors contributing to conduct disorder and antisocial behaviour.
10. Design appropriate strategies for assessing and preventing antisocial behaviours, with emphasis on covert conduct and acting-out behaviour cycles.

Module 2: Internalizing Disorders: Anxiety, Depression, and Related Emotional and Behavioural Disorders Kaufman, J.M. & Landrum, T.J. (2018).

Learning Outcomes:

6. Explain the link between anxiety and various emotional and behavioural disorders, identifying when professional intervention is warranted.
7. Recommend effective school-based interventions for anxiety, eating disorders, elimination disorders, and social isolation.
8. Analyze the implications of comorbidity and episodic patterns in diagnosing mood disorders.
9. Interpret data on suicide risks across age, gender, and ethnicity, and outline educator responses to threats or attempts.
10. Develop strategies that leverage peer support and school environments to reduce isolation and support mental health recovery.

Module 3: Foundations of Behaviour and Discipline in Education

Foundations (Chapters 1–2) Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022).

Learning Outcomes:

5. Analyze the relationship between teacher traits, student diversity, and the impact of traditional discipline practices.
6. Evaluate the limitations of traditional disciplinary methods and propose evidence-based alternatives.
7. Apply the principles of Positive Behaviour Interventions and Supports (PBIS) and Behaviour Assumptions in classroom settings.
8. Differentiate between major theories of behaviour and use behavioural models to interpret student actions.

Module 4: Theoretical and Conceptual Bases for Behavioural Interventions

Creating Proactive Learning Environments (Chapters 3–6) Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022).

Learning Outcomes:

9. Implement the philosophy and core components of PBIS at the universal (Tier 1) level.
10. Use evidence-based strategies to teach classroom expectations and procedures.
11. Design a Tier 1 support system, including assessment and monitoring methods.
12. Create a PBIS action plan for school/classroom implementation.
13. Develop structured classroom schedules and routines that promote positive behaviour.
14. Apply high-leverage instructional practices to support diverse learners.
15. Design inclusive classroom environments tailored to behavioural and learning needs.
16. Use models and frameworks to enhance instructional effectiveness and student engagement.

Module 5: Designing Positive Classroom Environments and Tiered

Assessment and Monitoring (Chapters 7–8) Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022).

Learning Outcomes:

5. Measure and monitor student behaviour using a variety of appropriate tools and techniques.
6. Conduct and interpret Functional Behaviour Assessments (FBA) to design effective Behaviour Intervention Plans (BIPs).
7. Utilize data collection and graphing methods to inform and evaluate behavioural interventions.
8. Integrate Tier 3 supports and legal guidelines into behavioural assessment and planning processes.

Module 6: Social-Emotional Learning and Positive Reinforcement Strategies Targeted and Tertiary Interventions (Chapters 9–12) Scheuermann, B.K., Billingsley, G. & Hall, J.A (2022).

Learning Outcomes:

8. Integrate SEL into classroom practices across all tiers of support.
9. Design and implement reinforcement systems that are data-informed and culturally responsive.
10. Choose and apply effective reinforcement schedules to shape and sustain positive student behaviour.
11. Troubleshoot and adapt reinforcement systems when expected outcomes are not achieved.
12. Apply advanced behaviour management tools including token economies, contingency contracts, and self-management techniques.
13. Establish and maintain stimulus control through structured interventions.
14. Evaluate and implement ethical behaviour reduction strategies within legal and professional guidelines.

Component	Description	Weight (%)
Community of Practice 6@ 5%	Active participation in online forums, discussion boards, and peer response feedback.	30%
Module Quizzes 6@ 5%	Short quizzes to assess understanding of key module content.	25% (drop the lowest grade)
Case Studies 2@ 10%	Practical application of course content (For example: Designing a behaviour support plan)	20%
Final Research Project 1@ 25%	A final research paper on a course topic. -Annotated bibliography (5%) -First Draft- peer feedback (5%) -Final Paper submission (20%)	Total 25%

Total		100%
--------------	--	-------------

Evaluation

Community of Practice Activities (5% for 6 modules, for a value of 30%)

- Community of Practice Activities (5% for each of 6 modules) Students will be expected to participate in 6 community of practice activities throughout the semester.
- Each module will provide students with discussion prompts or discussion questions and they will be required to engaged with the course readings as well as engage with their peers.

Module End Quizzes (5% for 6 modules for a value of 25%)

- Students will be expected to participate in regular checks on their learning and understanding of course content through quizzes.
- Students will be permitted to drop the lowest grade

Case Analysis (1 case study @10%) (This can be conducted individually, with a partner or with a group)

- Students will be expected to apply their knowledge to a case study. There will be a variety of cases (internalizing or externalizing) to choose from. Students will be expected to apply their knowledge and develop a case-specific behaviour support plan based on the data provided (or collected). This will include writing of behavioural goals and objectives.

Final Paper (1 research-based paper 35% of course grade)

- Students will be asked to first provide their instructor with an essay proposal. This will be a short overview of the proposed topic. This will be submitted by the fourth week of the semester for approval.
- Once the topic is approved, the students will be expected to develop an annotated bibliography of the research paper they plan to write. This will be submitted by eighth week of the semester.
- Final research paper, using research-oriented literature and presented using the writing, research and referencing guidelines outlined in by APA.

Description of Grades

(See University Calendar, pp. 71-72: section 6.9.2):

- "A" indicates excellent performance with clear evidence of:

- comprehensive knowledge of the subject matter and principles treated in the course,
 - a high degree of originality and independence of thought,
 - a superior ability to organize and analyze ideas, and
 - an outstanding ability to communicate.
- "B" indicates good performance with evidence of:
 - substantial knowledge of the subject matter,
 - a moderate degree of originality and independence of thought,
 - a good ability to organize and analyze ideas, and
 - an ability to communicate clearly and fluently.
- "C" indicates satisfactory performance with evidence of:
 - an acceptable grasp of the subject matter,
 - some ability to organize and analyze ideas, and
 - an ability to communicate adequately.



SCHOOL OF
GRADUATE STUDIES

Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form.

Download the latest version: <http://get.adobe.com/reader>.

- (1) Fill out the form completely and accurately, and save the form in PDF format. Make sure you specify the save location, e.g. Desktop.
- (2) Review <https://www.mun.ca/sgs/how-to-create-and-insert-a-digital-signature/> for instructions on how to digitally sign the form.
- (3) Send the completed form and attachments to the appropriate faculty/school council in the first instance. If approved, they will forward to the School of Graduate Studies.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☒ Regular Course ☐ Special/Selected Topics Course

Course No.: ED 6477

Course Title: Supporting Students with Intellectual Disabilities

I. To be completed for all requests:

A. Course Type: ☒ Lecture course ☐ Lecture course with laboratory
☐ Laboratory course ☐ Undergraduate course¹
☐ Directed readings ☐ Other (please specify) _____

B. Can this course be offered by existing faculty? ☒ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? ☐ Yes ☒ No

If yes, please specify: _____

D. Will additional library resources be required? ☐ Yes ☒ No
(If yes, please contact munul@mun.ca for a resource consultation.)

E. Credit hours for this course: 3

F. Course description (please attach course outline and reading list):

See attached course outline.

G. Method of evaluation:

	Percentage	
	Written	Oral
Class tests		
Assignments		
Other (specify):		
Final examination:		

Total See attached

¹ Must specify the additional work at the graduate level.

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work
2. double credit
3. work that is a faculty research product
4. overlap with existing courses

Instructor's initials

Recommended for offering in the: ☐ Fall ☐ Winter ☒ Spring 20 27

Length of session if less than a semester:
(i.e. accelerated timeframe)

III. This course proposal has been prepared in accordance with the General Regulations governing the School of Graduate Studies

Sharon Penney
Course instructor

October 3, 2025
Date

Rhonda Joy
Approval of the head of the academic unit

October 7, 2025
Date

IV. I certify that this course proposal was approved by the Faculty or School Council.

Secretary, Faculty/School Council

Date

Revised: May 15, 2025.



Education 6477

Supporting students with intellectual disabilities

Instructor: Sharon Penney
Email: scpenney@mun.ca
Office: 5031
Telephone: 709-864-7556
Office Hours: BY APPOINTMENT (on-site or online)
Class Time: Online Asynchronous

Calendar Description

ED 6477 Supporting Students with Intellectual Disabilities

This course provides an in-depth examination of Intellectual Developmental Disorders (intellectual disability) within the context of inclusive K–12 education. Students will explore definitions, characteristics, and assessment practices, as well as evidence-based instructional strategies and individualized programming to support diverse learners. Emphasis is placed on collaborating with families, engaging community organizations, and planning effective transitions across the lifespan. The course also prepares educators to act as advocates, supporting students with ID in developing self-advocacy skills and empowering families to navigate educational systems. (PR ED 4240 and 4242) (3 credit hours)

Course Objectives

By the end of this course, students will be able to:

1. Define intellectual disability using medical, psychological, and educational frameworks.
2. Identify the cognitive, behavioural, social, and physical characteristics of students with ID.
3. Analyze and apply formal and informal assessment tools for identifying and supporting students with ID.
4. Develop individualized programming plans using evidence-based instructional strategies.

5. Demonstrate strategies for effective family and inter-agency collaboration.
6. Plan and evaluate developmentally appropriate transition processes across the K–12 continuum.
7. Critically examine ethical, cultural, and systemic issues in the education of students with ID.
8. Design a comprehensive, student-centred transition plan that incorporates student voice, family input, and interagency collaboration.
9. Teach and support the development of self-advocacy skills in students with ID.
10. Advocate effectively within schools and community systems for inclusive and equitable supports.
11. Support families in understanding their rights and navigating transition services and pathways.

Course Textbook

Richards, S. B., Brady, M. P., & Taylor, R. L. (2025). *Cognitive & intellectual disabilities: Historical perspectives, current practices, and future directions* (3rd ed.). New York, NY: Routledge Publishing.

Readings (In alphabetical order)

Allor, J. H., Yovanoff, P., Otaiba, S. A., Ortiz, M. B., & Conner, C. (2020). Evidence for a Literacy Intervention for Students with Intellectual and Developmental Disabilities. *Education and Training in Autism and Developmental Disabilities*, 55(3), 290–302. <https://www.jstor.org/stable/27077921>

Anrooij, K. V., Naaldenberg, J., Hilgenkamp, T. I. M., Vaandrager, L., van der Velden, K., & Leusink, G. L. (2020). Towards healthy settings for people with intellectual disabilities. *Health Promotion International*, 35(4), 661–670. <https://www.jstor.org/stable/48622356>

Bouck, E. C., Bartz, K., & Costello, M. P. (2021). Transition Planning Involvement and Students with Intellectual Disability: Findings from the NLTS 2012. *Education and Training in Autism and Developmental Disabilities*, 56(2), 173–189. <https://www.jstor.org/stable/27077958>

Bouck, E. C. (2017). Educational Outcomes for Secondary Students with Mild Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 52(4), 369–382. <https://www.jstor.org/stable/26420411>

Cazzell, S., Skinner, C. H., Taylor, K., McCurdy, M., Ciancio, D., Cihak, D., Skinner, A., & Moore, T. (2020). Comparing Computer-Based Sight-Word Interventions in Students with Intellectual Disability: Self-Determined Versus Fixed Response Intervals. *Journal of Behavioral Education*, 29(3), 469–489. <http://www.jstor.org/stable/45380447>

Cheetham-West, Alyssa. (2022). *A CORRELATIONAL STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' SELF-EFFICACY AND ACHIEVEMENT FOR STUDENTS WITH DISABILITIES IN LOW-INCOME SCHOOLS* [Documents]. Doctoral Dissertations. Houston Christian University. <https://jstor.org/stable/community.40813481>

Chatenoud, C., Turcotte, C., & Aldama, R. (2020). Effects of Three Combined Reading Instruction Devices on the Reading Achievement of Adolescents with Mild Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 55(4), 409–423. <https://www.jstor.org/stable/27077933>

Chou, Y.-C. (2020). Navigation of Social Engagement (NOSE) Project: Using a Self-Directed Problem Solving Model to Enhance Social Problem-Solving and Self-Determination in Youth with Autism Spectrum Disorders. *Education and Training in Autism and Developmental Disabilities*, 55(1), 101–114. <https://www.jstor.org/stable/26898717>

Collins, B. C., Lo, Y., Haughney, K., & Park, G. (2021). Using Peer-Delivered Simultaneous Prompting to Teach Health Content to Students with Moderate Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 56(3), 293–305. <https://www.jstor.org/stable/27077970>

Edwards-Hudson, Natalie. (2022). *INSTRUCTIONAL EQUITY: LEVERAGING UNIVERSAL DESIGN FOR LEARNING TO ADDRESS THE BARRIER OF RACE* [Documents]. Doctoral Dissertations. Houston Christian University. <https://jstor.org/stable/community.40813399>

Guikas, I., & Morin, D. (2021). Situation in Special Education: Interaction between Teachers and Children Who Have Intellectual Disability and Who Display Challenging Behaviours. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 44(4), 1145–1175. <https://www.jstor.org/stable/27169841>

Garwood, J. D., & McKenna, J. W. (2020). Vocabulary Interventions for Students Identified with Emotional Disturbance: A Literature Review and a Call to Action. *Education and Treatment of Children*, 43(2), 187–199. <https://www.jstor.org/stable/27250529>

Heymann, J., Sprague, A., Raub, A., & Moseneke, D. (2020). From Nondiscrimination to Full Inclusion: Guaranteeing the Equal Rights of People with Disabilities. In *Advancing Equality: How Constitutional Rights Can Make a Difference Worldwide* (1st ed., pp. 151–177). University of California Press. <http://www.jstor.org/stable/j.ctv1f8854w.11>

Krämer, S., Möller, J., & Zimmermann, F. (2021). Inclusive Education of Students With General Learning Difficulties: A Meta-Analysis. *Review of Educational Research*, 91(3), 432–478. <http://www.jstor.org/stable/45387423>

Johnstone, C. J., Schuelka, M. J., & Swadek, G. (2020). Quality Education for All?: The Promises and Limitations of the SDG Framework for Inclusive Education and Students with Disabilities. In A. Wulff (Ed.), *Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education* (pp. 96–115). Brill. <http://www.jstor.org/stable/10.1163/j.ctv2gjwnt3.10>

Johnson, K., & Perez, A. (2023). Speak Out: Supporting Families in Advocacy. *YC Young Children*, 78(2), 90–93. <https://www.jstor.org/stable/27251123>

Olakanmi, O. A., Akcayir, G., Ishola, O. M., & Epp, C. D. (2020). Using technology in special education: current practices and trends. *Educational Technology Research and Development*, 68(4), 1711–1738. <https://www.jstor.org/stable/48727504>

Orr, R. K., Caldarella, P., Hansen, B. D., & Wills, H. P. (2020). Managing Student Behavior in a Middle School Special Education Classroom Using CW-FIT Tier 1. *Journal of Behavioral Education*, 29(1), 168–188. <http://www.jstor.org/stable/45380429>

Marquis, S. M., McGrail, K., & Hayes, M. (2020). Mental health of parents of children with a developmental disability in British Columbia, Canada. *Journal of Epidemiology and Community Health* (1979-), 74(2), 173–178. <https://www.jstor.org/stable/27207821>

Murray, A. L., Kaiser, D., Valdebenito, S., Hughes, C., Baban, A., Fernando, A. D., Madrid, B., Ward, C. L., Osafo, J., Dunne, M., Sikander, S., Walker, S., Van Thang, V., Tomlinson, M., & Eisner, M. (2020). The Intergenerational Effects of Intimate Partner Violence in Pregnancy: Mediating Pathways and Implications for Prevention. *Trauma, Violence & Abuse*, 21(5), 964–976. <https://www.jstor.org/stable/27011078>

Park, G., Collins, B. C., & Lo, Y. (2021). Teaching a Physical Activity to Students with Mild to Moderate Intellectual Disability Using a Peer-Delivered Simultaneous Prompting Procedure: A Single-Case Experimental Design Study. *Journal of Behavioral Education*, 30(3), 378–396. <http://www.jstor.org/stable/45395885>

Pennington, R., Courtade, G., Ault, M. J., & Delano, M. (2016). Five Essential Features of Quality Educational Programs for Students with Moderate and Severe Intellectual Disability: A Guide for Administrators. *Education and Training in Autism and Developmental Disabilities*, 51(3), 294–306. <http://www.jstor.org/stable/24827525>

Snyder, S. M., & Ayres, K. (2020). Investigating the Usage of Reading Curriculum-Based Measurement (CBM-R) to Formatively Assess the Basic Reading Skills of Students with Intellectual Disability. *Education and Training in Autism and Developmental Disabilities*, 55(1), 60–74. <https://www.jstor.org/stable/26898714>

UNESCO. (2020). Students, parents and communities: What role do parents and the community play? In *Inclusion and education: ALL MEANS ALL* (pp. 177–195). UNESCO. <http://www.jstor.org/stable/resrep64997.13>

UNESCO. (2020). Laws and policies: What foundations are needed? In *Inclusion and education: ALL MEANS ALL* (pp. 27–61). UNESCO. <http://www.jstor.org/stable/resrep64997.7>

Westling, D. L., & Kelley, K. R. (2020). Increasing Opportunities for Persons with IDD to Live in Their Own Homes. *Education and Training in Autism and Developmental Disabilities*, 55(4), 367–381. <https://www.jstor.org/stable/27077930>

Zucker, S. H., Perner, D. E., Perras, C., & Murdick, N. (2013). Best Practices for Practitioners in Autism, Intellectual Disability, and Developmental Disabilities. *Education and Training in Autism and Developmental Disabilities*, 48(4), 439–442. <http://www.jstor.org/stable/24232501>

Other Resources (There will also be other appropriate web resources).

Resources to Support Your Advocacy. (2023). *YC Young Children*, 78(2), 64. <https://www.jstor.org/stable/27251119>

Module 1- Foundations of Intellectual Disability

1. Define intellectual disability using medical, psychological, and educational frameworks.
2. Identify the cognitive, behavioural, social, and physical characteristics of students with ID.
3. Compare and contrast how different frameworks shape educational supports for students with ID.

Module 2 Assessment and Identification

1. Analyze and apply formal and informal assessment tools for identifying and supporting students with ID.
2. Critically examine ethical, cultural, and systemic issues in the education of students with ID.
3. Critique the validity and limitations of commonly used assessment methods.

Module 3: Instructional Planning and Individualized Supports

1. Develop individualized programming plans using evidence-based instructional strategies.
2. Teach and support the development of self-advocacy skills in students with ID.

Module 4 Collaboration and Family Engagement

1. Demonstrate strategies for effective family and inter-agency collaboration.
2. Support families in understanding their rights and navigating transition services and pathways.

Module 5 Transition Planning Across the K–12 Continuum

1. Plan and evaluate developmentally appropriate transition processes across the K–12 continuum.
2. Design a comprehensive, student-centered transition plan that incorporates student voice, family input, and interagency collaboration.

Module 6: Advocacy and Systems Change

1. Advocate effectively within schools and community systems for inclusive and equitable supports.
2. Integrate knowledge of ethical, cultural, and systemic issues into advocacy and leadership practices.

Component	Description	Weight (%)
Community of Practice 6@ 5%	Active participation in online forums, discussion boards, and peer response feedback.	30%
Module Quizzes 6@ 5%	Short quizzes to assess understanding of key module content.	25% (drop the lowest grade)
Case Studies 2@ 10%	Practical application of course content (For example: Designing a behaviour support plan)	20%
Final Research Project 1@ 25%	A final research paper on a course topic. -Annotated bibliography (5%) -First Draft- peer feedback (5%) -Final Paper submission (20%)	Total 25%
Total		100%

Evaluation

Community of Practice Activities (5% for 6 modules, for a value of 30%)

- Community of Practice Activities (5% for each of 6 modules). Students will be expected to participate in 6 community of practice activities throughout the semester.
- Each module will provide students with discussion prompts or discussion questions and they will be required to engage with the course readings as well as engage with their peers.

Module End Quizzes (5% for 6 modules for a value of 25%)

- Students will be expected to participate in regular checks on their learning and understanding of course content through quizzes.
- Students will be permitted to drop the lowest grade

Case Analysis (1 case study @10%) (This can be conducted individually, with a partner or with a group)

- Students will be expected to apply their knowledge to a case study. There will be a variety of cases (type of disability and grade level) to choose from. Students will be expected to apply their knowledge and develop a case-specific instructional plan based on the data provided (or collected).

Final Paper (1 research-based paper 35% of course grade)

- Students will be asked to first provide their instructor with an essay proposal. This will be a short overview of the proposed topic. This will be submitted by the fourth week of the semester for approval.
- Once the topic is approved, the students will be expected to develop an annotated bibliography of the research paper they plan to write. This will be submitted by the eighth week of the semester.
- Final research paper, using research-oriented literature and presented using the writing, research and referencing guidelines outlined in by APA.

Description of Grades

(See University Calendar, pp. 71-72: section 6.9.2):

- "A" indicates excellent performance with clear evidence of:
 - comprehensive knowledge of the subject matter and principles treated in the course,
 - a high degree of originality and independence of thought,
 - a superior ability to organize and analyze ideas, and
 - an outstanding ability to communicate.
- "B" indicates good performance with evidence of:
 - substantial knowledge of the subject matter,
 - a moderate degree of originality and independence of thought,
 - a good ability to organize and analyze ideas, and
 - an ability to communicate clearly and fluently.
- "C" indicates satisfactory performance with evidence of:
 - an acceptable grasp of the subject matter,
 - some ability to organize and analyze ideas, and
 - an ability to communicate adequately.

Appendix H. Letter of Support



Newfoundland and Labrador
Teachers' Association

October 1, 2025

Faculty Council
Faculty of Education
Memorial University of Newfoundland
230 Elizabeth Ave
St. John's, NL A1B 1T5

Dear Members of the MUN Faculty of Education Faculty Council:

On behalf of the Newfoundland and Labrador Teachers' Association (NLTA), I am writing to express our enthusiastic support for the establishment and implementation of the newly developed Inclusive/Special Education Master of Education program at Memorial University of Newfoundland.

The challenges around recruitment and retention of teachers in general are well known and documented in recent years. The notable shortage of specialists in inclusive/special education is even more notable with many such positions in the province's K-12 education sector being unfilled or filled by folks who have minimal qualifications in the area.

We believe that a program specifically designed to increase the supply of fully qualified inclusive/special education teachers in the province is not only timely but essential given critical teacher shortages in this specialty area.

We also believe this program has the potential to profoundly impact achievement results for our young people, enriching the education system in Newfoundland and Labrador as a whole.

Thank you for considering this critical initiative.

Respectfully Yours,

Dale Lambe, M.Ed.
President, NLTA

October 14, 2025

Dr Pamela Osmond-Johnson
Dean, Faculty of Education
Memorial University
G.A. Hickman Building
323 Prince Philip Drive
St. John's, NL A1B 3X8

Dear Pam,

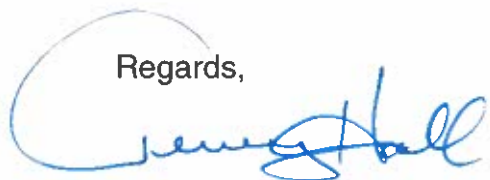
Memorial University has always been and remains a key partner with the education system. A partnership that provides for valuable insight and discussion on common issues and produces our main source of teaching resources.

We are delighted and supportive of the newly developed Inclusive/Special Education M. Ed program proposed for implementation and first intake in the Fall 2026.

The demand for inclusive/special education resources continues to be on the rise annually. Unfortunately, we have been experiencing a reduction in inclusive/special education trained teachers coming into our system to meet such demand. We also understand the last cohort under the old inclusive/special education program is due to finish which will leave us a void in new graduates putting greater emphasis on an already competitive recruitment program.

These are critical professionals which our system and families rely on daily and therefore we support and welcome implementation of this new program as soon as possible.

Regards,



Terry Hall
Superintendent of Schools

Course Master List

for addition to s. 17(9) of
the University Calendar

17.9 Courses

Course descriptions for graduate courses in Education are available at the [Faculty of Education graduate website](#).

A selection of the following graduate courses shall be offered to meet the requirements of students, as far as the resources of the Faculty allow.

- 6100 Research Designs and Methods in Education
- 6105 Social and Cultural Difference and Education
- 6106 Popular Culture and Literacy Education
- 6107 Arts Education: Creativity in the Classroom
- 6108 Literacy and Language Education: Sociocultural Perspectives
- 6192 Project in Reading Development and Instruction (6 credit hours)
- 6193 Project in Educational Technology (6 credit hours)
- 6202 Social Context of Educational Leadership
- 6203 Leadership: Theory and Practice
- 6204 Educational Administration: Theory and Practice
- 6205 Educational Policy: Theory and Practice
- 6290 Research and Development Seminar in Educational Leadership Studies
- 6291 Internship in Educational Leadership Studies (6 credit hours)
- 6292 Project in Educational Leadership Studies (6 credit hours)
- 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
- 6300 Teaching and Learning
- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6394 Biographical Explorations of Teaching and Learning
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives in Public Education, Reform, and Leadership
- 6426 Educational Leadership and Technological Systems
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6461 Graduate Research Writing
- 6462 Cultural Landscapes, Knowledge and Pedagogy

-
- 6463 Relationships First: Rethinking Educational Engagement (credit may be obtained for only one of 6463 or 6936)
- 6465 School Violence: Leadership and Policy Implications
- 6466 Qualitative Research Methods
- 6467 Quantitative Research Methods
- 6468 Critical Approaches to Educational Research
- 6469 Theoretical and Methodological Foundations of Action Research
- 6470 Word and Sentence Level Reading Development and Instruction
- 6471 Text-level Reading Development and Instruction
- 6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners
- 6473 Praxis for Reading Teachers
- 6475 Responding to Diverse Learners
- 6476 Supporting Students with Emotional and Behavioural Challenges
- 6477 Supporting Students with Intellectual Disabilities
- 6478 Assistive Technology
- 6479 The Assessment and Development of Children's Language Abilities
- 6480 Inclusive Practices for Students with Autism Spectrum Disorders
- 6481 A/B Practicum in Inclusive and Special Education
- 6464 Equity, Diversity, Inclusion and De/Colonization in Education Contexts
- 6502 Contexts of Music Education
- 6503 Teaching Music from the Podium
- 6504 Musicianship, Pedagogy, and Learning
- 6600 Learning and Motivation
- 6602 Curriculum Studies
- 6603 Place, Ecology and Education
- 6610 Research on Computers in the Curriculum
- 6615 Educational Software Prototyping and Evaluation
- 6620 Issues and Trends in Educational Technology
- 6630 Critical Issues in Mathematics Education
- 6632 Current Research in Teaching and Learning of Elementary School Mathematics (prerequisite: 6630)
- 6634 Teaching and Learning to Solve Mathematics Problems (prerequisite: 6630)
- 6635 Teaching and Learning Geometry
- 6636 Teaching and Learning the Concept of Number and Operations
- 6639 Technology and the Teaching and Learning of Mathematics (prerequisite: 6630)
- 6641 Writing in the Primary, Elementary and Secondary Schools
- 6642 Developmental Reading (K-8)
- 6643 Contemporary Issues in Intermediate and Secondary English
- 6644 Drama in Education
- 6645 Literature for Children and Adolescents
- 6646 Literature in the Secondary School

-

- 6647 Diagnosis and Remediation of Reading and Writing Difficulties
- 6649 Exploring Multiple Literacies
- 6653 Contemporary Issues in Science Education I
- 6655 The Nature of Science and Science Education
- 6658 Teaching and Learning Scientific Concepts, Laws, and Theories
- 6660 Information Technology
- 6661 Applications of Media in Education
- 6662 Research Seminar in Teacher-Librarianship
- 6663 The Organization of Learning Resources
- 6664 Seminar in School Improvement
- 6668 Current Issues in Second Language Education
- 6669 Graduate Seminar in Second Language Teaching and Learning
- 6670 Teaching and Learning Social Studies
- 6671 Research in Social Studies Education
- 6672 Issues and Trends in Social Studies
- 6673 Second Language Teaching, Learning and Curriculum (credit may be obtained for only one of Education 6673, the former 6665 or 6667)
- 6674 Research in Second Language Writing Education
- 6675 Current Issues in Rural Education
- 6676 Research and Practice in TESL/TEFL (Teaching English as a Second/Foreign Language)
- 6693 Literacy for the Young Child in Home and School
- 6700 Ethical and Legal Issues in Counselling
- 6701 Issues and Methodologies in Learning and Developmental Research
- 6702 Counselling: Theory and Practice
- 6705 Nature and Development of School Counselling Services
- 6706 Career Education and Career Counselling
- 6707 Assessment for Counsellors
- 6708 Group Counselling: Theory and Practice
- 6709 Assessment of Intelligence and Learning Skills
- 6710 Issues in Development and Implementation of Special Education Policy and Practices
- 6711 Behaviour Modification in the Educational Setting
- 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
- 6713 Educational Applications of Contemporary Cognitive Psychology
- 6714 Principles and Practices in Exceptionality
- 6715 The Theory and Practice of Peer Helping Programs
- 6716 Working with Families and Parents
- 6717 Counselling Adolescents
- 6718 Elementary School Counselling
- 6719 Cultural Issues in Counselling

-
- 6720 Internship in Counselling Psychology (9 credit hours)
- 6721 Counselling Individuals Across the Lifespan Lab (1.5 credit hours)
- 6722 Assessment of Learning and Achievement for Counsellors
- 6723 Group Counselling Lab (1.5 credit hours)
- 6725 Practice of Assessment for Counsellors Theory
- 6726 Practice of Assessment for Counsellors Lab (1.5 credit hours; Pass/Fail)
- 6727 Diverse and Intersecting Identities
- 6729 Counselling in Context
- 6730 Biological Basis of Behaviour and Trauma Informed Practice
- 6731 Contemplative and Ecological Perspectives in Counselling
- 6732 Pre-Internship in Counselling Psychology (1.5 credit hours; Pass/Fail)
- 6733 Advanced Individual Counselling Lab (1.5 credit hours)
- 6755 Nature and Assessment of Learning Disabilities
- 6790 Research and Development Seminar in Counselling Psychology
- 6801 Foundations of Post-Secondary Programs
- 6802 Adult Learning and Development
- 6803 Research in Post-Secondary Education
- 6804 Leadership and Human Resource Development in Post-Secondary Education
- 6805 Advanced Human Resource Communications
- 6806 Interprofessional Education in the Health Professions
- 6807 Economics and Finance of Post-Secondary Education
- 6808 Supporting international and immigrant students
- 6809 Internationalization of Higher Education
- 6810 Assessment and Evaluation in Student Services
- 6811 Theoretical Foundations in Adult/Post-Secondary Teaching and Learning
- 6822 Foundations of Instructional Design in Post-Secondary Education
- 6823 Principles of Program Design and Development
- 6831 Organization and Administration of Student Services for the Adult Learner
- 6832 Issues and Trends in the Administration of Post-Secondary Education
- 6841 Student Development Theory, Services and Programs in Post-Secondary Education
- 6890 Research and Development Seminar in Post-Secondary Education
- 6891 Internship in Post-Secondary Education (6 credit hours)
- 6900-6910 Special Topics (excluding 6909)
- 6909 Narrative Approaches to Teaching, Learning and Research
- 6911 Multiage Education: An Introduction
- 6912-6950 Special Topics
(excluding 6913, 6922, 6923, 6924, 6927, 6931, 6932, 6936, 6940, 6942, 6944)
- 6913 Putting Action Research Methodologies into Practice
(prerequisite: 6469 Theoretical and Methodological Foundations of Action Research)

-
- 6923 Perspectives in Indigenous Education
- 6924 Decolonizing Pedagogies
- 6927 Digital Game-based Learning
- 6931 Educational Technology Law
- 6932 Intellectual Property Law in Teaching and Learning
- 6938 Advanced Individual Counselling: Theory and Practice (2 credit hours; *co-requisite ED 6733*)
- 6940 Administration of Student Services in Post-Secondary Education

Graduate Diploma & Master of Education**(Inclusive & Special Education)**

Proposed New Graduate Programs

List of Consultation Meetings

Date	Details
May 28, 2024	NLSchools
June 4, 2024	Student Support
June 6, 2024	Autism Society of Newfoundland & Labrador (ASNL)
June 18, 2024	Learning Disabilities Association of Newfoundland & Labrador (LDANL)
June 26, 2024	Newfoundland & Labrador Teachers' Association (NLTA)
July 18, 2024	Inclusion NL
February 11, 2025	Canadian Hard of Hearing Association (CHHA)
February 17, 2025	Registrar of Teacher Certification
February 28, 2025	Canadian National Institute for the Blind (CNIB)
May 14, 2025	Department of Education & Early Childhood Development, re: Special Education designation
May 21, 2025	Conseil scolaire francophone provincial de Terre-Neuve et Labrador (CSFP)
May 24, 2025	Department of Education & Early Childhood Development

Addressing Feedback from Consultations Re: Diploma and Masters in Inclusive and Special Education

Response to Feedback

- 1) **Program Name:** During our consultations over the past year, we heard many things about the provincial needs for special education specialists. In the Special Education (2017) review, the recommendation was to have the program name change from Special Education to Inclusive Education. However, from the beginning of the consultations in 2024, we had our community, government, and school collaborators discuss the name “Inclusive Education”. We had significant pushback from our collaborators, as they indicated that the term “inclusive” means everyone - including cultural, gender, and neurodiversity. As a program, we do not have the expertise, nor do we have the human capacity (in terms of faculty) to implement a broader program that would embrace the wider diversity lens. The program that we have delivered (bachelor’s degree) was a specialist knowledge-based program in a disability lens. While there are intersections of culture and gender with special education (which we do address) we do not focus on the broader lens. As a program group, we struggled to name this program. We finally decided to name the program Special and Inclusive Education to honour our collaborators and to honour the intersection of diversity with disability.
- 2) **Program Delivery:** We heard about the need for flexible program delivery. In an effort to address this need with the province’s teachers, we opted to develop a blended model of delivery where teachers would have access to online synchronous and asynchronous courses during the school year, and they would have only one on-campus experience to access the Lab component of ED 6724 - Assessment of Learning and Achievement for Counsellors. This is a core requirement for teachers within the province of NL who want to take up positions as instructional resource teachers.
- 3) We also examined some of the literature on the models of delivery. While this was not an extensive review, what we did find is that in online programs, cohort models can increase completion rates and can facilitate peer interaction, relationships, and collaboration (see Opacich’s (2019) study on undergraduate health education). Rüeegg (2019), in a doctoral research study, found that students completing degree programs (they examined 50 students in a cohort and in 50 non-cohort delivery) found greater student persistence and completion within cohort models. In regard to financial responsibility, this type of model can also allow our faculty to predict when students will take courses and decrease low enrollments.

Course make up:

- 4) **Social and Emotional Learning:** Throughout our consultations, as well as the previous consultations (2017), we kept hearing that our classroom teachers do not understand the nature of children’s behaviour, nor do they understand how to develop and implement appropriate programming. To address these concerns, this master’s program will include a total of three courses that specifically address behavioural differences that are common within the school classroom. There will be three required courses - ED 6476 - Supporting Students with Emotional and Behavioural Disorders (Developed by Sharon Penney – a Psychologist who came to Memorial after spending 20 years as a children’s clinical

psychologist and a psychologist with a school based autism team), ED 6480 - Autism Spectrum Disorders (Developed by Kimberly Maich - Behavioural Analyst and Registered Psychologist), as well as ED 6712 - Advanced Assessment of Children's Behaviour, which will include specialist knowledge (will be developed by Kimberly Maich - Behavioural Analyst and Registered Psychologist).

- 5) We also heard the need for our province's teachers to develop more knowledge of and to be able to implement technological interventions within the classroom. Our collaborators discussed that many children in an inclusive classroom with disabilities have technology needs that are not well understood. We previously attempted to address technology for students with exceptional learning needs by having a section on technology in each of our courses. However, instructors and ASMs have varying capacities to teach in the area of assistive technology, and it was not always addressed or not always addressed well. In the new master's we have decided to implement a course dedicated to the use of assistive and instructional technology. ED 6478 - Assistive Technology (Gabrille Young - Having completed her PhD dissertation at one of Ontario's provincial demonstration schools in the area of assistive technology is best positioned to develop this course).
- 6) We also heard that instructional resource teachers need the skills and abilities to work as part of a school team. They need to work with parents, classroom teachers, paraprofessionals and other community organizations. To address this concern, we have placed some of this content in ED 6477 - Supporting Students with Intellectual Disabilities, and ED 6481 - Practicum in Special and Inclusive Education. The practicum will span from September through April and will have teachers understand the development and implementation of programming, working with a student and the student's family within their home communities.
- 7) There are some things that we did not address because of a lack of expertise. We have been attempting to enter an MOU with Mount Saint Vincent to allow students to do courses in deaf education. However, Pam Osmond-Johnson has indicated we will wait to see about the uptake of the current program and potentially add this later.
- 8) We also did not address complex needs; again, we do not have expertise within our faculty complement. Some of this will be covered in the Supporting Students with Intellectual Disabilities and the AT course, but it will not be a focus.

Works Cited:

- Opacich, K. J. (2019). A Cohort Model and High Impact Practices in Undergraduate Public Health Education. *Front Public Health*, 29(7), 132. doi: 10.3389/fpubh.2019.00132. PMID: 31192184; PMCID: PMC6549530.
- Rüegg, S. T. (2019). *Comparing cohort model and non-cohort model program design as a mechanism for increasing retention and degree completion* (Order No. 27666345). Available from ProQuest One Academic; ProQuest One Academic. (2322787221). Retrieved from <https://qe2a-proxy.mun.ca/login?url=https://www.proquest.com/dissertations-theses/comparing-cohort-model-non-program-design-as/docview/2322787221/se-2>

Consultation Dates

May 28, 2024

Present: Denise Coady, Senior Management Official - Student Services - Avalon Office/HQ; Kimberly Lawlor Director of Student Services (Acting) NL Schools; Robyn Breen, Provincial Lead for Partnerships and Initiatives NL Schools; Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.

June 4, 2024 Present: Denise King, Manager of Student Services, Government of Newfoundland and Labrador, Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.

June 6, 2024 Special Education Consultation (ASD)

Meeting with Alicia Penney, Client Services Manager, ASNL, June 6, 2024 Present: Alicia Penney, ASNL, , Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.

Meeting with NLTA- June 26, 2024

Present: NLTA: Stephanie Tuff, Darlene Johnson, Ian Crewe, Stephaine Edmonds, Trent Langdon, Edith Furey, and Sharon Penney, Faculty of Education.

June 18, 2024. Special Education Consultation (LD)

Present: Aneesh Sasikumar, Executive Director, Learning Disabilities Association of Newfoundland and Labrador, Edie Dunphy, Education and Advocacy Director, Sharon Penney MUN.

July 18, 2024, Special Education Consultation

Consultation with Inclusion NL, Present: Tina Neary, Executive Director, Sharon Penney, MUN, Regrets: Edith Furey

February 11, 2025 Special Education Consultation Consultation with CHHA, **Attendees:** Kim Pratt-Baker, Gabrielle Young, MUN and Sharon Penney, MUN

February 17, 2025, Special Education Consultation

Present: Carolyn Wheeler Scott, Manager of Student Services, Government of Newfoundland and Labrador, Denise Coady, Senior Management Official, Karen Mulrooney, Teacher Certification,

Feb 28, 2025, Special Education Consultation

Meeting with CNIB Attendees: Kimberlie Hart, Sharon Penney, Gabrielle Young

May 14, 2025, Special Education Consultation (to discuss the provinces Special Education Designation)

Carolyn Wheeler Scott (Gov), Sharon Penney, and Gabrielle Young

May 21, 2025, Special Education Consultation

With Patricia Greene, Francophone School District, Gabrielle Young, MUN, and Sharon Penney

May 24, 2025, Special Education Consultation

Carolyn Wheeler-Scott, Denise Coady (NL School), Gabrielle Young, and Sharon Penney

Literature Review: Requirements of Teaching Experience for a Master of Education in Special Education in Canada

Teaching Experience and Special Education Competency

Research has demonstrated that teaching experience plays a key role in an educator's ability to effectively manage inclusive classrooms. A meta-analysis conducted by Yada et al., (2022) examined the relationship between teachers' self-efficacy and their attitudes toward inclusive education. Their findings indicate that educators with prior teaching experience exhibited greater confidence and adaptability when working with students with disabilities. Similarly, Crispel and Kasperski (2021) concluded that teachers who pursue special education training after gaining practical classroom experience are better equipped to implement inclusion strategies in mainstream classrooms.

A study by Cancio et al., (2018) explored the challenges faced by special education teachers. Their research revealed that those with prior teaching experience reported lower stress levels and stronger coping mechanisms upon entering graduate studies. These findings suggest that practical exposure enables educators to develop resilience and problem-solving skills, which are essential for success in special education.

Perspectives of Educators on Experience Requirements

Several studies confirm that many practicing educators believe that prior teaching experience should be a prerequisite for M.Ed. programs in Special Education. Boyle et al., (2020) found that experienced teachers consider graduate-level coursework more relevant when they have firsthand experience in the field. They argue that educators who have previously worked with students with disabilities bring valuable insights that enhance classroom discussions and peer learning.

However, some educators challenge the strict requirement of prior teaching experience. Resch and Schrittester (2023) examined alternative pathways into teacher education, proposing that structured internships could serve as a substitute for prior classroom experience. They suggest that hands-on training during the M.Ed. program could be just as effective in preparing educators for special education roles.

Institutional Policies and Flexible Admission Criteria

Canadian universities take different approaches when it comes to requiring teaching experience for M.Ed. programs in Special Education. Some institutions, particularly in

Ontario and British Columbia, require applicants to have at least two years of classroom experience (Guenot & Jaber, 2022). Their rationale is that prior teaching experience ensures candidates enter the program with a solid understanding of special education practices.

Conversely, universities such as the University of Calgary have adopted more flexible admission policies (Fournier, 2012). This shift aligns with international trends where institutions are adjusting admission criteria to accommodate career changers and professionals with relevant experience in fields such as social work or educational consulting (Saloviita, 2020).

Challenges to Experience Requirements: Accessibility and Inclusivity

One significant concern raised by scholars is that rigid experience requirements may create barriers to graduate education. Winzer (2011) argued that strict prerequisites could disproportionately exclude individuals from marginalized communities who may not have access to conventional teaching roles before applying for an M.Ed. program. Similarly, Mann, Carrington et al., (2024) emphasized the need for alternative pathways to ensure inclusivity in teacher education.

Another issue highlighted by Pocock and Miyahara (2018) is the exclusion of candidates with extensive experience working with students with disabilities outside of traditional classroom settings. They argue that professionals in disability services, therapy, or educational administration may possess equivalent expertise and should not be denied access to M.Ed. programs solely due to a lack of formal K-12 teaching experience.

Alternatives:

As a potential solution, some scholars advocate for alternative models that integrate theoretical coursework with hands-on experience. Schrittester (2023) proposes implementing service-learning approaches that allow students to gain practical experience while studying. Similarly, Bannister-Tyrrell and Mavropoulou (2018) suggest incorporating structured field placements into M.Ed. programs to help candidates develop the necessary competencies even if they lack prior teaching experience.

Another approach, suggested by Nilholm (2021), involves a competency-based assessment system in which candidates without prior teaching experience demonstrate their abilities through supervised practicums. This model aligns with global efforts to

explore competency-based teacher education as an alternative to traditional admission requirements.

Bannister-Tyrrell, M., & Mavropoulou, S. (2018). Initial teacher preparation for teaching students with exceptionalities: Pre-service teachers' knowledge and perceived competence. *Australian Journal of Teacher Education*, 43(7), 45-60.

<https://ro.ecu.edu.au/ajte/vol43/iss6/2/>

Boyle, C., Anderson, J., & Allen, K. A. (2020). The importance of teacher attitudes to inclusive education. In *Inclusive Education: Global Issues and Perspectives* (pp. 167-180). Brill. https://doi.org/10.1163/9789004431171_008

Cancio, E. J., Larsen, R., Mathur, S. R., & Estes, M. B. (2018). Special education teacher stress: Coping strategies. *Education and Training in Autism and Developmental Disabilities*, 53(3), 307-321. <https://www.jstor.org/stable/26535287>

Crispel, O., & Kasperski, R. (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, 25(6), 789-807. <https://doi.org/10.1080/13603116.2019.1600590>

Fournier, E. (2012). Teachers' perspectives on teaching mainstreamed special needs students: Implications for leadership, preservice education, and professional development. *University of Calgary*. [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.collectionscanada.gc.ca/obj/t](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/002/NR87927.PDF?is_thesis=1&oclc_number=910774325)
[hesescanada/vol2/002/NR87927.PDF?is_thesis=1&oclc_number=910774325](https://www.collectionscanada.gc.ca/obj/t/thesescanada/vol2/002/NR87927.PDF?is_thesis=1&oclc_number=910774325)

Guenot, B., & Jaber, L. S. (2022). The rise in demand for special education in Ontario, Canada: A focus on French-language schools. *Journal of Teaching and Learning*, 16(1), 34-50. <https://doi.org/10.22329/jtl.v16i1.6578>

Mann, G., Carrington, S., Lassig, C., & Mavropoulou, S. (2024). Closing special schools: Lessons from Canada. *Australian Educational Researcher*.
<https://doi.org/10.1007/s13384-023-00661-5>

Nilholm, C. (2021). Research about inclusive education in 2020: How can we improve our theories in order to change practice? *European Journal of Special Needs Education*, 36(2), 243-257. <https://doi.org/10.1080/08856257.2020.1754547>

Resch, K., & Schritteser, I. (2023). Using the service-learning approach to bridge the gap between theory and practice in teacher education. *International Journal of Inclusive Education*, 27(4), 507-526. <https://doi.org/10.1080/13603116.2021.1882053>

Saloviita, T. (2020). Attitudes of teachers towards inclusive education in Finland. *Scandinavian Journal of Educational Research*, 64(2), 269-284.
<https://doi.org/10.1080/00313831.2018.1541819>

Yada, A., Leskinen, M., & Savolainen, H. (2022). Meta-analysis of the relationship between teachers' self-efficacy and attitudes toward inclusive education. *Teaching and Teacher Education*, 117, <https://doi.org/10.1016/j.tate.2021.103521>

Pocock, T., & Miyahara, M. (2018). Inclusion of students with disability in physical education: A qualitative meta-analysis. *International Journal of Inclusive Education*, 22(2), 176-193. <https://doi.org/10.1080/13603116.2017.1412508>

Schrittesser, I. (2023). Service-learning and teacher preparation: Bridging the gap between theory and practice. *International Journal of Inclusive Education*, 27(4), 507-526. <https://doi.org/10.1080/13603116.2021.1882053>

Winzer, M. (2011). Canadian teachers' associations and the inclusive movement for students with special needs. *Canadian Journal of Educational Administration and Policy*, 134(1), 67-85. Retrieved from <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42813>

Meeting Notes

Date of Meeting: May 28, 2024

Present: Denise Coady, Senior Management Official - Student Services - Avalon Office/HQ; Kimberly Lawlor Director of Student Services (Acting) NL Schools; Robyn Breen, Provincial Lead for Partnerships and Initiatives NL Schools; Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.

Regrets: Jeanne Sinclair; Kimberly Maich; and Gabrielle Young, Memorial University

Prior to beginning the consultations with our stakeholders, our program group met to generate questions about what type of information we would like to have from our school-based stakeholders. Here are the questions that were generated. These questions were sent via email prior to beginning the meeting with NL schools and we also placed them in the Webex chat prior to beginning the meeting.

- 1) What do you see as the provincial needs for students graduating with special education/inclusive education from Memorial?
- 2) If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?
- 3) If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?
- 4) What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A & B)
- 5) What are your thoughts on the inclusion of a practicum in inclusive education?
- 6) Any further thoughts or suggestions?

Questions 1 & 2

NL schools' stakeholders explained how they use MUN's current Bachelor of Special Education Degree as the standard for comparison when applicants who are seeking employment have received degrees from other institutions. Stakeholders explained that they examine the programs that applicants have completed and determine whether those programs offer practical experiences and courses that indicate competency in administering and scoring level A and B assessments. Our stakeholders raised several areas that are underserved including deaf education/hard of hearing, blind/low vision, intellectual disabilities, and the use of assistive technology (for all teachers).

Our stakeholders highlighted the importance of special/inclusive education graduates being informed about all areas of exceptional learning. They noted self-regulation and behavioral challenges as most critical needs. The second area they raised was the area of literacy. They felt that current preservice teachers graduating from Memorial University's Faculty of Education are not well prepared in the "science of reading" and more specialized teaching in evidence-based literacy practices was required.

Stakeholders indicated that MUN's current special education program's content is used as their standard. They strongly recommended that any new program in special education that we develop should have more and not less rigor.

Stakeholders emphasized that offering our special education program in the online environment would be critical as it helps ensure the program's accessibility to everyone (provincially).

One of the biggest take-away messages that we heard during this meeting was that NL schools are "in crisis" regarding shortages of qualified special education/instructional resource teachers not only in rural but in some urban areas as well. Stakeholders reported that every qualified special education candidate who was interviewed last year by NL School District was offered a job. They also reported that there was a shortage of applicants for special/inclusive education teaching positions by August 2023, even before the school year began. We asked if our stakeholders would provide the exact numbers, while not available at the time of our meeting they did indicate a willingness to share this data.

Stakeholders appeared very concerned that moving to a master's degree in special/inclusive education could further decrease the number of graduates, particularly during the initial shift. We noted that our intention in moving to a graduate degree in special/inclusive education was to help increase enrollment. It appeared that stakeholders were mindful that it could take longer for NL schools to avail of qualified special/inclusive education graduates with a shift to graduate studies in this area. Part-time masters students are permitted to take fewer courses per semester compared with part-time undergraduate students.

Question 3

Our stakeholders indicated that a diploma in inclusive education would not increase the likelihood of applicants being hired as special education/instructional resource teachers any more than if they had not completed the diploma. They reiterated that hiring for a special education/instructional resource teaching position requires completion of a degree in special education that meets MUN's standards. They indicated that the only time the diploma could/may be considered for hiring would be for very short-term temporary positions where there were no qualified applicants.

We shared with stakeholders some information about the declining enrollment in our Bachelor of Special Education Degree Program. Stakeholders felt that one of the reasons for this decline is due to provincial teacher shortages resulting in graduates being hired upon completion of their Bachelor of Education Degree and thus not seeking further study in special/inclusive education.

We also discussed how we could attract teachers to take our program in special education. Brief brainstorming noted opportunities for financial assistance with tuition by the provincial government and other incentives.

Question 4

Our stakeholders raised levels A and B assessments in the initial introduction as key areas of needed competencies. However, they recommended that ways to make these courses more

accessible to teachers across the province could be explored; e.g., synchronous classes with practical component appropriately supervised in home communities. It appeared that stakeholders were more concerned with competency regardless of whether in-person or virtual delivery modes were utilized.

Question 5

We were asked about students being able to waive the practicum and we indicated that since the last review this was no longer an option as graduates needed to demonstrate application of current theory and evidence-based practices through completion of the practicum. Our stakeholders emphasized the importance of our special education/instructional resource teachers having experiences teaching a broader range of exceptionalities rather than a focus on a single exceptionality (as had been their understanding of the practicum). We briefly explained the difference between an internship and the special education practicum course.

Stakeholders identified the need for graduates to have a broader familiarity with and understanding of relevant provincial policies and procedures. We indicated some courses; e.g., ED6710 – Issues in Development and Implementation of Special Education Policies and Procedures that have this focus.

Present: Denise King, Manager of Student Services, Government of Newfoundland and Labrador, Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.

Prior to beginning the consultations with our stakeholders, our program group met to generate questions about what type of information we would like to have from our school-based stakeholders. Here are the questions that were generated. These questions were sent via email prior to beginning the meeting with NL schools and we also placed them in the Webex chat prior to beginning the meeting.

- 1) What do you see as the provincial needs for students graduating with special education/inclusive education from Memorial?
- 2) If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?
- 3) If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?
- 4) What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A &B)
- 5) What are your thoughts on the inclusion of a practicum in inclusive education?
- 6) Any further thoughts or suggestions?

Question 1

The first thing that we heard today was that we have a teacher shortage and that many of the current instructional resource teachers (IRT) within NL schools are being pulled from the roles of programming to doing things outside this role such as covering for teachers or implementing accommodations such as being a reader for students. While discussing this Denise indicated that this 'double duty' and lack of definition of the role (with the transition to government) of IRTs may be some of the reasons associated with the declining interest in students in the Bachelor of Special Education degree at MUN.

Denise indicated that they are often called on to examine credentials from master's degrees from other provinces. She indicated that this has resulted in the formation of a working group to examine core competencies for IRTs.

Denise did indicate that this is a work in progress but did provide us with some of the preliminary competencies.

- 1) Level A and B assessment as well as behavioral assessments such as functional assessment. The ethics of assessment, consent, etc
- 2) Data literacy- Denise indicated that many of their new teachers may have the assessment skills but they may not know how to use data to inform their programming practices.

- 3) Child development and the understanding of the implications of child development for learners with exceptional learning needs.
- 4) Denise indicated that teacher who are employed as IRTs will be responsible for working with others and primarily in teams. Understanding collaboration and collaborative practices is an essential skill required of all special education teachers.
- 5) Social and emotional learning as well as an understanding of mental health and mental health disorders. AS long with programming for children with behavioral challenges.
- 6) Using data to create programming (tiered and individualized)- Students need to develop skills in the development of both long-term goals and the short-term objectives. She indicated that they are seeing (due to the use of power schools for individual program development) significant issues with the implementations of programming. For example, in the development of IEPs seeing poorly constructed goals and objectives.
- 7) Along with knowledge in all areas of exceptional learning Denise indicated that graduates need to understand different frameworks such as UDL, Tiered Instruction, Responsive teaching, and learning (RTI), Trauma Informed care, culturally responsive teaching.

Question 2

If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?

As soon as we posed this question Denise indicated that more options for completion of the masters was a critical component. She indicated that the thesis route for the master's degree is currently a barrier to many teachers even being interested in the special education masters. The options for course, thesis, and project routes were raised. We did have a conversation about the internship route; however, I think as a group we may have to consider what this could look like. Denise did emphasize that practical components being an integrated part of the master's degree as important. She referenced the practical experiences in her recent teaching of ED 3040.

We did discuss the name change from special education to inclusive education. She did caution us to example what this would mean as in government inclusion means everyone not only our students with diverse learning needs.

In addition to the things raised in question one, other things that she raised:

- 1) Technology to promote independence.
- 2) Team based models.
- 3) Practicums
- 4) Complex needs and programming for complex learning needs of students.

Question 3

If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?

She indicated a diploma may provide knowledge for the regular classroom teachers; however, they would not be qualified to take up positions in NL schools as an IRT.

Question 4

What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A &B)

Denise indicated that she believes that the modality of teaching assessment is important. She supports the face-to-face model of teaching assessment especially level A and B assessment. She did discuss offering the courses in other parts of the province (for example: Corner Brook) so students did not always have to come to St. John's campus. We did raise completing assessment courses through synchronous online learning and she was not necessarily a fan of this approach and indicated that face to face is the preferred mode. She indicated models such as those used during COVID-19 such weekend face to face intensives and theory in an online environment as an acceptable model.

Question 5

What are your thoughts on the inclusion of a practicum in inclusive education?

Denise indicated that graduates should have practical experiences to support their learning. We did discuss completing the practicum within the students' home communities; however, she suggested that we would need to exercise care. She suggested that perhaps a system of approved mentor teachers.

Question 6

Any further thoughts or suggestions?

Technology and advocacy.

Meeting with Alicia Penney, Client Services Manager, ASNL, June 6, 2024

Present: Alicia Penney, ASNL, , Edith Furey, Faculty of Education; Sharon Penney, Faculty of Education.

These questions were sent to Alicia Penney via email prior to beginning the meeting. This meeting was held via Zoom as this was the preferred platform for ASNL.

- 1) What do you see as the provincial needs for students graduating with special education/inclusive education from Memorial?
- 2) If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?
- 3) If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?
- 4) What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A &B)
- 5) What are your thoughts on the inclusion of a practicum in inclusive education?
- 6) Any further thoughts or suggestions?

Question 1

- 1) What do you see as the provincial needs for students graduating with special education/inclusive education from Memorial?

The first thing that we heard today was about the limited resources (both physical and human) to supports students within the classroom setting. Alicia also raised the issue of large class sizes. She spoke about the need for teachers in today's classroom to be prepared so they have an "intense understanding of flexibility" and are able to meet their students where they are. She indicated the need for teachers to learn to provide "neuro-affirming" environments and to be able to provide a safe space for all students. She indicated that teachers need to be able to look at the classroom environment and see what changes can be made to environments versus viewing the problem as one within the child and wanting the child to change.

- 2) If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?

Alicia indicated that it was her understanding from meeting with the Dean of Education that the topic of autism is "barely touched on". She noted the need for a course in autism spectrum disorder (ASD) or at least a broader course in neuro-diversity. She indicated that post-secondary instructors need to teach teachers about collaborative practices, to make use of "lived experiences", and use "up-to-date" materials and language within education courses. She also identified the need to remain current and to use current language and current approaches.

- 3) Alicia reported that today's teachers need a firm understanding of neurodiversity and a strong understanding of how autism present can present itself. She noted that the behavior of students with ASD is often described as "violence." However, she believes that teachers need to have an understanding of observed student inappropriate behavior as often a "stress response". She indicated that violence is a deliberate/intentional act while a stress response is not intentional. She also spoke about accountability, and how teachers need to be accountable for their impact and understand the impacts that their approaches can have on their students. If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?

Alicia indicated that a student with a diploma could be a co-facilitator within the classroom. With large class sizes she believes that teachers with a co-facilitator would have much better management of classes. She indicated that teachers have many responsibilities and someone with knowledge would take a great deal of weight off the teachers' shoulders. We did discuss the pre-requisites for the diploma such as any bachelor's degree versus an education degree. Alicia indicated that those with education degrees may have a better understanding of classroom management. She did see a place for a diploma in inclusive education and raised examples of how having this diploma would be useful in government positions and community positions in the area of autism and policy development.

- 4) Level A and B assessment.

Alicia indicated she was not aware of what this question meant. Her response was grounded in the information provided to her from clients, her own personal experiences on school committees and her understanding of the policies around supports for students with diverse learning needs. She indicated the impact of a psycho-educational assessment not completed; e.g., it results in students with ASD not getting their programming needs met. She also noted that in her position/experience they hear about students who have documented needs for student assistant supports and these needs are not currently being met. She reported that in her experience students in the younger grades are not getting assessments completed in a timely manner. She indicated that because students with exceptionalities have been moving into junior high without current assessments, school personnel have focused on getting assessments completed for their students in grade 6 before they move into junior high school. Teachers need to be helped to understand the impact of current assessment on teaching.

- 5) What are your thoughts on the inclusion of a practicum in inclusive education?

Alicia indicated that she believes students taking special/inclusive education should complete a two-part practicum which consists of students completing both a school and a community based practicum. She explained that this would give teachers better foundational knowledge, provide

an understanding from the ground level, and use a disability and justice lens. She indicated that a community and school experience would give teachers a better understanding of the reality of students with ASD and influence their teaching as they would have experienced inclusive education from a different lens.

6)Any further thoughts or suggestions?

Teachers need a firm understanding of neurodiversity, understanding that individuals who are neurodiverse process and learn differently. Teachers also need to learn about masking.

June 4, 2024. Special Education Consultation

Present: Aneesh Sasikumar, Executive Director, Learning Disabilities Association of Newfoundland and Labrador, Edie Dunphy, Education and Advocacy Director, Sharon Penney MUN.

Regrets: Edith Furey

Prior to beginning the consultations with our stakeholders, our program group (Gabrielle Young, Jeanne Sinclair, Kimberly Maich, Edith Furey, and Sharon Penney) met to generate questions about what type of information we would like to have from our school-based and community-based stakeholders. Here are the questions that were generated. These questions were sent via email prior to beginning the meeting with LDANL.

- 1) What do you see as the provincial needs for students graduating with special education/inclusive education from Memorial?
- 2) If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?
- 3) If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?
- 4) What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A & B)?
- 5) What are your thoughts on the inclusion of a practicum in inclusive education?
- 6) Any further thoughts or suggestions?

Question 1

The first thing we heard today during this consultation was that inclusive education and special education are NOT the same thing. We heard that inclusive education is for everyone and that includes all students. We heard concerns that moving the special education program to an inclusive education program is a dilution of special knowledges that is essential for "specialist" teachers such as IRTs and guidance counsellors. What was stated throughout this consultation was that if we move to "inclusive" then the needs of the majority will take precedence and both Aneesh and Edie voiced concerns that disability groups such as those with Learning disabilities, Mental health disorders (specifically high incidence disorders such as ADHD), and autism spectrum disorders have the potential to be overlooked. We heard that while there are other areas of disability that were raised during this consultation these stakeholders indicated that there should be specialist knowledge for high incidence disabilities.

Both Aneesh and Edie indicated that with their experiences working with families and children they hear over and over that classroom teachers are not prepared to work with students with

learning disabilities, ADHD, and ASD. They suggested that a special education teacher should have knowledge of the disabilities, knowledge of what to do with disabilities such as instructional strategies, and knowledge of working with teachers (collaborative) to be able to implement programming. As well they suggested that special education teachers should have knowledge of what other professions (they named speech pathologist and occupational therapists) can bring to schools to enhance the learning of students with disabilities.

Both Edie and Aneesh raised the idea that all educators should have knowledge of different frameworks such as UDL, Tiered Instruction, Responsive teaching, and learning (RTI). But what they hear from parents is frustration that regular classroom teachers do not have knowledge of how to implement programs for children with disabilities.

Question 2

If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?

We heard that teachers coming out of a master's in special education should have specialist knowledge as well as expertise beyond the classroom teacher. That classroom teachers would then be able to access supports for implementation of programming within the classroom. Both participants in this consultation indicated that a program should offer the foundational knowledge as well as strategies and techniques for what to do for students. They raised that they should have an expert knowledge on implementing UDL, RTI, and Tiered instruction. They expressed concerns that Tier 1 supports get priority and students that require more intensive supports often do not get their needs met. In part, what the participants were suggesting is that all teachers require knowledge of frameworks but that special education teachers have expertise beyond the classroom teachers so they become a resource within the schools that teachers can rely on to work out any difficulties they may have with implementation of programs especially for children requiring tier 3 supports.

These participants indicated that is a need to have students coming out of special education to understand normal development, abnormal development, brain functioning, and an intimate knowledge of how to teach. As such they recommended courses such as cognition, learning, and memory as critical components.

Question 3

If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?

We were asked whether we would consider an integrated model of education like those used at other universities. This could mean that the special education teachers could come into the master's degree after a BA or BSc and complete their undergraduate education and master's programs together. This would mean they would complete the program over a longer period but gain specialist knowledge. These participants did not necessarily see benefits from the implementation of a diploma as they would have less knowledge versus more knowledge.

Question 4

What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A &B)

The participants indicated that what they are hearing from parents is an inability within the school system to provide timely assessments. We discussed the need for timely and appropriate assessments, and they raised the issue that we need more people capable of completing assessments. Also, the need to use assessment data to inform student programming rather than using a trial-and-error approach. The participants did get slightly off topic and discussed the current model of comprehensive assessment that is currently being used with NL schools. They discussed the RTL model and the contradictory information coming from the implementation of the model. The model suggests that all students should get what they need without assessment, but then certain services require a diagnosis before students can access the service. The participants indicated that they view this approach as one used to conserve resources but often students with learning disabilities are not getting data informed interventions.

They reported that they are seeing students coming out of the NL school system without appropriate transition planning. They indicated that most students entering post-secondary have had inadequate assessments. For example, they raised the issue that no new assessment data is being completed and "comprehensive assessments" are essentially a file audit. They raised this as a significant concern and a barrier to accessing supports within the post-secondary environment. They reported that they are hearing from students and families that students with LDs are not able to access federal funding such as Canada Student Loans grants due to the lack of standardized assessments.

Then we move to discussing how many guidance counsellors/psychologists get caught up in completing a whole assessment. They raised the issue that screening tools can be used as data to

inform instruction. They reported that at LDANL, while they do not use Level A or B assessments, all programming that they complete within their programs start with screening of the student's skills and abilities.

Question 5

What are your thoughts on the inclusion of a practicum in inclusive education?

The participants indicated that graduates should have practical experiences to support their learning. Like other stakeholders, these participants recommended a mix of practical experiences. For example, split between community organizations, a health setting, and a variety of schools. They indicated that this would give them experiences in working within community, to get experiences with advocacy, more work with families, and more than one school experience/exposure.

They did suggest that there be standards set. That the university ensure that students receive appropriate experiences. They suggested that this would mean that only certain schools/IRT would be mentors for the practical experiences of the special education students.

Meeting with NLTA- June 26, 2024

Present: NLTA: Stephanie Tuff, Darlene Johnson, Ian Crewe, Stephaine Edmonds, Trent Langdon

Edith Furey, and Sharon Penney, Faculty of Education.

Before beginning the consultations with our stakeholders, our program group met to generate questions about what type of information we would like to have from our school-based stakeholders. Here are the questions that were generated. These questions were sent via email prior to beginning the meetings. The NLTA meeting was held face-to-face at the NLTA offices.

- 1) What do you see as the provincial needs for students graduating with special education/inclusive education from Memorial?
- 2) If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?
- 3) If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?
- 4) What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A &B)
- 5) What are your thoughts on the inclusion of a practicum in inclusive education?
- 6) Any further thoughts or suggestions?

Question 1

The first thing that we heard today was that the morale of teachers in this province is low. The role of the IRT has been significantly diluted with the implementation of the RTL policy. The IRT no longer shares the responsibility of students with special education needs rather they are the first teachers to be pulled from their responsibilities/duties to cover for things such as toileting, portering, a classroom if substitutes are not available, and supervising students with severe behavioural difficulties. We heard that there has been a loss of identity and while IRTs have special skills these skills are often not used to their fullest. We heard that with the teacher shortage, the instability of the IRT positions makes taking on the role of IRT a far less attractive career path for many of the NL teachers.

We also heard about teachers who become injured on the job and the difficulty with the province's policy on not being able to top up wages when teachers become injured on the job.

We also heard that the job is different. The NLTA indicated that their teachers are reporting not having sufficient knowledge about managing violence, trauma-informed practices, and English as an additional language. Here are some of the issues raised: Increased violence in their everyday work (77thousand incidences were reported in 2023-2024 school year.

- Increased Behavioral difficulties- They do receive CPI training but this is a “what not to do versus a what to do”. There needs to be a greater emphasis on teaching teachers what to do concerning student behaviour.
- There are also increased caseloads but IRTs are not able to make progress
- They reported that children entering kindergarten have increased needs
- Parental expectations- IRTs and administration have increased without additional resources and supports
- The implementation of the pre-k programs has also challenged the province’s limited resources.
- Being asked to do more work with less staff and fewer resources.

The name of the program was also discussed and the idea of inclusion “disjoined” is what we heard. Does not speak to the specialist knowledge required for working with disabilities.

Question 2

If you were developing a master’s degree, what do you see as the key components that should be included in the master’s degree?

- 1) Collaboration within the school (teacher/para-professional, supervision)
- 2) Collaboration with families and other community resources
- 3) Self-regulation and social and emotional learning
- 4) Learning disabilities and how to program
- 5) Mental health disorder (understanding and knowing what to do.
- 6) Assessment/ but also important is knowing what to do with data and how data translate into programming)
- 7) Behaviour and programming for behaviour
- 8) Newcomer knowledge/EAL- especially in urban centers
- 9) Understanding and knowing how to deal with trauma
- 10) Speech and language
- 11) Deaf and Hard of Hearing-currently a shortage and many current teachers are at retirement age (serving 316 students)
- 12) Visual Impairment- there are currently 7 teachers for visually impaired students and they are spread throughout the province (serving 135 students)
- 13) How to handle students with complex needs (multiple diagnoses)

- 14) Currently identifying that students who are gifted in this province “are not a priority” in our schools- But should be included in a program.
- 15) Mild/Moderate Intellectual disabilities

Question 3

If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?

The only comments we received were questions about how it would benefit teachers. And whether it would factor into a pay rate increase?

Question 4

What are your expectations for students with a master’s degree for the use of psycho-educational assessment (level A &B)

The group felt that psycho-educational assessments were a necessary part of the program. There were several comments that schools need strong assessment teams. IRT teachers should develop competencies in assessment. In addition, they discuss the need for special educators to know what to do with data and to use the data in a competent manner.

- Discussed keeping skills current-some use them some don’t
- Uninterrupted time to complete assessments
- Spaces to complete assessments
- Using a team approach
- Being able to triage students

Question 5

What are your thoughts on the inclusion of a practicum in inclusive education?

What we heard concerning the practicum was that it should be a professional practice with supervision and supervised by someone who is competent. There was a suggestion that the practicum should show future IRTs the scope of the school year. They suggested April-June would be the ideal time to have student practicums because they would benefit from seeing what it's like when everything "gets thrown at them". They also discussed the barrier to current teachers completing a practicum as they would have to take time off from their positions. There was some discussion about having students complete their practicum in their home communities; however, there was also an acknowledgement that this may lead to difficulties, especially in rural areas with respect to supervision of the practicum.

Question 6

Any further thoughts or suggestions?

Need for teachers competent in deaf and visual impairment

The need for ongoing professional development

The need to understand rural students and the struggles to access services.

July 18, 2024

Consultation with Inclusion NL

Present: Tina Neary, Executive Director, Sharon Penney, MUN

Before beginning the consultations, our program group met to generate questions about what type of information we would like to have from our school-based stakeholders. Here are the questions that were generated. These questions were provided to Tina prior to our meeting.

- 1) What do you see as the provincial needs for students graduating with special education/inclusive education from Memorial?
- 2) If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?
- 3) If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?
- 4) What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A &B)
- 5) What are your thoughts on the inclusion of a practicum in inclusive education?
- 6) Any further thoughts or suggestions?

This meeting was informal; however, the executive director was unable to address many of the questions that were formulated for this consultation. The executive director discussed Inclusion NL's role and responsibilities as one of advocacy and not the provision of direct services.

There was discussion about the university's role and responsibilities associated with teaching students about diversity and the language associated with diversity in general. They reported that many students (university and college) who volunteer with them often do not understand the language. There was a discussion regarding the most appropriate language usage and Tina did promote the use of person-first language, such as "person with a disability." However, there was an acknowledgement that there are individuals with a preference for identity-first language and the language landscape is forever changing.

Tina did caution us that the term "stakeholder" is also a term that presents as problematic. She recommended the use of collaborators as the term stakeholder in Indigenous groups is reference colonizers placing a stake on Indigenous lands.

The key takeaway from this consultation other than language usage was that educators from all levels of education (k-12, and post-secondary) need to understand how to provide appropriate programming and differentiation of the curriculum for individuals with disabilities. Tina provided an example of the government providing funding for individuals with disabilities to attend college level programming. She reported that the government provided Inclusion NL with 5 government sponsored placements in a technology program and the instructor not allowing for individual accommodation. She spoke about the experiences of the individuals attending as traumatic. She reported that the college level instructor obviously did not understand disability.

Tina discussed the need for college level instructor to have knowledge of disability and to be able to develop appropriate accommodation to meet the needs of individual students where they are.

Meeting with CHHA

Tuesday, Feb 11, 2025

Attendees: Kim Pratt-Baker, Sharon Penney, and Gabrielle Young

Capital D Deaf – don't consider themselves to have a disability. Come from a different perspective.

CHHA response – it is a disability. For accommodations look for technology and speech reading.

Lower case deaf – not culturally deaf. Someone who was born deaf but has a cochlear implant. They could be “lower case deaf” or hard of hearing.

NLAD Association for the Deaf. People with cochlear implants later in life may use sign.

Lower case “deaf” if they are hard of hearing.

Capital D “Deaf” if they are culturally deaf.

It's based on what accommodations they need to understand.

Sometimes cochlear implants may not give reliable access to language, so they may go into ASL.

A lot of itinerant teachers don't know sign language.

Capital D Deafness is shrinking (hence the school for the deaf closure). Only 5 students left.

90% of children who are born deaf are born to hearing parents. When it comes to a cochlear implant, if they are hearing parents, they will want to communicate with their children, they look at employment, and most hearing parents will choose to go the cochlear implant route.

*Old stat, more like 95% because there are less deaf parents.

Most children are tested at birth, so they usually get the cochlear implant at a young age, so they are “mainstreamed”. Most will do well when they get the implant.

A cochlear implant does involve counselling. The CHHA encourages it because of the great outcomes.

But the Deaf community says you are “robbing” them of their culture.

Speech reading – how to lip read, how to read faces and expressions. This is where some of the kids fall behind socially.

Question: What can we as a university do to support hearing?

- *Early assessment is key.*
- Pre-school hearing check. Without this, you don't know if they are ready for school.
- *Usually deaf for two years old before parents notice (without early assessment), and that is a deaf child.
- Teachers should know the different hearing levels. Mild or moderate hearing loss.
- Assistive technology – course for many disabilities.
- Because hearing loss is invisible, it usually goes under the radar.
- It is usually grade 3 before a screening is done.
- A lot of children with multiple disabilities will have hearing loss.
- You can't learn anything school without access to sound, because language is auditory.
- Itinerant teachers have a large number on their books and may visit with kids once a year - so you count on the teachers.
- Often, classroom acoustics are bad, they don't have hush ups, they don't have a FM system, a sound field.
- It's not until their grades go down, that parents/teachers often notice.
- You can't stand with your back to the students.
- Know about hearing aids, and how they connect, as a young child may not be able to tell you that their battery is dead.
- Teachers should know about cochlear implants. Just because they have had the implant, doesn't mean that they communicate well.
- You hear with your brain. Just because you can hear the pure tones, doesn't mean that you will understand language the same way.
- Need their speech recognition scores.
- You hear with your brain. The ear is the decoder. There is much that can impact understanding.
- *There should be a course on hearing loss.*
- CSUN – 4-month program on assistive technology – addresses aging too.
- University of Toronto (or York University) has a Masters.
- With a cochlear implant, should be having therapy – Auditory / Verbal Therapy.
- Live Transcribe – A google feature.
- Apple has accessibility features under settings, under accessibility, under hearing, “live caption”.
- Other apps - Otter AI.
- Bluetooth Aura Cast – anything that is broadcast can be recorded.
- “Hearing loss is last on the list for accommodations.”
- Noise is the enemy for hearing loss.
- Speech reading is important to understand.
- It is a lot of work to listen. Children need breaks.
- With adults with hearing loss, unless it is genetic, it is usually high frequency.

- Grandparents might have a harder time listening to their grandchildren because their voices are at a higher frequency.
- Most AT devices have DM (instead of FM), but they still call it FM.
- Most hearing aids are now Bluetooth.
- Acoustic tiles.
- In the workplace, you want to mitigate the noise.
- Two spectrums of parents. Those who are all in, looking to access resources, and those that are in denial.

What to look for:

- A child who can attend early in the day but has a hard time attending over a long period of the day.
- Children who can't hear well in noise.
- Children who naturally move to the front of the class.
- Look for interactions. Students that watch things visually.
- In the workplace, try not to have two long meetings in a day. As it is exhausting.
- The unfair hearing test.
- It's not the sound, it's the quality of the sound.

- 1) What do you see as the provincial needs for students graduating with special education/inclusive education from Memorial?
- 2) If you were developing a master's degree, what do you see as the key components that should be included in the master's degree?
- 3) If we develop a diploma in inclusive education, what positions do you see for graduates of a diploma if any?
- 4) What are your expectations for students graduating with a master's degree for the use of psycho-educational assessment (level A & B)
- 5) What are your thoughts on the inclusion of a practicum in inclusive education?
- 6) Any further thoughts or suggestions?

Meeting with CNIB

Feb 28, 2025

Attendees: Kim, Sharon Penney, Gabrielle Young

135 students with low vision (blind)

- Actual ones that qualify, but the actual numbers are doubled.
- Only in the last year have we had an itinerant teacher (TVI) in Labrador.

What we've heard:

- Population spans the whole province.
- The itinerants are not the ones spending time with students.
- They have certain guidelines, if a child is completely blind, academic, then they will see them much more often.
- IRTs don't have the same foundational knowledge to implement programming.
- Need a course on students with complex medical needs, because many of these students will also have low vision.
- Kim: Manager of operations of CNIB, but previously with vision loss rehab (and spent 10 years with them). Has a P/E Ed degree, taught special education for years. Daughter with complex medical needs.
- CP and CVI often linked.
- Issues with lighting, can only see things directly in front of them.
- Issue with mismatch between training and role of IRT.
- Could be trained in Deaf and Hard of Hearing but working as a BVI.
- Medical system is saving babies, they are being born at younger ages and presenting with complex medical health needs.
- Teachers not understanding developmental needs of students, or how developmental skills are built upon.
- Importance of appropriate IEP goals for students with more complex medical needs.
- Many students with complex medical needs are often deaf and hard of hearing.

Want to ensure educators can:

- Know to create appropriate IEP goals.
- Understand what inclusion is – not simply placing students in a room (peer-buddy reading example).
- Need to understand “including” and functional life skills curriculum.
- Need to understand how to communicate with parents and listen.
- Need to be the leader. They should be helping to lead the school.
- Need to work on behaviour and mental health.
- Need to know what's available in the community. CNIB has a toy lending library.
- Also need to know all the different diagnoses.

- IRTs need to take on a leadership role in the schools. They should be able to mentor other teachers and show them how to modify instruction.
- Need to have better communication with parents – written.
- Teachers need to recognize that all children can learn.
- Kim leads the parent support groups and hears that the children in special education are wasting time. Just trying to fill their days – often with walks.
- Ask, what is the purpose of the walks?
- Do teachers know how to teach students who are blind?
- Teachers need to recognize that parents know their own children.
- Make sure that your goals mold with parental goals. What to make sure parents have the same goals, so that the goals are being supported in both environments.
- Need more than a “term check” (a visit once a semester). Need to be taught the basic etiquette about supporting students who are blind / low vision.
- BVI only visiting schools 1x/semester.
- BVIs are there during the school day, how much can you take in during one hour, when you also have other students in the room.
- Teachers need to teach students how to develop advocacy skills.
- Question – do teachers know how to teach self-advocacy skills?
- Need to be able think outside of the box and adapt classroom activities.
- Need to think about how to better incorporate the senses to support students who are blind / low vision.
- Simple tips. How to add sandpaper to chairs to identify seating.
- Need to visit local community centers (i.e., CNIB) and see that they are doing there.
- Need to have visits at the Janeway to better understand the roles of OTs etc. and how to refer.
- Need to know what’s out there in the community, to better understand how to support
- Need to have specialists come in to do 1-hr presentations.
- Need to understand that CNIB provides access to free services.
- CNIB also has low vision simulators
- Also important to really be clear with your descriptive language (using the right language to describe where things are placed – i.e., 5 feet to your left – not over there or besides Sally).
- Want to check your assumptions. Just because someone is low vision, doesn’t mean they are low IQ.
- Anne Malone – License to beg – watch video.
- Suggestion to have a resource binder (rainbow riders, CNIB, Easter Seals etc.). Specifically highlighting resources in your community.
- School system needs EAs instead of SAs. They need to be trained.
- Need educational assistants that are Child Youth Worker trained.
- Special education teachers don’t have the support they need.
- Important to use real things when teaching representation (i.e., a real pig, instead of a toy pig).
- May want to follow around BVIs for a day. Carri Peat- Somerton, Corrie McDonald.

Resources:

- PATHS to literacy – how to do literacy for children who are blind or partial sighted.

Aside: JAWS – still main screen readers that is being used.

Aside: Review Shelly Moore's video on SMART Goals (she disagrees with them).

Aside: CNIB will support practicum teachers.

Meeting with Teacher Certification

Tuesday, Feb 17, 2025

Attendees: Carolyn Wheeler-Scott, Karen Mulrooney, Janette Pomroy, Sharon Penney, and Gabrielle Young

Important areas of focus:

- Behaviour and SEL
- Collaboration is important
- Transition planning is another weak area (life after school begins in Grade 9)

- IRTs currently serving as expensive TLAs.
- Role of IRT has changed, now supporting complex profound needs.
- Issue with the number of forms needing to be completed for special education.

Currently working with 5 frameworks:

- 1) Universal Design for Learning
- 2) Differentiated Instruction
- 3) Multicultural Education
- 4) Tiered Approach
- 5) Special Education (individualized programming)

Using a responsive teaching and learning inquiry framework.

Level A/B assessment – partner with the system. Need mentor teachers for the assessment practicum.

Need to include the French school board in our discussions.

There are 9 B.V.I. itinerants in the province (134 students).

There are 24 D.H.H. itinerants (430 students).

Orientation and mobility specialist – in Halifax.

Need to focus on academic skill development and emphasize the Right to Read.

Resources Shared:

Review K-12 PL site – ask for password.

Teaching to Diversity – where professional learning is housed – apply for password through CDLI

<https://www.gov.nl.ca/education/k12/studentssupportservices/enrichmentandskilldevelopment/>

<https://www.k12pl.nl.ca>

<https://www.k12pl.nl.ca/studentss/english/special-education.html>

<https://www.k12pl.nl.ca/studentss/english/special-education/public.html>

Edmond, K.

From: Joy, Rhonda
Sent: Wednesday, October 15, 2025 16:35
To: Penney, Sharon C; Young, Gabrielle; Edmond, K.
Subject: FW: May 14, consultations
Attachments: Special Education Specialist - Final Document submitted to Denise Coady and Karen Mulrooney.docx

Follow Up Flag: Follow up
Flag Status: Flagged

Katrielle,

Apologies for any confusion here...

The attachment above are the notes from the May 14 meeting but the email below needs to be added to the attachment so as to provide some context.

Thanks
rhonda

From: Penney, Sharon C <scpenney@mun.ca>
Sent: Wednesday, October 15, 2025 2:54 PM
To: Joy, Rhonda <rjoy@mun.ca>; Young, Gabrielle <gabrielle@mun.ca>; Edmond, K. <edm428@mun.ca>
Subject: May 14, consultations

Hi Rhonda,
I don't have computer notes for this session. Gabrielle has handwritten notes that she took a picture of for you.

Gabrielle and I met Carolyn Wheeler Scott at the Confederation Building. The meeting was essentially to provide us with an overview of the government's model of providing support for students not meeting curriculum outcomes. Gabrielle and I sat through a PowerPoint presentation on the model (not expected), and we were provided with an overview of the specialist designation.

Carolyn discussed the 5 pillars used in the department: 1) Universal Design of Learning; 2) Differentiate Instruction; 3) Responsive Teaching and Learning; 4) English as an Additional Language; and 5) Special Education.

I sent you a picture of the handwritten notes.

Sharon

The ***Additional Designation of a Special Education Specialist*** may be assigned to the certificate of an educator who meets the academic and application requirements approved by the Minister. Please note that there is no additional salary increment related to this designation. The additional designation does, however, provide recognition of an additional program completed in the area of special education.

The Additional Designation as a Special Education Specialist may be added to a valid Newfoundland and Labrador teacher's certificate. To receive this additional designation, the applicant must provide proof to the Registrar of completion of an approved academic program, beyond an Initial Primary, Elementary, or Secondary Teacher Education program. Depending on the post-secondary institution, approved academic programs include Additional Qualifications, Additional Bachelor's Degree, Post-Graduate Certificate or Diploma, and Master's Degree within the disciplines of special education, exceptionality, inclusion, inclusive education, or educational psychology. The post-secondary programs must:

- be from a recognized university approved by the Registrar
- have at least 30 credit hours with:
 - one (1) three credit hour recognized course approved by the Registrar in Level "B" Assessment. The course – or additional courses - must include "practice" with children and youth in assessment and report writing.
 - nine (9) three credit hour recognized courses approved by the Registrar from each of the three following areas pertinent to special education:
 - Area 1: Development and Characteristics of Exceptional Learners – two (2) three credit hour recognized courses
Intellectual Disabilities, Emotional/Behavioural Disorders, Learning Disabilities, Giftedness, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Communication Disorders, Reading and Writing Difficulties, Mathematics Difficulties, Emotional and Behavioural Challenges, Social Challenges
 - Area 2: Reflective Practice for the Teaching and Learning of Exceptional Learners (Collaboration, Educational Assessment, Planning Instruction, Delivering Instruction, Behaviour, and Learning Environment) – three (3) three credit hour recognized courses
Consultation & Collaboration, Transition, Assessment to Inform Instruction and Learning, Assessment to Inform Individualized Programming, Planning Individualized Programming, Teaching Individualized Programming, Individualizing Instruction in the Regular Classroom, Positive Behaviour Support, Behaviour Modification, Communication and Conflict Resolution, Classroom Management, Designing Learning Environments
 - Area 3: Additional Areas Related to Exceptional Learners – four (4) three credit hour recognized courses
Introduction to or Foundations of Educational Psychology, Introduction to or Foundations of Special Education, Introduction to or Foundations of Exceptional Children, Introduction to or Foundations of Inclusive Education, Leadership in Special Education, Leadership in Inclusion, History and Philosophy of Special Education, Issues and Trends in Special Education, Assistive Technology (inclusive of Alternative and Augmented Communication) and/or additional courses in assessment, Area 1, and/or Area 2.

Meeting with Patricia - Francophone Schools
Wednesday, May 21, 2025

Attendees: Patricia, Sharon Penney, and Gabrielle Young

B. Spec. Ed. Background:

Low enrolments (12 eligible applicants), extended deadline until March.
Ended up with 32 applicants, 26 were eligible.
Decided to sunset B. Spec. Ed.

Feedback from Patricia:

- 1/3 of teachers have their degrees from MUN.
- When inclusion was first spoken of, the French schools modeled themselves under the model of inclusion.
- The classroom teacher is the stable influence in each student's lives.
- Don't have a "pervasive needs unit". Have students who are non-verbal and cognitively behind, but they reside in the classroom.
- Small classes make a difference (the biggest class is 23, most are very small). Not 30 students.
- Classrooms are small which is a gift.
- Also work out of the school for the deaf (will eventually become a K-12 school over the next 5 years) and classes are small. In grade 8, has 2 groups of 10 and 11.

6 schools in total.

- Ridge Road Location (K-4 – space is an issue), School for the Deaf (5-12), School in Cape St. George (K-12), and a mainland school (K-8), also a school in Goose bay and Lab City (K-12).
- Have IRTs based on the needs of the student population. Every school has at least a partial unit. At Ridge Road location have 2 (more pervasive needs). The other schools have 0.25 to 0.33% IRT.
- Mostly learning disabilities generally communicative (reading and writing), relatively few students dealing with social and emotional (these students usually have another diagnosis). Most are LD.
- Total student population 404 students across 6 schools.
- Not a lot of young families on the West Coast, the families are leaving.
- Lab City is in the midst of a mining boom, so the numbers go up.
- 1 guidance counsellor that services the 6 schools, and one SLP. Difficult to secure a counsellor who speaks French.

Key components of a Master's Degree:

- Be aligned to the provincial perspective – the RtL policy.
- Schools all have an allocation for an IRT but can also get school based reading specialist (depending on size). Small schools can get a .25 IRT to be used on the implementation of the RtL policy – oral skills, reading and writing.

- Master's program needs emphasis on RtL, because at the school level it is so fundamental.
- Increased emphasis on social and emotional learning.
- Students are experiencing difficulties relating to social and emotional learning (SEL). Even seeing it in schools with small numbers.
- Students are having difficulty with self-regulation – teachers are spending a lot of time supporting this.
- Increased rates of anxiety, not knowing how to self-regulate. Issues appearing in junior high at a much more prevalent rate.
- Within a class of 30, there is an increased rate of SEL difficulties.
- 3 pillars – literacy, numeracy, and SEL – need greater emphasis on SEL.
- Looking for teaching and learning assistants with an emphasis on SEL.
- Previous meetings addressed the rates of violence in the schools.
- Behaviours are perceived to be more minimal in the French schools.
- For a specific student, being able to name / make a diagnosis of autism allowed supports to be put in place.

Diploma in Inclusive Education:

- Have extra teachers who do need the extra courses. Have been hiring teachers from out of country. Some of these teachers needed 4 courses, so being able to take a suite of courses would be appealing.
- Difficult to find someone with a background in French with a special education background. Therefore only 2 of the 8 IRTs have coursework in Special Education.
- Currently have an IRT position that was advertised, but difficult to fill.
- Job fair at University of Moncton – not as many graduating students (like 40 instead of 400) – all had contracts in Moncton before they graduated.
- The trend is continuing, very few students are going into education. And very few have French and special education.
- Before the hiring of Jordan (the counsellor), needed to contract out assessments to NB.

Aside: moving to assessment online.

Fall 2026 Diploma to start

Courses to Include:

- LD, Diversity, Behaviour, ASD, gifted and talented, and add collaboration piece.
- Need to have concrete examples of identifying and applying the supports that need to be put into place. Knowledge base to support teachers in identifying and putting those supports into place.
- Practicum is important. No special education practicums completed in French to date.

May 24, 2025, Special Education Consultation

Carolyn Wheeler-Scott, Denise Coady (NL School), Gabrielle Young, and Sharon Penney

- 1) **Program Name:** During our consultations over the past year, we heard many things about the provincial needs for special education specialists. In the Special Education (2017) review, the recommendation was to have the program name change from Special Education to Inclusive Education. However, from the beginning of the consultations in 2024, we had our community, government, and school collaborators discuss the name “Inclusive Education”. We had significant pushback from our collaborators that the term inclusive means everyone, including cultural, gender, and neurodiversity. As a program, we do not have the expertise, nor do we have the human capacity (in terms of faculty) to implement a broader program that would embrace the wider diversity lens. The program that we have delivered (bachelor’s degree) was a specialist knowledge-based in a disability lens. While there are intersections of culture and gender with special education (which we do address) we do not focus on the broader lens. As a program group, we struggled to name this program. We finally decided to name the program Special and Inclusive Education to honour our collaborators and to honour the intersection of diversity with disability.
- 2) **Program Delivery:** We heard about the need for flexible program delivery. In an effort to address this need with the province’s teachers, we opted to develop a blended model of delivery where teachers would have access to online synchronous and asynchronous courses during the school year, and they would have only one on-campus experience to access the Lab component of the ED 6724 Assessment of Learning and Achievement for Counsellors. This is a core requirement for teachers within the province of NL who want to take up positions as instructional resource teachers.
- 3) We also examined some of the literature on the models of delivery. While this was not an extensive review, what we did find is that in online programs, cohort models can increase completion rates and can facilitate peer interaction, relationships, and collaboration (see Opacich, 2019, study on undergraduate health education). Rüegg (2019) in a doctoral research study, found that students completing degree programs (they examined 50 students in a cohort and 50 non-cohort delivery) found greater student persistence and completion within cohort models. As well, from a financial responsibility, this type of model can also allow our faculty to predict when students will take courses and decrease low enrollments.

Course make up:

- 4) **Social and Emotional Learning:** Throughout our consultations, as well as the previous consultations (2017), we kept hearing that our classroom teachers do not understand the nature of children’s behaviour, nor do they understand how to develop and implement appropriate programming. To address these concerns the master’s program will include a total of three courses that specifically address behavioural differences that are common within the school classroom. There will be three required courses- ED 6476- emotional and behavioural disorders (Developed by Sharon Penney-Psychologist who has come to

Memorial after spending 20 years as a children's clinical psychologist and a psychologist with a school based autism team), ED 6480- autism spectrum disorders (Developed by Kimberly Maich- Behavioural Analyst and Registered Psychologist), as well as an ED 6712 advanced assessment of children's behaviour, which will include specialist knowledge (will be developed by Kimberly Maich-Behavioural Analyst and Registered Psychologist).

- 5) We also heard the need for our province's teachers to develop more knowledge of and to be able to implement technological interventions within the classroom. Our collaborators discussed that many children in an inclusive classroom with disabilities have technology needs that are not well understood. We previously attempted to address technology for students with exceptional learning needs by having a section on technology in each of our courses. However, instructors and ASMs have varying capacities to teach in the area of assistive technology, and it was not always addressed or not always addressed well. In the new master's we have decided to implement a course dedicated to the use of ED 6478 assistive technology (Gabrille Young- Having completed her PhD dissertation at one of Ontario's provincial demonstration schools in the area of assistive technology is best positioned to develop this course).
- 6) We also heard that instructional resource teachers need the skills and abilities to work as part of a school team. To work with parents, classroom teachers, paraprofessionals and other community organizations. To address this concern, we have placed some of this content in the ED 6477 Supporting Students with Intellectual Disabilities and ED 6481 Practicum in Special and Inclusive Education. The practicum will span from September through April and will have teachers understand the development and implementation of programming, working with a student and the student's family within their home communities.

Opacich, K.J. (2019). A Cohort Model and High Impact Practices in Undergraduate Public Health Education. *Front Public Health*. 29;7:132. doi: 10.3389/fpubh.2019.00132. PMID: 31192184; PMCID: PMC6549530.

Rüegg, S. T. (2019). *Comparing cohort model and non-cohort model program design as a mechanism for increasing retention and degree completion* (Order No. 27666345). Available from ProQuest One Academic; ProQuest One Academic. (2322787221). Retrieved from <https://qe2a-proxy.mun.ca/login?url=https://www.proquest.com/dissertations-theses/comparing-cohort-model-non-program-design-as/docview/2322787221/se-2>

Curriculum Vitae of Faculty Members

Sharon Penney, Ph.D., R. Psych

709-864-7556

scpenney@mun.ca

Identification

Surname: Penney

Given Names: Sharon C.

Associate Professor

Faculty of Education

Memorial University of Newfoundland

St. John's, NL

A1B 3X8

709-864-7556

scpenney@mun.ca

Education

Doctor of Philosophy (Educational Psychology- Special Education)

University of Alberta (1997)

Dissertation Topic: *A phenomenological study of parent and teacher relationships when children were identified as gifted.* (Supervisor: Dr. Lorraine Wilgosh)

University of New Brunswick (1989-1990)

Undergraduate studies in Education (10- 3 credit courses completed)

Master of Education (Guidance and Counselling)

University of New Brunswick (1987)

Bachelor of Social Work

Memorial University of Newfoundland (1981)

Certification

Registered Psychologist (Certification # 365), Newfoundland and Labrador, June 2009 to present.

Registered Psychologist (Certification # 2794), Alberta, April 2003 to 2010.

Newfoundland and Labrador Teacher's Certification (TC6486),

September 1987

Membership

Registered member of Benoit First Nation Mi'kmaw Band, Penwaaq L'nu'k

Registration Number 5234-716-14102020

EMPLOYMENT

2023 to Current Program Chair (Inclusive/Special Education)**2014-present Professor (Associate)**

2008 -2014 Professor (Assistant), Faculty of Education, Memorial University of Newfoundland

2005-2006 Professor (Assistant), Faculty of Education, Memorial University of Newfoundland

Previous Employment

School Psychological Specialist, Kewartha Pine Ridge District School Board (KPR). My role was two-fold, first, providing psychological assessment services to a number of schools throughout the board and second, providing services to children with autism spectrum disorders (diagnosed or suspected). (August 2006 to November 2008)

Assistant Professor, Memorial University of Newfoundland. This was a full-time tenure track position with teaching responsibilities in Special Education and Counseling Psychology. As well, I was responsible for internship supervision for counseling students. (August 2005-August 2006)

School Psychological Specialist, Kewartha Pine Ridge District School Board (KPR). My role was two-fold, first, providing psychological assessment services to a number of schools throughout the board and second, providing services to children with autism spectrum disorders (diagnosed or suspected). (April 2003 to August 2005).

Mental Health Therapist (Clinical Psychologist), Alberta Mental Health Board. This is a full-time position with responsibilities for therapy with children and their families (July 1998 to April 2003).

Mental Health Therapist (Clinical Psychologist), Northern Lights Regional Health Center, Fort McMurray, AB. This was a 0.5 position with responsibilities for therapy with children and their families (January to July 1998).

School Counsellor, St. Gabriel School, Fort McMurray, AB. This was a 0.7 FTE with responsibilities for the counselling and guidance needs for a student population from ECS to Grade 8 (September 1997 to June 1998).

Instructor, Keyano College, Fort McMurray, AB. This was a part-time position teaching Educational Psychology courses to undergraduate students in Education (January 1998 to January 2000).

School Counsellor, Marystown Central High School, Marystown, NL. I was responsible for guidance, counselling and psycho-educational assessment for a school population from kindergarten to Grade 12. (January to May 1989).

Educational Therapist, Christ the King All Grade School, Rushoon, NL. Responsible for the guidance and counselling needs of the general school population, as well as the therapy needs of a small group of children identified as Behavioural or Emotional Disordered. (September 1987 to December 1988).

Social Worker, Child Welfare, Department of Social Services, Newfoundland. I held various positions within the Child Welfare framework including Child Protection, Foster Home Services, and Adoptions (October 1981 to March 1986).

RESEARCH PROJECTS

Hesson, J., Penney, S., Hoben, J. and Geary, J. (2024). *Hidden Realities: Exploring the Experiences of Faculty and Instructors with Invisible Disabilities at Memorial*. Research and Development Grant. (Ongoing)

Penney, S., Young, G. & Moghaddam, A., (2022). *On-line inclusive education course evaluation: Using self-study, the ADDIE Model, QMRubric, and UDL Guidelines*. Research and Development Grant. (\$2,666.40) (Ongoing)

McIsaac, J.L.,(P.I.), Janus, M., Leonard, P.S.J., Maich, K., Montelpare, W.J., (co-investigators); Aston, M., McCuaig, K., **Penney, S.** (2022-present) (collaborators). Social Sciences and Humanities Research Council (SSHRC) - Connection Grants.

Luscombe, S., Gill, M., Hunt, A., Penney, S., Soper, L., Taylor, C., & O'Brien, D. (2022 to 2024). The Cogtsate Team BP41316 *Aurora Borealis clinical trial study*. Autism Spectrum Disorders. Role: Completed data collection on individuals diagnosed with ASD including Cognitive and Behavioural information.

McIsaac, J.L.,(P.I.), Janus, M., Leonard, P.S.J., Maich, K., Montelpare, W.J., (co-investigators); Aston, M., McCuaig, K., **Penney, S.** & Philpott, D.F. (2020-2021) (collaborators). *Building Atlantic Canadian Connections for Early Childhood Development*
SSHRC Connections Grant Amount: (\$50, 000)

Young, G., Maich, K., Moghaddam, A., & **Penney S.** (2020). *Baron Reading: Examining the impact of online and onsite tutoring on student literacy*.
Seed, Bridge and Multidisciplinary Fund Amount: (\$9,990.76)

Penney, S.C., & Maich, K. (2019-2020). *ASD-Specific Housing Supports* Mitacs Accelerate Grant Amount: (\$40, 000)

Maich, K., **Penney, S.,** Savage, M., & Woloshyn, V. (2019-2020). *Investigating the Status of the Social Emotional Health of Teachers & School Administrators*
NLTA Grant Amount (\$21, 450) Source: Newfoundland & Labrador Teachers' Association

Young, G., Maich, K., Moghaddam, A., & **Penney, S.** (2019) *Using online tutoring to support literacy*.
Research and Development Award Amount: (\$2,998.00)

Young, G., Maich, K., Moghaddam, A., & **Penney, S.** (2019) *Using online tutoring to support literacy*.
SSHRC Explore Grant Amount: (\$6,985.76)

Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., **Penney, S.**, & Young, G. (2019). *A collaborative lesson study inquiry to improve teaching practices through lesson study.*

Research and Development Award

Amount: (\$2,930)

Philpott, D., Maich, K., **Penney, S.**, & Young, G. (2018). *Exploring the pre-emptive nature of early child education on the demand for special education/mental health services in schools*

Margaret & Wallace McCain Family Foundation INC.

Amount:(\$55,000)

Grant # 212767 40900 2000

Young, G., Harris, G. Joy, R., & **Penney, S.** (2015). *Pre-service teacher's preparation to facilitate positive mental health in the classroom.*

SSHRC/Vice President's Research Grant

Amount: (\$7,000)

Young, G., Harris, G. Joy, R., & **Penney, S.** (2015) *Pre-service teacher's preparation to facilitate positive mental health in the classroom.*

Research and Development Grant

Amount: (\$5,000)

Penney, S., Young, G., & Coles, L. (2015) *Children as researchers: Examining children's perceptions of inclusion.*

Research and Development Grant

Amount:(\$5,000)

Penney, S., & Young, G. (2015). *Examining home and school relationships surrounding a child with a disability.*

Seed, Bridge and Multidisciplinary Fund

Amount: (\$10,000)

Specht, J. (P.I.), AuCoin, A., Aylward, L., Bennett, S. M., Calder Stegeman, K., Flanagan, T., Freeman, J., Gallagher, T., Hutchinson, N. L., Lyons, W., Maich, K., Marshall, A., McGhie-Richmond, D., Metsala, J., Nowicki, E., Loreman, Sider, S. T., Thompson, S., Thomson R., **Penney, S.**, Whitley, J., & Young, G. (2015-present) *The development of inclusive educational practices for beginning teachers.*

Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant (435-2015-0128)

Amount: (\$488,800)

Penney, S. (2013). *School-based experiences of individuals diagnosed with ASD.* (Unfunded)

Hesson, J., Luscombe, S., **Penney, S.**, & Pond, M. (2012).(Janeway Foundation Funded Study). (2012) *Iron Status and Cognitive Performance and Behavioral Rating in Children with Attention Deficit Hyperactivity Disorder.* Amount:(\$9294.00)

McLeod, H. & **Penney, S.** (2012) (Chevron Funded Research). *Chevron Open Minds Research Project.* (Ethics Completed.

Amount: (\$68, 934)

Penney, S. (2011). *Students with autism spectrum disorders in the inclusive classroom: Teacher knowledge.*

SHRC/Vice-President's Research Grants.

Amount: (\$6694.89)

Penney, S. (2009) *Experiences of adolescents and young adults diagnosed with an autism spectrum disorder (ASD) and co-morbid diagnosis of anxiety and/or depression.*

Internal Research and Development Grant.

Amount: (\$5945.60)

Philpott, D, & **Penney, S. (2009)** *Experiences of parents seeking privatized supports services.* (Unfunded)

Jeffery, G., Bedi, A, Dibbon, D. & **Penney, S. (2006).** *Students' Perceptions of group work at the post secondary level: Instructional Implications.* Internal Research and

Development Grant.

Amount: (\$5,000)

TEACHING AND STUDENT SUPERVISION

Teaching-Memorial University of Newfoundland

Graduate Courses

Education 6724 Assessment of Learning and Achievement for Counsellors Lab (Summer 2024)

Education 6755 Learning Disabilities

Education 6707-Assessment for Counsellors

Education 6712-The Nature and Assessment of Behaviour Disorders in Children and Adolescents

Education 6708-Group Counselling: Theory and Practice

Undergraduate Courses

Education 3660-Study of the Gifted Child

Education 3690-Collaborative Practice, Monitoring Student progress

Education 4505-Transition Planning

Education 3680-Inclusive Practices for Students with Autism Spectrum Disorders

Education 3600-Academic and Behaviour Assessment

Education 3620-Nature and Characteristics of Emotional and Behavioural Disorders

Education 3210-Introduction to Career Education)

Education 3610-Nature and Characteristics of Intellectual Disabilities

Education 4520-Inclusive Practices for Students with Behavioural Challenges

Education 3680-Inclusive Practices for Students with Autism Spectrum Disorders

Education 4240-Introduction to the Exceptional Learner (online and in-class)

Education 3680-Therapeutic Intervention for Students with Autism Spectrum Disorders (ASD) in Educational Settings

Education 4520-Psychoeducational Interventions for Behaviour Problems of Children and Adolescents

Courses developed or redeveloped for online delivery.

Education 3620 Nature and Characteristics of Emotional and Behavioural Disorders (redeveloped)
Education 3690 Collaborative Practice (redeveloped)
Education 3660 Inclusive practice for students who are gifted and talented (Completed)
Education 3680 autism spectrum disorder (Completed)
Education 4520 inclusive practices for students with emotional and behavioural disorders (new development).

Teaching-Augustana University College

Undergraduate

Educational Psychology 200-Educational Psychology for Teaching (Undergraduate)

Teaching-Keyano College (University transfer)

Undergraduate

Educational Psychology 200-Educational Psychology for Teaching (Undergraduate)

Teaching-University of Alberta, Edmonton, Alberta

Undergraduate

Educational Psychology 453- Assessment and instruction of Exceptional Learners (Undergraduate)

Educational Psychology 402-Child Development for Educators (Undergraduate)

STUDENT SUPERVISION

Graduate Students (Completed Work)

Islam, I. (2025). Autism Spectrum Disorder (ASD) Specific Housing Supports Analysis: A sequential needs analysis study in Newfoundland and Labrador Canada. Master of Education, Curriculum, Teaching and Learning, Memorial University Role: Supervisor

Sunderland, C. (2024) When mothers disengage: Stories from women who have gone from participants to observers of their autistic child's education **Role: Supervisor**

Oliver, G. (2023). *Preservice teacher's mental health*. Master's in medicine, Community Health and Humanities. **Role: Committee member.**

Natalie Smart (2023). *Using UDL to design online portfolios for French Immersion*. **Role: Supervisor**

Eddy, Nicole, (2022). *The impact of executive functioning on the mathematics achievement of autistic adolescents*. Master of Science, Psychology. **Role: Committee Member.**

Ibrahim M. (2019). *Investigating the experiences of families of young children diagnosed with autism spectrum disorders with the use of social supports*. Master of Education- Curriculum Teaching and Learning. **Role: Supervisor**

Butler, E. (2018). *Children as researchers: Examining children's perception of inclusion*. Master of Counselling Psychology. **Role: Co-supervisor** with Gabrielle Young

Ball, Jillian (2018). *Teacher Readiness: Teacher attitudes, opinions, and perspectives towards facilitating positive mental health in the classroom*. Master of Education, Special Education focus. **Role: Co-supervisor** with Gabrielle Young

Cochrane, K. (2018). *Exploring Employment experiences of adults with Autism*. Master of Education, Counselling Psychology **Role: Supervisor**

Stephanie Vivian (2018). *Adolescent Mental Health Literacy: Development of a Pilot Course in Mental Health Awareness*. (Master's project) **Role: Co-supervisor** with Gabrielle Young

Nikita Piercey (2018). *Exploring the protective factors involved in maintaining couples' relationships when raising a child with autism spectrum disorder*. Master of Education, Counselling Psychology. **Role: Co-supervisor** with Sarah Pickett

Lewis, L. (2017) *The Experiences of Caregivers of Individuals with Dual Diagnoses of Intellectual Disability and Mental Illness: Service Needs and Access to Services*. Master of Counselling Psychology. **Role: Co-supervisor** with Gabrielle Young

Worthman, J. (2016). *Parental attitudes of inclusion*. Master of Education, Special Education Focus. **Role: Supervisor**

Morgan, A. (2016). *Social Thinking Group Based Intervention - Member's Experiences and Parent's Perceptions*. Master of Counselling Psychology. **Role: Supervisor**

McDonald, C. (2015). *Teacher's attitudes toward inclusion in Newfoundland* Master of Counselling Psychology. **Role: Supervisor**

Sooley, G. (2014 January). *Attitudes of Pre-service and current teacher towards inclusion in Newfoundland*. Master of Education, Special Education Focus. **Role: Supervisor**

Pardy, K. (2012) *The Minds of Our Youth*. Master of Counselling Psychology. **Role: Supervisor**

Mercer, R. (2012). *Teachers/Administrators Attitudes and Perspectives (Inclusive Education)*. Special Student completing a research project to fulfill the requirements for NLPB. **Role: Supervisor**

Pike, Andrew, (2010). *Attitudes and reactions towards inclusive education in rural Newfoundland*. Completed and accepted by the NLPB to fulfill the research requirement for registration. **Role: Supervisor**

Graduate Students (Thesis supervision: In progress)

Cossitt, R. (2025 -current). Autism spectrum disorder through a feminist lens. Master's in counselling psychology. Memorial University, **Role: Supervisor**

Fardy, S. (2023-current) PhD supervisor. Examining the facilitators and barriers to accessing accommodations for students in post-secondary institutions. **Role: Supervisor**

Hynes, D. (2023-current). Use of wearable technology and cognitive behaviour apps in the treatment of anxiety disorders in post-secondary students. Role: Co-supervisor with Gabrielle Young.

Shauna Wells (2021-present). *Financial Implication of raising a child with autism spectrum disorder*. Master's in medicine, Community Health and Humanities (Committee member).

Adu-Boateng, S. (September 2020- present). Thesis proposal is to examine teachers' inclusive practice in science education. PhD (Committee Member). Comprehensive Examination Completed.

Doctoral Student Comprehensive Examinations

Sean Fardy (February 2025)

Melanie Doyle (Oct 2024)

Sandra Hewitt-Parsons (Nov 2024)

Donald Haynes (Nov 2024)

Paul Elliott (Dec 2024)

Graduate Students Completed Work (PhD)

McIsaac, B. (2018). *Empirically Supported Psychological Treatments for Adolescents who Self-Injure*. Memorial University of Newfoundland, St. John's, Newfoundland. Interdisciplinary PhD Committee Member.

Noel, V. (2010, April) Comprehensive essay title: *A meta-analytic review of child anxiety sensitivity*. Member of the PhD comprehensive examination committee.

Thesis Examinations

Khataeipour, S. (July 2025). *Artificial Intelligence Affordances in Selfdirected learning: A case of ChatGPT*. Master of Education, Memorial University

Young-Smith, J. (2024- Oct 11). “PARENTS’ AND GUARDIANS’ EXPERIENCES IN ACCESSING AUTISM SPECTRUM DISORDER DIAGNOSTIC SERVICES FOR CHILDREN”. **PhD Community Medicine-Internal Examination**

Canning, C. (2022). *The frequency of childhood maltreatment experiences in a national Canadian sample of adult women reporting a diagnosis of attention deficit hyperactivity disorder*. Master of Counselling, Faculty of Education, Memorial University.

Hurley, L. (2019). *Barriers and Facilitators to Access and Care in services for children with autism spectrum disorders in Newfoundland*. Masters in Medicine, Community Health and Humanities.

Bennett, Marissa, (2015). *Positive Mental Health in Adults reporting sexual abuse in childhood*. Master of Education, Memorial University of Newfoundland. (External examiner)

Parrill, R. (2014). *Life satisfaction and school bullying in Elementary school students*. Master of Education, Memorial University of Newfoundland. (External examiner)

Rowsell, R. (2013). *Multifaceted origins of child social/anxiety: Assessing temperamental and psychological vulnerabilities*. Masters of Science, Memorial University of Newfoundland. (External examiner)

Strutynski, J. (2013). *A phenomenological study of the elementary school experience of Inuit children who choose to remain in school*, Master of Education, Memorial University of Newfoundland. (External examiner)

Lewis, K. (2011). *Anxiety Sensitivity and its Unique Relationship with panic Disorder. Generalized Anxiety Disorder, and Depression*. Master of Education, Memorial University of Newfoundland. (External examiner)

Fung, S. (2011). *Anxiety Predictor Across Child Development: The Role of Parental Overprotection and Child Locus of Control*. Master of Science, Memorial University of Newfoundland. (External examiner)

Manning, R. (2006). *Investigating Multi-dimensional perfectionism and the quality of life in students completing a Bachelor of Education Degree at Memorial University of Newfoundland*. (External examiner)

Other Student Supervision (Internships and Psychology Registration)

Butler, E. (2019- 2023) Supervision of Counselling Practice at Honeycomb Medical Practice, CBS. Supervision for registration with the Newfoundland and Labrador Psychology Board.

Connolly, R. (2019-2021) Supervision of Counselling Practice at the Student Wellness and Counselling Center. Supervision for registration with the Newfoundland and Labrador Psychology Board. (Completed)

Cossitt, R. (2018-2021) *ASD-Specific Housing Supports*. Mitacs Graduate Internship (20 hours a week).

Christian, N. (2006). St. Matthews Elementary School: School guidance internship. St. John's NL

Lem, S. (2006-2007). Queen's University Counselling Centre, Kingston, Ontario

O'Drisoll, M. (2006). Eastern School District-Educational Psychology

O'Keefe, C. (2006). Topsail Elementary and The Murphy Centre, St. John's, NL

O'Leary, R. (2006-2007). Newfoundland and Labrador Youth Center, Whitbourne, NL

Tucker, C. (2006). Sirona, St. Francis Foundation: Group home internship. St. John's, NL

VanCompernelle, C. (2006) Suntrac Community Addictions Treatment Facility. Toronto, Ontario.

Graduate Research Assistantships

Adu-Boateng, S. (Fall 2020). Graduate Research Assistant, Completing library research and writing annotated bibliography on autism specific housing.

Cheng Li (2014- 2015) Graduate Research Assistant, Completing library research and writing annotated bibliography on: *Inclusive Education*.

Jennifer Michelau (2012-2013) Graduate Research Assistant, Completing library research and writing annotated bibliography on: *Inclusive Education*.

Krystal Pardy (2011-2012) Graduate Research Assistant, Completing library research and writing annotated bibliography on: *Teacher knowledge of autism*.

Chantel Caines (September to December 2011) Graduate Research Assistant, Completing library research and writing annotated bibliography on: *Inclusion and autism spectrum disorders*.

Chantel Caines (December to April 2012) Graduate Teaching Assistant. 4520 on-line.

Krystal Pardy (2011). Graduate Research Assistant, completing library research and writing annotated bibliography on: *Experiences of adolescents and young adults diagnosed with an autism spectrum disorder (ASD) and co-morbid diagnosis of anxiety and/or depression*.

Rebecca Furlong (2010-2011). Graduate Research Assistant, Completing library research and writing literature review on *Experiences of parents seeking privatized supports services*.

Kayode Arowolo (2010) Graduate Research Assistant, completing library research and writing annotated bibliography on: *Experiences of adolescents and young adults diagnosed with an autism spectrum disorder (ASD) and co-morbid diagnosis of anxiety and/or depression*.

Rebecca Furlong (2009-2010). Graduate Research Assistant, Completing library research and writing literature review on *Experiences of parents seeking privatized supports services*.

William Parsons (2008-2009). Graduate Research Assistant. Completing library research and writing annotated bibliography on: *Students' Perceptions of group work at the post secondary level: Instructional Implications*.

Undergraduate students

Miss Angela Rickets (2012-2013). MUCEP student. Library research and writing

Miss Robyn Cossitt (2011-2012). MUCEP student. Library research and writing

Miss Adrienne Penney (2011). MUCEP student. Extending the library research and writing. *Students' Perceptions of group work at the post secondary level: Instructional Implications*

Miss Danielle Connolly (2010). MUCEP student. Completing library research and annotated bibliography on. *Students' Perceptions of group work at the post secondary level: Instructional Implications*

KNOWLEDGE MOBILIZATION PAPERS AND POSTERS

PUBLICATION-PEER REVIEWED

Savage, M. Woloshyn, V. Maich, K. & Penney, S. (2023) **MS 75886**—"Stress, Coping, and Well-being in Teachers and School Administrators" *Alberta Journal of Educational Research*. (accepted)

Azam, S., Goodnough, K., Moghaddam, A., Arnold, C., **Penney, S.**, Young, G., & Maich, K. (2021). Becoming inclusive teachers: Self-study as a professional learning tool. *International Journal for the Scholarship of Teaching & Learning*, 15(2). <https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2043&context=ij-sotl>

Azam, S., Goodnough, K., Moghaddam, A., Arnold, C., Penney, S., Young, G., & **Maich, K.** (2020). Exploring lesson study in postsecondary education through self-study. *International Journal for Lesson & Learning Studies*, 9(4), 67-381. <https://doi.org/10.1108/IJLLS-05-2020-0025>

Goodnough, K., Arnold, C., Azam, S., Maich, K., Moghaddam, A., **Penney, S.**, & Young, G. (2020). Cultivating a self-study community of practice: Reflections of faculty on issues of evolution and functioning. *Studying Teacher Education*, 16(2). <https://www.tandfonline.com/doi/full/10.1080/17425964.2020.1737928>

Badenhorst, C., Pickett, S., Arnold, C., Lewis, L., Buley, J., Goodnough, K., Maich, K., McLeod, H., **Penney, S.**, Young, G., & Vaandering, D. (2020). On being reviewed: From ghosts that haunt in isolation towards connection and unexpected agency. *Higher Education Research & Development*. <https://www.tandfonline.com/doi/full/10.1080/07294360.2020.1792847>

Penney, S., Young, G., Butler, E. Maich, K., & Philpott, D. (2019). The role of quality ECE in facilitating mental health and well-being in children. *Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services*, 29(3), 57-76. <https://ir.lib.uwo.ca/eei/vol29/iss3/5>

Maich, K., Davies, A. W. J., **Penney, S.**, Butler, E., Young, G., & Philpott, D. (2019). Young children with autism spectrum disorder: The earlier we begin together, the better. *Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services*, 29(3), 77-91. <https://ir.lib.uwo.ca/eei/vol29/iss3/6>

Young, G., Philpott, D., Butler, E., Maich, K., & **Penney, S.**, (2019). Exploring the impact of quality early childhood education on special education: Can we prevent placement in special education? *Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services*, 29(3), 6-21. <https://ir.lib.uwo.ca/eei/vol29/iss3/2>

Goodnough, K., Arnold, C., Azam, S., Maich, K., Moghaddam, A., **Penney, S.**, & Young, G. (2019). Cultivating a self-study community of practice: Reflections of faculty

on issues of evolution and functioning. *Studying Teacher Education*.
doi: [10.1080/17425964.2020.1737928](https://doi.org/10.1080/17425964.2020.1737928)

Badenhorst, C., Pickett, S., Arnold, C., Lewis, L., Vaandering, D., McLeod, H., Buley, J., Goodnough, K., Maich, K., **Penney, S.**, & Young, G. (2019). On being reviewed: From ghosts that haunt in isolation toward connection and unexpected agency *Higher Education Research & Development*.

Young, G., de Lugt, J., **Penney, S.**, & Specht, J. (2019). Exceptionality Education International: Responding to change and promoting dialogue on inclusive education for all. *Scholarly and Research Communication*, 10(2): 1001307, 8 pp.
<http://doi.org/10.22230/src.2019v10n2a307>
<https://src-online.ca/index.php/src/article/view/307/599>

Young, G., Kilborn, M., Arnold, C., Azam, S., Badenhorst, C., Godfrey, J. R., Goodnough, K., Lewis, L., Li, X., McLeod, H., Moore, S., **Penney, S.**, & Pickett, S. (2017, July). *Women reflect on being well in academia: Challenges and supports*. Special issue on Fostering Health and Well-being in Education, in *Learning Landscapes*, 10(2), 335-351. <http://www.learninglandscapes.ca/index.php/learnland/article/view/819>

Kirkpatrick, L. C., Young, G., Brown, H. M., Searle, M. J., Sauder, A. E., **Penney, S.**, & Kilborn, M. (2015). The role of writing groups in the career development of emerging academics in the field of education. Manuscript submitted for publication with the *Journal of Higher Education*.

Badenhorst, C., McLeod, H., Vaandering, D., Li, X., Joy, R., **Penney, S.**, Pickett, S., Hesson, J. (2016). The journey from there to here: A group exploration of knowledge construction through writing as inquiry. *Canadian Journal of Education*, 39(1)

Penney, S., Young, G., Badenhorst, C., Goodnough, K., Hesson, J., Joy, R., McLeod, H., Pelech, S., Pickett, S., & Stordy, M. (2015). *Balancing family and career on the academic tightrope*. Canadian Journal of Higher Education.

Young, G., **Penney, S.**, Badenhorst, C., Dawe, N., Goodnough, K., Hesson, J., Joy, R., Li, X., McLeod, H., Moore, S., Pelech, S., Pickett, S., & Stordy, M. (2016, Fall). Women reflect on their journeys toward becoming academics: Challenges and supports. Book chapter accepted for publication in T. Handford & T. Sibbald (Eds.). *First Years of Tenure Track in Education*. University of Ottawa Press.

Kirkpatrick, L. C., Young, G., Brown, H. M., Searle, M. J., Sauder, A. E., **Penney, S.**, & Kilborn, M. (2015). The role of writing groups in the career development of emerging academics in the field of education. Manuscript submitted for publication with the *Journal of Higher Education*.

Penney, S. (2013). Qualitative Investigation of School-Related Issues Affecting Individuals Diagnosed with Autism Spectrum Disorder and Co-occurring Anxiety and/or

Depression. *Autism Insight*, 5, 75–91 doi: 10.4137/AUI.S10746

Badenhorst, C., **Penney, S.**, Picket, S., Joy, R., Hesson, J., Young, G., McLeod, H., Vandering, D., Li, X., (2013). Writing Relationships: Collaboration in a faculty writing group. *All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J)*, 5(1), 1001-1026. <http://ojs.aishe.org/index.php/aishe-j/article/view/100/152>

Penney, S. (2012). Programming for student with autism in an inclusive classroom. *Canadian Psychology Annual Convention Issue*, 53:2a

Penney, S. (2011). An Investigation of Adolescents and Young Adults (16-21 years old) Diagnosed with Autism Spectrum Disorders (ASD) and Co-morbid Anxiety and/or Depression. *Canadian Psychology Annual Convention Issue*, 52:2a

Philpott, D.F, Furey, E., & **Penney, S.** (2010). Promoting leadership in the ongoing professional development of teachers: Responding to globalization and inclusion. *Exceptionality Education Canada*, 20(2), 38-54.

Penney, S. & Wilgosh, L. (2000). Fostering parent-teacher relationships when children are gifted. *Gifted Education International*, 14, 217-229.

Penney, S. & Wilgosh, L. (1998). A qualitative study of parent-teacher relationships in educating gifted children. *Exceptionality Education Canada*, 7(3), 41-60.

Penney, S., & Wilgosh, L. (1995). Parenting a child with special abilities. A qualitative study of parent-teacher relationships. *International Journal of Special Education*, 10, 1-11.

WEB-BASED

Ball, J., **Penney, S.**, Young, G., Harris, G., & Joy, R. (2019). *Teacher readiness: Teacher attitudes, opinions, and perspectives towards facilitating positive mental health in the classroom*. Article written for *Inclusive Education Canada*. Retrievable from: <https://inclusiveeducation.ca/wp-content/uploads/sites/3/2019/02/Ball-Article-MHLJBall-1.pdf>

Young, G., Maich, K., **Penney, S.**, David Philpott, D., & Butler, E. (2019). *Understanding how Quality Early Child Education helps to prevent Special Educational Needs in children*. Article written for *Inclusive Education Canada*. Retrievable from <https://inclusiveeducation.ca/wp-content/uploads/sites/3/2019/02/G-Young-Inclusive-Education-Month-Inclusive-Early-Childhood-Education-Jan-2019.pdf>

NON-PEER REVIEWED PAPERS

Penney, S. (Fall 2012). In competition: A narrative of a young scholar. *Morning Watch*, 40(1-2). (Non-peer reviewed)

Penney, S. & Mercer, R. (2013). Educators' Perceptions and Attitudes towards Inclusion. Canadian Association of Educational Psychologists Dialogic.

Badenhorst, C., Hesson, J., Joy, R., McLeod, H., **Penney, S.**, Pickett, S., Li, X., Vandering, D., (2012). Faculty Writing Groups Helps to Build the Bridge to Academic. *Women in Higher Education*, 21(1), 30. (non-peer reviewed)

BOOKS and BOOK CHAPTERS

McLeod, H., Badenhorst, C., Hesson, J., Li, X., **Penney, S.**, Pickett, S., & Young, G. *
From second author onwards listed alphabetically. (2024). "If I had my time back":
Poetic reflections on seasons in the academy. In T. Sibbald & T. Handford
(Eds.), *Seasons in the Academy*. Ottawa: University of Ottawa Press.

Maich, K., **Penney, S.**, Alves, K., & Hall, C. (2020). *Autism spectrum disorders in the Canadian context: An introduction*. Canadian Scholars.

Badenhorst, C., Young, G., Doyle, T., Hesson, J., Li, X., McLeod, H., & **Penney, S.**
(2022). Sabbatical chapter. In T. Handford & T. Sibbald (Eds.). *Sabbatical book* (pp.).

Young, G., Philpott, D., **Penney, S.**, Maich, K., & Butler, E. (2021). Quality early
childhood education mitigates against special educational needs in children. In T.
Loreman, J. Goldan, & J. Lambrecht (2021). *Resourcing inclusive education*
(*International Perspectives on Inclusive Education*) (Volume 15).

Emerald Publishing. <https://doi.org/10.1108/S1479-3636202>

10000015004

Penney, S. Young, G., Badenhorst, C., McLeod, H., Moore, S. & Pickett, S. (2020).
Women reflect on remaining an academic: Challenges and supports. (101-124) In T.
Handford & T. Sibbald (Eds.). *Beyond the academic gateway: Looking back on the*
tenure-track journey University of Ottawa Press.

Penney, S., Young, G., Maich, K., & Butler, E. (2019). Promoting home-school
communication surrounding children with disabilities: Parental perceptions in
Newfoundland and Labrador, Canada. Paper prepared in English and translated into
German for publication in the anthology by D. Jahr & R. Kruschel (Eds.). *Inclusion in*
Canada: Perspectives on Cultures, Structures and Practices. Weinheim, Germany: Beltz
Verlag.

Penney, S., Young, G., Maich, K., & Butler, E. (2019). Förderung der Kommunikation
zwischen Elternhaus und Schule um ein Kind mit Beeinträchtigung: Wahrnehmungen
von Eltern in Neufundland und Labrado. In D. Jahr & R. Kruschel (Eds.). *Inclusion in*

Canada. *International Perspectives on Heterogeneity Sensitive Education*. Weinheim, Germany: Beltz Verlag.

Young, G., **Penney, S.**, Anderson, J., Badenhorst, C., Dawe, N., Goodnough, K., Hesson, J., Joy, R., Li, X., McLeod, H., Moore, S., Pelech, S., Pickett, S., Stordy, M., & Vaandering, G. (2017). Women reflect on their journeys toward becoming academics: Challenges and supports. In T. Handford & T. Sibbald (Eds.). *The academic gateway: Understanding the journey to tenure*. (pp. 79-92). University of Ottawa Press.

<https://www.jstor.org/stable/j.ctt1qft27z>

*This book is winner of the INDES award in the category of Adult Non-Fiction, Career.

Badenhorst, C. M., Joy, R., **Penney, S.**, Pickett, S., Hesson, J., Young, G., McLeod, H., Vaandering, D., & Li, X. (2016). Becoming an academic: Reflective writing and professional development. In G. Ortoleva, M. Bétrancourt, & S. Billet (Eds.). *Writing for Professional Development* (pp. 340 - 359). Leiden, The Netherlands: Brill Publishers.

doi: 10.1163/9789004264830_138

<http://www.brill.com/products/book/writing-professional-development>

McLeod, H., **Penney, S.**, Joy, R., Badenhorst, C., Vaandering, D., Pickett, Li, X., & Hesson, J. (2015). Arts-based representation of collaboration: Explorations of a faculty writing group (209-226). In Diane Conrad & Anita Sinner, Eds. *Creating together: Participatory, Community-Based and Collaborative Arts Practices and Scholarship across Canada*, Wilfrid Laurier University Press, Waterloo, Ontario.

Penney, S., & Wilgosh, L. (1998). Facilitating parent-teacher collaboration in educating gifted children. In A. Richardson, (Ed) *Children and youth: A universal odyssey* (pp. 134-141), Edmonton, AB: Kanata Learning Company Ltd. (**Non-peer reviewed**)

PAPER PRESENTATIONS

Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., **Penney, S.**, & Young, G. (2022, May). Teaching and scholarship during COVID-19: A narrative inquiry of a self-study group. *Teaching & Learning Conference*, Memorial University, St. John's, NL [virtual]

Penney, S., Maich, K., & Cossitt, R. (2021, November). ASD-specific housing support analysis. Breakout session for *Atlantic Provinces Autism Conference*, Fredericton, NB.[virtual]

Cossitt, R., Maich, K., **Penney, S.**, & (2021, June). ASD-specific housing support analysis. Webinar present to the *Canadian Rural & Remote Housing & Homelessness Symposium* [virtual].

Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., **Penney, S.**, & Young, G. (2021, June). Teaching and scholarship during COVID-19: A narrative inquiry

of a self-study group. Symposium presented at the *Canadian Society for the Study of Education*, University of Alberta, Edmonton, AB [virtual]

Maich, K., **Penney, S.**, Savage, M., & Woloshyn, V. (2020, March). The status of the social emotional health of teachers and school administrators: Preliminary results. *NLTA Joint Council Meeting*, St. John's, NL.

Young, G., Arnold, C., Azam, S., Moghaddam, A., **Penney, S.**, Maich, K., & (2021, January). 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/1gwA98LQ1Yl8HpTVLiCHcDos9JxVDs3a3/view>

Maich, K., Philpott, P., Young, G., **Penney, S.**, & Butler, E. (2019, November). Examining the pre-emptive impact of quality early childhood education on the demand for special education services. Lecture presentation for *Ontario Council for Exceptional Children*, Toronto, ON.

Bertrand, J., Butler, E., Fesseha, E., Maich, K., McCuaig, K., McLean, C., Pelletier, J., **Penney, S.**, Philpott, D., & Young, G. (2019, June). *Quality early childhood education the need for special education services: A symposium*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.

Penney, S., & Young, G. (2019, June). Women reflect on remaining an academic: Challenges and supports. Presented in *Administrative implications of tenure-track and tenure experiences*. Symposium led by T. Sibbald & V. Handford at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.

Young, G., Maich, K., **Penney, S.**, Philpott, D., & Butler, E. (2019, April). *Mediating the impact: Quality early childhood services last a lifetime*. Paper presented at the annual conference of Early Childhood Educators of British Columbia, Vancouver, BC.

Butler, E., **Penney, S.**, & Young, G. (2019, April). *Children as researchers: Examining children's perception of inclusion*. Paper presented at the annual conference of the American Educational Research Association, Toronto, ON.

Goodnough, K., Azam, S., Arnold, C., Moghaddam, A., Gardner, M., Maich, K., Young, G., & **Penney, S.** (2019, April). *Cultivating a self-study community of practice: Reflections of faculty on issues of evolution and functioning*. Paper presented at the annual conference of the American Educational Research Association, Toronto, ON.

Lewis, L., **Penney, S.**, Young, G., & Maich, K. (2019, January). Stress in caregivers of people with intellectual and developmental disabilities: The role of support. *Research-informed Practice; 20th International Conference on Autism, Intellectual Disability and Developmental Disabilities*. Kanaapali Beach, Maui.

Cochrane, K. & **Penney, S.** (2019, January). Exploring the Employment Experiences of Adults with Autism Spectrum Disorder *Research-informed Practice; 20th International Conference on Autism, Intellectual Disability and Developmental Disabilities*. Kanaapali Beach, Maui.

Ball, J., **Penney, S.**, & Young, G. (2019, June). *Teacher Readiness: Preparing in-service teachers to facilitate positive mental health in the classroom*. American Educational Research Association, Toronto, Ontario.

Piercey, N. **Penney, S.** & Pickett, S. (2019, June). *Exploring the protective factors involved in maintaining couples' relationships when raising a child with Autism Spectrum Disorder*. American Educational Research Association, Toronto, Ontario

Badenhurst, C., Pickett, S., Arnold, C., Lewis, L., Buley, J., Godfrey, J., Goodnough, K., Maich, K., McLeod, H., **Penney, S.**, Young, G., & Vaandering, D. (2018, September). On being reviewed: From ghosts that haunt in isolation toward connection and unexpected agency. *6th International Academic Identities Conference (IAIC2018)*. Hiroshima, Japan.

Lewis, L., Young, G., Arnold, C., Azam, S., Badenhorst, C., Goodnough, K., McLeod, H. Moore, S., **Penney, S.**, Stordy, M. (2018, May). Pre and post reflections on participating in a Faculty Writing Group. Lecture presentation for *Canadian Society for the Study of Education*, Regina, SK.

Goodnough, K., Arnold, C., Azam, S., Gardner, M., Moghaddam, A., **Penney, S.**, Young, G., & Maich, K. (2018, May). Exploring the potential of universal design for learning for self-study: Beginning the journey. Lecture presentation for *Canadian Society for the Study of Education*, Regina, SK.

Young, G., **Penney, S.**, Maich, K., & Butler, E. (2018, May). Strategies to promote home-school communication surrounding a child with a disability. Lecture presentation for *Canadian Society for the Study of Education*, Regina, SK.

Penney, S., Young, G., Butler, E. (2018, April). Strategies to Support Home School Relationships Surrounding a Child with a Disability. Presentation to *LDANL-Conference on Specific Learning Disabilities and the Classroom: Focus on Strategies*, St. John's, NL.

Young, G. , **Penney, S.**, Maich, K., & Butler, E. (2017, October). *Strategies to Support Home School Communication*. Doctoral Studies Presentation Series, Faculty of Education, Memorial University of Newfoundland and Labrador.

Penney, S. (June 2, 2015). *Challenges associated with the diagnosis of ASD: A survey of parents and individuals diagnosed with ASD*. Presented at the 43rd CSSE Conference, Ottawa, Ontario.

Young, G., Goodnough, K., Kilborn, M., **Penney, S.**, Brown, H., Kirkpatrick, L., Sauder, A., & Searle, M. (June 2, 2015). *Reflections on developing and maintaining writing groups to support graduate students and untenured faculty*. Presented at the 43rd CSSE Conference, Ottawa, Ontario.

Young, G., **Penney, S.**, Badenhorst, C., Dawe, N., Goodnough, K., Hesson, J., Joy, R., Li, X., McLeod, H., Moore, S., Pelech, S., Pickett, S., Stordy, M. & Vaandering, D. (2014, May). Women Reflect on their Journeys toward Becoming Academics: Challenges and Supports, Paper presented at the annual conference of the Canadian Society for Studies in Education, St. Catharines, ON.

Penney, S. (August 22, 2013). *School based experiences of individuals diagnosed with ASD*. Paper presentation At the Edge: Creating Direction for Peace and Justice, Memorial University, St. John's.

Penney, S. & Hesson, J. (July 7 – 11, 2013). *Teachers/Administrators Attitudes and Perspectives (Inclusive Education)*. Paper presented at Canadian Society for Studies in Education, Victoria, BC.

Young, G., **Penney, S.**, Badenhorst, C., Goodnough, K., Joy, R., Hesson, J., Pelech, S., Pickett, S., Stordy, M., & McLeod, H. (2013, June). *Female's perspectives and experiences of parenting on the academic tightrope*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.

Badenhorst, C., **Penney, S.**, Pickett, S., Hesson, J., Joy, R., Young, G., McLeod, H., Vaandering, D., & Li, X. (2013, June). Women faculty, collaboration and writing productivity. Paper presented at the Inkshed Conference organized by Canadian Association for the Study of Language and Learning, Vancouver, BC.

McLeod, H., **Penney, S.** & Michelau, J. (2013). *Open Minds at the Rooms*, Paper presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.

Badenhorst, C. Joy, R., **Penney, S.**, Pickett, S., Hesson, J., McLeod, H., Vaandering, D., Li, X., & Hesson, J. *Negotiating academic cultures through a writing group*. Canadian Association for the Study of Discourse and Writing (CASDW), 27-30 May 2012, Waterloo, Ontario, (Panel presentation, presenter Badenhorst).

McLeod, H., **Penney, S.**, Joy, R., Badenhorst, C., Vaandering, D., Pickett, S., & Li, X., (2012, May). *Using Arts-based representation to explore the nature of collaborative knowledge construction*. Paper presented at Canadian Society for the study of Education Conference (CSSE), Waterloo, Ontario

McLeod, H., **Penney, S.**, Joy, R., Badenhorst, C., Pickett, S., Hesson, J., Li, X & Vaandering, D. *Collaboration and collaborative knowledge construction through arts-based representation: Explorations of a faculty writing group*. Creating Together: Participatory, community-based and collaborative arts-based practices and scholarship across Canada, 23-24 May 2012, Concordia University, Montreal (Invited presenters: McLeod, Penney and Badenhorst).

Penney, S. (2012, January). *Autism and mental health: Experiences of parents and individuals with autism spectrum disorders*. Doctoral Seminar Series, Memorial University of Newfoundland, St. John's, NL

Penney, S. (2011, May). *An Investigation of Adolescents and Young Adults (16-21 years old) Diagnosed with Autism Spectrum Disorders (ASD) and Co-morbid Anxiety and/or Depression*. Paper presented at The Canadian Society for the Study of Education Annual Conference, University of New Brunswick and St. Thomas University, Fredericton, NB.

McLeod, H., Joy, R., **Penney, S.** (presenters) Hesson, J., Vaandering, D., Li, X. & Pickett, S. (2011, May). *The Journey Between Here and There: A Group Exploration of Knowledge Construction through Writing as Inquiry*. Paper presented at Canadian Women's Studies Association, University of New Brunswick and St. Thomas University, Fredericton NB.

Jeffery, G. Bedi, A., Dibbon, D., & **Penney, S.** (2010, February). *Students' Perceptions of group work at the post secondary level: Instructional Implications*. Paper presented at the Doctoral Seminar Series, Memorial University of Newfoundland, St. John's, NL

Jeffery, G. Bedi, A., Dibbon, D., & **Penney, S.** (2009, October). *Students' Perceptions of group work at the post secondary level: Instructional Implications*. Paper presented at Edge Conference 2009, Memorial University of Newfoundland, St. John's, NL

Penney, S., & Wilgosh, L. (1998, September). *Enhancing parent-teacher relationships in educating gifted children*. Paper presented at the ECHA International Conference, Oxford, England.

Penney, S., & Wilgosh, L. (1997, May). *Fostering parent-teacher partnerships in educating gifted children*. Paper presented at National Association for Gifted Children, Mid-year conference, Montreal.

Penney, S., & Wilgosh, L. (1995, August). *Parenting a child with special abilities: A qualitative study of educational issues*. Paper presented at the meeting of Post-

Conference China meeting of the 11th World Conference on Gifted and Talented Children, Beijing, China.

PRESENTATIONS-POSTERS

Maich, K., **Penney, S.**, & Cossitt, R. (2019). ASD-specific housing analysis. Poster presentation for *Straight Talk about ASD*, St. John's, NL.

Maich, K., **Penney, S.**, & Cossitt, R. (2019, November). ASD-specific housing analysis. Poster presentation for *Atlantic Provinces Autism Conference*, Fredericton, NB.

Penney, S., Philpott, D., Maich, K., Young, G., & Butler, E. (2019, June). *The preemptive nature of quality early child education on special educational needs in children*. Poster presented at the annual Primary Healthcare Partnership Forum (PriFor), St. John's, NL.

Butler, E., **Penney, S.**, Young, G. (2019, June). *Children as researchers: Learning from children's art on inclusion*. Poster presented at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.

Hesson, J. & **Penney, S.** (2013, June). *Why Parents in Newfoundland and Labrador Hire Special Education Services*. Poster presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.

Penney, S. (2012, Nov 26-27). *An Investigation of Adolescents and Young Adults (16-21 years old) Diagnosed with Autism Spectrum Disorders (ASD) and Co-morbid Anxiety and/or Depression*. Poster Presentation at Primary Healthcare Partnership Forum: Bridging the gap from Knowledge to Practice. Faculty of Medicine, Memorial University of Newfoundland, St. John's, NL

Penney, S. (2012, June 13-17). *Programming for students with autism in an inclusive setting*. Poster presentation at the Canadian Psychology Association Annual Conference. Halifax, Nova Scotia.

Penney, S. (2011, June). *An Investigation of Adolescents and Young Adults (16-21 years old) Diagnosed with Autism Spectrum Disorders (ASD) and Co-morbid Anxiety and/or Depression*. Poster presentation at the Canadian Psychology Association Annual Conference. Toronto, Ontario.

Penney, S. (2010, December). *Autism Spectrum Disorders and Students with Cognitive Disorder*. Presentation to Psychology students enrolled in Psychology 6613 (PsyD), St. John's, NL

Penney, S. (1996, July). *Parenting a child with special abilities. A qualitative study of educational issues.* Poster session presented at the University of Alberta Graduate Research Exchange, Edmonton

Penney, S. (1997, February). *Parenting a child with special abilities. A qualitative study of educational issues.* Poster session presented at the University of Alberta Graduate Research Exchange, Edmonton.

Penney, S., Wilgosh, L., & Sankar-Deleuw, N. (1997, July). *Fostering parent-teacher partnerships in educating gifted children.* Poster presentation 12th World Conference on Gifted and Talented Children, Seattle, Washington.

Penney, S., & Wilgosh, L. (1998, July). *Facilitating parent-teacher collaboration in educating gifted children.* Paper presentation at the first International Child/Youth Conference, Edmonton, AB.

Penney, S. (1996, July). *Parenting a child with special abilities. A qualitative study of parent-teacher relationships.* Poster session presented at the Canadian Psychological Association Conference, Banff, AB.

PRESENTATIONS-PROFESSIONAL

Penney, C. (October 21, 2022). *Understanding the process of psycho-educational Assessments.* <https://conference.ldac-acta.ca/recordings/> Learning Disabilities Association of Canada Conference 2022.

Maich, K., **Penney, S.**, Savage, M., & Woloshyn, V. (2020, March). The status of the social emotional health of teachers and school administrators: Preliminary results. *NLTA Joint Council Meeting*, St. John's, NL.

Young, G., & Arnold, C., Azam, S., Moghaddam, A., & **Penney, S.** (2019, November). *Exploring Universal Design for Learning.* Doctoral Studies Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.

Young, G., **Penney, S.**, Maich, K., & Butler, E. (2017, October). *Examining home and school relationships surrounding a child with a disability.* Doctoral Studies Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.

Vaandering, D., Anderson, J., Arnold, C., Goodnough, K., McLeod, H., **Penney, S.**, & Young, G. (2017, April). *The Slow Professor: Insights from a slow hour with colleagues.* Teaching and Learning Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.

Arnold, C., Azam, S., Gardner, M., Goodnough, K., Maich, K., Moghaddam, A., **Penney, S.**, & Young, G. (2019, February). *Cultivating a self-study community of*

practice: Reflections of faculty on issues of evolution and functioning. Doctoral Studies Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.

Penney, S. (October 2015). *Introduction to the WIAT-III.* Presentation to Guidance Counselors in the NLESD.

Penney, S. (March 2015). *Introduction to autism spectrum disorder in the intermediate secondary school.* Presented at Discovery Collegiate (All day close out session).

Penney, S. (November 2012). *Autism and mental health: Experiences of parents and individuals with autism spectrum disorders.* Webinar presented at the Atlantic Provinces Special Education Authority.

Penney, S. (2012, February). *Autism and mental health: Experiences of parents and individuals with autism spectrum disorders.* Presentation at The Elaine Dobbin Centre for Autism, presented to the Asperger's Parent Support Group.

Penney, S. (2011). *An Investigation of Adolescents and Young Adults (16-21 years old) Diagnosed with Autism Spectrum Disorders (ASD) and Co-morbid Anxiety and/or Depression.* Presentation to Research Affinity Group on Autism, Elaine Dobbin Centre, St. John's NL.

Penney, S. (2010, November). *Child Learning Disability Assessment: Key Components.* Professional Development and Conferences Services, Faculty of Medicine, Memorial University of Newfoundland, Wednesday at Noon-Ask the Consultant Series.

Penney, S. (2009, February, 21). *Lighting the Way. Prioritizing Autism Research in Newfoundland and Labrador* Panelist on Autism Research
<http://www.autism.nf.net/Lighting%20the%20Way%20Report%20%28Web%20-%20compressed%29.pdf>

Penney, S., & Penney, D. (2009, October 7). *Behavioral Interventions:* Presentation to teachers Eastern School District. Professional Learning Communities.

Penney, S. (2008). *Bipolar Disorder: Working with children with mental health issues.* Presentation to Child and Youth Workers. Kawartha Pine Ridge District School Board, Peterborough, Ontario

Penney, S. (2007, November). *Building Capacity, Characteristic and Programming for children with Autism Spectrum Disorders.* Presentation to Teachers and Staff of the Kawartha Pine Ridge District School Board. Dr. G. J. MacGillivray Public School, Courtice, Ontario

Penney, S. (2007, February). *Functional Behavioral Assessments.* Presentation to Psychology Staff at Kawartha Pine Ridge District School Board. Bowmanville, Ontario

Jahnukainen, M., Maich, K., **Penney, S.**, & Young, G. (2022). Current trends in inclusive and special education in Newfoundland & Labrador, Canada, and Finland. In T. M. Cristou, R. Kruschel et al. (Eds), *European Perspectives on Inclusive Education in Canada: Critical Comparative Insights*. Routledge.

Maich, K., **Penney, S.**, Alves, K., & Hall, C. (2020). *Autism spectrum disorders in the Canadian context: An introduction*. Canadian Scholars.

Young, G., **Penney, S.**, Arnold, C., Azam, S., Moghaddam, A., Goodnough, K., & Maich, K. (Submitted). Using self-study and UDL to examine a case study of how critical friends improved inclusive teaching pedagogy.

PUBLICATIONS-IN PROGRESS

Islam, I., Penney, S.C., Maich, K. (Submitted). An evaluation of Housing concerns for individuals with ASD in Newfoundland and Labrador: A qualitative analysis. Submitted to: Housing Studies. Role: PI

Islam, I., Penney, S. C., Maich, K. (In development). An analysis of the WHO's quality of life survey: Parents and Caregivers of adults with ASD.

SERVICE

COMMITTEES-FACULTY OF EDUCATION

2023 to present Program Chair (Special Education)

2025- Admissions Committee

2025- Search Committee (Term Appointments)

2023-current Doctoral Committee

2022-2023 Search Committee

2020-2022 Committee on Indigenous Leadership

2020-2021 Faculty of Education Promotion and Tenure Committee

2020- 2021 Ad Hoc Committee (Contracts)

2019-2020 Faculty of Education Contract Search Committee

2016- 2017 Committee for Undergraduate Studies in Education (CUGS) Chair

2015-2016 -Faculty of Education Nominating Committee

2015- 2016-Committee for Undergraduate Studies in Education (CUGS) Co-Chair

2015-2016 -Search Committee Faculty of Education

2014-2015 -Faculty of Education Ethics Committee

2014 -2015- Search Committee for the position Technology Education

2014 –2015- Research and Development Grant Committee

2011-2012-Committee on Undergraduate Studies in Education

2011-2012- Search Committee for Associate Dean

2012-2013-Committee on Undergraduate Studies in Education

2012-2013- Special Education Selections Committee

2012-2013- Pro Vice-Chancellor's Undergraduate Prize Committee

2012-2013-Social Committee-Faculty of Education

2010-2011- Search Committee

2010-2011-Committee on Undergraduate Studies in Education
Committee

2009-2010-Social Committee-Faculty of Education

COMMITTEES UNIVERSITY WIDE

2019-present ICEHR

2009- 2025-Pro Vice-Chancellor's Undergraduate Prize Committee

2015- 2018-Senate Committee for Undergraduate Studies in Education (SUGS)

2014-2015 Faculty of Education representative to Faculty of Science

2010-2011-Advisory Committee Complementarity with MUN Research Plan for
Teaching and Learning Framework

2009-2010-Education Representative for Social Work Faculty Council

2009-2010 Search Committee (1 position)

2008-2009-Education Representative for Social Work Faculty Council

2005-2006-Dean of Student Affairs and Services Advisory Committee for Students with
Disabilities

2005-2006-Education Representative for Nursing Faculty Council

SERVICE COMMUNITY BASED

2013-2021- Associate Editor: Exceptionality Education International

2012-2014 Provincial Autism Handbook Working Group

2012-2013-Chairperson for the Autism Research Affinity Group

2011-2012- Committee on Models of Practice for Autism Therapy
Autism Society of Newfoundland and Labrador (ASNL)

2010-2012- Autism Research Affinity Group

2009-2010-Autism Research Affinity Group

2009-2010- Advocacy Group for Research on Autism Spectrum Disorders

2008-2009-Advocacy Group for Research on Autism Spectrum Disorders

PROFESSIONAL DEVELOPMENT

Critical Discourse Analysis (May 22-June 26, 2025) Center for Discourse Analysis, Instructor: Lucia de la Presa. This course consists of a total of 12 hours of in-class training and 12 hours of asynchronous participation.

Canadian Psychological Association Conference (June 12 to June 14, 2025), 86th Annual National Convention.

National Eating Disorder Information Center (October 9, 2024). Body Image and Eating Habits on Campus. Online Webinar. (1 and ½ hours)

JDRF (October 16, 2024). Beyond the First Impression: Clinical Case Study on Type 1 Diabetes, Disordered Eating and Eating Disorders. Online Webinar (Presenters: Sylvain Iceta, (Psychiatrist) Anne-Sophie Brazeau, (Nutritionist), Aude Bandini, (first person) and Remi Rabasa-Lhoret, (Endocrinologist)) (1 and ½ hours)

Roth, Andrea (February 5, 2024). Treatment of Pediatric Sleep Difficulties in Children: What Mental Health Professionals Need to Know. Hexagon Training Webinar. (3hours)

National Eating Disorder Information Center and JDRF (December 12, 2023). Type 1 Diabetes and Disordered Eating. Webinar

Goldstein, S. (October 5, 2023). Intersection and insights: Unravelling the complex relationship between autism spectrum disorders and ADHD. MHS, Beyond Assessment. (1 1/2 hours) (1 CE credit)

Battiste, M. (September 14, 2023). Decolonizing Education: Toward Cognitive and Social Justice. Online webinar.

Indigenous Canada (Online course; Winter/Spring 2023). University of Alberta (May to September 14, 2023)

Illinois Leadership Summit: Promising Practice (May 5, 2023) Illinois Association of Gifted Children. (Code: 65108972050000). Online participation (4 hours).

Mental Health Diabetes Training Program- Mental health Provider Stream. This was an online webinar completed March 1, 2023, presented by JDRF www.learn.jdrf.ca (9 hours)

Hanley, G. (December 2022 and January 2023) FTF Behavioural Consulting Functional Assessment and Skills-Based Treatment. (10 hours of instructions).

WALS (2022). International Conference of the World Association of lesson studies. Creating lesson study and providing quality education. World Association of lesson studies. (September 20-22, 2022).

Ventola, P. (July 27, 2021). Clinical global impressions scales. Cogstate-Yale Child Study Center. (Pediatric psychologist). (90 minute webinar)

Kolu, T.C. (March 11, 2021). Adapting our practice to new needs, Part 1: A multidisciplinary approach to supporting individuals with trauma in educational settings. APSEA Autism in education. (90 minute webinar)

Kolu, T.C. (March 25, 2021). Part 2 Adapting our practice to new needs: A multidisciplinary approach to supporting individuals with trauma in educational settings. APSEA Autism in education. (90 minute webinar).

World Association of lesson study (December 2-4, 2020). Attended this conference as a participant and as a presenter.

Sharp, J. & Matchullis, R. (August 20, 2020; 3 hours). *How Do Psychologists Assess Children During COVID-19?* Canadian Psychological Association.

Neimeyer, G. (April 2, 2020; 2 hours). *Telepsychology best practice 101: Clinical Evaluation and Care: Cultural Competencies: Documentation-Segment 1*. American Psychological Association.

Feldman, M., Ward, R., & Azzano, A. (October 4, 2019; 90 minutes) Parents early detection and intervention of ASD in infants at-risk. From Department of Applied Disability Studies.

McCrimmon, A. (August 26 to 28, 2019; 24 hours) *Autism Diagnostic Observation Schedule Second Edition*.

Aboriginal Academic Staff (CAUT) (October 19 to October 20, 2018). *Advancing Indigenization*, Ottawa, Ontario.

Lauren Kenworthy, PhD (January 26, 2017). *Unstuck and On Target: Improving Executive Function, On-Task and Flexible Behavior*; GW Medical School Director, Center for Autism Spectrum Disorders. Offered through webinar at APSEC.

Augustine, Stephen (MIKM2701; January 2016-April 2016). *Learning from Knowledge Keepers of Mi'Kma'ki*. MOOC; Offered through Cape Breton University.

Friman, P. (May 4, 2016). Anxiety in Individuals with Autism Spectrum Disorders. 2016 Autism in Education Professional Learning Symposium. (5.5 hours)

Richard Chavolla (March 24, 2016) Diversity and Inclusion. A 2 hour workshop sponsor by the Aboriginal Office during Aboriginal Week. (2 hours)

Hare, Jan (Instructor) (January –March 2015). *Reconciliation through Indigenous Education*. This was a 6-week course offered through University of British Columbia; MOOC

Forum for Aboriginal Academic Staff (CAUT) (November 6 and 7, 2015). Surviving and thriving in an age of austerity. Winnipeg, Manitoba

Attended *The Long-term Impact of Early Childhood Education*; Full day workshop sponsored by the Pratt Foundation; St. John's, NL, September 2014

Yeoman, E., (Instructor) Education 6909, *Narrative Approaches to teaching and learning*. Course offered at Memorial University, Faculty of Education.

Pickett, S. & Geary, J. (July, 2013). *Who are our Students? - Experience III - Addressing Worrisome Student Behaviours from a Wellness Perspective* Professional Development

The Post-CSSE Canadian Association for Research in Early Childhood Conference (June 6, 2013) What is ECE for? Rethinking the Canadian Dialogue.

Winsor, P. (February 18, 2012). Differentiated Instruction. Presented by the Newfoundland and Labrador Association for Community Living.

Dr. Gary LaVigna (April 17-20, 2012) *Non-Linear Applied Behaviour Analysis and Positive Practices in Behavioural Support* from Institute for Applied Behavior Analysis (IABA). St. John's NL.

Dr. Rue (April 5, 2012). *The National Standards Project– Addressing the Needs for Evidence-Based Practice Guidelines for Autism Spectrum Disorder*. St. John's, NL

Vermeulen, P. (October 11 and 12, 2011). *Context Blindness and Autism Spectrum Disorders*. Geneva Centre for Autism.

Mitchell, M. (2011, August). *Positive Behavior Supports: Principles and Practices for Students with ASD*. Department of Education, Government of Newfoundland and Labrador, St. John's, NL.

Mitchell, M. (2011, August). *Key Principles of Applied Behavior Analysis for Skill Building in Autism*. Department of Education, Government of Newfoundland and Labrador, St. John's, NL.

Badenhorst, C. (2010-2011, September to July). Attended weekly sessions aimed to improve writing for academic purposes.

School Inclusion: Critical Issues for Leaders (2011, February). Webinar Community Living Ontario.

Sutton, S. (2011, January). *Make and Take. Sensory Fun Workshop*. Autism Society of Newfoundland and Labrador, St. John's NL

Bowen, E. (2010, December). Quality Matters. Professional Development session sponsored by Distance Education, Memorial University of Newfoundland, St. John's, NL

Instructional Development (2010, November). *Introduction to RefWorks*, QEII Library, St. John's, NL

Charron, M. (2010, November). Introduction to the WIAT-III Canadian Workshop. Psychological Corporation, St. John's NL.

Singleton, S. (2010, September) *Learning to play by the rules: Working within Memorial's Academic Regulations*. Memorial University of Newfoundland, St. John's, NL

Taylor-Harding, D., Alcock, E., Gibson, I., Brophy, T., Ryan, G. & North, R. (2010, September). *Getting connected to Memorial's teaching supports for instructors*. Memorial University of Newfoundland, St. John's, NL

O'Dea, S., Gallagher, K., Volk, M., Collins, M., & Rose, A. (2010, September). *I wish I knew then what I know now!* Memorial University of Newfoundland, St. John's, NL

Fewer, J. (2010, September). *Essential elements of a course syllabus*. Memorial University of Newfoundland, St. John's, NL

Phillips, P. & Hillier, C. (2010, September). *Teaching by distance-What you need to know*. Memorial University of Newfoundland, St. John's, NL

Fewer, J., (2010, August). *Surveying the landscape and mapping a path*. Memorial University of Newfoundland, St. John's, NL

Shorlin, S. (2010, August). *Teaching strategies for student engagement*. Memorial University of Newfoundland, St. John's, NL

Hajek, A. (2010, August). *Lesson planning*. Memorial University of Newfoundland, St. John's, NL

Mitchell, M. (2010, August 10). *Effective Transition Planning*. Department of Education, Government of Newfoundland and Labrador, St. John's, NL.

Mitchell, M. (2010, August). *Structure for Living and Learning*. Department of Education, Government of Newfoundland and Labrador, St. John's, NL.

Badenhorst, C., White, G., & Fitzpatrick, B. (2010, July). *Qualitative Research Workshop*. Memorial University of Newfoundland, St. John's, NL

Badenhorst, C. (2010, June). *SSHRC information session*. Memorial University of Newfoundland, St. John's, NL

Badenhorst, C. (2010, October-May). Attended weekly sessions aimed to improve writing for academic purposes.

Leaf, R. (2010). *Using ABA Techniques at Home and in School*. Autism Society of Newfoundland and Labrador, St. John's, NL

Fewer, J. and Vaughan, D. (2010, March). *Making Group Work Work*. Memorial University of Newfoundland, St. John's, NL

Muzychka, I. (2010, March). *Talking to the Media and Connecting to the Community*. Memorial University of Newfoundland, St. John's, NL

Rankin, L. (2010, February). *Putting together a Research Dossier*. Memorial University of Newfoundland, St. John's, NL

Delaney, J. (2010, January). *Promoting Effective Teaching in the University Classroom*. Memorial University of Newfoundland, St. John's, NL

Collins, G. & Ball, D. (January 25, 2010). *How the University Works: Governance at Memorial*. Memorial University of Newfoundland, St. John's, NL

The Autism Awareness Centre Inc. & Autism Society of Newfoundland and Labrador (2009, November). *Uncovering Hidden Potential: A National Conference on Autism Spectrum Disorders*.

Newfoundland and Labrador Centre for Applied Health Research (2009, November). *Research Funding at NLCAHR*.

Fewer, J. & Vaughan, D. (October 29, 2009). *Assessment to Improve Student Learning*. Memorial University of Newfoundland, St. John's, NL

Fewer, J. & Vaughan, D. (February 4, 2009) *Teaching for Critical Thinking: Part II Disciplinary Integration and Practical Assessment*. Memorial University of Newfoundland, St. John's, NL

Fewer, J. & Vaughan, D. (January 28, 2009). *Teaching for Critical Thinking: Part I Developing Fundamental Questions for Inquiry*. Memorial University of Newfoundland, St. John's, NL

Kirby, D. & Stordy, M. (January 15, 2009). *Academic Blogs: Why and How (You Might Use Them)* Memorial University of Newfoundland, St. John's, NL

GABRIELLE D. YOUNG, PhD

CURRICULUM VITAE

Associate Professor
Faculty of Education
Memorial University of
Newfoundland
G. A. Hickman Building, Box 125
St. John's, NL A1B 3X8
Work: 709-864-4413
gabrielle.young@mun.ca

Adjunct Professor
Cape Breton University

Personal Address:
24 Bar Haven Street
St. John's, NL
A1B 5G5
Cell: 709-749-0449

<http://www.mun.ca/educ/people/gyoung/index.php>
http://www.inclusiveeducationresearch.ca/faculty/atlantic/young_gabrielle.html

EDUCATION

<u>Degree</u>	<u>Specialization</u>	<u>University</u>	<u>Date</u>
Ph. D.	Educational Studies	Western University	2013
M. Ed.	Educational Psychology / Special Education	Western University	2007
B. Ed.	Primary / Junior Qualifications	Brock University	2005
B. A.	Child and Youth Studies	Brock University	2005

Research Interests

Assistive and instructional technology, applying the principles of universal design for learning to support students with exceptionalities in inclusive classrooms, quality childhood education and care, pre-service teachers' efficacy to support students in inclusive classrooms and facilitate positive mental health, and qualitative and mixed-methods research.

Doctoral Dissertation

Title: Examining Assistive Technology Use, Self-Concept, and Motivation, as Students with Learning Disabilities Transition from a Demonstration School into Inclusive Classrooms. (275 pages).

Supervisor: Dr. Jacqueline Specht

Master's Thesis

Title: The Effect of Assistive Technology on Perceptions of Achievement and Self-Esteem. (107 pages).

Supervisor: Dr. Jacqueline Specht

My research as an Assistant Professor, at Memorial University of Newfoundland, is highlighted under on Western University's Graduate Studies Program Menu:

<https://www.edu.uwo.ca/graduate-education/program/phd/index.html>

EMPLOYMENT

September 2018 – present	Associate Professor, Memorial University, St. John's, NL
July 2011 – Aug. 2018	Assistant Professor, Memorial University, St. John's, NL
Sept. 2009 – April 2011	Instructor, Western University, London, ON

RESEARCH FUNDING

2023	Goegan, L. & Young, G. Canadian Faces of Learning Disabilities (CFOLD) – Obtaining and disseminating knowledge Mitacs Business Strategy Internship (IT35850)	(\$15,000.00)
2022	Young, G. , Penney, S., & Moghaddam, A. Using self-study, the ADDIE Model, QMRubric, and UDL Guidelines. Research and Development Award	(\$2,666.40)
2020	Young, G. Learning Disabilities Association of Canada (LDAC) Research Hub: Synthesizing the last decade of Canadian research on specific learning disorders Mitacs Accelerate Grant (IT18545)	(\$15,000.00)
2020	Young, G. , Maich, K., Moghaddam, A., & Penney S. Barton Reading: Examining the impact of online and onsite tutoring on student literacy. Seed, Bridge and Multidisciplinary Fund	(\$9,990.76)
2019	Young, G. , Maich, K., Moghaddam, A., & Penney, S. Using online tutoring to support literacy. Research and Development Award	(\$2,998.00)
2019	Young, G. , Maich, K., Moghaddam, A., & Penney, S. <i>Using online tutoring to support literacy.</i> SSHRC Explore Grant	(\$6,985.76)
2019	Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., Penney, S., & Young, G. <i>A collaborative self-study inquiry to improve teaching practices through lesson study.</i> Research and Development Award	(\$2,930)
2018	Philpott, D., Maich, K., Penney, S., & Young, G. <i>Exploring the pre-emptive nature of early child education on the demand for special education/mental health services in schools</i> Margaret & Wallace McCain Family Foundation INC. Grant # 212767 40900 2000	(\$55,000)

- 2015 **Young, G.**, Harris, G. Joy, R., & Penney, S. *Pre-service teacher's preparation to facilitate positive mental health in the classroom.*
SSHRC/Vice President's Research Grant (\$7,000)
- 2015 **Young, G.**, Harris, G. Joy, R., & Penney, S. *Pre-service teacher's preparation to facilitate positive mental health in the classroom.*
Research and Development Grant (\$5,000)
- 2015 Penney, S., **Young, G.**, & Coles, L. *Children as researchers: Examining children's perceptions of inclusion.*
Research and Development Grant (\$5,000)
- 2015 Penney, S., & **Young, G.** *Examining home and school relationships surrounding a child with a disability.*
Seed, Bridge and Multidisciplinary Fund (\$10,000)
- 2015 Kilborn, M., Cameron, E., McGowan, E., & **Young, G.** *Healthy active living for children and youth in Labrador.*
Recreation NL (\$25,000)
- 2015 **Young, G.** *Using assistive technology within the framework of universal design for learning in inclusive elementary schools.*
Seed, Bridge and Multidisciplinary Fund (\$10,000)
- 2015 **Young, G.** *Using assistive technology within the framework of universal design for learning in inclusive elementary schools.*
Start-up Grants for New Faculty (\$10,000)
- 2015 Specht, J. (PI), AuCoin, A., Aylward, L., Bennett, S. M., Calder Stegeman, K., Flanagan, T., Freeman, J., Gallagher, T., Hutchinson, N. L., Lyons, W., Maich, K., Marshall, A., McGhie-Richmond, D., Metsala, J., Nowicki, E., Loreman, Sider, S. T., Thompson, S., Thomson R., Penney, S., Whitley, J., & **Young, G.** *The development of inclusive educational practices for beginning teachers.*
Social Sciences and Humanities Research Council of Canada (SSHRC), Insight Grant (435-2015-0128) (\$488,800)
Co-Investigator; April 2015 – March 2020
- 2012 Specht, J. (PI), Aucoin, A., Aylward, L., Bennett, S., Digiorio, C., Freeman, J., Gallagher, T., Gregory, K., Hill, A., Hutchinson, N., Katz, J., LeBlanc, M., Loreman, T., Lyons, W., McGhie-Richmond, D., Metsala, J., Mirenda, P., Nowicki, E., Timmons, V., Thompson, S., Vienneau, R., Whitley, J., & **Young, G.** *Borrowing from architecture: Universal design for inclusion and learning.*
Social Sciences and Humanities Research Council of Canada (SSHRC)
Partnership Grant Letter of Intent (\$20,000.00)
Co-Investigator; July 2012 – August 2012
- Role:** Assisted in devising the methodology of the project; and attended regional

meetings with partners to solidify involvement with the proposed research, governance structure, and knowledge mobilization.

- 2012 Specht, J. (PI), Aylward, L., Bennett, S., Digiorgio, C., Gallagher, T., Hutchinson, N., Katz, J., Loreman, T., Lyons, W., McGhie-Richmond, D., Metsala, J., Mirenda, P., Thompson, S., Whitley, J., & **Young, G.** *Are new teachers ready for the inclusive classroom?*

Western University Internal Social Sciences and Humanities Research Council of Canada (SSHRC) Grant (\$4,869.00)

Co-Investigator; April 2012 – March 2012

Role: Assisted in devising the methodology of the project; and collected data from pre-service teachers at Memorial University of Newfoundland.

- 2010 Hill, A. (PI), McGhie-Richmond, D., Specht, J., Inglis, A., Welsford, B., Strickland, J., Blackstien, S., **Young, G.**, Fennel, J., Chuy, M., Haaf, R., & Latham, G. *Educational and assistive technology for all.*

Social Sciences and Humanities Research Council of Canada (SSHRC) Public Outreach and Workshop Grant (\$71,466)

Co-Investigator with Bridges to Learning; May 2010 - August 2010

Role: Wrote accessible summaries of the conference keynote, presentations, and poster sessions; and wrote group newsletters for posting on various group websites.

HONORS AND AWARDS

- 2019 Recipient of the Glen Roy Blundon Award for Teaching and Learning Memorial University of Newfoundland

- 2016 Recipient of the Dean's Award for Engagement and Service, Memorial University of Newfoundland

- 2016 Nominated for the Canadian Committee for Graduate Students in Education (CCGSE) Mentorship Award

- 2015 Nominated for the Dean's Award for Engagement and Service, Memorial University of Newfoundland

- 2014 Nominated for the Glenn Roy Blundon Centre Teaching Award, Memorial University of Newfoundland

- 2010 Nominated for a Graduate Student Teaching Award, Western University

Doctoral Research

2011	Ontario Graduate Scholarship, Ministry of Training, Colleges and Universities	(\$15,000 - declined)
2010	Scottish Rite Graduate Student Award, Scottish Rite Charitable Foundation of Canada	(\$10,000)
2010	Western Graduate Research Scholarship, Western University	(\$6,500)
2010	Ontario Graduate Scholarship, Ministry of Training, Colleges and Universities	(\$15,000)
2010	Jessica Jean Campbell Coulson Research Award, Western University	(\$1,125)
2010	Centre for Inclusive Education Research Award, Western University	(\$750)
2010	Graduate Thesis Research Award, Western University	(\$530)
2009	Scottish Rite Graduate Student Award, Scottish Rite Charitable Foundation of Canada	(\$10,000)
2009	Western Graduate Research Scholarship, Western University	(\$6,500)
2008	Doreen Kronick Scholarship, Learning Disabilities Association of Canada	(\$500)
2008	Western Graduate Research Scholarship, Western University	(\$6,500)
2007	Western Graduate Research Scholarship, Western University	(\$6,500)

M. Ed. Research

2007	Centre for Inclusive Education Research Award, Western University	(\$750)
------	---	---------

B. A. / B. Ed.

2005	Deans Award for Professional Growth, Brock University	(\$200)
2004	Entrance Scholarship Renewal, Brock University	(\$3,500)
2002	Entrance Scholarship Renewal, Brock University	(\$3,500)
2001	Entrance Scholarship, Brock University	(\$3,500)

ACADEMIC PUBLICATIONS

Publication Summary

Peer Reviewed Journal Articles - 25

Peer Reviewed Book Chapters - 13

Web-based Publications - 13

Edited Compilations for Special Issues of Journals - 3

Government Reports - 3

Faculty Reports - 1

Funded Reports - 1

Invited Submissions - 3

Papers Presented at Peer Reviewed Academic Conferences - 52

Posters Presented at Peer Reviewed Academic Conferences - 15

Invited Talks in Academic and Community Settings - 29

Presentations at Academic Meetings and Professional Workshops - 24

Invited Media Interviews - 4

Total = 186

Peer Reviewed Journal Articles

- 25 Goegan, L. D., Olanrewaju D. & **Young G.** (2024). Canadian researchers examining issues related to learning disabilities: A scoping review. *Learning Disabilities: A Contemporary Journal*, 22(2), 145-173.
- 24 Sharpe, S., & **Young, G.** (2023). Using Google Classroom as assistive technology in universally designed classrooms. *Canadian Journal of Learning and Technology*, 49(1), 1-17. <https://doi.org/10.21432/cjlt28456>
- 23 Azam, S., Goodnough, K. C., Moghaddam, A., Arnold, C., Penney, S., **Young, G.**, & Maich, K. (2021). Becoming inclusive teacher educators: Self-study as a professional learning tool. *International Journal for the Scholarship of Teaching and Learning*, 15(2), 1-9. <https://doi.org/10.20429/ijstol.2021.150204>
- 22 Badenhorst, C., Pickett, S., Arnold, C., Lewis, L., Vaandering, D., Heather McLeod, H., Buley, J., Goodnough, K., Maich, K., Penney, S. & **Young, G.** (2021). On being reviewed: From ghosts that haunt in isolation toward connection and unexpected agency. *Higher Education Research & Development*, 40(5), 917-931. <https://doi.org/10.1080/07294360.2020.1792847>
- 21 Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., Penney, S. and **Young, G.** (2020). Exploring lesson study in postsecondary education through self-study. *International Journal for Lesson and Learning Studies*, 9(4), 367-381. <https://doi.org/10.1108/IJLLS-05-2020-0025>

- 20 Goodnough, K., Arnold, C., Azam, S., Maich, K., Moghaddam, A., Penney, S., & **Young, G.** (2020). Cultivating a self-study community of practice: Reflections of faculty on issues of evolution and functioning. *Studying Teacher Education*, 16(2), 145-163. doi: [10.1080/17425964.2020.1737928](https://doi.org/10.1080/17425964.2020.1737928)
- 19 **Young, G.**, Philpott, D., Butler, E., Maich, K., & Penney, S. (2019). Exploring the impact of quality early child education on special education: Can we prevent placement in special education? *Exceptionality Education International*, 29(3), 6-21. <https://ir.lib.uwo.ca/eei/vol29/iss3/2>
- 18 Penney, S., **Young, G.**, Butler, E., Maich, K., & Philpott, D. (2019). The role of quality ECE in facilitating mental health and well-being in children. *Exceptionality Education International*, 29(3), 57-76. <https://ir.lib.uwo.ca/eei/vol29/iss3/5>
- 17 Maich, K., Davies, A., Penney, S., Butler, E., **Young, G.**, & Philpott, D. (2019). Young children with Autism Spectrum Disorder in early education and care: The earlier we begin, the better. *Exceptionality Education International*, 29(3), 77-91. <https://ir.lib.uwo.ca/eei/vol29/iss3/6>
- 16 **Young, G.**, & Careen, C. (2019). Examining the literature on assistive technology. *Knowledge about Literacy (Viden om Literacy)*, 26, 14-21.
- 15 Badenhorst, C., Pickett, S., Arnold, C., Lewis, L., Vaandering, D., McLeod, H., Buley, J., Goodnough, K., Maich, K., Penney, S., & **Young, G.** (2019). On being reviewed: From ghosts that haunt in isolation toward connection and unexpected agency *Higher Education Research & Development*.
- 14 **Young, G.**, de Lugt, J., Penny, S., & Specht, J. (2019). Exceptionality Education International: Responding to change and promoting dialogue on inclusive education for all. *Scholarly and Research Communication*, 10(2): 1001307, 8 pp. <http://doi.org/10.22230/src.2019v10n2a307>
<https://src-online.ca/index.php/src/article/view/307/599>
- 13 **Young, G.**, Specht, J. A., Hunter, F. E., Terreberry, S., & McGhie-Richmond, D., (2018) "The First Day He Kicked Shoes at Me, the Last Day He Brought Me a Picture of Himself": Investigating the Practicum Experiences of Pre-service Teachers. *Exceptionality Education International*, 28(3), 83-101. Retrieved from <https://ir.lib.uwo.ca/eei/vol28/iss3/7>
- 12 **Young, G.**, Kilborn, M., Arnold, C., Azam, S., Badenhorst, C., Godfrey, J. R., Goodnough, K., Lewis, L., Li, X., McLeod, H., Moore, S., Penney, S., & Pickett, S. (2017, July). Women reflect on being well in academia: Challenges and supports. Manuscript published in special issue on Fostering Health and Well-being in Education, in *Learning Landscapes*, 10(2), 335-351. <https://doi.org/10.36510/learnland.v10i2.819>

<http://www.learninglandscapes.ca/index.php/learnland/article/view/819>

- 11 Weber, L., & **Young, G.** (2017). High school administrators and inclusion: A review of the literature. *Antistasis*, 7(1), 13-25.
- 10 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. <http://dx.doi.org/10.1080/13603116.2015.1059501>
Role: Contributed to the conceptualization of the study design, assisted with data collection, and critically reviewed the article for intellectual content and provided feedback on the article.
- 9 **Young, G.**, & Specht, J. (2015, October). Supporting school participation: Lessons learned from a youth with a mild intellectual disability. *The Inclusive Educator Journal*, 1(1), 7-12.
- 8 Penney, S., **Young, G.**, Badenhorst, C., Goodnough, K., Hesson, J., Joy, R., McLeod, H., Pelech, S., Pickett, S., & Stordy, M. (2015). Faculty writing groups: A support for women balancing family and career on the academic tightrope. *Canadian Journal of Higher Education*, 45(4), 457-479.
http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/184396/pdf_52
Role: Worked with the first author in developing the methodology of the project and coding the narratives, wrote the methodology and results sections, and contributed to the literature review and discussion sections.
- 7 MacKenzie, C., & **Young, G.** (2014). Implementing technology within universally designed literature circles. *The Morning Watch*, 42(1-2), 1-33.
http://www.mun.ca/educ/faculty/mwatch/vol42/fall2014/Young_Mackenzie.pdf
Role: Supervised Carole Mackenzie's M.Ed. project and condensed and formatted the project to meet the requirements of a journal manuscript publication.
- 6 King, G., Specht, J., Petersen, P., Servais, M., Stewart, S., **Young, G.**, & Brown, H., (2014). The development of expertise in children's mental health therapists and teachers: Changes in perspective and approach. *Educational Research*. 56(3), 277-294. <http://dx.doi.org/10.1080/00131881.2014.934553>
Role: Contributed to the conceptualization of the study design and analysis and interpretation of the data, and critically reviewed the article for intellectual content and provided feedback on the article.
- 5 **Young, G.** (2013). Assistive technology for students with learning disabilities: Perceptions of students and their parents. *The Morning Watch*, 41(1-2), 1-7.
<http://www.mun.ca/educ/faculty/mwatch/vol41/fall2013/gabrielleYoung.pdf>
- 4 Badenhorst, C., Penney, S., Pickett, S., Joy, R., Hesson, J., **Young, G.**, McLeod,

H., Vaandering, D., & Li, X. (2013). Writing relationships: Collaboration in a faculty writing group. *All Ireland Journal of Teaching and Learning in Higher Education*, 5(1), 1001-1026. <http://ojs.aishe.org/index.php/aishe-j/article/view/100/152>

Role: Contributed to the conceptualization of the study design and analysis and interpretation of the data, and critically reviewed the article for intellectual content and provided feedback on the article.

- 3 **Young, G.** (2012). Using metaphor and poetry to portray the process of becoming a researcher. *The Morning Watch*, 40(1-2), 1-12. http://www.mun.ca/educ/faculty/mwatch/mwatch_sped13/Young.pdf

- 2 King, G., Specht, J., Bartlett, D., Servais, M., Petersen, P., Brown, H., **Young, G.**, & Stewart, S. (2010). A qualitative study of workplace factors influencing expertise in the delivery of children's education and mental health services. *Journal of Research in Interprofessional Practice and Education*, 1(3), 265-283. <http://www.jripe.org/index.php/journal/article/view/25>

Role: Contributed to the conceptualization of the study design and analysis and interpretation of the data, and critically reviewed the article for intellectual content and provided feedback on the article.

- 1 Specht, J., Howell, G., & **Young, G.** (2007). Students with special education needs and their use of assistive technology during the transition to secondary school. *Childhood Education, International Focus Issue*, 83(6), 385-389. [doi:10.1080/00094056.2007.10522956](https://doi.org/10.1080/00094056.2007.10522956)

Role: Conducted all interviews with research participants and associated educators; transcribed, summarized, and critically evaluated all of the data; performed literature searches and summarized relevant articles; and assisted in editing the final paper.

Peer Reviewed Book Chapters

- 13 McLeod, H., Badenhorst, C., Hesson, J., Li, X., Penney, S., Pickett, S. & **Young, G.** (2024). "If I had my time back": Poetic reflections on seasons in the academy. In T. Sibbald, & T. Handford (Eds.) *Seasons in the Academy*. (pp. XX-XX). University of Ottawa Press.
- 12 **Young, G.** (2022). Chapter 9 The Grade 5 Field Trip Case Commentary. In S. Sider & K. Maich (Eds.). *Leadership for Inclusive Schools* (pp. XX-XX). Rowman & Littlefield
- 11 Jahnukainen, M., Maich, K., Penney, S., & **Young, G.** (2022). Current trends in inclusive and special education in Newfoundland and Labrador, Canada, and Finland. In Christou, T. M., Kruschel, R., Matheson, I. A., & Merz-Atalik, K. (Eds.). *European Perspectives on Inclusive Education in Canada*. (pp. 77-96). Taylor & Francis.

- 10 Badenhorst, C., Doyle, A., Hesson, J., Li, X., McLeod, H., Penney, S. & **Young, G.** (2022). Sabbatical tales: Expectations and experiences. In T. Sibbald & T. Handford (Eds.). *The Academic Sabbatical: A Voyage of Discovery*. (pp. 165-184). University of Ottawa Press.

- 9 **Young, G. D.**, Philpott, D., Penney, S. C., Maich, K. and Butler, E. (2021). Quality early child 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 Limited, Leeds. <https://doi.org/10.1108/S1479-363620210000015004>

- 8 Penney, S., **Young, G.**, Badenhorst, C., McLeod, H., Moore, S., & Pickett, S. (2020, Spring). Women reflect on remaining an academic: Challenges and supports. In T. Handford & T. Sibbald (Eds.). *Beyond the Academic Gateway: Looking Back on the Tenure-Track Journey* (pp. 101-120). University of Ottawa Press. https://muse.jhu.edu/pub/192/edited_volume/chapter/2762688

- 7 Penney, S., **Young, G.**, Maich, K., & Butler, E. (2019). Förderung der Kommunikation zwischen Elternhaus und Schule um ein Kind mit Beeinträchtigung: Wahrnehmungen von Eltern in Neufundland und Labrado. In D. Jahr & R. Kruschel (Eds.). *Inclusion in Canada. International Perspectives on Heterogeneity Sensitive Education*. Weinheim, Germany: Beltz Verlag.

- 6 Penney, S., **Young, G.**, Maich, K., & Butler, E. (2019). Promoting home-school communication surrounding children with disabilities: Parental perceptions in Newfoundland and Labrador, Canada (pp. 198-214). Paper prepared in English and translated into German for publication in the anthology by D. Jahr & R. Kruschel (Eds.). *Inclusion in Canada: Perspectives on Cultures, Structures and Practices*. Weinheim, Germany: Beltz Verlag.

- 5 **Young, G.** (2018). Case study #22: Using assistive technology in inclusive classrooms. In D. Griffiths & J. Ryan (Eds.). *Case Studies for Inclusive Educators and Leaders*. (8 pages). Burlington, ON: Word & Deed Publishing. ISBN: 978-0-9918626-3-4

- 4 Calder Stegemann & A. AuCoin (Eds.), *Inclusive Education: Stories of Success and Hope in a Canadian Context*. (pp. 147-149). Don Mills, ON: Pearson Canada Inc. <http://catalogue.pearsoned.ca/educator/product/Inclusive-Education-Stories-of-Success-and-Hope-in-a-Canadian-Context/9780134184135.page>

- 3 **Young, G.**, Penney, S., Anderson, J., Badenhorst, C., Dawe, N., Goodnough, K., Hesson, J., Joy, R., Li, X., McLeod, H., Moore, S., Pelech, S., Pickett, S., Stordy, M., & Vaandering, G. (2017). Women reflect on their journeys toward becoming academics: Challenges and supports. In T. Handford & T. Sibbald (Eds.). *The academic gateway: Understanding the journey to tenure*. (pp. 79-92). University of Ottawa Press. <https://www.jstor.org/stable/j.ctt1qft27z>
*This book is winner of the INDES award in the category of Adult Non-Fiction, Career.
 - 2 Badenhorst, C. M., Joy, R., Penney, S., Pickett, S., Hesson, J., **Young, G.**, McLeod, H., Vaandering, D., & Li, X. (2016). Becoming an academic: Reflective writing and professional development. In G. Ortoleva, M. Bétrancourt, & S. Billet (Eds.). *Writing for Professional Development* (pp. 340 - 359). Leiden, The Netherlands: Brill Publishers. doi: 10.1163/9789004264830_138
<http://www.brill.com/products/book/writing-professional-development>
 - 1 Specht, J., **Young, G.** (2010). How administrators build schools as inclusive communities. In A. L. Edmunds & R. B. Macmillan (Eds.). *Leadership for inclusion: A practical guide* (pp. 65-72). Rotterdam: Sense Publishers.
<https://www.sensepublishers.com/media/577-leadership-for-inclusion.pdf>
- Role:** Performed literature searches, summarized the research included in the chapter, and assisted in editing the final paper.

Web-based Publications

- 13 **Young, G.** (2022, April). *Supporting Learning Disabilities by Promoting the Right to Read*. Research Summary for the Learning Disability Association of Canada (also translated into French).
- 12 **Young, G.** (2022, February). *Canadian Research on Reading Disabilities*. Research Summary for the Learning Disability Association of Canada (also translated into French).
- 11 **Young, G.**, Arnold, C., Azam, S., Moghaddam, A., Maich, K., & Penney, S. (2020, September). *Strategies to Support Online Teaching and Learning: Insights from a Panel Discussion with Members of the Faculty of Education at Memorial University*. Research Summary for the Learning Disability Association of Canada (also translated into French).
- 10 Ball, J. Penney, S., **Young, G.**, Harris, G., & Joy, R. (2019). *Teacher readiness: Teacher attitudes, opinions, and perspectives towards facilitating positive mental health in the classroom*. Article written for *Inclusive Education Canada*.
Retrievable from: <https://inclusiveeducation.ca/wp-content/uploads/sites/3/2019/02/Ball-Article-MHLJBall-1.pdf>

- 9 **Young, G.,** Maich, K., Penney, S., Philpott, D., & Butler, E. (2019). *Understanding how Quality Early Child Education helps to prevent Special Educational Needs in children.* Article written for *Inclusive Education Canada*. Retrieval from <https://inclusiveeducation.ca/wp-content/uploads/sites/3/2019/02/G-Young-Inclusive-Education-Month-Inclusive-Early-Childhood-Education-Jan-2019.pdf>
 - 8 **Young, G.,** Penney, S., Maich, K., & Butler, E. (2018). Teachers and parents working together to support inclusion. National Inclusive Education Month Commentary #12. Retrieval from <https://inclusiveeducation.ca/2018/02/20/teachers-and-parents-working-together-to-support-inclusion/>
 - 7 **Young, G.** (2016, February). Assistive technology: Tools and services to support education, participation, and inclusion. National Inclusive Education Month Commentary #7. Retrieval from <http://inclusiveeducation.ca/2016/02/09/7-assistive-technology-tools-and-services-to-support-education-participation-and-inclusion-by-gabrielle-young-phd/>
 - 6 Badenhorst, C., Goodnough, K., Azam, S., Gill, D., Moore, S., Stordy, M., Kilborn, K., **Young, G.,** Penney, S., Pickett, S., Mcleod, H., Li, X., Lewis, L., Galway, K., Kondratieva, Joy & Vaandering, D. (2016, April). Faculty writing groups as communities of practice. *University Affairs*. Retrieved April 6, 2016 from http://www.universityaffairs.ca/career-advice/career-advice-article/faculty-writing-groups-communities-practice/?utm_source=University+Affairs+e-newsletter&utm_campaign=02832d6ee7-Newsletter_April_6_2016&utm_medium=email&utm_term=0_314bc2ee29-02832d6ee7-425283661
 - 5 MacCormack, J., & **Young, G.** (2015, Winter). Using universal design to support technology integration. *Education Watch*, 6(1), 4-7. <https://inclusiveeducationcanada.files.wordpress.com/2013/07/education-watch-vol-6-issue-1-winter-2015-inclusive-education-canada.pdf>
- Role:** Assisted in developing the framework of the manuscript and the included case studies, assisted in writing and editing the manuscript, and secured permission to use the included images.
- 4 **Young, G.,** & MacCormack, J. (2014). Les technologies d'aide pour les élèves ayant des troubles d'apprentissage : résumé fondé sur des données probantes. *TA@l'école*, a publication of the Learning Disabilities Association of Ontario. Retrieved December 3, 2023 from: <https://www.taalecole.ca/technologies-daide/>
 - 3 **Young, G.,** & MacCormack, J. (2014). Assistive technology for students with learning disabilities: An evidence-based summary for teachers. *LD@school*, a publication of the Learning Disabilities Association of Ontario. Retrieved June 26, 2014 from: <https://www.ldatschool.ca/assistive-technology/>

- 2 **Young, G.,** Specht, J., & Dolmage, M. (2013). Evidence of effective high school inclusion: Research, resources and inspiration. *CAEP Dialogic*, 1(1), 18-20.
- 1 **Young, G.,** & Specht, J. (2009). What do students say about the use of assistive technology? *Association for Special Education Technology Ontario Hub Newsletter*. Retrieved June 26, 2009 from <http://aset-thehub.wikispaces.com/page+5>

Edited Compilations for Special Issues of Journals

Young, G. (Ed.) (2019). Linking Quality Early Child Education and Special Education Needs: Special Issue. *Exceptionality Education International*, 29(3), 1-153. Accessible online at: <https://ir.lib.uwo.ca/eei/>

Young, G., Philpott, D., Bertrand, J., & McCuaig, K. (2019). Linking Quality Early Child Education and Special Education Needs: Introduction to the Special Issue. *Exceptionality Education International*, 29(3), 1-5. Accessible online at: <https://ir.lib.uwo.ca/eei/vol29/iss3/1>

Penney, S., & **Young, G.** (Eds) (2015). Your Academic Journey. *The Morning Watch*, 42(3-4). ISSN 0384-50-28. Accessible online at: <http://www.mun.ca/educ/faculty/mwatch/winter2015.htm>

Penney, S., & **Young, G.** (2015). Forward: Your Academic Journey. *The Morning Watch*, 42(3-4), 1-5. Retrieved August 30, 2016 from <http://www.mun.ca/educ/faculty/mwatch/vol42/winter2015/Foreword.pdf>

Young, G., & MacCormack, J. (Eds.) (2013). A Snapshot of Inclusive Education in Canada / Un instantané de l'éducation inclusive au Canada. *CAEP Dialogic*, 1(1), 1-28.

Young, G., & MacCormack, J. (2013). Introduction to the CAEP Dialogic from the guest editors. *CAEP Dialogic*, 1(1), 4-5.

Government Reports

- 3 Kilborn, M., Cameron, E., McGowan, E., **Young, G.,** Cummings, M., & Baird, J. (2016). *Healthy Active Living in Labrador Research Project*. Report prepared for Recreation Newfoundland and Labrador and the Department of Health and Community Services. (48 pages).

Role: Assisted with the review of the literature and the analysis of the qualitative data.

- 2 Mattatall, C., & **Young, G.** (2013). *A brief analysis of the Eastern School District's inclusive education environmental scan (2012)*. Report prepared for the Eastern School District of Newfoundland and Labrador. (32 pages)

Role: Assisted with the review of the literature and the analysis of the qualitative data.

- 1 Dolmage, M., **Young, G.**, Stuart, H., Specht, J., & Strickland, J. (2009). *Evidence of effective high school inclusion: Research, resources and inspiration*. Report prepared for the Ontario Ministry of Education. (33 pages)
<file:///Users/gabrielleyoung/Downloads/IAI%20EDU%20Research%20Report.pdf>

Role: Assisted with the development of the methodology of the project, facilitated focus groups discussions, coded all transcribed interviews, performed literature searches and contributed to the literature review, and contributed to writing the final report.

Faculty Reports

Philpott, D., Cahill, M., Furey, E., Penney, S., **Young, G.**, & Mellor, J. (2017). *Bachelor of Special Education Program Review 2017: A report of the review panel*. Report prepared for the Dean of the Faculty of Education, Memorial University. (20 pages)

Funded Reports

Philpott, D., **Young, G.**, Maich, K., Penney, S., & Butler, E. (2019). *The Preemptive Nature of Quality Early Child Education on Special Educational Needs in Children*. Report prepared for Margaret and Wallace McCain Family Foundation. (60 pages). <https://research.library.mun.ca/13571/>

Invited Submissions

- 3 **Young, G.** (2020, May). Ep 27: Student Supports for Online Learning with Dr. Gabrielle Young. *MUN Get Schooled Graduate Student Podcast out of 93.5 CHMR & Memorial University of Newfoundland..*
<https://mungetschooledpodcast.podbean.com/e/ep-27-student-supports-for-online-learning-with-dr-gabrielle-young/>
- 2 **Young, G.**, Philpott, D., Maich, K., Penney, S., & Butler, E. (2019, Fall). *Quality early child education protects against special educational needs in children*. Submitted to the Research Committee for the Learning Disability Association of Canada fall newsletter.
- 1 Young, G. (2017, Fall). *A research snapshot: Examining assistive technology in inclusive classrooms within the framework of Universal Design for Learning*. Submitted to the Research Committee for the Learning Disability Association of Canada fall newsletter.

Submitted for Publication

Young, G., Penney, S., Arnold, C., Azam, S., Goodnough, K., Moghaddam, A., & Maich, K. (Under review). Critical friends use Universal Design for Learning to improve inclusive teaching pedagogy. *The Canadian Journal for the Scholarship of Teaching and Learning*.

Moghaddam, A., **Young, G.**, & Goodnough, K. (Under review). Technology affordances to optimize students' choice and autonomy through a self-study. *Teaching and Teacher Education*.

Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., Penney, S., & **Young, G.** (Under review). Teaching and scholarship in the time of COVID. Trends in Neuroscience and Education.

Ball, J., **Young, G.**, Penney, S., Harris, G., & Joy, R. Facilitating positive mental health in inclusive classrooms. Manuscript submitted to the *Journal of Mental Health Training, Education and Practice*.

Butler, E., Penney, S., & **Young, G.** Children as Researchers: Examining Children's Perceptions of Inclusion. Manuscript submitted to...

Lewis, L., Penney, S., Young, G., & Redmond, L. Stress in caregivers of people with intellectual and developmental disabilities: The role of support. Manuscript submitted to...

Cameron, E., Borduas, C., Kilborn, M., McGowan, E., **Young, G.**, & Cummings, M. Exploring healthy active living programs targeting school-aged youth in rural and remote communities in Labrador, Canada. Manuscript submitted to *Rural and Remote Health*.

Kirkpatrick, L. C., **Young, G.**, Brown, H. M., Searle, M. J., Sauder, A. E., Penney, S., & Kilborn, M. The role of writing groups in the career development of emerging academics in the field of education. Manuscript submitted for publication with the *Journal of Research Practice*.

Role: Assisted in developing the focus and methodology of the study, contributed to data collection and analysis, and wrote the methods and results sections of the study.

McGhie-Richmond, D., Specht, J., Aylward, L., Bennett, S. Gallagher, T., Hutchinson, N., Katz, J., Loreman, T., Lyons, W., Metsala, J., Mirenda, P., Thompson, S., **Young, G.**, & Copfer, S. Pre-Service teachers in Canada answer: 'What Does Inclusion Mean to You?' Manuscript submitted for publication with *Teaching and Teacher Education*.

Articles in Preparation

Arnold, C., Moghaddam, A., Azam, S., Goodnough, K., Maich, K., Penney, S., & **Young, G.** (In preparation). Lesson-study in a pre-service teacher education program: Improving students' action and expression.

Lewis, L., Arnold, C. H., Pickett, S., **Young, G.**, Badenhorst, C., Buley, J., Goodnough, K., Maich, K., McLeod, H., & Penney, S. (Book chapter in progress). *Gendered dynamics and barriers impacting women and women-identified scholars.*

Young, G., & Specht, J. *Examining the impact of assistive technology on students with learning disabilities as they transition from a demonstration school into inclusive high schools.*

Young, G., & Specht, J. *Paul: A case study of a youth with an emotional and behavioural disorder.*

Young, G., & Specht, J. *Including students with significant disabilities in secondary education.*

Young, G., Specht, J., & Nowicki, E. *The effect of assistive technology on perceptions of academic achievement and self-esteem.*

EDITORIAL BOARDS SERVED

Editor, Exceptionality Education International (EEI)
September 2015 – August 2021

Assist with developing the philosophical direction of the journal; screen submitted manuscripts for possible publication; and complete administrative duties and respond to inquiries in regards to the journal and manuscripts.

Editorial Review Board Member; International Journal of Whole Schooling (IJWS)
May 2014 – present

Review manuscripts, as requested, and offer mutually respectful and constructive review of manuscripts to assist in providing the highest quality papers.

Reviewer; Reading and Writing Quarterly: Overcoming Learning Difficulties
Sept. 2017 – present

Review manuscripts, as requested, and offer mutually respectful and constructive review of manuscripts to assist in providing the highest quality papers.

Associate Editor; Exceptionality Education International (EEI)
September 2013 – August 2015

Read articles to determine reviewers, secured the reviewer's agreement to conduct the review in the allotted time, and ensured that recommended changes were made before sending the publication to the copy-editors for online publication.

ACADEMIC REVIEWS

Journal Article Reviewer for

International Journal of Whole Schooling – 2012, 2013, 2014, 2015, 2018

Educational Psychology - 2014

Canadian Journal of Learning and Technology - 2013

Brock Education Journal - 2012

Book Reviews

Young, G. (2015). Book review for: *Inclusive education (Chapters 1- 14)*. Pearson Canada Inc.

Young, G. (2014). Book review for: *Developing self-regulated learners (Chapters 1- 12)*. Pearson Canada Inc.

Young, G. (2013, October). Book prospectus review for: *Developing self-regulated learners*. Pearson Canada Inc.

ACADEMIC PRESENTATIONS

Papers Presented at Peer Reviewed Academic Conferences

- 52 Goegan, L. D., Young, G. & Ayeni, A. (June 2025). *Canadian Faces of Learning Disabilities: A Struggle for Identity*. Canadian Psychological Association (CPA) Annual Conference. St. John's, NL.
- 51 Moghaddam, A., Arnold, C., Penney, S., **Young, G.** (Accepted). *Reflective practice: Revisiting a lesson study in a technology for preservice teachers course*. WALs.
- 50 Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., Penney, S., **Young, G.** (2022). *Teaching and scholarship in the time of chaos: Impact of pandemic on teacher educators*. Presented at Teaching and Learning Conference. Memorial University.
- 49 Arnold, C., Moghaddam, A., Azam, S., Goodnough, K., Maich, K., Penney, S., **Young, G.** (2021, December). *Lesson study in a pre-service teacher education program: Improving students' action and expression*. WALs.
- 48 Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., Penney, S., & **Young, G.** (2021, May/June). *Teaching and scholarship during COVID-19: A narrative inquiry of a self-study group*. Presented at the Canadian Society for the Study of Education presented at the Canadian Society for the Study of Education

- 47 Specht, J., Charles, E., deLugt, 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., Thorne, C., Villella, M., Whitley, J., & **Young, G.** (2021, May/June). *Supporting the development of inclusive practice in beginning teachers*. Symposium presented at the Canadian Society for the Study of Education presented at the Canadian Society for the Study of Education, Edmonton, AB.
- 46 Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., Penney, S., & **Young, G.** (2020, Dec). *Lesson study challenges in a teacher education course: Experiences of a self-study group*. Presented at the World Association for Lesson Study
- 45 Specht, J., Charles, E., de Lugt, J., Delorey, J., Gallagher, T., Howell, G., Ismailos, L., Lau, Z., Maich, K., McGhie-Richmond, D., Metsala, J., Sider, S., Thompson, S., Thorne, C., Whitley, J., **Young, G.** (2020, May/June). Inclusive education and beginning teachers: Implications for research and practice. Symposium presented at the Canadian Society for the Study of Education presented at the Canadian Society for the Study of Education, London, ON. (Conference cancelled)
- 44 Ogolo, C., Burke, A., & **Young, G.** (2020, June). *Exploring children's experiences of play and learning in three full-day kindergarten classrooms using interviews and drawings*. Paper presented at the annual conference of the Canadian Society for Studies in Education, London, ON. (Conference cancelled)
- 43 Maich, K., Philpott, P., **Young, G.**, Penney, S., & Butler, E. (2019, November). Examining the pre-emptive impact of quality early childhood education on the demand for special education services. Lecture presentation for *Ontario Council for Exceptional Children*, Toronto, ON.
- 42 Bertrand, J., Butler, E., Fesseha, E., Maich, K., McCuaig, K., McLean, C., Pelletier, J., Penney, S., Philpott, D., & **Young, G.** (2019, June). *Quality early childhood education the need for special education services: A symposium*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.
- 41 Penney, S., & **Young, G.** (2019, June). Women reflect on remaining an academic: Challenges and supports. Presented in *Administrative implications of tenure-track and tenure experiences*. Symposium led by T. Sibbald & V. Handford at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.

- 40 **Young, G.**, Maich, K., Penney, S., Philpott, D., & Butler, E. (2019, April). *Mediating the impact: Quality early childhood services last a lifetime*. Paper presented at the annual conference of Early Childhood Educators of British Columbia, Vancouver, BC.
- 39 Butler, E., Penney, S., & **Young, G.** (2019, April). *Children as researchers: Examining children's perception of inclusion*. Paper presented at the annual conference of the American Educational Research Association, Toronto, ON.
- 38 Goodnough, K., Arnold, C., Azam, S., Gardner, M., Maich, K., Moghaddam, A., Penney, S., & **Young, G.** (2019, April). *Cultivating a self-study community of practice: Reflections of faculty on issues of evolution and functioning*. Paper presented at the annual conference of the American Educational Research Association, Toronto, ON.
- 37 Lewis, L., Penney, S., **Young, G.**, & Maich, K. (2019, January). Stress in caregivers of people with intellectual and developmental disabilities: The role of support. *Research-informed Practice; 20th International Conference on Autism, Intellectual Disability and Developmental Disabilities*. Kanaapali Beach, Maui.
- 36 Badenhohrst, C., Pickett, S., Arnold, C., Lewis, L., Buley, J., Godfrey, J., Goodnough, K., Maich, K., McLeod, H., Penney, S., **Young, G.**, & Vaandering, D. (2018, September). On being reviewed: From ghosts that haunt in isolation toward connection and unexpected agency. *6th International Academic Identities Conference (LAIC2018)*. Hiroshima, Japan.
- 35 Goodnough, K., Arnold, C., Azam, S., Gardner, M., Moghaddam, A., Penney, S., & **Young, G.** (2018, May). *Exploring the potential of Universal Design for Learning (UDL) through self-study: Beginning the journey*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Regina, SK.
- 34 Lewis, L., **Young, G.**, Arnold, C., Azam, S., Badenhohrst, C., Goodnough, K., Maich, K., McLeod, H., Moore, S., Penney, S., & Stordy, M. (2018, May). *Writing goals: Pre and post reflections on participating in a Faculty Writing Group*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Regina, SK.
- 33 Specht, J., Bennett, S., Flanagan, T., Gallagher, T., Howell, G., Hutchinson, N., Metsala, J., McGhie-Richmond, D., Nowicki, E., **Young, G.**, Fairbrother, M., Hunter, F., Ismailos, L., Poole, J., Vanderloon, M., & Li, X. (2018, May). *Beginning teachers: Development of inclusive practice*. Symposium presented at the annual conference of the Canadian Society for Studies in Education, Regina, SK.

- 32 **Young, G.,** Penney, S., Maich, K., & Butler, E. (2018, May). *Strategies to promote home-school communication surrounding a child with a disability*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Toronto, ON.
- 31 **Young, G.,** & Penney, J. (2017, June). *Examining home and school relationships surrounding a child with a disability*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Toronto, ON.
- 30 **Young, G.,** & Careen, C. (2016, May). *Using assistive technology within the framework of Universal Design for Learning in inclusive elementary schools*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Calgary, AB.
- 29 Kilborn, M., **Young, G.,** Azam, S., Badenhorst, C., Goodnough, K., Lewis, L., Moore, S., Penney, S., & Pickett, S. (2016, May). *Women reflect on being well in academia: Challenges and supports*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Calgary, AB.
- 28 Kilborn, M., Cameron, E., McGowan, E., & **Young, G.** (2016, May). *Healthy active living in Labrador: Supporting wellness for children and youth*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Calgary, AB.
- 27 Sibbald, T., Deer, F., Handford, V., Kornelsen, L., Miller, P., Rickwood, G., Sharma, M., & **Young, G.** (2016, May). *What tenure-track implies about graduate studies*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Calgary, AB.
- 26 Howery, K., McGhie-Richmond, D., Specht, J., & **Young, G.** (2016, February). *Assistive technology (AT) in the "lawless" society: A Canadian perspective*. Paper presented at the annual conference of the Assistive Technology Industry Association, Orlando, FL.
- 25 **Young, G.,** Goodnough, K., Kilborn, M., Penney, S., Brown, H., Kirkpatrick, L., Sauder, A., & Searle, M. (2015, June). *Reflections on developing and maintaining writing groups to support graduate students and untenured faculty*. Canadian Committee of Graduate Students in Education (CCGSE) workshop and paper presented at the annual conference of the Canadian Society for Studies in Education, Ottawa, ON.
- 24 **Young, G.,** Penney, S., Anderson, J., Badenhorst, C., Dawe, N., Goodnough, K., Hesson, J., Joy, R., Li, X., McLeod, H., Moore, S., Pelech, S., Pickett, S., Stordy, M. & Vaandering, D. (2014, May). *Women reflect on their journeys toward becoming academics: Challenges and supports*. Paper presented at the annual conference of the Canadian Society for Studies in Education, St. Catharines, ON.

- 23 **Young, G., & Specht, J.** (2014, April). *Perceptions of assistive technology: Insights from students with learning disabilities and their parents*. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- 22 **Young, G., & Specht, J.** (2013, June). *Examining the impact of assistive technology on students with learning disabilities and strategies to support its use*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.
- 21 **Young, G., Penney, S., Badenhorst, C., Goodnough, K., Hesson, Joy, R., McLeod, H. J., Pelech, S., Pickett, S., Stordy, M., & (2013, June).** *Female's perspectives and experiences of parenting on the academic tightrope*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.
- 20 Badenhorst, C., Penney, S., Pickett, S., Hesson, J., Joy, R., **Young, G.,** McLeod, H., Vaandering, D., & Li, X. (2013, June). *Women faculty, collaboration and writing productivity*. Paper presented at the Inkshed Conference organized by Canadian Association for the Study of Language and Learning, Vancouver, BC.
- 19 McGhie-Richmond, D., Specht, J., Loreman, T., Aylward, L., Bennett, S., Gallagher, T., Katz, J., Lyons, W., Metsala, J., Mirenda, P., Thompson, S., **Young, G.,** Copfer, S., Gregory, K., & Cloutier, S. (2013, June). *New teachers' self-efficacy for teaching in diverse and inclusive classrooms: A Canadian snapshot*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.
- 18 Specht, J., & **Young, G.** (2012, July). *Inclusive Indicators: A tool for schools*. Presented at the International Association for the Scientific Study of Intellectual Disabilities, Halifax, NS.
- 17 **Young, G. & Specht, J.** (2012, May). *Supportive school practices for students with learning disabilities*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Waterloo, ON.
- 16 Badenhorst, C., Pickett, S., Penney, S., Joy, R., Hesson, J., McLeod, H., Li, X., Vaandering, D., & **Young, G.** (2012, May). *Negotiating academic cultures through a writing group*. Presented at the annual conference for the Study of Discourse and Writing, Waterloo, ON.
- 15 **Young, G., & Specht, J.** (2011, May). *Examining the outcomes of students with learning disabilities who previously attended a demonstration school*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Fredericton, NB.

- 14 Specht, J., & **Young, G.** (2011, May). *Strategies for promoting school participation: Insights from a longitudinal examination of school roles*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Fredericton, NB.
- 13 McGhie-Richmond, D., Specht, J., **Young, G.**, & Katz, J. (2011, May). *Assistive technologies: New directions for research and practice*. Symposium presented at the annual conference of the Canadian Society for Studies in Education, Fredericton, NB.
- 12 Specht, J., & **Young, G.** (2010, May). *Strategies for administrators to build schools as inclusive communities*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Montreal, QC.
- 11 **Young, G.**, Specht, J., & Dolmage, M. (2010, May). *How secondary schools develop and sustain their strategies to teach students with significant disabilities as members of regular classes*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Montreal, QC.
- 10 **Young, G.**, & Specht, J. (2010, May). *Assistive technology: Its impact on self-concept and motivation across school transitions*. Presented at the Bridges to Learning Conference, Mississauga, ON.
- 9 **Young, G.** (2010, April). *Students' perceptions of attending a demonstration school which focused on the use of assistive technology*. Presented at the Faculty of Education Research in Education Symposium, London, ON.
- 8 **Young, G.**, Barry, J., & Specht, J. (2009, August). *Exploratory investigations on the impact of assistive technology: Its potential impact on the self-concept, self-efficacy and academic achievement of students with learning disabilities*. Presented at the Ministry of Education Assistive Technology for All Conference, Milton, ON.
- 7 **Young, G.**, & Specht, J. (2009, May). *Assessing change in the academic self-concept of students with learning disabilities*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Ottawa, ON.
- 6 Dolmage, M., **Young, G.**, & Specht, J. (2009, May). *Reflecting on inclusive practices: An action research project surrounding the inclusion of all high school students*. Presented at the Ministry of Education/Faculties of Education Forum, Toronto, ON.
- 5 Specht, J., Spencer, T., Servais, M., Kertoy, M., **Young, G.**, Pompeo, M., Cressman, C., & Puskarich, M. (2008, November). *School participation: How educators can help*. Presented at the annual conference of the Ontario Council for Exceptional Children, London, ON.

- 4 **Young, G.,** Specht, J., & Nowicki, E. (2008, June). *Can the use of assistive technology impact on students with learning disabilities' perceptions of academic achievement and self-esteem?* Paper presented at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.
- 3 **Young, G.,** Specht, J., & Nowicki, E. (2007, November). *Assistive technology: One school's success story.* Presented at the annual conference of the Educational Computing Organization of Ontario, Mississauga, ON.
- 2 Specht, J., Howell, G., & **Young, G.** (2006, June). *Students with special education needs and their use of assistive technology during the transition to secondary school.* Paper presented at the annual conference of the Canadian Society for Studies in Education, Toronto, ON.
- 1 Howell, G., Specht, J., & **Young, G.** (2006, May). *Assistive technology and the transition to secondary school: The process.* Presented at the annual conference of the Educational Computing Organization of Ontario, Mississauga, ON.

Posters Presented at Peer Reviewed Academic Conferences

- 15 Penney, S., Philpott, D., Maich, K., **Young, G.,** & Butler, E. (2019, June). *The preemptive nature of quality early child education on special educational needs in children.* Poster presented at the annual Primary Healthcare Partnership Forum (PriFor), St. John's, NL.
- 14 Butler, E., Penney, S., **Young, G.** (2019, June). *Children as researchers: Learning from children's art on inclusion.* Poster presented at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.
- 13 Myles, Z., & **Young, G.** (2017, June). *A review of research on self-advocacy programming for students with disabilities.* Poster presented in the symposium on contemporary research and practice in teacher preparation and support for inclusive education at the annual conference of the Canadian Society for Studies in Education, Toronto, ON.
- 12 **Young, G.,** & Weber, L. (2017, June). *A review of research on high school administrators and inclusion.* Poster presented in the symposium on contemporary research and practice in teacher preparation and support for inclusive education at the annual conference of the Canadian Society for Studies in Education, Toronto, ON.
- 11 Careen, C., & **Young, G.** (2016, June). *A graphic portrayal of assistive technology use within the framework of Universal Design for Learning.* Poster presented at the annual conference of the Canadian Society for Studies in Education, Calgary, AB.

- 10 **Young, G., & Mackenzie, C.** (2015, May). *Using blogs to implement universally designed literature circles*. Poster presented at the annual conference of the Canadian Society for Studies in Education, Ottawa, ON.

- 9 **Young, G.** (2011, April). *Attending a demonstration school: Its impact on students' self-concept and school motivation*. Poster presented at the annual Council for Exceptional Children Convention and Expo, National Harbor, MD.

- 8 Specht, J., **Young, G.**, Kertoy, M., Servais, M., Spencer, T., Puskarich, M., & Pompeo, M. (2010, August). *Participation in school roles: The importance of opportunity*. Poster presented at the Inclusive and Supportive Education Congress, Belfast, UK.

- 7 Dolmage, M., Specht, J., **Young, G.**, & Strickland, J. (2010, August). *Evidence of effective high school inclusion: Research, resources and inspiration*. Poster presented at the Inclusive and Supportive Education Congress, Belfast, UK.

- 6 Spencer, T., Specht, J., Servais, M., Kertoy, M., King, G., Pompeo, M., **Young, G.**, & Puskarich, M. (2010, February). *Elementary school roles: Making sure ALL Participate*. Poster presented at the annual Ontario Education Research Symposium, Toronto, ON.

- 5 Specht, J., Servais, M., Kertoy, M., Spencer, T., King, G., Pompeo, M., **Young, G.**, & Puskarich, M. (2009, August). *School roles: Opportunities to participate*. Poster presented at the annual convention of the American Psychological Association, Toronto, ON.

- 4 Specht, J., King, G., Bartlett, D., Stewart, S., Gilpin, G., Petersen, P., Servais, M., Brown, H., **Young, G.**, & Kessler, N. (2009, May). *Facilitating the development of professional expertise in children's mental health, rehabilitation, and education services*. Poster presented at the Engaging Reflection in Health Professional Education and Practice Conference, London, ON.

- 3 Specht, J., Servais, M., Kertoy, M., Spencer, T., King, G., Cressman, C., Pompeo, M., & **Young, G.** (2008, August). *School participation: Opportunities, enhancers, and limiters*. Poster presented at the annual convention of the American Psychological Association, Boston, MA.

- 2 Specht, J., Servais, M., Kertoy, M., Spencer, T., King, G., Cressman, C., Pompeo, M., & **Young, G.** (2008, March). *School role participation: Perspectives of the child, the parent, and the teacher*. Poster presented at the annual conference on Disability Studies in Education, New York, NY.

- 1 **Young, G.,** Specht, J., & Nowicki, E. (2008, March). *The effect of assistive technology on students with learning disabilities' perceptions of academic achievement and self-esteem*. Poster presented at the annual conference of the American Educational Research Association, New York, NY.

Invited Talks in Academic and Community Settings

- 29 **Young, G.** (2022, October). *Supporting secondary characteristics of learning disabilities: Examining research and practice*. Learning Disability Association of Canada (LDAC) online conference.
- 28 **Young, G.** (2022, March). *Understanding and supporting secondary characteristics of learning disabilities*. L'institut des troubles d'apprentissage (ITA) Conference
- 27 Maich, K., & **Young, G.** (2021, November). *Inclusive education from a research perspective*. Invited talk for inclusive Education on Campus.
- 26 Arnold, C., Azam, S., Moghaddam, A., Maich., K., Penney, S., Young, G. (2021). *Learning in a time of COVID: Strategies to support online teaching and learning*. Learning Disability Association of Newfoundland and Labrador (LDANL).
- 25 **Young, G.** (2020, October). Let's Discuss Dialogue Series. Panel discussion presented through Inclusion Canada webinar
- 24 **Young, G.** (2020, February). *Exploring DI, UDL, and AT: Strategies to support diverse learners*. Professional development workshop presented at Lakecrest Independent School, St. John's, NL.
- 23 **Young, G.,** & Careen, C. (2019, October). *Using assistive technology within the framework of Universal Design for Learning in inclusive schools*. Learning Disabilities Association Conference, St. John's, NL.
- 22 **Young, G.,** & Sharpe, S. (2019, October). *Google Classroom: Assistive technology that supports students with specific learning disorders*. Learning Disabilities Association Conference, St. John's, NL.
- 21 **Young, G.,** Arnold, C, Azam, S., Goodnough, K., Maich, K., Moghaddam, A., Penney, S., (2019). *Self-study explores Universal Design for Learning (UDL)*. Presented at Doctoral Studies Seminar Series. Faculty of Education, Memorial University.
- 20 Goodnough, K., Arnold, C, Azam, S., Maich, K., Moghaddam, A., Penney, S., & **Young, G.** (2019). *Exploring the potential of Universal Design for Learning (UDL) in undergraduate education*. Presented at the Teaching and Learning Conference, Memorial University.

- 19 Goodnough, K., Arnold, C, Azam, S., Maich, K., Moghaddam, A., Penney, S., & **Young, G.** (2019). *Studying ourselves through self-study methodology: Reflections on issues of evolution and functioning of a community of practice.* Presented at Doctoral Studies Presentation Series. Faculty of Education, Memorial University.
- 18 **Young, G.** (2019, February). *Exploring Differentiated Instruction.* Professional development workshop presented at St. Bonaventure's College, St. John's, NL.
- 17 **Young, G.,** (2018, April). *Learning from the literature: Strategies to motivate and support students with specific learning disorders and attention related difficulties.* Learning Disabilities Association Conference, St. John's, NL.
- 16 **Young, G.,** Penney, S., Maich, K., & Butler, E. (2018, April). *Examining home and school relationships surrounding a child with a disability.* Learning Disabilities Association Conference, St. John's, NL.
- 15 **Young, G.** (2017, February). *Inclusion, Universal Design for Learning, and assistive technology.* Webinar on Accessibility and Meeting the Needs of Diverse Learners facilitated by Microsoft Canada.
- 14 **Young, G.** (2017, November). *Teaching and learning with technology: An introduction to assistive and instructional technology to support students with learning difficulties.* LD@school webinar facilitated by the Learning Disabilities Association of Canada.
- 13 **Young, G.** (2017, May). Participated in panel discussion on book chapter, published in *The Academic Gateway: Understanding the Journey to Tenure*, published by University of Ottawa Press.
- 12 **Young, G.** (2017, March). *Inclusion, Universal Design for Learning, and assistive technology.* Webinar on Accessibility and Meeting the Needs of Diverse Learners facilitated by Microsoft Canada. Press release accessible at: <http://inclusiveeducation.ca/2017/02/15/3804/>
- 11 **Young, G.** (2017, February). *Inclusion, Universal Design for Learning, and assistive technology.* Webinar on Accessibility and Meeting the Needs of Diverse Learners facilitated by Microsoft Canada. Press release accessible at: <http://inclusiveeducation.ca/2017/02/15/3804/>
- 10 **Young, G.** (2015, November). *Universal design for learning in elementary school settings.* Professional development workshop presented at St. Bonaventure's College, St. John's, NL.

- 9 **Young, G.** (2015, February). *Using assistive technology within a framework of universal design for learning to support students with learning disabilities in their attainment of literacy skills*. Learning Disabilities Association Conference, St. John's, NL.

- 8 **Young, G.** (2014, November). *Using assistive technology within a framework of universal design for learning to support students with learning disabilities in their attainment of literacy skills*. Learning Disabilities Association Conference, St. John's, NL.

- 7 **Young, G.** (2014, August). *Universal design for teaching and learning: Technology tools to support students with learning disabilities and their teachers*. LD@school's Annual Educators' Institute, Mississauga, ON.

- 6 **Young, G.** (2014, July). *Assistive and instructional technology: Tools to promote an inclusive learning environment*. Summer Institute of Technology Integration, Memorial University of Newfoundland, St. John's, NL.

- 5 **Young, G., & Martland, S.** (2013, November). Instruction and iPad apps to support learning. Professional development workshops presented at Bishops College High School, St. John's, NL.

- 4 **Young, G. & Martland, S.** (2013, February). *Strategies for using iPads to support learning*. Two professional development workshops presented at Booth Memorial High School, St. John's, NL.

- 3 Martland, S., & **Young, G.** (2013, February). *Choosing the right assistive technology for your child*. Presentation for parents and teachers organized by the Learning Disability Association of Newfoundland and Labrador, St. John's, NL.

- 2 **Young, G.** (2012, May). *Research on assistive technology for students with learning disabilities*. Presented at the Learning Disability Association of Newfoundland Labrador Spring Conference.

- 1 **Young, G.** (2011, November). *What makes inclusion work: Examining the social, academic, and technological components of inclusion*. Presented at the Newfoundland and Labrador Association for Community Living Inclusive Education Conference.

Presentations at Academic Meetings and Professional Workshops

- 24 **Young, G.**, & Arnold, C., Azam, S., Moghaddam, A., & Penney, S. (2019, November). *Exploring Universal Design for Learning*. Doctoral Studies Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.
- 23 Arnold, C., Azam, S., Gardner, M., Goodnough, K., Maich, K., Moghaddam, A., Penney, S., & **Young, G.** (2019, February). *Cultivating a self-study community of practice: Reflections of faculty on issues of evolution and functioning*. Doctoral Studies Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.
- 22 Geary, J., **Young, G.**, & Craig, A. (2018, April). *Fostering transformative learning through Universal Design for Learning*. Centre for Innovation in Teaching and Learning Conference, Memorial University of Newfoundland, St. John's, NL
- 21 Geary, J., Craig, A., Young, G., Shortall, C., D'eon J., (2018, April). *Universal design in action: A panel on Universal Design for Learning*. Centre for Innovation in Teaching and Learning Conference, Memorial University of Newfoundland, St. John's, NL
- 20 **Young, G.**, Penney, S., Maich, K., & Butler, E. (2017, October). *Examining home and school relationships surrounding a child with a disability*. Doctoral Studies Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.
- 19 Vaandering, D., Anderson, J., Arnold, C., Goodnough, K., McLeod, H., Penney, S., & **Young, G.** (2017, April). *The Slow Professor: Insights from a slow hour with colleagues*. Teaching and Learning Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.
- 18 **Young, G.** (2016, November). *Learning from educators: Using assistive technology within the framework of Universal Design for Learning in classrooms in the Avalon region of Newfoundland*. Doctoral Studies Series, Faculty of Education, Memorial University of Newfoundland, St. John's, NL.
- 17 **Young, G.**, Geary J., & Martland, S. (2014, January). *Universal Design for Learning Part III: UDL and technology in post-secondary education*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.
- 16 **Young, G.** & Geary J. (2014, November). *Universal Design for Learning Part II: UDL and assessment in post-secondary education*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.

- 15 Geary J. & **Young, G.** (2014, October). *Universal Design for Learning Part I: An introduction to UDL in post-secondary education*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.
- 14 **Young, G.**, Geary J., & Martland, S. (2014, April). *Universal Design for Learning Part III: UDL and technology in post-secondary education*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.
- 13 **Young, G.** & Geary J. (2014, March). *Universal Design for Learning Part II: UDL and assessment in post-secondary education*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.
- 12 Geary J. & **Young, G.** (2014, February). *Universal Design for Learning Part I: An introduction to UDL in post-secondary education*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.
- 11 Geary, J. & **Young, G.** (2013, October). *Universal Design for Learning in Post-Secondary Education – Part 2*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.
- 10 **Young, G.** & Geary J. (2013, October). *Universal Design for Learning in Post-Secondary Education – Part 1*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.
- 9 Geary, J., **Young, G.**, & Martland, S. (2013, February). *Universal design for instruction: An introduction to universal design for learning in post-secondary education*. Distance Education Learning and Teaching Support (DELTS) professional development workshop for Faculty at Memorial University of Newfoundland, St. John's, NL.
- 8 **Young, G.** (2013, January). *An introduction to assistive and instructional technology, and apps for communication and learning*. Presented at the Assistive Technology Committee meeting, Memorial University of Newfoundland, St. John's, NL.
- 7 **Young, G.** (2010, April). *Students' perceptions of attending a demonstration school which focused on the use of assistive technology*. Presented at the Faculty of Education Research in Education Symposium, London, ON.

- 6 **Young, G.** (2009, October). *Inclusion means everyone: Teachers' reflections on including all students with exceptionalities in their high school classes*. Presented at The Centre for Inclusive Education Research Hour, London, ON.
- 5 **Young, G.** (2009, April). *An introduction to the qualitative data analysis program ATLAS.ti*. Presented at the Faculty of Education PhD Study Group, London, ON.
- 4 **Young, G.** (2008, April). *Assistive technology: Previous findings and future endeavors*. Presented at the Faculty of Education PhD Study Group, London, ON.
- 3 **Young, G.** (2008, February). *The effect of assistive technology on perceptions of academic achievement and self-esteem*. Presented at The Centre for Inclusive Education Research Hour, London, ON.
- 2 **Young, G.** (2007, April). *The effect of assistive technology on perceptions of academic achievement and self-esteem*. Poster presented at the Faculty of Education Research Day, London, ON.
- 1 **Young, G.** (2006, October). *Navigating the ethical review maze*. Presented at The Centre for Inclusive Education Research Hour, London, ON.

Media Interviews

- Young, G.** (October 7, 2022). Students with learning disabilities have exciting options at specialized private schools across Canada. Interview with Kira Vermond from the Globe and Mail. <https://www.theglobeandmail.com/featured-reports/article-students-with-learning-disabilities-from-dyslexia-to-adhd-have/>
- Young, G.** (September 12, 2021). Wait-list for learning assessments balloons during the pandemic. Interview with Caroline Alphonso from the Globe and Mail. <https://www.theglobeandmail.com/canada/article-wait-list-for-learning-assessments-balloons-during-the-pandemic/>
- Young, G.** (February 7, 2017). *Inside the classroom*. Interview with Debbie Cook on Canadian Broadcasting Corporation's (CBC) Here and Now. <http://www.cbc.ca/news/canada/newfoundland-labrador/inside-the-classroom-gabrielle-young-mun-professor-1.3970959>
- Young, G.** (February 28, 2017). Interview with Rose Behar, a technology reporter who writes for Mobile Syrup.

Invited Guest

Young, G. (September, 2017). *United Nations International Children's Emergency Fund (UNICEF) Initiative around Digital Accessible Text Books*. Invited by Inés E. de Escallón, Consultant, Inclusion International (www.inclusion-international.org), and Gordon Porter, Director, Inclusive Education Canada (www.inclusiveeducation.ca), to contribute to this UNICEF initiative and attend a conference in Washington DC in September 26 to 28, 2017.

Conference Proposal Reviewer

Canadian Association of Educational Psychology
January 2010; 2011; 2012; 2013; 2014; 2015; 2016; 2017; 2018; 2019; 2020
Canadian Committee of Graduate Students in Education
December 2008

Academic Conference Discussant

Kirkpatrick, L., Searle, M., & Smythe, R. (2019, June). *Grade 11 students' strategies for collaboratively writing from online sources of information*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.

Armstrong, A., & Gutica, M. (2019, June). *Emergent technological practices of post-secondary students with mathematics learning disabilities*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Vancouver, BC.

Curtas, L. (2018, May). *A retrospective examination of female post-secondary students' cyberbullying victimization in secondary school*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Regina, SK.

Nowicki, E. (2017, May). *'Be friendly and kind': Including classmates with learning difficulties*. Paper presented at the annual conference of the Canadian Society for Studies in Education, St. Toronto, ON.

Richardson, J., Nowicki, E., & King, M. (2017, May). *Strategies for socially including students with disabilities: Secondary school student perspectives*. Paper presented at the annual conference of the Canadian Society for Studies in Education, St. Toronto, ON.

Checkley, D., MacCormack, J., & Mattatall, C. (2017, May). *Social networks of youth with Autism Spectrum Disorder within video-game play in a social competence intervention*. Paper presented at the annual conference of the Canadian Society for Studies in Education, St. Toronto, ON.

- Bouchard, M. (2014, May). *The effects of equine assisted activities on youths' social skills and resiliency*. Paper presented at the annual conference of the Canadian Society for Studies in Education, St. Catharines, ON.
- Cashmore, S. E. (2014, May). *Values in learning philosophy: A comparison of historic and current education traditions*. Paper presented at the annual conference of the Canadian Society for Studies in Education, St. Catharines, ON.
- McInnis, J. (2014, May). *Elementary school principals as leaders of inclusion for students with exceptionalities*. Paper presented at the annual conference of the Canadian Society for Studies in Education, St. Catharines, ON.
- Mueller, J. L., Archer, K., Wood, E. J., & DePasquale, D. (2014, April). *Put their learning in their hands: Student-led pedagogy through mobile technology*. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- Chu, M., & Leighton, J. P. (2014, April). *Science computer-simulated laboratory assessment*. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- Howery, K. L. (2014, April). *Augmentative and Alternative Communication in the 21st Century: What is the experience of speaking through a device in 21st-Century classrooms?* Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- Lajoie, S. P., & Poitras, E. G. (2014, April). *Using technology-rich learning environments as a platform for assessment and instruction in the medical tutoring domain*. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- Johnson, G. (2014, April). *Education students' learning characteristics and purchase of paper books and e-books*. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.
- Porath, M., Hermiston, N., Parsons, L., & Ames, J. (2013). *Libretti of learning: Opera and learning disability*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.
- Killas, H., Porath, M., Ames, J., & Lee, H. (2013). *Superkids 2: Learning from the life trajectories of our most able students*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.
- Willard-Holt, C. (2013). *Perspectives of twice exceptional students on teaching strategies*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Victoria, BC.

- Gregory, K. P. (2012). *Teachers' thinking about "special needs" in the IEP Process for students with developmental disabilities and implications for the marginalization and oppression of these learners within Ontario's education system*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Waterloo, ON.
- Fournier, E.S. (2012). *How pre-service education affects a novice elementary teacher's experience with mainstream special needs students*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Waterloo, ON.
- Sheldon, E. (2012). *Eliciting participation and inclusive classroom membership for students with significant disabilities through embedded AAC support in grade-level learning expectations*. Paper presented at the annual conference of the Canadian Society for Studies in Education, Waterloo, ON.

UNIVERSITY TEACHING AND CURRICULUM DEVELOPMENT

Teaching Summary

Undergraduate Courses - 36 total

Online - 18

Nature and Characteristics of Learning Disabilities (ED 3630) - 15

Practicum in Special Education (ED 3650) - 3

Face-to-face - 15

Inclusive Practices for Children with Learning Disabilities (ED 4530) - 8

Practicum in Special Education (ED 3650) - 5

Educational Psychology and Special Education (ED 5005) - 2

Course Development - 3

Practicum in Special Education (ED 3650)

Responding to Diversity (new course for online delivery; ED)

Specific Learning Disorders (new course for online delivery - ED 4531)

Graduate Courses - 10 total

Online - 8

Nature and Assessment of Learning Disabilities (ED 6755) - 8

Principles and Practices in Exceptionality (ED 6714) - 1

Course Development - 1

Nature and Assessment of Learning Disabilities (ED 6755)

Course Instructor, Memorial University, St. John's, NL

Specific Learning Disorders (ED 4531) – Online

Winter 2025

Responding to Diversity (ED 3670) – Online

Spring 2025

Nature and Characteristics of Learning Disabilities (ED 3630) - Online

Winter 2012; 2013; 2014; 2015; 2016; 2017; 2018 (2 sections each semester); 2022

Provided online instruction for two sections of this special education course (40 students per class); monitored and contributed to the online discussion forum and responded to student queries; and responsible for all assessment components of the course.

Inclusive Practices for Children with Learning Disabilities (ED 4530) - Onsite

Summer 2012; 2013; 2014; 2015; 2016; 2017; 2018; 2022

Provided instruction to special education degree students in small class settings (40 students per class); and responsible for all assessment components of the course.

Practicum in Special Education (ED 3650) – Online and Onsite

Summer 2012 (Onsite); Summer 2013 (Onsite); Intersession 2014 (Online); Summer 2017 (Onsite); Summer 2021 (Onsite); Winter 2022 (Online); Summer 2022 (Onsite); Winter 2023 (Online);

Provided instruction to special education degree students in small class settings (40 students per class); and responsible for all assessment components of the course.

Nature and Assessment of Learning Disabilities (ED 6755) - Online

Intersession 2014; Spring 2015; Winter 2016; Winter 2017; Winter 2018; Winter 2021; Winter 2022; Winter 2023

Provided online instruction for this graduate course; monitored and contributed to the online discussion forum and responded to student queries; and responsible for all assessment components of the course.

Principles and Practices in Exceptionality (ED 6714) - Online

Winter 2015

Provided online instruction for this graduate course; monitored and contributed to the online discussion forum and responded to student queries; and responsible for all assessment components of the course.

Course Developer, Memorial University, St. John's, NL

Responding to Diversity new course for online delivery (ED)

January 2020 - In progress

Specific Learning Disorders new course for online delivery (ED)

January 2020 - December 2022

Course offered Winter 2023.

Practicum in Special Education for online delivery (ED 3650)

May 2013 – December 2013

As the co-developer, I selected reading materials and developed instructional modules and assessment techniques.

Nature and Assessment of Learning Disabilities for online delivery (ED 6755)

September 2012 – September 2013

In developing this course, I selected reading materials and developed instructional modules and accompanying instructional videos and assessment techniques; and formatted this graduate course for online delivery.

Instructor, Western University, London, ON

Educational Psychology and Special Education (ED 5005) - Onsite

September 2009 - April 2011

Role: Provided instruction to pre-service students in small class settings (30 students per class); assessed both in-class and end-of-term assignments for two seminar sections; and provided two two-hour large group lectures (approximately 400 students attended both lectures). Teaching effectiveness scores: 6.3 / 7 and 6.6 / 7.

Teaching Assistant, Brock University, St. Catharine's, ON

Childhood Youth and Society (CHYS 2P38)

September 2003 - April 2004

Role: Led seminars surrounding weekly lecture topics and analyzed articles and created activities to facilitate group discussion.

Evaluator, Brock University, St. Catharine's, ON

Childhood Youth and Society (CHYS 2P38)

Culture and Mental Health of Children and Youth (CHYS 3P09)

September 2003 - April 2004

Role: Assessed undergraduate essays and evaluated final exams upon the completion of the term.

GRADUATE SUPERVISION

Supervision Summary

Doctoral Supervision - 3 students

Current - 2

Supervisor - 1

Committee Member - 1

Graduated - 1

Committee Member - 1

Master's Supervision - 14 students

Master's Thesis

Graduated - 9

Supervisor - 4

Co-supervisor - 5

Master's Project - 6 students

Current - 1

Graduated - 6

Supervisor - 5

Co-supervisor - 1

Doctoral Dissertation Supervisor – Current

Sept. 2025 – present. Steve Sharpe. Examining the perceived challenges of benefits of the use of artificial intelligence (AI) in Junior High classrooms in NL.

Sept. 2019 – present. Donald Haynes. *Examining the impact of wearable technology in supporting post-secondary students with anxiety.*

Doctoral Dissertation Committee Member – Current

Sept. 2019 – 2024. Benjamin Boisson. *Promoting Inclusion for Online Learners: Towards a Model for Online Cultural Responsivity.* (314 pages).

Doctoral Dissertation Committee Member – Graduated

Sept. 2016 – 2021. Chinwe Ogolo. *Exploring play-based learning in full-day kindergarten in St. John's, Newfoundland and Labrador.* (315 pages).
<https://doi.org/10.48336/c4k1-qe70>

M.Ed. Thesis Supervision – Graduated

Greg Oliver. (2023, June). *Pre-service teachers awareness of and ability to facilitate positive mental health.* (129 pages).
Co-supervised with Dr. Rick Audas from the Faculty of Medicine, and
Dr. Sharon Penney from the Faculty of Education
<https://doi.org/10.48336/QT06-ZY95>

Christine Crawford. (2022, October) *Academic and personal success for students with learning disabilities through individualized supports.* (102 pages).
Co-supervised with Dr. Christine Arnold from the Faculty of Education
<https://doi.org/10.48336/97MT-YK68>

Stephen Sharpe. (2019, June). *Examining Google Classroom capabilities to help provide principles of Universal Design for Learning.* (115 pages).
<http://research.library.mun.ca/id/eprint/13935>

Emily Butler. (2019, May). *Children as researchers: Examining children's perception of inclusion.* (159 pages).
Co-supervised with Dr. Sharon Penney
<http://research.library.mun.ca/id/eprint/13672>

Jillian Ball. (2019, February). *Teacher readiness: Teacher attitudes, opinions, and perspectives towards facilitating positive mental health in the classroom.* (157 pages).
Co-supervised with Dr. Sharon Penney

<http://research.library.mun.ca/id/eprint/13775>

Dennis Neufeld (2018, June). *An exploratory study of the impact of digital learning tools on student engagement, self-efficacy, and ownership of learning*. (119 pages).
<http://research.library.mun.ca/id/eprint/13222>

Lesley-Ann (Boone) Lewis (2017, September). *Stress in caregivers of people with intellectual and developmental disabilities: The role of support*. (135 pages).
Co-supervised with Dr. Sharon Penney
<https://research.library.mun.ca/12972/1/thesis.pdf>

Stacey Burgess (2016, September). *Examining experiences of online learners using student services: A community of inquiry study*. (196 pages).
<http://research.library.mun.ca/id/eprint/12473>

Christine Careen (2016, August). *An exploration of teachers' use of assistive technology in inclusive classrooms within the context of Universal Design for Learning and students' response to these methods and tools*. (186 pages).
<https://research.library.mun.ca/12410/1/thesis.pdf>

M.Ed. Thesis Supervision – Ongoing

M.Ed. Project Supervision – Graduated

Jocelyn Hodder (Pearson) (2021, November). *The influence of Chromebooks to assist students with learning difficulties*. (59 pages).

Stephanie Vivian (2018, August). *Adolescent mental health literacy: A pilot course in mental health awareness*. (100 pages).
Co-supervised with Dr. Sharon Penney

Donna Synard (2017, December). *Examining gifted education programs and services for school aged children*. (66 pages).

Zanele Myles (2017, September). *An examination of a self-advocacy programming for students with disabilities*. (191 pages).

Mary Hayden (2016, September). *Using iPad technology to support students in the classroom*. (107 pages).

Carole Mackenzie (2014, September). *Mind the gap and close it with technology: An examination of the use of technology within literature circles in a Grade 3 classroom*. (98 pages).

M.Ed. Project Supervision – Ongoing

THESES EXAMINATIONS

Examination Summary

Doctoral Dissertation - 2

Master's Thesis - 8

Ph.D. Comprehensive Examination - 5

M.Ed. Exit Papers - 22

Ph.D. Dissertation – Internal Examiner

Susan Dintoe (2017, March). *Experiences with technology among early adopters at the University of Botswana*. (368 pages).

Supervisor: Dr. Cecile Badenhorst

Ph.D. Dissertation – External Examiner

Jenny, Ingrey (2018, November). *Students' and parents' perspectives on the social inclusion of secondary school students with learning difficulties*. (202 pages).

Supervisor: Dr. Elizabeth Nowicki (Western University)

Ph.D. Comprehensive Examination – Internal Examiner

Adu-Boateng, S. (2022, November). *Universal Design for Learning, Science Education, Action Research and Professional Learning*.

Supervisor: Dr. Karen Goodnough

Sohrabi, Tayebbeh. (2022, August). *Social skills in early learners, play-based learning, and dual language learning*.

Supervisor: Dr. Kimberly Maich

Quintyne, Kelvin. (2022, May). *Note taking from reading in post-secondary contexts and ethnography*.

Supervisor: Dr. Cecile Badenhorst

Ogolo, Chinwe (2018, December). *Play-based learning*.

Supervisor: Dr. Anne Burke

Weber, Lisa (2016, October). *High school inclusion*.

Supervisor: Dr. Scott Johnston

Ph.D. Comprehensive Examination – External Examiner

Felix Ayesu (2017, June). *Beyond number sense deficit*.

Supervisor: Dr. Darcy Hallet (Psychology)

M.Ed. Theses – Internal Examiner

Meriam Ibrahim (2018, October). *Investigating the experiences of families of young children diagnosed with Autism Spectrum Disorder (ASD) with the use of social support services.*

Supervisor: Dr. Sharon Penney

Kerrie Cochrane (2017, October). *Exploring the experiences of adults with autism.*

Supervisor: Dr. Sharon Penney

Heather Gower (2017, May). *The consideration of personal qualities in admissions for Canadian master's counselling and counselling psychology programs.*

Supervisor: Dr. Greg Harris

Jasleen Kaur (2017, February). *Sense of community in on-line, face-to-face, and blended learning contexts.*

Supervisor: Dr. Tim Seifert

Jody Worthman (2013, December). *Parental attitudes of inclusion.*

Supervisor: Dr. Sharon Penney

Gail Sooley-Dyke (2013, November). *Perceptions of pre-service and in-service teachers regarding inclusion.*

Supervisor: Dr. Sharon Penney

John Strutynski (2013, March). *A phenomenological study of the elementary school experiences of Inuit children who choose to remain in school and graduate.*

Supervisor: Dr. David Philpott

Karen Lewis (2011, July). *Anxiety sensitivity and its unique relationship with panic disorder, generalized anxiety disorder, social anxiety disorder, and depression.*

Supervisors: Dr. Sarah Francis and Dr. Greg Harris

ED 6X90: Research and Development Seminar – Second Reader

Powell, H. (2021, December). *The impact of using grade point average (GPA) as a criterion for enrolment in co-op programs.*

Instructor: Dr. Greg Harris

LeBlanc, L. (2021, April). *Early intervention services for children with developmental language disorders.*

Instructor: Dr. Tim Seifert

Pitts, M. (2021, April). *Students with exceptionalities and online learning.*

Instructor: Dr. Alireza Moghaddam

- Brooks, D. (2020, December). *Multimodal methods for content area assessment*.
Instructor: Dr. Alireza Moghaddam
- Colville, C. (2020, December). *Impact of inclusion on social and academic achievement of students without special education needs*.
Instructor: Dr. Alireza Moghaddam
- Hodder, J. (2020, August). *Assistive technology, student engagement, and achievement in the inclusive classroom*.
Instructor: Dr. Tim Seifert
- Jennings, T. (2020, August). *Examining whether differentiating instruction based on the identification of visual and auditory learning preferences improves student achievement in reading comprehension*.
Instructor: Dr. Walter Oshevsky
- Hickman, J. (2020, April). *Universal Design for Learning and its effects on student learning*.
Instructor: Dr. Alireza Moghaddam
- Kavanagh, J. (2020, April). *Barriers to employment faced by students with disabilities*.
Instructor: Dr. Alireza Moghaddam
- Lamb, M. (2019, December). *How administrators can improve teachers' attitudes toward inclusion*.
Instructor: Rob Kelly
- Marsh, G. (2019, December). *Universal Design for Learning*.
Instructor: Dr. Tim Seifert
- Hughes, K. (2019, August). *Literacy assessment in gifted primary students: Are formative or summative assessments most effective?*
Instructor:
- Howell, M. (2019, April). *The impact of technology on students with exceptionalities*.
Instructor: Rob Kelly
- Senior, A. (2018, December). *Impact of inclusive educational settings on students without disabilities*.
Instructor: Dr. Leslie Redmond
- Warren, C. (2018, April). *Differentiated instruction*.
Instructor: Dr. Walter Oskevsky
- Thompson, J. (2018, April). *Universal Design for Learning*.

Instructor: Dr. Tim Seifert

Noel, E. (2017, December). *How teacher-directed bullying impacts teacher physiological, psychological, and professional well-being.*

Instructor: Ed Wade

Perrin, M. (2017, August). *The effect of assistive technology on students with autism spectrum disorder.*

Instructor: Dr. Barrie Barrell

Doyle, B. (2017, April). *Impact of online learning technologies on the socialization of students with autism.*

Morgan, C. (2017, April). *Teacher interpersonal skills and the impact on student success.*

Instructor: Dr. Barrie Barrell

Power, S. (2017, April). *The potential benefits of co-teaching on the achievement on students with learning disabilities.*

Instructor: Dr. Walter Okshevsky

Swain, A. (2016, December). *Inclusive education: Effectiveness*

Instructor: Kiera Galway

Ferris, G. (2016, August). *Teachers' perceptions and preparedness of response to intervention.*

Instructor: Rob Kelly

Rosella, L. (2016, August). *The efficacy of social media in high school and post-secondary education.*

Instructor: Dr. Lenora Perry

Tizzard, S. (2016, August). *Integration of iPads into K-12 classrooms: Proper and improper practices.*

Instructor: Dr. Lenora Perry

Rumbolt MacDonald, S. (2016, April). *The impact of technology supporting students with exceptionalities.*

Instructor: Dr. Leonary Perry

Field, B. (2015, August). *Combatting school dropout in at-risk youth: A critical analysis of strategies for improving academic achievement and attendance.*

Instructor: Dr. Walter Okshevsky

Lewis, S. (2015, April). *The impact of Response to Intervention (RTI) on struggling readers.*

Instructor: Dr. Trudi Johnson

Ward, A. (2015, April). *The impact of voice recognition technologies on students with learning disabilities.*

Instructor: Dr. Connie Morrison

MacGillivray, S. (2014, August). *How educators support gifted students in the inclusive classroom.*

Instructor: Dr. Sylvia Moore

Foster, J. (2013, August). *The use of technology to aid inclusion.*

Instructor: David Penney

McHatten, K. (2013, August). *The effect of technology integration on student achievement.*

Instructor: David Penney

Warren, C. (2013, August). *Promoting effective technology integration.*

Instructor: David Penney

Brushett, C. (2013, April). *Inquiry into the familiar: The practice of assigning homework and academic success.*

Instructor: Dr. Walter Okshevsky

Beaudoin, L. (2012, December). *Social networking for teaching and learning.*

Instructor: Dr. Kenneth Stevens

Chadwick, K. (2012, December). *Impacts of technology on at-risk students.*

Instructor: Dr. Kenneth Stevens

Porter, K. (2012, December). *The changing dynamic of modern schools in response to inclusion: Inclusion for all.*

Instructor: Dr. Lenora Perry

Ryan, A. (2012, August). *Violent video gaming and youth: The impact of violence and aggression.*

Instructor: Dr. Walter Okshevsky

Duke, J. (2012, April). *Differentiated instruction and the inclusion of students with disabilities in the general education classroom.*

Instructor: Dr. Walter Okshevsky

Sheppard, J. (2011, August). *Learning disabilities and young offenders.*

Instructor: Dr. Rob Kelly

Oral Examinations

Huong, Nguyen (2012, December). I served as the external faculty member and observed this social work comprehensive examination to support due process.

University Teaching Preparation

Program in Graduate Supervision; Memorial University - 2017

Certificate in University Teaching and Learning, Western University

Teaching Assistant Mentor Program; Western University - 2009

Teaching Assistant Training Program; Western University - 2008

Future Professor: Path to Teaching Excellence workshop series
Attended 10 sessions in the; Western University - 2008

Teaching Educational Psychology Conference
American Psychological Association - 2009

PROFESSIONAL SERVICE

Academic Community

Secretary and Treasurer, Canadian Association for Educational Psychology (CAEP)

June 2014 – June 2016

Manage budget, prepare cheques as required to cover CAEP expenses, file monthly bank statements and prepare the annual treasurer's report; and participate in and take minutes at CAEP executive meetings.

Newsletter Editor and Communications Officer

Canadian Association for Educational Psychology (CAEP)

June 2010 – June 2014

Developed newsletters which were distributed to CAEP members on a bi-annual basis, reminding members to apply to the annual conference of the Canadian Society for Studies in Education (CSSE), as well as highlighting conference events; and helped to develop the inaugural CAEP Dialogic, which helps to spur conversations between researchers and teachers in relation to topics pertaining to educational psychology and special education.

Educational Community

Chair – Canadian Faces of Learning Disabilities (CFLOD)

November 2021 – April 2023 (stepped down when maternity leave started)

Chair - Learning Disability Association of Canada (LDAC) Research Committee

October 2020 – April 2023 (stepped down when maternity leave started)

Chair - Learning Disability Association of Canada (LDAC) Conference Planning Committee

May 2021 – October 2021

May 2022 – October 2022

Learning Disability Association of Canada (LDAC) Website Subcommittee Task Force Member

October 2020 – February 2022

Department of Education and Newfoundland and Labrador School District - Special Education Working Group Member

December 2020 – April 2021

St. Bonaventure's College Academic Committee Member

January 2020 – June 2021

Learning Disability Association of Newfoundland Conference Planning Committee Member

May 2020 – October 2020

Learning Disability Association of Canada (LDAC) Conference Planning Committee Member

May 2019 – October 2019

Learning Disability Association of Canada (LDAC) Research Committee Member
2018 – 2023

Assistive Technology Conference Planning Committee Member
Learning Disabilities Association of Newfoundland and Labrador
May 2019 – October 2019

Professional Advisory Council (PAC) Member
Learning Disability Association of Canada
May 2017 – 2023

Specific Learning Disorder Panel Member
Newfoundland and Labrador Department of Education and Early Childhood
Development and Newfoundland and Labrador Eastern School District
March 2017 – present
Assisted with developing and supporting teachers in becoming familiar with a
tiered model in language arts and mathematics.

Professional Collaborations

Canadian Research Centre on Inclusive Education. Research profile accessible at:
http://www.inclusiveeducationresearch.ca/faculty/atlantic/young_gabrielle.html

Inclusive Education Canada. Associate profile accessible at:
<https://inclusiveeducationcanada.files.wordpress.com/2013/07/gabrielle-young.pdf>

Program Area Governance, Memorial University of Newfoundland

Bachelor of Special Education Program Review Committee Member

September 2015 – August 2017

September 2025 - present

Participated in the development of survey items to assess former and current Bachelor of Education student's perceptions of the program and desire for ongoing professional development; and engaged with stakeholders in the review of this survey instrument. Report completed summer 2017.

Special Education Selection Committee Member

September 2011 – August 2012

Reviewed application files and recommended student admission into the special education program.

Faculty Level Governance, Memorial University of Newfoundland

Chair of the Doctoral Studies Committee

June 2020 – February 2023

Chair of the Promotion and Tenure Committee

September 2021 – April 2022

Led the process of reviewing application files and making recommendations to the Dean based on terms outlined in the collective agreement.

PhD Admissions Committee Member

March 2020; March 2022

Doctoral Studies Committee Member

January 2020 – June 2020

January 2025 - present

Search Committee Member (Reading / Inclusive Education)

January 2020 – August 2021

Premier's Task Force Implementation Committee

September 2017 – 2020

Tasked with reviewing and developing an implementation plan for the recommendations outlined in the Premier's Task Force on Improving Educational Outcomes in Newfoundland and Labrador.

Chair of Undergraduate Admissions Committee

January 2013 – August 2014; September 2016 – August 2018

Scheduled and chaired the meetings and reviewed meeting minutes and written responses to appeals.

Chair of the Social Committee

September 2016 – August 2018

Chaired meetings with the focus on organizing events to promote positive interactions and relations among the faculty, staff, and students in the Faculty.

Search Committee Member (4 positions: Leadership, Educational Technology, Post-secondary Studies, and Special Education)

September 2015 – August 2016

Reviewed application files in order to short list candidates, attended job talks, interviewed candidates and made recommendation to the Dean.

Faculty Mentor

August 2016 – August 2017

Assigned as a mentor to Alireza Moghaddam, a faculty member who is new to Memorial, and an Assistant Professor in the area of Educational Technology.

Promotion and Tenure Committee Member

September 2015 – December 2015

Reviewed application files and made recommendations to the Dean based on terms outlined in the collective agreement.

Undergraduate Admissions Committee Member

September 2011 – December 2012; May 2015 – December 2022

Reviewed application files and recommended student admission into the pre-service education program.

Strategic Planning Committee Member

May 2015 – present

Provided support to the Dean in the creation of the Capstone 2020 strategic planning documents.

Research and Development Grant Adjudicator

September 2014 – August 2015

Reviewed application files and made recommendations to the Dean based on the outlined.

Search Committee Member (1 position: Technology Education)

Sept 2014 – May 2015

Reviewed application files in order to short list candidates, attended job talks, interviewed candidates and made recommendation to the Dean.

SSHRC Graduate Fellowship Reviewer

Winter 2014; Fall 2014

Used selection criteria to nominate candidates for the Social Sciences and Humanities Research Council (SSHRC) Masters and Doctoral Fellowship Awards.

Graduate Studies Scholarship Adjudicator

September 2012 – Sept 2014

Used selection criteria to determine award recipients at the graduate level within the Faculty of Education.

Institution Level Academic Governance, Memorial University of Newfoundland

President's Award for Outstanding Teaching Adjudicator

Winter 2014; Winter 2015

Reviewed submission documentation and used selection criteria to select the candidate for Memorial University's President's Award for Outstanding Teaching.

Faculty Level Academic Governance, Western University

Faculty Council Representative

September 2010 - August 2011

Elected by Ph.D. students to serve as a liaison between the graduate students and the faculty. Communicated the meeting minutes to the graduate student population.

Ph.D. Representation Committee

September 2010 - August 2011

Acted as a point of contact between faculty members and Ph.D. students.

Ph.D. Student Mentor

September 2009 – August 2011

Acted as a mentor to new Doctoral students in the area of Educational Psychology and Special Education.

Faculty Appointments Committee member

September 2009 - August 2010

Ratified the hiring of new faculty members.

Publications Committee member

September 2009 - August 2010

Member of an editorial board which reviewed manuscripts and book proposals for the Althouse Press. Read and critiqued two manuscripts and assisted in determining whether they should be published.

Co-organizer; Faculty of Education Ph.D. Study Group Series

September 2008 - August 2009

Created the Ph.D. Study Group schedule and selected topics of benefit to students in a Ph.D. program; and invited guest speakers to present on topics such as funding opportunities, getting published, and conducting a job search.

COMMUNITY SERVICE

Learning Disability Association of Ontario - London Region

Vice President of the Board

September 2007 – June 2011

Developed and administered the Executive Director's performance review; assisted in applying for the Willy Van Klooster Nonprofit Governance Scholarship; and acted as a signing officer for cheques.

Nominations / Board Development Committee Chair

May 2010 – June 2011

Developed the agenda for committee meetings and chaired the meetings; prepared and presented a report of committee work at board meetings; maintained the board profile matrix and helped to develop and implement officer transition plans; and helped to implement board development workshops.

Nominations / Board Development Committee Member

October 2009 - June 2011

Reviewed the needs of the board for specific expertise, resources or skills; identified, recruited, interviewed, and checked the references of potential board members; provided orientation and ongoing training to new board members; and established board development strategies and tools.

Fund Development Committee Member

June 2008 - June 2010

Developed strategies for fund development and identified potential leads for funding and helped to organize several fundraising events throughout the year.

Executive Committee Member

September 2007 - June 2011

Provided leadership to the Board of Directors and participated in decision making on behalf of the board and provided advice to the Executive Director on the day-to-day operation of the association.

Board Member

September 2007 - June 2011

Ensured the agency had a strategic plan and evaluated progress towards goals in the strategic plan; approved the annual operating budget and monitored quarterly financial statements; demonstrated fiduciary responsibility in decision-making; and participated in ad hoc committees.

Learning Disabilities Association Representative; Special Education Advisory Committee

October 2010 – June 2011

RELATED EMPLOYMENT EXPERIENCE

Research Assistantships

Western University; London, ON; September 2005 - August 2010

Specht, J., King, G., Servais, M., & Spencer, T. (2006 - 2009). *School role participation: Perspectives of the child, the parents and the teachers.*

Social Sciences and Humanities Research Council of Canada (SSHRC)
(\$109,563)

Role: Managed participant recruitment and scheduling of interviews for the duration of this longitudinal study; coded transcribed interviews using the qualitative data analysis software program ATLAS.ti; created the annual report to participants; and prepared conference presentations and presented research findings at conferences.

Child and Parent Resource Institute; London, ON; February 2009 - March 2009

King, G., & Currie, M. (2009). *Father involvement and child and adolescent outcomes.*

Role: Performed literature searches using the following search engines: EconLit, ERIC, PsycInfo, PSYINDEX, PubMed, and Sociological Abstracts; and searched the grey literature for empirical studies surrounding the impact of father involvement on child and adolescent outcomes.

Aging, Rehabilitation, and Geriatric Care Research Centre; London, ON; May 2009 - November 2008 Hillier, L. (2008). *Home at last!*

Role: Provided APA formatting for 8 chapters in the book, *Setting an Agenda for Future Research in Delivery of Specialized Geriatric Medicine Services*; and used the quantitative data analysis software program SPSS to compute data analysis for various surveys.

Dolmage, M. (2008). *High school inclusion research project.*

Ontario Ministry of Education, Special Education Policy and Programs Branch
(\$90,000)

Role: Attended steering group meetings to develop the methodology of the project; performed literature searches and contributed to the literature review; facilitated focus groups discussions with teachers and parents across Ontario; coded transcribed interviews using the qualitative data analysis software program ATLAS.ti; contributed to the writing of the final report; and prepared conference presentations and presented research findings at conferences.

Specht, J., & Rodger, S. (2007). *Transitioning youth with disabilities.*

Ontario Ministry of Children and Youth Services (MCYS) and Ontario Ministry of Community and Social Services (MCSS) (\$24, 926)

Role: Performed literature searches and created annotated bibliographies.

Specht, J. (2005). *Assistive technology and the transition to secondary school*.
The Dominion of Canada General Insurance Company. (\$25,000)

Role: Performed literature searches and summarized relevant articles; conducted interviews with research participants and associated educators; transcribed, summarized and critically evaluated the data; and prepared conference presentations and presented research findings at conferences.

Teaching Experience

Tutor; Seron Academy; London, ON; January 2006 - August 2006

Prepared and presented lessons to students for whom English was a second language; provided developmentally-appropriate instruction for students with exceptionalities; and helped students prepare for EQAO testing and SAT examinations.

Teacher; London International Academy; London, ON; May 2006 - June 2006

Taught the Ontario Ministry of Education literacy course, OLC40 and provided instruction to students on a foreign exchange program.

Homework and Skills for School Instructor; Learning Disabilities Association - London Region; London, ON; September – December 2005, August 2006

Designed lessons focusing on skills for homework completion and school success; taught students of various age and ability levels; and worked one-on-one with students with learning disabilities and other exceptionalities.

Education Afloat Teacher; Harbourfront Centre; Toronto, ON; April 2005 - June 2005

Created outdoor educational activities; led students on educational tours of the harbourfront; and taught clay and sculpture work to students of all ages.

Tutor in the Classroom; Niagara Catholic District School Board and District School Board of Niagara; St. Catharines, ON; January 2004 - April 2005

Tutored students in small groups in their area of need; instructed the class in subjects such as math and history; and assessed English journals and graded assignments in various subjects.

Administrative Assistant and Kindergarten Teacher; Beanstalk International Kindergarten; Beijing, China; May 2003 - June 2003

Created a teacher handbook and helped to produce a generic teacher contract; negotiated teacher contracts and fringe benefits; established a teacher mentor program for the following year; developed the precursors to reading using the British Letterland curriculum; and assisted in creating a new curriculum for the Bilingual Class.

Conversational English Teacher; Wall Street Language Institute; Beijing, China; May 2002 - June 2002
Worked with adults in their development of verbal communication skills; taught Western etiquette and mannerisms; and engaged in group work with adults.

Grade Eleven English Teacher; Yao Ba Jiu High School; Beijing, China; May 2002 - June 2002
Taught English to students attending a local Chinese high school; organized field trips and school activities; and assessed and administered final grades.

Preschool School English Teacher; T'yu Bilingual and Arts Preschool; Beijing, China; May 2002 - June 2002
Responsible for creating the English curriculum; created daily lesson plans; and instructed children three to five years of age.

PROFESSIONAL ASSOCIATIONS

Professional Memberships and Research Affiliations

Canadian Society for the Study of Education (CSSE)
Canadian Association of Educational Psychology (CAEP)
Canadian Association for the Study of Women in Education (CASWE)

Centre for Research on Work Disability Policy (CRWDP)
Disability Inclusion Group member (DIG-MUN)

Canadian Research Center on Inclusive Education
Faculty researcher.
http://www.inclusiveeducationresearch.ca/faculty/atlantic/young_gabrielle.html

Inclusive Education Canada
Research affiliate.
<https://inclusiveeducationcanada.files.wordpress.com/2013/07/gabrielle-young.pdf>

Certification

Ontario College of Teachers
Ontario Certified Teacher 2005-2012.
*I stopped paying dues upon commencing an academic position in Newfoundland.

Graduate Courses Completed at Western University

- 9526 Psychology in Education: Issues, Theories and Practices
- 9621 Introduction to Statistics in Education
- 9622 Research Design in Education
- 9651 Assessment and Evaluation in Regular and Special Education
- 9652 Students with Low Incidence Exceptionalities; Developmental Disabilities, Chronic Childhood Illnesses
- 9657 Problems and Issues in Special Education
- 9658 Psycho-educational Perspectives and Learning in the Gifted
- 9660 Special Topics in Educational Psychology / Special Education - Policy Issues in Special Education
- 9660 Special Topics in Educational Psychology / Special Education - Learning Disabilities (Audited)
- 9700 Theories in Education
- 9701 Research in Education
- 9702 Doctoral Seminar
- 9710 Independent Reading and Research - Advanced Statistics

PROFESSIONAL DEVELOPMENT

- Indigenous Education, Half-day workshop presented by Heidi Dixon St. John's Friendship Center St. John's, NL, November 2020
- Moderator for the Learning Disability Association of Newfoundland and Labrador mini conference, St. John's, NL October 2020
- Intersectionalities Conference, Vancouver, BC, June 2019
- Universal Design for Learning: A Framework for Teaching All Learners, Two-day workshop presented by CAST, St. John's, NL, March 2019
- Acknowledging and Supporting Neurodiversity and Student Mental Health in Teacher Education Programs, Memorial University, May 2017
- Building Disability Confidence, Memorial University, November 2016
- Places and Spaces for Learning: Cultural Differences and Similarities in North-South Perspectives and Workshop: Critical Perspectives on Intercultural Education, Memorial University, October 2016
- Ethics of Graduate Supervision Brownbag, School of Graduate Studies, Memorial University, October 2016
- The Assessment and Care Protocol for Disturbing, Threatening or Violent Behaviour Session for the Faculty of Education, Memorial University, March 2016

Technology Education Special Interest Council (TESIC) Conference; Full day workshop at Memorial University; December 2015

Learning to Listen, Learning to Ask; Teaching and Learning Series workshop provided the Instructional Development Office at Memorial University; December 2015

Aboriginal Awareness at Memorial; St. John's, NL, June 2015

The Long-term Impact of Early Childhood Education; Full day workshop sponsored by the Pratt Foundation; St. John's, NL, September 2014

Demystifying Learning Disabilities in the Classroom; Full day workshop organized by the Learning Disability Association of Ontario, Mississauga, August 2014

Summer Institute of Technology Integration; Three day workshop organized by the Technology Education Special Interest Council; St. John's, NL, July 2014

Quality Early Child Education in Newfoundland and Labrador; Full day workshop sponsored by the Pratt Foundation; St. John's, NL, May 2014

Reading, Writing, Resiliency: A Briefing on the State of Teacher Education Toward Positive Mental Health; Webinar; April, 2014

Early Child Education is Prudent Economic Development: An Economic Argument for Quality Early Learning and Care in NL; Full day workshop sponsored by the Pratt Foundation; St. John's, NL, April 2014

The Early Years Last A Lifetime, Full day visioning workshop; St. John's, NL, November 2013

Exploring Apps, Interactive Books, and Multi-touch Textbooks; Apple Education Seminar; St. John's, NL; April 2013

Practice Using Elluminate Live; Distance Education, Learning and Teaching Support; St. John's, NL; March 2013 Differentiated Instruction; Association for Community Living; St. John's, NL; February 2013

Positive Practices in Behavioral Support; Eastern Health; St. John's, NL; April 2012 (3 day workshop)

Supervising Graduate Students at Memorial Successfully; Memorial University; St. John's, NL; April 2012

Autism: Evidence-Based Practice; Department of Education; St. John's, NL; March 2012

Preparing a Teaching Dossier; Memorial University; St. John's, NL; October 2011

Autism Institute; NL Department of Education; St. John's, NL; August 2011

Special Education Advisory Committee Training Conference; Mississauga, ON;
November, 2010

Coaching to Inclusion Conference, Beating the Odds; London, ON; October, 2010

Premier Assistive Technology Conference, The Future of Learning; London, ON; April,
2010

Coaching to Inclusion Conference, Belonging! Developing and Maintaining Inclusive
Environments; London, ON; October, 2009

Forum on Inclusive Education; Toronto, ON; February 2009

Council for Exceptional Children Conference; London, ON; November, 2008

Coaching to Inclusion Conference, Students Including Students; London, ON; October,
2008

Bridges to Learning Conference; Mississauga, ON; May 2008

Centre for Inclusive Education Conference, Taking Care; London, ON; April, 2008

Coaching to Inclusion Conference, Disability is Natural; London, ON; November, 2007

Learning Disability Association of Ontario, ADHD Conference; London, ON; October,
2007

Centre for Inclusive Education Conference, Classroom Management; London, ON; April,
2007

Faculty of Education, V-Stream Conference; London, ON; March 2007

Coaching to Inclusion Conference, Creating Classrooms for All Students: An Introduction
to Universal Design for Learning; London, ON; November, 2006

LD Edge, Learning Disabilities and the Corrections System Symposium; London, ON;
November, 2006

Autism Canada Foundation Conference, Autism: A Medical Condition; London, ON;
November, 2006

ADDITIONAL INFORMATION

Place of birth: St. John's, Newfoundland

Citizenship: Canadian

REFERENCES

Dr. Jacqueline Specht

Associate Professor; Director for The Centre for Inclusive Education

Phone: (519) 661-2111 ext. 88876

Email: jspecht@uwo.ca

Relationship to applicant: Dissertation supervisor; course coordinator for a course I instructed; research assistantship supervisor.

Dr. Grace Howell

Research Co-ordinator for The Centre for Inclusive Education

Phone: (519) 661-2111 ext. 88619

Email: ghowell@uwo.ca

Relationship to applicant: Research co-ordinator for a research centre where I was employed as a research assistant.

CURRICULUM VITAE

Kimberly Maich, PsyD, PhD, BCBA-D, OCT, R Psych, C Psych

	709-864-4793
	kmaich@mun.ca
	Hickman Building 3056 320 Elizabeth Ave. St. John's, NL A1B 3X9
	http://research.library.mun.ca/view/creator_az/Maich=3AKimberly=3A=3A.html
	@kimberlymaich

**PROFESSOR
FACULTY OF EDUCATION
MEMORIAL UNIVERSITY**

**Certified Teacher
Special Education Specialist
Board Certified Behaviour Analyst—Doctoral
Registered Psychologist—Master's (NL)
Clinical & School Psychologist—Doctoral (ON)**

**Qualitative, Mixed Methodology, Critical Disability Studies,
Program Evaluation, & Quantitative Experimental Research**

<https://www.mun.ca/educ/people/maich.php>
<https://mun.academia.edu/KimberlyMaich>
<https://mun.yaffle.ca/people/4290>

FORMAL EDUCATION

Doctoral

Doctor of Psychology Clinical Psychology	California Southern University Costa Mesa, CA, USA	2020-2024
Doctor of Philosophy Educational Studies: Cognition & Learning	Brock University St. Catharines, ON	2009

Master's

Master of Education Counselling Psychology	Memorial University St. John's, NL	2019
Master of Applied Disability Studies Applied Behaviour Analysis	Brock University St. Catharines, ON	2015
Master of Education Teaching & Learning: Exceptionalities	Memorial University St. John's, NL	2002

Undergraduate

Professional Development Program Education: Inclusion	Simon Fraser University Burnaby, BC	1998
Post-Baccalaureate Diploma Education: Special Needs	Simon Fraser University Burnaby, BC	1997
Bachelor of Christian Education Education	Redeemer University Ancaster, ON	1993
Bachelor of Arts Psychology	University of Guelph Guelph, ON	1991

CREDENTIALS

Registered Psychologist	College of Alberta Psychologists	2024
Clinical & School Psychologist	College of Psychologists of Ontario	2022
Clinical Psychologist (Interim Autonomous Practice)	College of Psychologists of Ontario	2021
Registered Psychologist	NL Psychologists' Board	2021
Registered Psychologist (Provisional)	NL Psychologists' Board	2019
Board Certified Behaviour Analyst-Doctoral	Behaviour Analyst Certification Board	2018
Board Certified Behaviour Analyst	Behaviour Analyst Certification Board	2015
Ontario Certified Teacher	Ontario College of Teachers	2006
Professional Teaching Certification	Government of NL	1998
Professional Teaching Certification	BC College of Teachers	1998

Selected Continuing Education Credentials

Behaviour Analysis Training Supervision	Theodore Hach	2015
Program in Graduate Supervision	Memorial University	2020
Special Education Specialist	Redeemer University	2009
Autism Spectrum Disorders	Redeemer University	2009
Special Education, Part II	Redeemer University	2008
Special Education, Part I	Brock University	2007
Guidance, Part I	Ontario College of Teachers	2007
English as a Second Language, Part I	Ontario College of Teachers	2007
Autism Research Training Level 1	McGill University	2006

ACADEMIC POSITIONS HELD

Tenured Full Professor (half-time) Inclusive Education Faculty of Education	Memorial University St. John's, NL	2025-present
Tenured Full Professor Inclusive Education Faculty of Education	Memorial University St. John's, NL	2020-2025
Associate Professor Inclusive Education Faculty of Education	Memorial University St. John's, NL	2016-present
Tenured Associate Professor Special Education	Brock University St. Catharines, ON	2016

Department of Teacher Education		
Assistant Professor Special Education Department of Teacher Education	Brock University St. Catharines, ON	2012-2016
Affiliated Faculty Member Centre for Applied Disability Studies	Brock University St. Catharines, ON	2014-2016
Professor Fanshawe College, Human Services	Fanshawe College London, ON	2010-2012
Assistant Professor (Sessional) Faculty of Education	Redeemer University Hamilton, ON	2009-2010
Adjunct Professor (Sessional) Faculties of Arts & Science; Education	Nipissing University Brantford, ON	2009-2010
Adjunct Professor Faculty of Education	Tyndale University Toronto, ON	2008-2012
Instructor (Contract) Additional Qualifications Courses	Elementary Teachers' Federation of Ontario Toronto, ON	2010-2019
Resource Teacher Grand Erie District School Board	Prince Charles School Brantford, ON	2007-2010
Clinical Coordinator ASD School Support Program	McMaster Children's Hospital Hamilton, ON	2005-2010
Graduate Assistant Faculty of Education	Brock University St. Catharines, ON	2006-2007
Research Assistant Faculty of Education	Brock University St. Catharines, ON	2004-2006
Itinerant Guidance Counsellor & High School Special Education Teacher Point Leamington Academy	Nova-Central School District Grand Falls-Windsor, NL	2003-2005

Instructor Department of Teacher Education	Brock University St. Catharines, ON	2004-2005
Special Education Teacher Vice Principal, Grades 3 & 7 Technology & Library Coordinator	St. Anthony Elementary Western School District Lower Cove, NL	1999-2003
Occasional Teacher	Western School District	1998-1999

ADJUNCT POSITIONS

Sessional Instructor School & Applied Child Psychology	University of Calgary Calgary, AB	2019-2020
Adjunct Professor Centre for Applied Disability Studies	Brock University St. Catharines, ON	2017-2020
Instructor (Contract) Faculty of Education	Brock University St. Catharines, ON	2004-2018
Assistant Professor (Standing Appointment) Master of Professional Education Applied Behaviour Analysis	Western University London, ON	2015-present
Adjunct Professor Faculty of Education	Redeemer University Ancaster, ON	2010-present

GRANTS

Refereed External Grants

Quality of Care NL Health Professional-led Patient- Oriented Research Fund Amount: \$9945. Source: NL Support Role: Co-Primary Investigator with Dr. Doyle	2023-2024
CIHR Dissemination & Planning Grant Amount: \$9997 Source: CIHR Role: Collaborator with Dr. Jessie-Lee McIsaac (MSVU)	2023

Title: *Leveraging Family Voice & Social Media to Build Protective Factors in Early Social & Emotional Health*

SSHRC Connections Grant 2023

Amount: \$50 000 Source: SSHRC

Role: Collaborator with Dr. Jessie-Lee McIsaac (MSVU)

Title: *Building Atlantic Canadian Connections to Support High-Quality, Inclusive, & Culturally Responsive Early Childhood Environments*

Community Healthy Living Fund 2022

Amount: \$5000 Source: Government of Newfoundland & Labrador

Role: Grant Writer

Title: *Step & Stretch / Soft Stretch Water Exercise for St. Anthony & Area Chronic Pain Group*

SSHRC Partnership Development Grant 2021-2025

Amount: \$199 981 Source: SSHRC

Role: Secondary Investigator with Dr. Steve Sider

Title: *Supporting Inclusive Education in Haiti: Developing a Canada-Haiti Partnership for Research and Teacher Education on Disability and Inclusion*

SSHRC Connections Grant 2020-2021

Amount: \$50 000 Source: SSHRC

Role: Secondary Investigator with Dr. Jessie-Lee McIsaac (MSVU)

Title: *Building Atlantic Canadian Connections for Early Childhood Development*

NLTA Grant

Amount: \$21 451 Source: Newfoundland & Labrador Teachers' Association 2019-2020

Role: Principal Investigator with Drs. Penney, Savage, & Woloshyn

Title: *Investigating the Status of the Social Emotional Health of Teachers & School Administrators*

SSHRC Insight Grant 2019-2024

Amount: \$215 569 Source: SSHRC

Role: Co-Investigator with Dr. Steve Sider

Title: *Canadian School Principals' Support of Students with Special Education Needs: An examination of critical incidents as a form of professional learning*

SSHRC Partnership Development Grant 2019-2025

Amount: \$199 818 Source: SSHRC

Role: Collaborator with Dr. Steve Sider

Title: *Fostering Equitable Education Systems for those with Disabilities: A Canada-Ghana Partnership for addressing Indicators of Inclusive Education and Building Training Networks*

Community Healthy Living Fund 2019

Amount: \$2400 Source: Government of Newfoundland & Labrador

Role: Grant Writer

Title: *St. Anthony & Area Chronic Pain Support Group Application*

Fanshawe Research Fund 2019

Amount: \$4800 Source: Fanshawe College

Role: Secondary Investigator with Dr. Carmen Hall

Title: *Camps on TRACKS—Phase III*

Mitacs Accelerate Grant 2019-2020

Amount: \$40 000 Source: Mitacs

Role: Co-Investigator with Dr. Sharon Penney

Title: *ASD-Specific Housing Supports*

Wellness Grant 2018-2019

Amount: \$745

Role: Lead Applicant

Title: *Everyday Wellness Strategies at School*

SSHRC Partnership Engage Grant 2018-2019

Amount: \$25 000 Source: SSHRC

Role: Secondary Investigator with Dr. Steve Sider

Title: *Technology-enhanced, interactive case studies for principals' professional development to support students with special educational needs*

Margaret & Wallace McCain Family Foundation Grant 2018-2019

Amount: \$55 000 Source: Margaret & Wallace McCain Family Foundation

Role: Co-Investigator with Drs. Penney, Young, & Philpott

Title: *Exploring the pre-emptive nature of early childhood education on the demand for special education / mental health services in schools*

Newfoundland & Labrador Community Healthy Living Fund 2018

Amount: \$5000 Source: Government of Newfoundland & Labrador

Role: Grant Writer

Title: *St. Anthony & Area Chronic Pain: Yoga, Gentle Water Exercise, & Walking*

SSHRC Connections Grant	2018-2019
Amount: \$41 498 Source: SSHRC	
Role: Secondary Investigator with Dr. Steve Sider	
Title: <i>Intersectionalities in leadership for supporting students with special education needs in Canadian schools</i>	
Trillium Grow Grant	2018-2019
Amount: \$249 000 Source: Ontario Trillium Foundation	
Role: Principal Applicant with Community Living Haldimand	
Title: <i>Increasing community participation through the use of technology and specialized apps</i>	
Home Modification Program (NOT INCLUDED IN TOTALS)	2017
Amount: \$7500 Source: NL Housing	
Title: Purchase & Install Accessibility Modifications	
Embracing the Spirit Innovation Grant	2017
Amount: \$5000 Source: United Church of Canada	
Role: Grant Writer	
Title: <i>Loon Bay Leadership</i>	
Researcher Grant	2017
Amount: \$5000 Source: Southern Network of Specialized Care	
Role: Co-Investigator with Principal Applicant Carmen Hall (Fanshawe College)	
Title: <i>Beyond Physical Inclusion—Teaching Skills in the Community to Enhance Social Inclusion</i>	
Applied Research and Innovation in Education Fund	2017
Amount: \$5000 Source: Fanshawe College	
Role: Co-Investigator with Principal Applicant Carmen Hall (Fanshawe College)	
Title: <i>Beyond Physical Inclusion—Teaching Skills in the Community to Enhance Social Inclusion</i>	
Family Services Community Grant (DID NOT ACCEPT)	2017
Amount: \$7000 Source: Autism Speaks Canada	
Role: Project Lead	
Title: <i>Sensory Friendly Study / Space(s)</i>	
Newfoundland & Labrador Provincial Healthy Living Fund	2017
Amount: \$5000 Source: Government of Newfoundland & Labrador	
Role: Grant Writer	
Title: <i>St. Anthony & Area Chronic Pain</i>	

Trillium Seed Grant	2016-2017
Amount: \$67 100 Source: Ontario Trillium Foundation	
Role: Co-Applicant with Community Living Haldimand	
Title: <i>Use of Mobile Devices/Apps as a Method to Increase Independence and Economic Opportunity with Individuals with Intellectual Disabilities</i>	
SSHRC Insight Development Grant	2016-2018
Amount: \$43 726 Source: SSHRC	
Role: Co-Applicant with Principal Applicant Dr. Steve Sider (Laurier University)	
Title: <i>Exploring Principal Leadership for Inclusion of Students with Special Education Needs in Canadian Schools</i>	
Newfoundland & Labrador Provincial Healthy Living Fund	2016
Amount: \$6776 Source: Government of Newfoundland & Labrador	
Role: Grant Writer	
Title: <i>Gentle Group Fitness for Chronic Pain</i>	
Applied Research and Innovation in Education Fund	2015
Amount: \$10 000 Source: Mohawk College	
Role: Co-Applicant with Principal Applicant Jennifer Jahnke (Mohawk College) and Co-Applicant Camille Rutherford (Brock University)	
Title: <i>Assistive Technology Training and Mohawk College's Community Integration through Cooperative Education Programs for Students with Intellectual Disabilities</i>	
Newfoundland & Labrador Provincial Health & Wellness Grant	2015
Amount: \$10 000 Source: Government of Newfoundland & Labrador	
Role: Grant Writer	
Title: <i>St. Anthony Recreational Advisory Committee / St. Anthony & Area Chronic Pain Support Group</i>	
SSHRC Insight Grant	2015-2020
Amount: \$488 800 Source: SSHRC	
Role: Co-Applicant with Principal Applicant Dr. Jacqueline Specht (Western University)	
Title: <i>The Development of Inclusive Educational Practices for Beginning Teachers</i>	
Ontario Jobs Creation Partnership Program	2014-2015
Amount: \$42 276 Source: Ontario Ministry of Training, Colleges, & Universities	
Role: Project Lead with Drs. Tiffany Gallagher & Sheila Bennett (Brock University)	
Title: <i>Brock-Niagara Assistive Technology Initiative</i>	

Newfoundland & Labrador Provincial Health & Wellness Grant Amount: \$7900 Source: Government of Newfoundland & Labrador Role: Grant Writer Title: <i>St. Anthony & Area Chronic Pain Support Group Application</i>	2014
Newfoundland & Labrador Community Addictions Prevention & Mental Health Fund Amount: \$10 584 Source: Government of Newfoundland & Labrador Role: Grant Writer Title: <i>St. Anthony & Area Chronic Pain Support Group—Exercise for Mental & Physical Health</i>	2014
Internal Research Grant Amount: \$5000 Source: Wilfrid Laurier University Role: Secondary Investigator with Dr. Steve Sider (Laurier University) Title: <i>TBA</i>	2013-2014
President's Choice Children's Charity Fund Amount: \$850 Source: President's Choice Children's Charity Role: Grant Writer Title: <i>iPad Purchase for a Child with ASD</i>	2013
Research Innovation Fund Grant Amount: \$2520 Source: Fanshawe College Role: Co-Principal Investigator with Carmen Hall (Fanshawe College) Title: <i>The Continuation of a Case Study of an iPad-Infused Classroom</i>	2013
Family Services Community Grant Amount: \$1800 Source: Autism Speaks Canada Role: Project Lead Title: <i>Peer Awareness for Preservice Teachers</i>	2012-2013
Research Innovation Fund Grant Amount: \$7100 Source: Fanshawe College Role: Secondary Investigator with Julie Knights-Thomson (Fanshawe College) & Carmen Hall (Fanshawe College) Title: <i>Camps on TRACKS (Phase Two)</i>	2011
Family Services Community Grant Amount: \$6400 Source: Autism Speaks Canada Role: Project Co-Lead with Jennifer Britton (Thames Valley Children's Centre) & Carmen Hall	2011

(Fanshawe College)

Title: *The More We Get Together: Expanding Social Skills Services for Preschoolers with ASD in Childcare Centres*

Research Innovation Fund Grant 2011

Amount: \$7500 Source: Fanshawe College

Role: Principal Investigator with Carmen Hall (Fanshawe College)

Title: *A Bushel or a Peck? Early Childhood Educators, Kindergarten, and Perceived Preparedness for School-Based Special Education*

Research Innovation Fund Grant 2011

Amount: \$6000 Source: Fanshawe College

Role: Secondary Investigator with Carmen Hall (Fanshawe College)

Title: *Camps on TRACKS*

Research Innovation Fund Grant 2011

Amount: \$7000 Source: Fanshawe College

Role: Co-Principal Investigator with Carmen Hall (Fanshawe College)

Title: *Out in the Field: The Authentic Application of Research Skills Learning through Participation in a Community-Based Pilot Project*

Residential Rehabilitation Assistance Program (**NOT INCLUDED IN TOTALS**) 2010

Amount: \$24 000 Source: Canadian Mortgage and Housing Corporation

Role: Project Lead with City of Brantford Housing Department

Title: *Residential Rehabilitation Grant for Persons with Disabilities*

Internal Research Grant 2010

Amount: \$1500 Source: Redeemer University

Role: Secondary Investigator with Dr. Steve Sider (Redeemer University)

Title: *Exploring the Outcomes of Hybrid AQ Courses*

Centennial Fund Project 2007

Amount: \$6000

Source: Newfoundland and Labrador Teachers' Association

Role: Project Secondary Leader with Keith Adey (Nova-Central School District)

Title: *Professional Development and Resource Package for Newfoundland and Labrador Teachers: Autism Spectrum Disorders*

Special Education Grant 2005

Amount: \$3000 Source: Nova-Central School District

Role: Project Lead through Point Leamington Academy

Title: *Criteria C Grant for Low-Ratio Instructional Teaching Allocation*

Professional Development Fund Out-of-Province Grant 2004
Amount: \$500 Source: Newfoundland and Labrador Teachers' Association
Role: Project Lead
Title: *Newfoundland and Labrador Special Education Framework: ISSP & Pathways*

GrassRoots School Program Grant 2003
Amount: \$300 Source: Industry Canada SchoolNet
Role: Project Lead through St. Anthony Elementary
Title: *Resource Room Website Development (cont'd)*

School Committee Project Grant 2002
Amount: \$7000 Source: International Grenfell Association
Role: Project Lead through St. Anthony Elementary Grant Committee
Title: *Literacy through Libraries*

GrassRoots Group Leader Program Grant 2001
Amount: \$300 Source: Industry Canada SchoolNet
Role: Project Lead through St. Anthony Elementary
Title: *Resource Room Website Development*

Internal Grants

Faculty of Education Teaching Remission 2025 (Win)
Source: Memorial University, Faculty of Education
Proposal: *Stories of Inclusive Education in the Eastern Caribbean (TBA)*

Faculty of Education Graduate Assistantship 2022 (Win)
Amount: 56 hours (est. \$1400) Source: Memorial University
Role: Principal Investigator
Title: *Ghanaian Children's Picture Books—Disability (cont'd)*

Faculty of Education Graduate Assistantship 2022 (Fall)
Amount: 56 hours (est. \$1400) Source: Memorial University
Role: Principal Investigator
Title: *Ghanaian Children's Picture Books—Disability (cont'd)*

VPR-SGS Pilot Project for Co-Supervision 2021-2024
Amount: \$40 000 Source: Memorial University
Role: Co-Supervisor

Faculty of Education Graduate Assistantship Amount: 56 hours (est. \$1400) Source: Memorial University Role: Principal Investigator Title: <i>Ghanaian Children's Picture Books—Disability</i>	2021
Faculty of Education Graduate Assistantship Amount: 56 hours (est. \$1400) Source: Memorial University Role: Principal Investigator Title: <i>Centre of Excellence</i>	2020
MUCEP Funding Amount: 40 hours (est. \$595) Source: Memorial University Role: Supervisor Title: <i>ASD in the Canadian Context--Supplements</i>	2020
Seed, Bridge, & Multidisciplinary Amount: \$9999 Source: Memorial University Role: Co-Applicant with Drs. Young, Moghaddam, & Penney Title: <i>Using Online Tutoring to Support Literacy</i>	2020
SSHRC Explore Amount: \$6986 Source: Memorial University Role: Co-Applicant with Drs. Young, Moghaddam, & Penney Title: <i>Using Online Tutoring to Support Literacy</i>	2019
Research & Development Award Amount: \$750 Source: Memorial University Role: Co-Applicant with Drs. Young, Moghaddam, & Penney Title: <i>Using Online Tutoring to Support Literacy</i>	2019
Student Work & Service Program Amount: 100 hours (est. \$2500) Source: Memorial University Role: Principal Applicant Title: <i>Research Assistant for "IEPs across Canada"</i>	2019
Conference Grant Amount: \$3000 Source: Memorial University Role: Principal Applicant Title: <i>Straight Talk about Autism Spectrum Disorder</i>	2019

Research & Development Award	2019
Amount: \$2930 Source: Memorial University	
Role: Secondary Investigator with Drs. Moghaddam, Arnold, Azam, Goodnough, Maich, Penney, & Young	
Title: <i>A Collaborative Self-Study Inquiry to Improve Teaching Practices through Lesson Study</i>	
Research & Development Award	2019
Amount: \$1500 Source: Memorial University	
Role: Principal Applicant	
Title: <i>Pathology Persists & Stigma Stays: Representations of (Autistic) Steven Greaves in the Post-Apocalyptic World.</i>	
JR Smallwood Conference Grant	2019
Amount: \$2554 Source: Memorial University	
Role: Principal Applicant	
Title: <i>Straight Talk about Autism Spectrum Disorder</i>	
Student Work & Service Program	2019
Amount: 260 hours (est. \$6500) Source: Memorial University	
Role: Principal Applicant	
Title: <i>Research Reviewer</i>	
ISWEP Funding	2019
Amount: 160 hours (est. \$4000) Source: Memorial University	
Role: Supervisor	
Title: <i>Book Manuscript Tables, Figures, & Infographics</i>	
Quick Start Fund for Public Engagement	2018
Amount: \$1100 Source: Memorial University	
Role: Principal Investigator	
Title: <i>People, Place, & Public Engagement Conference</i>	
MUCEP Funding	2019
Amount: 40 hours (est. \$880) Source: Memorial University	
Role: Supervisor	
Title: <i>ASD Literature</i>	
MUCEP Funding	2018
Amount: 40 hours (est. \$880) Source: Memorial University	
Role: Supervisor	

Title: *ASD in the Canadian Context--Indexing*

Strategic Research Intensity Plan Funding 2018

Amount: 40 hours (est. \$880) Source: Memorial University

Role: Supervisor

Title: *ASD Literature*

Faculty of Education Graduate Assistantship 2018

Amount: 56 hours (est. \$1400) Source: Memorial University

Role: Principal Investigator

Title: *ASD in the Canadian Context (cont'd)*

Publication Subvention 2018

Amount: \$1000 Source: Memorial University

Role: Lead Author

Title: *ASD in the Canadian Context*

ISWEP Funding 2018

Amount: 80 hours (est. \$1760) Source: Memorial University

Role: Supervisor

Title: *Discovering & Documenting Literature on School-Based Mental Health & Wellness across Canada*

MUCEP Funding 2018

Amount: 80 hours (est. \$1760) Source: Memorial University

Role: Supervisor

Title: *ASD in the Canadian Context*

MUN SSHRC VP Grant 2017

Amount: \$5616 Source: Memorial University

Role: Principal Investigator with Government of New Brunswick

Title: *Building Professional Capacity around Autism Spectrum Disorder in New Brunswick's Schools: An Evaluation of the "ASD and Behavioural Interventions" Online Training Program*

MUN SSHRC Travel Grant 2017

Amount: \$2500 Source: Memorial University

Role: Principal Investigator

Title: *Stay, Play, & Talk: Phase IV (Paris, France)*

Faculty of Education Graduate Assistantship 2017

Amount: \$700	Source: Memorial University	
Role: Principal Investigator		
Title: <i>ASD in the Canadian Context</i>		
Quick Start Fund for Public Engagement		2017
Amount: \$786	Source: Memorial University	
Role: Principal Investigator		
Title: <i>Everyday ABA</i>		
Faculty of Education Start-up Funds		2017
Amount: \$10 000	Source: Memorial University	
Role: Principal Investigator		
Title: <i>Out with the old and in with the new: Research dissemination</i>		
Faculty of Education Graduate Assistantship		2017
Amount: \$679	Source: Memorial University	
Role: Principal Investigator		
Title: <i>Manuscript Completion (Varied)</i>		
Service Learning Grant		2016
Amount: \$2125	Source: Brock University	
Role: Principal Investigator		
Title: <i>Revision of EDUC 4P52</i>		
Research & Development Grant		2016
Amount: \$977	Source: Brock University	
Role: Principal Investigator with Dr. Tricia van Rhijn (University of Guelph).		
Title: <i>Assessing inclusion quality: Validation of the SpeciaLink Early Childhood Inclusion Quality Scale</i>		
Graduate Research Assistance Development Fund		2015
Amount: \$1708	Source: Brock University	
Role: Secondary Investigator with Darren Levine (Brock University)		
Title: <i>The Effects of a Rapport Building Play Intervention on Young Children in a Child Care Setting</i>		
Graduate Research Assistance Development Fund		2015
Amount: \$1708	Source: Brock University	
Role: Lead Author		
Title: <i>Autism Spectrum Disorders in the Ontario Context: An Introduction</i>		

Research & Development Grant	2015
Amount: \$982 Source: Brock University	
Role: Principal Investigator with Carmen Hall (Fanshawe College) and Dr. Tricia van Rhijn (University of Guelph).	
Title: <i>An iPad-Infused Classroom</i>	
Research & Development Grant	2014
Amount: \$982 Source: Brock University	
Role: Principal Investigator with Dr. Christina Belcher (Redeemer University)	
Title: <i>The Depiction of 'Teacher as Classroom Manager' in Children's Literature</i>	
Brock SSHRC Institutional Grant	2014-2015
Amount: \$4474 Source: Brock University	
Role: Principal Applicant with Co-Applicant Tricia van Rhijn (University of Guelph)	
Title: <i>Remote Assistive Technology Training in Rural Schools in Newfoundland and Labrador: Is There a Need?</i>	
Graduate Research Assistance Development Fund	2014
Amount: \$1708 Source: Brock University	
Role: Principal Investigator with Randy Hill (Brock University)	
Title: <i>Canadian School Programs for Students with Emotional / Behavioral Disorders: A Decade of Programs, Policy, and Practice</i>	
Brock University Advancement Fund	2013-2015
Special Purpose Funds: Manuscript Preparation Grant	
Amount: \$1460 Source: Brock University	
Role: Lead Author	
Title: <i>Autism Spectrum Disorders in the Ontario Context: An Introduction</i>	
Graduate Research Assistance Development Fund	2012-2013
Amount: \$1708 Source: Brock University	
Role: Co-Principal Investigator with Carmen Hall (Fanshawe College)	
Title: <i>A Case Study of an iPad-Infused Classroom</i>	
Research & Development Grant	2012-2013
Amount: \$981 Source: Brock University	
Role: Principal Investigator with Carmen Hall (Fanshawe College)	
Title: <i>Stay, Play, & Talk: Assessing the Impact of a Peer-Mediated Social Skills Program on the Peer Play of Preschool-Aged Children with Social Issues, Characteristics of ASD, or a diagnosis of an ASD in Inclusive Child Care Settings</i>	

RESEARCH & SCHOLARLY ACTIVITIES

PEER-REVIEWED PUBLICATIONS

CAREER-LONG JOURNAL ARTICLES & CHAPTERS	
CAREER-LONG PEER-REVIEWED BOOKS	10
CURRENT BOOK MANUSCRIPTS IN PREPARATION	1
CURRENT BOOK PUBLICATIONS FOR 2025 (PUBLISHED, IN PRESS, R&R, OR SUBMITTED)	1
TOTAL ARTICLES & CHAPTERS FOR 2025 (PUBLISHED, IN PRESS, R&R, OR SUBMITTED)	8
PUBLISHED	2
IN PRESS	0
REVISE & RESUBMIT	0
SUBMITTED	6

Peer-Reviewed Books

Specht, J., Sider, S., & **Maich, K.** (2025). *A research agenda for inclusive education*. Edward Elgar Publishing Ltd.

Maich, K., Anderson, B., & Hall, C. (2024). *Autism spectrum disorders in the Ontario context: An introduction (2nd ed.)*. Canadian Scholars Press, Inc.

Hall, C., **Maich, K.**, & Anderson, B. (2023). *People skills for behaviour analysis*. Routledge.

Maich, K. (2023). *Deal with it: Ableism*. James Lorimer & Company, Ltd.

Keith, E., & **Maich, K.** (2022). *Reframing mental health in schools: Using case stories to promote global dialogue*. Rowman & Littlefield.

Sider, S., & **Maich, K.** (2022). *Leadership for inclusive schools: Cases from principals for supporting students with special educational needs*. Rowman & Littlefield. **Exceptionality Education International Book Prize Award (2023)**

Maich, K., Penney, S., Alves, K., & Hall, C. (2020). *Autism spectrum disorders in the Canadian context: An introduction*. Canadian Scholars.

Maich, K., & Hill, R. (2018). *Special Education Case Studies: 20 cases for Ontario classrooms*. Oxford University Press. ISBN-10: 0199022178

Maich, K., Levine, D., & Hall, C. (2016). *Applied behaviour analysis: 50 case studies in home, school, and community settings*. Springer Science & Business Media. 10.1007/978-3-319-44794-0_1 **Exceptionality Education International Book Prize Award (2016)**

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

Maich, K. (2015). *Early learners in preschools and kindergartens: 50 case stories in child development, inclusion, collaboration and special needs*. Pearson Education. **Exceptionality Education International Book Prize Award (2014)**

Peer-Refereed Journal Articles & Chapters

In Press

Revise & Resubmit

Submitted

Irfanul, I, Penney, S., **Maich, K.** & Cossitt, R. (Submitted, March 2025). ASD-specific housing supports analysis: A qualitative study in NL, Canada. *Housing Studies*.

Lewis-Power, N., Maddalena, V., **Maich, K.**, & Shree, M. (Submitted, August 2024). Children born preterm with complex health challenges: Factors that facilitate or challenge smooth transition to primary school. *Journal of Pediatrics*.

Young, G., Penney, S., Arnold, C., Moghaddam, A., Azam, S., & **Maich, K.** (Submitted, 2022). Teaching and scholarship in the time of COVID. *Higher Education Theory & Practice*.

Young, G., Penney, G., Arnold, C., Azam, S., Moghaddam, A., **Maich, K.**, & Goodnough, K. (Submitted, 2022). Critical friends use universal design for learning to improve inclusive teaching pedagogy. *Canadian Journal of Scholarship of Teaching and Learning*.

Moghaddam, A., & **Maich, K.**, Rojas, J. (Submitted, July 2022). Computational thinking and task analysis: Bit-by-bit thinking for step-by-step learning. *Australian Journal of Learning Difficulties*.

Maich, K., O'Keefe, C., van Rhijn, T., Cowan, I., McLean, S., Melanson, S., & Michaud, J. (Submitted, April 2022). Autism spectrum disorder and behavioural intervention: Enhancing educational professional competency through online training. *Teachers College Record*.

Mfoafo-M'Carthy, M., Grischow, J. D., Mprah, W., Must, N., **Maich, K.**, Specht, J., & Sider, S. (Submitted, January 2025). The challenges of inclusive education in Ghana: A systematic review. *Review of Educational Research*.

2025 (HALF TIME)

Sohrabi, T., & **Maich, K.** (2025). Practical social skills assessments for inclusive classroom settings. *Canadian Journal of Family & Youth*, 17(1), 79-91.

<https://journals.library.ualberta.ca/cjfy/index.php/cjfy/article/view/30095/21955>

2024

Yonge, B., & **Maich, K.** (2024). The use of assistive technology in the school-based instruction for children with specific learning disorders: The case of Cameroon & Canada. *Exceptionality Education International: Special Issue*.

Maich, K., Belcher, C., Sohrabi, T., Specht, J., Sider, S., Mufaufo-M'Carthy, M., & Andoh, W., (In Preparation, 2020). A Ghanaian approach to peer sensitization literature around disability. *Exceptionality Education International: Special Issue*.

Sider, S. Grischow, J., **Maich, K.**, Mfoafo-M'Carthy, M., Mprah, W., & Specht, J. (2024). Considering inclusive education through international research partnerships involving organizations from Ghana and Canada. *Exceptionality Education International Special Issue on Inclusive Education: Canada's Connection to the World*, 34(1), 4-16. <https://doi.org/10.5206/eei.v34i1.16931>

Maich, K., Belcher, C., Legault, K., & Torraville, B. (2024). What are picture books about autism telling our children? *Exceptionality Education International*, 33(1). <https://ojs.lib.uwo.ca/index.php/eei/article/view/14405/13692>

2023

Savage, M., Woloshyn, V., **Maich, K.**, & Penney, S. (2023). Stress, coping, and well-being in teachers and school administrators. *Alberta Journal of Educational Research*, 69(4), 492-513. <https://journalhosting.ucalgary.ca/index.php/ajer/article/view/75886>

Lunde, A., & **Maich, K.** (2023). You're on mute! People skills behind the screens and behind the scenes. In C. Hall, K. Maich, & B. Anderson (Eds.). *People skills for behaviour analysis*. Routledge.

Sider, S., Specht, J., McGhie-Richmond, D., **Maich, K.**, & Morvan, J. (2023). Between, betwixt, and amongst: Intersectionalities. In C. McGregor & S. Bedi (Eds.), *Diversity Leadership in Education: Embedding Practices of Social Justice* (pp. 178-194). McGill-Queen's University Press.

Sider, S., **Maich, K.**, Specht, J., Treadgold, C., & Winger, H. (2023). "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*, 18(1), 132–154. <https://doi.org/10.1177/19427751211046978>

2022 (COVID-19 PANDEMIC) (LEAVE FOR INJURY, SABBATICAL)

Maich, K., van Rhijn, T., Hall, C., Mallabar, S., Vause, T., Squires, K., Hatt, A., & Ahi, M. (2022). Employing intensive teaching triads to enhance the impact of a peer-mediated social skills program. *International Journal of Inclusive Education*. 10.1080/13603116.2022.2115155

Belcher, C., & **Maich, K.** (2022). Case Study: It takes a village: To what question is exclusion ever the answer? In E. Keith & K. Maich (Eds.). *Reframing mental health in schools: Using case stories to promote global dialogue*. Rowman & Littlefield.

Jahnukainen, M., **Maich, K.**, Penney, S., & Young, G. (2022). Current trends in inclusive and special education in Newfoundland & Labrador, Canada, and Finland. In T. M. Cristou, R. Kruschel et al. (Eds), *European Perspectives on Inclusive Education in Canada: Critical Comparative Insights*. Routledge. <https://www.routledge.com/European-Perspectives-on-Inclusive-Education-in-Canada-Critical-Comparative/Christou-Kruschel-Matheson-Merz-Atalik/p/book/9781032062631>

Avery, K., van Rhijn, T., & **Maich, K.** (2022). Understanding the role of formal and informal support resources for parents of children with autism spectrum disorder. *Canadian Journal of Family & Youth*. <https://journals.library.ualberta.ca/cjfy/index.php/cjfy/article/view/29791/21723>

2021 (COVID-19 PANDEMIC)

Azam, S., Goodnough, K., Moghaddam, A., Arnold, C., Penney, S., Young, G., & **Maich, K.** (2021). Becoming inclusive teachers: Self-study as a professional learning tool. *International Journal for the Scholarship of Teaching & Learning*, 15(2). <https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=2043&context=ij-sotl>

Davies, A. W. J., Balter, A., van Rhijn, T., Spracklin, J., **Maich, K.**, & Soud, R. (2021). Sexuality education for children and youth with autism spectrum disorder in Canada. *Intervention in*

School and Clinic. 10.1177/10534512211051068

<https://journals.sagepub.com/doi/full/10.1177/10534512211051068>

Davies, A. W. J., **Maich, K.**, Belcher, C., Cagulada, E., De Welles, M., & van Rhijn, T. (2021). A critical examination of the intersection of sexuality and disability in *Special*, a Netflix series. In M. Jeffress (Ed.), *Representations of Disability in Film, TV, and Print Media*. Routledge.

<https://www.routledge.com/Disability-Representation-in-Film-TV-and-Print-Media/Jeffress/p/book/9780367473648>

Sohrabi, T., & **Maich, K.** (2021). A case study of social skills development in bilingual preschoolers. *Canadian Journal of New Scholars in Education*, 12(1), 17-29.

Sider, S., & **Maich, K.**, Morvan, J., Villella, M., Ling, P., & Repp, C. (2021). Inclusive school leadership: Examining the experiences of Canadian school principals in supporting students with special education needs. *Journal of Research in Special Education Needs*, 21(2).

<https://nasenjournals.onlinelibrary.wiley.com/doi/10.1111/1471-3802.12515>

MacCormack, J., Sider, S., **Maich, K.**, & Specht, J. (2021). Self-determination and inclusion: The role of Canadian principals in catalysing inclusive-positive practices. *International Journal of Education Policy & Leadership*.

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

2020 (COVID-19 PANDEMIC)

Azam, S., Goodnough, K., Moghaddam, A., Arnold, C., Penney, S., Young, G., & **Maich, K.** (2020). Exploring lesson study in postsecondary education through self-study. *International Journal for Lesson & Learning Studies*, 9(4), 67-381. <https://doi.org/10.1108/IJLLS-05-2020-0025>

Maich, K., Belcher, C., Davies, A., Rose, J., & van Rhijn, T. (2020). Pathology persists and stigma stays: Representations of (autistic) Stephen Greaves in the post-apocalyptic world. *Disability & Society*. <https://doi.org/10.1080/09687599.2020.1862641>

Maich, K., Sider, S., Morvan, J., Specht, J., Smith, D. (2020). Making the unknown or invisible accessible: The collaborative development of inclusion-focused open access case studies for

principals and other school leaders. *Exceptionality Education International Special Issue*, 30(2), 68-79. <https://ir.lib.uwo.ca/eei/vol30/iss2/7/>

Badenhorst, C., Pickett, S., Arnold, C., Lewis, L., Buley, J., Goodnough, K., **Maich, K.**, McLeod, H., Penney, S., Young, G., & Vaandering, D. (2020). On being reviewed: From ghosts that haunt in isolation towards connection and unexpected agency. *Higher Education Research & Development*. <https://www.tandfonline.com/doi/full/10.1080/07294360.2020.1792847>

Goodnough, K., Arnold, C., Azam, S., **Maich, K.**, Moghaddam, A., Penney, S., Young, G. (2020). Cultivating a self-study community of practice: Reflections of faculty on issues of evolution and functioning. *Studying Teacher Education*, 16(2). <https://www.tandfonline.com/doi/full/10.1080/17425964.2020.1737928>

Belcher, C., & **Maich, K.** & Hardy, M. (2020). Teachers as zookeepers? How picture books describe classroom management. *Language and Literacy*, 21(4), 1-20. <https://doi.org/10.20360/langandlit29449>.

2019

Penney, S., Young, G., Butler, E., **Maich, K.**, & Philpott, D. (2019). The role of quality ECE in facilitating mental health and well-being in children. *Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services*, 29(3), 57-76.

van Rhijn, T., **Maich, K.**, Lero, D., & Irwin, S. H. (2019). Assessing inclusion quality: The SpecialLink Early Childhood Quality Inclusion Scale. *Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services*, 29(3).

Maich, K., Davies, A. W. J., Penney, S., Butler, E., Young, G., & Philpott, D. (2019). Young children with autism spectrum disorder: The earlier we begin together, the better. *Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services*, 29(3), 77-91.

Young, G., Philpott, D., Butler, E., **Maich, K.**, & Penney, S., (2019). Exploring the impact of quality early childhood education on special education: Can we prevent placement in special education? *Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services*, 29(3), 6-21.

Fairbrother, M., **Maich, K.**, & Sider, S. (2019). School principals and inclusive schools: A case study of complex contexts and competing perspectives. *International Journal of Case Studies in Business, IT, and Education*, 3(2). <http://doi.org/10.5281/zenodo.3519497>.

Maich, K., Rutherford, C., & Bishop, C. (2019). Phones, watches, and apps: Engaging everyday mobile / assistive technology for adults with intellectual and/or developmental disabilities. *Exceptionality Education International*.

Maich, K., & Sider, S. (2019). Special education needs and disabilities in secondary education (Canada). *Bloomsbury Education & Childhood Studies*. doi: 10.5040/9781474209441.0054

Alves, K., & **Maich, K.** (2019). A parent's perspective is worth a thousand words: Parents of children with ASD and their perspectives on a community-based parent education program. *Canadian Journal of New Scholars in Education*, 10(1). <https://jmss.org/index.php/cjnse/article/view/43470/pdf>

Van Rhijn, T., Osborne, C., Ranby, S., **Maich, K.**, Hall, C., Rzepecki, L., & Hemmerich, A. (2019). Peer play in inclusive child care settings: Assessing the impact of stay, play, and talk, a peer-mediated social skills program. *Child Care in Practice*, 27(3), 224-238. <https://doi.org/10.1080/13575279.2019.1588707>

Penney, S., Young, G., **Maich, K.**, & Howell, E. (2019). Promoting home-school communication surrounding children with disabilities: Parental perceptions in Newfoundland and Labrador, Canada. In D. Jahr & R. Kruschel (Eds.), *Inclusion in Canada: International perspectives on heterogeneity-sensitive education* (pp. 207-223). Weinheim, Germany: Beltz Verlag. [German translation]

Maich, K., Davies, A., & Sohrabi, T. (2019). Autism spectrum disorder and maternal employment barriers: A comprehensive gender-based inquiry. *Canadian Journal of Family & Youth*, 11(1), 104-153. <https://journals.library.ualberta.ca/cjfy/index.php/cjfy/article/view/29463>

2018

Maich, K., Hall, C., van Rhijn, T., & Squires, K. (2018). Investigating stay, play, and talk: A peer-mediated social skills intervention for young children with autism spectrum disorder and social challenges. *Exceptionality Education International* 28(2), 82-104. <https://ir.lib.uwo.ca/eei/vol28/iss2/5/>

Maich, K., Davies, A., & van Rhijn, T. (2018). A relaxation station in every location. *Feature Article: Intervention in School and Clinic*, 54(3), 160-165. doi: 10.1177/1053451218767916

Maich, K., Hill, R., & Somma, M. (2018). Canadian school programs for students with emotional/behavioral disorders: A decade of programs, policy, and practice. *Emotional & Behavioural Difficulties*. <https://www.tandfonline.com/doi/full/10.1080/13632752.2018.1497006>

Maich, K., Jahnke, J., & Rutherford, C. (2018). Intellectual disability, literacy, and assistive technology in the community college setting. *The Journal on Technology & Persons with Disabilities, Scientific/Research Proceedings*, 6, 353-376. <http://scholarworks.csun.edu/bitstream/handle/10211.3/203007/JTPD-2018-ID92-p354-377.pdf?sequence=1>

2017

Maich, K., van Rhijn, T., Woods, H., & Brochu, K. (2017). Teachers' perceptions of the need for assistive technology training in Newfoundland and Labrador's rural schools. *Canadian Journal of Learning and Technology*, 43(2), 1-26. <https://www.cjlt.ca/index.php/cjlt/article/view/27547>

Maich, K., Sider, S., Hall, C., & Henning, M. (2017). What's BEFORE the iPad? Teaching basic prerequisite skills for iPad use. *Research to Practice: Division of Autism and Developmental Disabilities Online Journal*, 4(1), 110-122. http://www.daddcec.com/uploads/2/5/2/0/25202220/may28_dadd_online_journal_v1_2014.pdf

Maich, K., & Hall, C., van Rhijn, T., & Henning, M. (2017). Teaching and learning in two iPad-Infused Classrooms: A descriptive case study of a dual classroom, school-based pilot project. *Exceptionality Education International*, 27(2), 1-25. <http://ir.lib.uwo.ca/eei/vol17/iss2/7>

Sider, S., & **Maich, K.,** & Morvan, J. (2017). School principals and students with special education needs: Leading inclusive schools. *Canadian Journal of Education*, 40(2). https://cje-rce.ca/wp-content/uploads/sites/2/2017/07/Regular-2417-Sider.Final_.June_.21.pdf

Skočić Mihić, S., **Maich, K.,** Belcher, C., Perrow, S., Barišić, A., & Ramić, N. (2017). The role of bibliotherapy and therapeutic storytelling in creating inclusive classroom communities. In *Handbook of Research on Classroom Diversity and Inclusive Education Practice*. <http://www.igi-global.com/chapter/the-role-of-bibliotherapy-and-therapeutic-storytelling-in-creating-inclusive-classroom-communities/182395>.

Maich, K., & Mallabar, S. (2017). William's story. In K. Stegemann & A. Aucoin (Eds.), *Inclusive education: Stories of success and hope in a Canadian context* (pp. 72-88). Don Mills, ON: Pearson.

2016

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. doi: 0.1177/1053451215585793

Maich, K., Belcher, C., Sider, S., & Johnson, N. (2016). Chapter 36: Using children's literature to support social-emotional growth in the classroom: A bibliotherapeutic approach to education about chronic disease. In *Psychology and Mental Health: Concepts, Methodologies, Tools, and Applications*. Hershey, PA: IGI Global.

2015

Maich, K., Belcher, C., Sider, S., & Johnson, N. (2015). Chapter 14: Using children's literature to support social-emotional growth in the classroom: A bibliotherapeutic approach to education about chronic disease. In Gordon, M. (Ed.) (2015). *Challenges Surrounding the Education of Children with Chronic Diseases*. Hershey, PA: IGI Global. doi: 10.4018/978-1-4666-9452-1.ch014

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. <http://ir.lib.uwo.ca/eei/vol25/iss2/1>

2014

Hall, C., & **Maich, K., & Hatt, A.** (2014). Using an electronic scheduler to decrease latency in transition time for a 9-year-old girl with ASD. *Research to Practice: Division of Autism and Developmental Disabilities Online Journal*, 1(1), 91-102. http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/DADD%20Online%20Journal%20V1%202014.pdf

Sider, S., & **Maich, K.** (2014). Assistive technology tools: Supporting literacy learning for all learners in the inclusive classroom. *What Works? Research into Practice Monograph Series*

#50. <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatworks.html>

Maich, K., & Hall, C. (2014). Are we ready? Examining the level of preparedness of early childhood education students for school-based special education. *Canadian Children*, 39(3), 42-52. <http://cayc.ca/content/canadian-children-vol-39-no-3> [12 pages]

Belcher, C., & **Maich, K.** (2014). Autism spectrum disorders in popular media: Storied reflections of societal views. *Brock Education: A Journal of Educational Research & Practice*, 23(2), 1-19. <http://brock.scholarsportal.info/journals/brocked/home/article/view/311>

Belcher, C., & **Maich, K.** (2014). Eating baby food or eating meat? Student voices on the 'everyday' use of PowerPoint in university-level andragogy. *International Christian Community for Teacher Education Journal*, 9(2). <http://ictejournal.org/issues/v9i2/v9i2-belcher-maich>

2012

Maich, K., & Belcher, E. C., (2012). Feature article: Using picture books to create peer awareness about Autism Spectrum Disorders in the inclusive classroom. *Intervention in School and Clinic*, 47(4), 206-213. doi: 10.1177/10534 51211424600

2011

Maich, K., & Hall, C. (2011). Out in the field: Experiencing a research journey through a community-based pilot project. *College Quarterly*, 14(2). <http://www.collegequarterly.ca/2011-vol14-num02-spring/maich.html>

2010

Belcher, E. C., & **Maich, K.** (2010). Seeing the “me” in ASD through children’s picture books. *Teaching with compassion, competence and commitment*, 4(2). http://www.mvnu.edu/academics/eduprofstud/education/education_journal/vol4no2/seeing.pdf

2007

Dworet, D., & **Maich, K.** (2007). Canadian school programs for students with emotional/behavioural disorders: An updated look. *Behavioural Disorders*, 1(33), 33-42.

Maich, K., & Dworet, D. (2007). The therapist approach to instruction: Perceptions and practices of teachers. *Proceedings of the International Study Association on Teachers and Teaching*, St. Catharines. http://www.isatt.org/conference_proceedi.htm#M

2005

Maich, K., & Kean, S. (2005). ISSP and Pathways: Special education models in Newfoundland and Labrador, Canada. *Journal of International Special Needs Education*, 8.

Maich, K. (2005). A brief review of the special education consultant teacher: Enabling children with disabilities to be educated with nondisabled children to the maximum extent possible. *Education Review*.

2004

Maich K., & Kean, S. (2004). Read two books and write me in the morning! Bibliotherapy for social emotional intervention in the inclusive classroom. *Teaching Exceptional Children Plus*, 1(2). c

2002

Maich, K., & Tite, R. (2002). When “pathways” cross. *Morning Watch*, 30(1). Retrieved from <http://www.mun.ca/educ/faculty/mwatch/fall02/Maich.htm>

In Preparation

Young, G., Penney, S., Arnold, C., Moghaddam, A., Azam, S., & **Maich, K.** (In Preparation, 2020). Dawn & Roxanne. *Journal of Scholarship in Teaching & Learning*.

Bishop, C., Whittingham, L., Vause, T., Burnham-Riosa, P., & **Maich, K.** (In Preparation, 2020). Using matched mobile devices and specialized apps to support independent life skills.

Bishop, C., Burnham-Riosa, P., **Maich, K.**, & Vause, T. (In Preparation, 2020). Lessons learned: From pilot to phase one of using assistive technology to support adults with intellectual disabilities in community independence.

Sider, S., Specht, K., **Maich, K.**, & Mufaufo-M’Carthy, M. (In Preparation, 2020). A framework for international educational research partnership development: Ensuring the equitable in inclusive education research.

Maich, K., Snow, C., Alves, K., & Byrne, O. (In Preparation, 2020). Beyond the marble jar: Easy-to-create token economies for inclusive classrooms. *Intervention in School & Clinic*.

van Rhijn, T., Baumann, D., Schwartz, L., & **Maich, K.** (In Preparation, 2020). Quality inclusion training in pre-service early childhood educators in Canada. *eceLINK Special Issue*.

Maich, K., & Sider, S. Tactics of school exclusion in school leadership.

Maich, K., van Rhijn, T., & Sider, S. IEPs across Canada: Comparing components in 13 jurisdictions.

Maich, K., & van Rhijn, T. Disability, belonging, and chronic pain.

Maich, K. & Penney, S. Experiences of mothering children with ASD: Journey mapping from birth to age 18.

Maich, K. (In Preparation, 2020). 10 years of hot topics: Ontario council for children with behaviour disorders. *The Journal of Special Education*.

Bishop, C., & **Maich, K.** (In Preparation, 2020). A narrative inquiry into extraordinary research project knowledge mobilization.

van Rhijn, T., **Maich, K.,** Fritz, V., Gores, D., & Osborne, C. (In Preparation, 2020). Manuscript in a day! Mentoring graduate students through the process of academic writing for publication.

Maich, K., van Rhijn, T., Hall, C., & Piergentilli, N. (In Preparation, 2020). Stay, playing, and talking with your friends. *Teaching Exceptional Children*.

Governmental Reports

Christy, E., **Maich, K.,** & Quin, Y. (2018). *Good enough | not good enough: Final report of phase one research on the precursors and pillars of belonging for disabled persons in Newfoundland and Labrador*. St. John's, NL: Disability Policy Office, Department of Children, Seniors, & Social Development.

Maich, K. (2015). *Evaluation of: 'ASD and behavioural Interventions: An introduction for school personnel.'* Halifax, NS: Atlantic Provinces Special Education Authority. [internal]

Maich, K. (2014). *The 'autism in education' project: A program report*. Halifax, NS: Atlantic Provinces Special Education Authority. [internal]

Legal Briefs

Maich, K. (2018). *Autism spectrum disorder and maternal employment disruption: What do mothers do?* Dawe & Burke Law Office, St. John's, NL.

Grey Papers

Philpott, D., Penney, S., **Maich, K.**, Young, G., & Butler, E. (2019). The pre-emptive nature of quality early childhood education on special education needs in children.
<https://research.library.mun.ca/13571/1/The%20Preemptive%20Nature%20of%20ECE%2C%20Feb%2012.pdf>

Theses

Maich, K. (2024). The psychological implications of school exclusion of disabled students in Canada (doctoral dissertation). California Southern University, Costa Mesa, CA, USA.

Maich, K. (2018). *Everyday mobile / assistive technology supporting adults with intellectual and/or developmental disabilities in the community setting* (master's thesis). Memorial University, St. John's, Newfoundland & Labrador.

Maich, K. (2002). *Opening a can of worms: Perceptions and practices of teachers in Newfoundland and Labrador incorporating the role of a therapist* (doctoral dissertation). Brock University, St. Catharines, Ontario. <http://dr.library.brocku.ca/handle/10464/1439>

Maich, K. (2002). *When pathways cross: Special education teacher collaboration under Pathways to Programming & Graduation* (master's thesis). Memorial University, St. John's, Newfoundland & Labrador. https://research.library.mun.ca/view/creator_az/Maich=3AKimberly=3A=3A.html#group_thesis

Book Contributions

Maich, K. (In Press). "Canadian leaders in early childhood disability studies: Interview and vignette of Dr. Kimberly Maich." In Langford, R., Nolan, K, et al. (In Press). *Inclusion in Early Childhood Programs* (8th Ed.). Cengage Learning.

Maich, K. (2013). "Parent reflection: ASD" in Chapter 12, *"Students with Autism Spectrum Disorders"* (p.165). In Bennett, S., & Dworet, D. (2013). *Special Education in Ontario Schools* (7th Ed.). Niagara-on-the-Lake, ON: Highland Press.

Maich, K. (2010). "Teaching story: Co-Writer™" in Chapter 6, "Learners who are exceptional" (p. 167). In Santrock, J., Woloshyn, V., Gallagher, T., Di Petta, T., & Marini, Z. (2010). *Educational Psychology* (3rd Canadian Ed.). Whitby, ON: McGraw-Hill Ryerson Limited.

Maich, K. (2008). "Parent reflection: ASD" in Chapter 12, "Students with Autism Spectrum Disorders" (p.165). In Bennett, S., Dworet, D., & Weber, K. (2008). *Special Education in Ontario Schools* (6th Ed.). Niagara-on-the-Lake, ON: Highland Press.

Maich, K., & Tite, R. (2007). Chapter 47: When 'Pathways' cross. In Singh, A., Baksh, I., Hahce, G., Olford, J., & Chislett, A. (Eds.) (2007). *Multiple Perspectives on Education and Society in Newfoundland and Labrador*, 522-536. Retrieved from <http://www.mun.ca/educ/faculty/mwatch/Multiple%20Perspectives%202007.pdf%20revised.pdf>

Maich, K. (2007). "At a glance" individualized daily schedule. In Ontario Ministry of Education (2007). *Effective Educational Practices for Students with Autism Spectrum Disorders*, 151.

Maich, K. (2007). "Teaching story: Phonic Ear™" in Chapter 6, "Learners who are exceptional" (p.165). In Santrock, J., Woloshyn, V., Gallagher, T., Di Petta, T., & Marini, Z. (2007). *Educational Psychology* (2nd Canadian Ed.). Whitby, ON: McGraw-Hill Ryerson Limited.

Maich, K. (2004). "Teaching story: Phonic Ear™" in Chapter 6, "Learners who are exceptional" (p.165). In Santrock, J., Woloshyn, V., Gallagher, T., Di Petta, T., & Marini, Z. (2004). *Educational Psychology* (1st Canadian Ed.). Whitby, ON: McGraw-Hill Ryerson Limited.

Professional Publications

Maich, K. (6 October 2021). Four generations of family flourish under one roof. *The Central Wire*. https://www.pressreader.com/article/281492164478946?fbclid=IwAR0VxS6daC_e4B0PMxb__mGXdh2CUZjJZtSvleMuHun9sqL8tm4vxVmUobo

Whitley, J., MacCormack, J., Matheson, I., Specht, J., Sider, S., & **Maich, K.** (January 2021). Diversity via distance: Lessons learned from families supporting students with special education needs during remote learning. *Education Canada*. <https://www.edcan.ca/articles/diversity-via-distance/>

Philpott, D., **Maich, K.** & Luscombe, S. (March 2020). Supporting your children during COVID-19: Tips for parents of children with Autism Spectrum Disorder.

Maich, K., & Strang, F. (Summer 2019). Implementation of student mindfulness at school: The chillaxation group. *Division of Autism & Developmental Disabilities Express*, 30(3), 1-3. http://www.daddcec.com/uploads/2/5/2/0/2520220/dadd_july2019_vol30no3final.pdf

Young, G., Philpott, D., **Maich, K.,** Penney, S., & Butler, E. (2019, Fall). Quality early child education protects against special educational needs in children. Submitted to the *Research Committee for the Learning Disability Association of Canada's* fall newsletter.

Maich, K. (March 2019). World autism day: Let's allow autism to change our societies for the better. *The Conversation*. <https://theconversation.com/world-autism-day-lets-allow-disability-to-change-our-societies-for-the-better-114554>

Selected examples of reprints:

- The Chronicle Herald [<https://www.thechronicleherald.ca/opinion/opinion-world-autism-day-lets-allow-disability-to-change-our-societies-for-the-better-296659/>]
- Salon [https://www.salon.com/2019/04/06/world-autism-day-lets-allow-disability-to-change-our-societies-for-the-better_partner/]
- National Post [<https://nationalpost.com/pmn/news-pmn/world-autism-day-lets-allow-disability-to-change-our-societies-for-the-better>]

Maich, K. (March 2019). Advice from an autism mom: Ontario is choosing the wrong path. *The Conversation*. <https://theconversation.com/advice-from-an-autism-mom-ontario-is-choosing-the-wrong-path-112850>

Young, G., **Maich, K.**, Penney, S., & Philpott, D., Butler, E. (2019). Understanding how quality early childhood education helps to prevent special education needs in Ontario. *Inclusive Education Canada*. <https://inclusiveeducation.ca/wp-content/uploads/sites/3/2019/02/G-Young-Inclusive-Education-Month-Inclusive-Early-Childhood-Education-Jan-2019.pdf>

Maich, K., Henning, M., Mallabar, S., & Keith, E. (October 2018). Making Makey Makey into an assistive technology tool. *Education Canada* 58(3). <https://www.edcan.ca/articles/makey-makey-assistive-resource/>

Maich, K., O'Keefe, C., van Rhijn, T., & Davies, A. (September/October 2018). Relaxation station, zen zone, or cozy corner? *The Bulletin* 62(1). http://www.nlta.nl.ca/wp-content/uploads/2018/09/bultn_sept_oct18.pdf

Sider, S., **Maich, K.**, Morvan, J. (Submitted, June 2018). Inclusive school leadership: Examining how principals support students with special education needs in Ontario schools. *Ontario Education Research Exchange Brief, Knowledge Network for Applied Education Research*.

Sider, S., **Maich, K.**, Morvan, J., & Specht, J., & Smith, D. (2018). Explorer les pratiques de leadership: Études de cas pour appuyer les écoles inclusive. Toronto: *Ontario College of Teachers*. https://www.oct.ca//media/PDF/Exploring%20Leadership%20Practices%20through%20Case%20Inquiry/ExplLdrshpPrctcsCseInqry_fr__web.pdf

Sider, S., **Maich, K.**, Morvan, J., Specht, J., & Smith, D. (2018). Exploring leadership practices through case inquiry: Supporting inclusive schools. Toronto: *Ontario College of Teachers*. https://www.oct.ca//media/PDF/Exploring%20Leadership%20Practices%20through%20Case%20Inquiry/ExplLdrshpPrctcsCseInqry_en__web.pdf

Penney, S., Young, G., **Maich, K.**, & Howell, E. (February 2018). Teachers and parents working together to support inclusion. Commentary for National Inclusion Month. *Inclusive Education Canada*. <http://inclusiveeducation.ca/2018/02/20/teachers-and-parents-working-together-to-support-inclusion/>

Maich, K. (2017, Spring). Celebrating another housing option for adults with disabilities. *Autism Matters*, 14(2), 14-16. [reprint]

Maich, K. (2017, Spring). Une autre possibilité de logement intéressante pour les adultes handicapés. *Autism Matters*, 14(2), 11-13. [translation reprint]

Maich, K. & Hall, C. (2016, December). ASD in the Ontario context: An introduction. *Autism Matters: Annual Education Issue*, 13(4), 10.

Maich, K., Sider, S., & Davies, A. (2016, November). Now I see! Using visual strategies to support learning. *Education Canada*. <http://www.cea-ace.ca/education-canada/article/now-i-see>

Maich, K. & Hall, C. (2014, Fall). Technology for supporting students with Autism Spectrum Disorder and other exceptionalities: Part 3 of a 3-part series. *Autism Matters*, 11(4), 10-11.

Maich, K. & Hall, C. (2014, Fall). 25 applications iPad et autres renseignements utiles: Part 3 of a 3-part series. *Autism Matters*, 11(4), 16-17.

Maich, K. & Hall, C. (2014, Summer). Technology for supporting students with Autism Spectrum Disorder and other exceptionalities: Part 2 of a 3-part series. *Autism Matters* 11(3), 8-9.

Maich, K. & Hall, C. (2014, Summer). 25 applications iPad et autres renseignements utiles: Part 2 of a 3-part series. *Autism Matters* 11(3), 18-19.

Maich, K. & Hall, C. (2014, Spring). Technology for supporting students with Autism Spectrum Disorder and other exceptionalities: Part 1 of a 3-part series. *Autism Matters*, 11(2), 24-25.

Maich, K. & Hall, C. (2014, Spring). 25 applications iPad et autres renseignements utiles: Part 1 of a 3-part series. *Autism Matters*, 11(2), 18-19.

Bonnett, T., & **Maich, K.** (2014, January). The foundational "R." *Education Canada*, 54(1). <http://www.cea-ace.ca/education-canada/article/foundational-%E2%80%9Cr%E2%80%9D>

Maich, K. (2013, September). Giving and getting: The promising practices of professional online collaboration between educators and social media across Canada. *Education Canada*, 53(4). <http://www.cea-ace.ca/education-canada/article/giving-and-getting>

Maich, K., Hall, C., & Sider, S. (2013, March). Learning people skills: Social literacy for students with autism spectrum disorders. *Education Canada*, 53(2). <http://www.cea-ace.ca/education-canada/article/learning-people-skills>

Maich, K. (2012, December). Stay, play, and talk: A peer-mediated social skills program for children with ASD and other social challenges and their peers. *ETFO Voice*, 15(2), p. 44.

Quinlan, L., Hall, C., **Maich, K.**, Faragher, K., & Machado, F. (2012, Winter). Camps on TRACKS: Creating meaningful social interactions for children with ASD and their peers. *Autism Matters*, 9(1), 14-16.

Maich, K. (2010, Fall). Celebrating another housing option for adults with disabilities. *Autism Matters*, 7(4), 5-8.

Maich, K. (2010). Drawing a line or choosing inclusion? The place of special education in a Christian school setting. *Catapult Magazine*, 50(2). Retrieved from <http://www.catapultmagazine.com/schools-as-communities/article/drawing-a-line-or-choosing-inclusion-the/>

Maich, K. (2010). Drawing a line or choosing inclusion? The place of special education in a Christian school setting. *Christian Educators Journal*, 50(2), 22-26.

Wolfert, T., & **Maich, K.** (2010, June). Classrooms, communities and crooked lines. *Tangents*, 1(1), 16-17. Retrieved from <http://www2.redeemer.ca/tangents/tangents-2010-june/>

Maich, K. (2010). Opening a can of worms: Perceptions and practices of teachers in Newfoundland and Labrador incorporating the role of a therapist. *Saarbrücken, Germany: Lambert Academic Publishing. ISBN 978-3-8383-4321-1* [145 pages; dissertation]

Maich, K. (2009, Jan/Feb). Opening a can of worms. *The Bulletin*, 52(4), 24-25. http://www.nlta.nl.ca/files/documents/bulletins/bultn_jan_feb09.pdf

Maich, K. (2009, Fall). ASD additional qualifications course. *Autism Matters*, 6(2), 24-25.

Maich, K., & Kean, S. (2004). Top ten lessons learned: Reflections on a first conference presentation. *The Bulletin*, 47(5).

Maich, K. (1999, Fall). Families in flux. *Perspectives*.

Professional Projects, Manuals, Newsletters, Websites, Animations, &/or Podcasts

Autism Mental Health Literacy Project (AM-HeLP) Group. (2021). AM-HeLP animated video series. <https://www.youtube.com/channel/UCJzxy-6v04fmpyv8I9MC7Xw>

Autism Mental Health Literacy Project (AM-HeLP) Group. (2021). Mental Health Literacy Guide for Autism (1st digital Ed.). Retrieved from: <https://www.yorku.ca/health/lab/ddmh/am-help/>

Hall, C., & **Maich, K.** (May 2020). Social skills for learners with ASD Part 2: Peer-mediated social skills [500 live attendees]. <https://autismineducation.ca/webinars-presentations/webinar-series/>

Hall, C., & **Maich, K.** (May 2020). Social skills for learners with ASD Part 1: Understanding and assessing social skills in the school context [500 live attendees]. <https://autismineducation.ca/webinars-presentations/webinar-series/>

Sider, S., **Maich, K.**, Specht, J., et al. (2019). Lead to include: Interactive case studies. <http://www.leadtoinclude.org/interactive-cases>

Maich, K. (May 31, 2019). What's next on inclusion research in Canada: The heart and spirit of inclusive education podcast. Voiced. <https://voiced.ca/the-heart-and-spirit-of-inclusion/>

Sider, S., **Maich, K.**, & Morvan, J. (May 22, 2019). Toward inclusive leadership: The heart and spirit of inclusive education podcast. Voiced. <https://www.spreaker.com/user/10100518/towards-inclusive-leadership>

Maich, K. (2017). Panelist: *Beyond bricks and mortar: Housing options for people on the autism spectrum*. Live / archived webinar. Register online at <http://bit.ly/2nORULi>

Maich, K., Henning, M., & Mallabar, S. (2016). Sidewalk chalk surprise PowToon. Retrieved from <https://www.youtube.com/watch?v=lkF7YHH4-xY>. Adapted from Maich, K. (2015). *Early learners in preschools and kindergartens: 50 case stories in child development, inclusion, collaboration and special needs*.

Maich, K., Henning, M., & Mallabar, S. (2016). Grace PowToon. Retrieved from <https://www.youtube.com/watch?v=Kr2FkFeoEZO>. Adapted from Maich, K. (2015). *Early learners in preschools and kindergartens: 50 case stories in child development, inclusion, collaboration and special needs*.

Maich, K., Henning, M., & Mallabar, S. (2016). Ari PowToon. Retrieved from <https://www.youtube.com/watch?v=0JqZuy639yw>. Adapted from Maich, K. (2015). *Early learners in preschools and kindergartens: 50 case stories in child development, inclusion, collaboration and special needs*.

Maich, K., Henning, M., & Mallabar, S. (2016). Lukas PowToon. Retrieved from <https://www.youtube.com/watch?v=eZeQ89bMLtU>. Adapted from Maich, K. (2015). *Early learners in preschools and kindergartens: 50 case stories in child development, inclusion, collaboration and special needs*.

Maich, K., Henning, M., & Mallabar, S. (2016). Olivia PowToon. Retrieved from <https://www.youtube.com/watch?v=w0GkWOVN4yk>. Adapted from Maich, K. (2015). *Early learners in preschools and kindergartens: 50 case stories in child development, inclusion, collaboration and special needs*.

Maich, K., & Hall, C. (2015). 25 applications iPad et autres renseignements utiles. *Autism Ontario KnowledgeBase*. [translation]

Maich, K., & Hall, C. (2014). 25 apps and facts for supporting students with ASD and other exceptionalities. *Autism Ontario KnowledgeBase*. Retrieved from <http://autismontario.novosolutions.net/default.asp?id=236&SID=&Lang=1>

Maich, K., & Hall, C. (2014, April). 25 apps and facts for supporting students with ASD and other exceptionalities. *Autism Advisor*, 81, 1-5. Retrieved from <http://autismontario.novosolutions.net/default.asp?id=70&SID=&Lang=1>

Sider, S., & **Maich, K.** (2014). "Assistive technology tools to support literacy learning for all learners in the inclusive classroom." In Ontario Ministry of Education. (2014). *Student Achievement Division Spring 2014 Resource Package*. Toronto, ON: Author. Retrieved from <http://www.dpcdsb.org/NR/rdonlyres/C2C309EF-5A47-4C9A-93A8-AF8A553FCED1/137437/SADSpring2014ResourcePackageBulletin.pdf> [also found under 'Monographs']

Maich, K. (2013, October). *Microsoft features for post-secondary evaluation & exemplars for formative assessment*. *ETFO Newsletter*, ETFO AQs.

Maich, K. (2013). *Instructional rubrics for Autism & Behavioural Science*. London, ON: Fanshawe College.

Maich, K. & Knights-Thomson, J. (2013). *Communication and behaviour standards for the social services worker program*. London, ON: Fanshawe College.

Maich, K. (2012, November). Peer-Mediated social skills development: Using peers to enhance the social skills of all students through a peer-mediated approach. *Council of Special Services Newsletter*.

Maich, K. (2012, August). Celebrating another housing option for adults with disabilities. *Autism Ontario KnowledgeBase*, 39. <http://autismontario.novosolutions.net/default.asp?id=99&Lang=1&SID=>

Maich, K. (2012, August). Celebrating another housing option for adults with disabilities. *Autism Advisor*, 39. 39_AutismOntario_NewHousing_EN_1210.pdf

Maich, K. (2012, August). Une autre possibilité de logement intéressante pour les adultes handicapés. *Autism Advisor*, 39.

<http://autismontario.novosolutions.net/default.asp?id=98&Lang=2&SID=>

Maich, K. & Hall, C. (2012). *Communication and behaviour standards for autism and behavioural sciences*. London, ON: Fanshawe College.

Maich, K. (2011). *Communication and behaviour standards for Dr. Maich's classroom*. London, ON: Fanshawe College.

Maich, K. (2011). *Early childhood education and early childhood leadership program-wide assignment plagiarism statement*. London, ON: Fanshawe College.

Hall, C., Kurganker, T., **Maich, K.**, O'Hara, C., Konrad, M., & Balcolm, A. (2011). *"Stay, play, and talk" instructional manual*. London, ON: Fanshawe College, Thames Valley Children's Centre, & All Kids Belong.

Maich, K. (2011). *APA style: The basics*. London, ON: Fanshawe College.

Hall, C., Quinlan, L., Machado, M., **Maich, K.**, & Faragher, K. (2011). *Camps on TRACKS*. London, ON: City of London, Fanshawe College & Thames Valley Children's Centre.

Bonnett, T., Davis, D., & **Maich, K.** (2011). *The early childhood leadership degree program handbook*. London, ON: Fanshawe College.

Maich, K. & Knights-Thomson, J. (2011). *The fast track social service worker's communication and behaviour standards*. London, ON: Fanshawe College.

Maich, K. & Hall, C. (2011). *The Autism and Behavioural Science Graduate Certificate's communication and behaviour standards*. London, ON: Fanshawe College.

Maich, K. (2010). *APA style: The basics*. Toronto, ON: Elementary Teachers' Federation of Ontario.

Fowlow, S., Stares, D., **Maich, K.** (2010). *Sexuality and ASD*. Hamilton, ON: McMaster Children's Hospital.

Maich, K. (2010). *Brantford next steps*. Hamilton, ON: McMaster Children's Hospital.

Maich, K. (2010). *Planning visual schedules*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., Carstensen, C. (2009). *ABLLS overview*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., Stares, D., Benic, D. (2009). *ABCs of ASD*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., Fowlow, S. (2009). *IEP collaboration guidelines*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., & Meister C. (2009). *Camp package*. Hamilton, ON: McMaster Children's Hospital.

Maich, K. (2009). *ASD and assistive technology*. Hamilton, ON: McMaster Children's Hospital.

Elson, P., **Maich, K.** DeTrinidad, A. (2008). *Principals' overview of ASD and ABA*. Hamilton, ON: McMaster Children's Hospital.

Maich, K. (2008, Fall). ABLLS & IEP collaboration. *ASD Connection* 2(2).

Maich, K. (2008, Fall). Everything resource. *ASD Connection*, 2(2).

Maich, K., & Rahn, C. (2007, Fall). The Autism Spectrum Disorder School Support Program. *Can-a-Gen Canadian Autism Genetics Newsletter*, Offord Centre, McMaster University.

Maich, K. (2007, May). Everything resource. *ASD Connection*, 4(1).

Maich, K. (2007). McMaster Children's Hospital, Hamilton Health Sciences, Autism Spectrum Disorder School Support Program website, <http://www.hhsc.ca/asd-ssp>

Maich, K. (2007, February). Adventures on the rock. *ASD Connection*, 3(1).

Maich, K. (2007). *Easy to create visuals*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., & Lengyell, E., (2007). *Peer awareness issues in young children*. Hamilton, ON: McMaster Children's Hospital.

Traynor, S., Carstensen, C., Arscott, W., McDermid, J., & **Maich, K.** (2006). *Peer awareness*

kits. Hamilton, ON: McMaster Children's Hospital.

Maich, K., Manuel, K., & Perron, D. (2006). *ASD SSP public policy poster*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., Maguire, J., & Fowlow, S. (2006). *Filling in today? Substitute teacher kit*. Hamilton, ON: McMaster Children's Hospital.

Maich, K. (2006, November). Resources for peer awareness. *ASD Connection*, 2(1).

Maich, K. (2006, September). What is the ASD SSP? *ASD Connection*, 1(1).

Maich, K. (2006, September). New resources. *ASD Connection*, 1(1).

Berardi, C., Traynor, S., Maguire, J., Benic, D., & **Maich, K.** (2006). *Home/school communication kit*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., (2006). *Peer awareness issues and roles*. Hamilton, ON: McMaster Children's Hospital.

Maich, K. (2005, February) Levels of awareness: An article review. *Council of Special Services Newsletter*.

Maich, K., & Maguire, J. (2005). *Peer to peer mentoring model*. Hamilton, ON: McMaster Children's Hospital.

Manuel, K., Traynor, S., & **Maich, K.** (2005). *Easy transitions between activities and settings*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., & Lengyell, E. (2005). *Social development milestones*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., & Lengyell, E. (2005). *Play characteristics in ASD*. Hamilton, ON: McMaster Children's Hospital.

Maich, K., & Vanderkooy, A. (2005). *Evidence-based internet sites for ASD*. Hamilton, ON: McMaster Children's Hospital.

Maich, K. (2004, November). An introduction to Autism Spectrum Disorders. *Council of Special Services Newsletter*.

Maich, K. (2004, November). Contacts across Canada. *Council of Special Services Newsletter*.

Maich, K., & Kean, S. (2004, June). ISSP and Pathways: Special education models in Newfoundland and Labrador. *Council of Special Services Newsletter*.

Maich, K. (2004, June). Practical bibliotherapy for the classroom teacher. *Council of Special Services Newsletter*.

Maich, K. (2003, Fall). St. Anthony Elementary extending open invitation to the community. *Northern Peninsula/Labrador South School Newsletter*.

Maich, K. (2003, Winter). St. Anthony Elementary School website, <http://www.sae.k12.nf.ca>.

Children's Fiction

Maich, K. (Submitted). Quincey, eat your jiggs!

ACADEMIC DISTINCTIONS, AWARDS, & OTHER

Dean's Research Award	2025
MUN Faculty of Education (\$500)	

International Book Prize Award	2023
(Exceptionality Education International)	
Sider, S., & Maich, K. (2022). <i>Leadership for inclusive schools: Cases from principals for supporting students with special educational needs</i> . Rowman & Littlefield.	

Top Cited Article (Wiley Publishing)	2023
https://us.sagepub.com/en-us/nam/special-education-top-ten	
Recognition for Sider, S., & Maich, K., Morvan, J., Villella, M., Ling, P., & Repp, C. (2021). Inclusive school leadership: Examining the experiences of Canadian school principals in supporting students with special education needs. <i>Journal of Research in Special Education Needs</i> , 21(2). https://nasenjournals.onlinelibrary.wiley.com/doi/10.1111/1471-3802.12515	

International Book Prize Award <u>Nomination</u>	2023
(Exceptionality Education International)	
Keith, E., & Maich, K. (2022). <i>Reframing mental health in schools: Using case stories to promote global dialogue</i> . Rowman & Littlefield.	

California Southern University Scholarship (California Southern University) 2022

Dean's Award for Excellence in Research (MUN) 2021

Featured Researcher (Sept.) for 100 Years of Excellence, Faculty of Education (MUN) 2021

Carol Crealock Memorial Award (CSSE)

2020

The recipient of the Carol Crealock Award should enact a professional identity that embodies the qualities Carol became known for among her colleagues and associates. The annual winner of this distinguished joint CAEP/CASWE award should: (a) have a strong sense of justice and passion for equity; (b) be collegial, supportive, and a mentor for new scholars; (c) engage in collaborative work that links with the academy and community (e.g., academics, practitioners, and possibly parents); (d) conduct research that is recognized as transformational in that it can be readily understood and acted upon; and (e) have initiated collaborative research projects that have had a positive impact on both the academy and the wider community

Council for Exceptional Children Research Award (CEC) TEAM Nomination 2020

Impact Award TEAM Nomination (SSHRC) 2020

The Connection Award recognizes an outstanding SSHRC-funded initiative that facilitates the flow and exchange of research knowledge within and/or beyond the social sciences and humanities research community. It is given to an individual or **team** whose project has engaged the campus and/or wider community, and has generated intellectual, cultural, social and/or economic impacts. Dr. Steve Sider via Laurier University with Drs. Kimberly Maich & Jacqui Specht.

Glenn Roy Blundon Award for Teaching & Learning (Memorial University)

2019

The Glenn Roy Blundon Award is presented annually to individuals or groups who contribute to the ongoing development of equitable and accessible learning and living environments for students at Memorial. This is awarded to the Faculty of Education's Self-Study Group for contributions of using Universal Design for Learning (UDL) as a reflective framework to enhance understanding of classroom practice and embedding UDL principles and guidelines into curricula to make learning more accessible for all of our undergraduate education students.

Distinguished Alumni Award (Redeemer University) 2019

Recognition for alumni who have made significant contributions in their field of enterprise, while demonstrating Christian commitment in their work and the community. The inaugural award was presented in 2014.

Graduate Excellence in Teaching Award (Western University)	2019
Recognition for excellence in <i>Laboratory of Practice in ABA</i>	
Fellow of the JR Smallwood Foundation (Memorial University Faculty of Humanities & Social Science, The Institute for Social & Economic Research / Smallwood Foundation for Newfoundland & Labrador Studies)	2019
Recognition for the community of researchers dedicated to the study of the North Atlantic Region.	
International Book Prize Award <u>Nomination</u> (Exceptionality Education International)	2019
Graduate Excellence in Teaching Award (Western University)	2018
Recognition for excellence in <i>ABA in the Classroom (Section 1)</i>	
Graduate Excellence in Teaching Award (Western University)	2018
Recognition for excellence in <i>ABA in the Classroom (Section 2)</i>	
Graduate Excellence in Teaching Award (Western University)	2018
Recognition for excellence in <i>Special Topics in Basic Behavioural Principles</i>	
International Book Prize Award Nomination (Exceptionality Education International)	2017
Verna O'Coin Memorial Bursary (Atlantic Provinces Association for Behaviour Analysis)	2017
Verna O'Coin was a much loved and respected member of the education community in New Brunswick. She will be fondly remembered for her many years of dedicated work in special needs education, and particularly for her work with those living with Autism. In her memory, a Professional Development Bursary has been established. The bursary will be granted to applicants who live in Atlantic Canada and who are seeking funding in order to pursue continuing education in the field of behaviour analysis. This award was granted for attendance and presentation at Applied Behaviour Analysis International, Paris, France (2018). Maich, K., & Mallabar, S. (2017, November). I get by with a little help from my friends: Promoting inclusion, communication, and social skills development. Maich, K., & Mallabar, S. (2017, November). Stay, play, and talk: A peer-mediated social skills program for children with ASD and other social-communication difficulties (Phase IV).	

Distinguished Alumni Award <u>Nomination</u> (Redeemer University)	2017
International Book Prize Award (Exceptionality Education International) This prize is a peer-reviewed award, granted along with a certificate, a cash prize, and a journal subscription. A summary of the book will be printed in an issue of <i>Exceptionality Education International</i> . It is an annual prize, judged by an international group of reviewers, and was presented at the annual Canadian Society for the Study of Education conference. Awarded to Maich, K. , Levine, D., & Hall, C. (2016). <i>Applied behaviour analysis: 50 case studies in home, school, and community settings</i> . Cham, Switzerland: Springer Science & Business Media. [392 pages] doi: 10.1007/978-3-319-44794-0_1	2017
Second Most Downloaded Article (Sage Publications) https://us.sagepub.com/en-us/nam/special-education-top-ten Recognition for Maich, K., & Hall, C. (2016). Implementing iPads in the inclusive classroom setting. <i>Intervention in School and Clinic [Special Issue: What Works for Me]</i> , 51(3), 145-150. doi: 0.1177/1053451215585793	2016
Graduate Excellence in Teaching Award (Western University) Recognition for excellence in <i>Basic Behavioural Principles</i>	2016
Graduate Excellence in Teaching Award (Western University) Recognition for excellence in <i>Special Topics in Basic Behavioural Principles</i>	2016
Special Education Top Ten Articles (Sage Publishing) https://us.sagepub.com/en-us/nam/special-education-top-ten Recognition for Maich, K., & Hall, C. (2016). Implementing iPads in the inclusive classroom setting. <i>Intervention in School and Clinic [Special Issue: What Works for Me]</i> , 51(3), 145-150. doi: 0.1177/1053451215585793 See Brock News: https://brocku.ca/news/31727	2016
Tenure (Brock University)	2016
Promotion to Associate Professor (Brock University)	2016
International Book Prize Award (Exceptionality Education International) Awarded to Maich, K. (2015). <i>Early learners in preschools and kindergartens: 50 case stories in child development, inclusion, collaboration and special needs</i> .	2015

<u>Nomination</u> for Early Career Teaching Award (Brock University)	2015
Alumni Award <u>Nomination</u> for Outstanding Community Service (Memorial University)	2014, 2015
Spirit of Sir Isaac Brock Medal (Brock University)	2009
This medal is one of Brock's prestigious awards, awarded to a graduand who "best emphasizes Sir Isaac Brock's spirit," including qualities like leadership, courage, and innovation. This was awarded at Brock's PhD convocation, Spring 2015.	
Fellow of the School of Graduate Studies (Memorial University)	2002
Awarded in recognition of outstanding academic achievement in a graduate program. This was awarded in the final semester of the MEd program and is noted on Memorial's transcript.	
Graduate Assistantship (Brock University)	2006-2007
Graduate Studies Travel Award (Brock University)	2006
Centennial Fund International Conference Presentation Award (NLTA)	2005
Graduate Studies Travel Award (Brock University)	2005
Research Assistantship (Brock University)	2004-2005
Research & Development Grant (Brock University)	2004
Leadership Training Grant (International Council for Children with Behavior Disorders)	2004
Graduate Student Research Fellowship (Brock University)	2004
Centennial Fund Study Award (NL Teachers' Association)	2004
Centennial Fund International Conference Presentation Award (NLTA)	2004
Johnson's Incorporated Bursary (Johnson Insurance)	1999
Drop-In Centre Bursary (Simon Fraser University)	1998
Continuing Studies Award (PEO Sisterhood Educational Fund)	1997
Lamont United Church Bursary (Lamont United Church)	1997
Professional Staff Scholarship (University of Guelph)	1988-1991
Alma Mater Scholarship (University of Guelph)	1988
MacArthur-Humphries Scholarship (University of Guelph)	1988

INVITED TALKS – FULL DAY(S)

- Specht, J., **Maich, K.**, & Sider, S. (Dec. 6, 2019). *Inclusive education*. Ghana International School, Accra, Ghana.

- Hall, C., & **Maich, K.** (2019, May 17). Stay, Play, & Talk. *Halton Catholic District School Board, SLP Department Regional Training*. Oakville, ON.

- Maich, K.**, & Hall, C. (2019, March 30-31). Peer-mediated social skills strategies: An evidence-based practice for children with ASD. Training event prepared for the *ABA Switzerland Committee*, Gland, Switzerland.

- Hall, C., & **Maich, K.** (2017, June). VB MAPP, AFLS, and other social skills assessment. *Ministry of Health & Community Services*, St. John's, NL.

- Maich, K.** (2017, May). Everyday ABA. *College of the North Atlantic*, St. John's NL.

- Maich, K.**, & Gagnon, N. (2014, July). Behaviour management strategies and IEPs. *Edifide Summer Institute*, Hamilton, ON.

- Maich, K.** (2012, September). Peer-mediated social skills development: Using peers to enhance the social skills of all students through a peer-mediated approach. Full day workshop presented to the *Council of Special Services*, Grand Falls-Windsor, NL.

- Maich, K.** (2012, September). Preschoolers, social skills, and ASD: Ten ways to build skills for life! Full day workshop presented to *Central Health Rehabilitation Services*, Grand Falls-Windsor, NL

- Balcom, A., Konrad, M., Hall, C., & **Maich, K.** (2012, October). Stay, play, and talk. Workshop presented at *Thames Valley Children's Centre's Autism Speaks Community Grant Training*, London, ON.

- Maich, K.**, & Sider, S. (2010, April). Toward inclusive classes: The foundations of process, planning, and Programming (Parts I & II). Lecture presented at the *Ontario Christian Schools Teachers' Association Professional Development Day*, Strathroy, ON.

- Maich, K.** (2010, April). Toward inclusive classes: The foundations of process, planning, and Programming (Parts I & II). Lecture presented at the *Ontario Christian Schools Teachers' Association Professional Development Day*, Toronto, ON.

- Maich, K.**, (2010, April). Toward inclusive classes: The foundations of process, planning, and Programming (Parts I & II). Lecture presented at the *Ontario Christian Schools Teachers'*

Association Professional Development Day, Kingston, ON.

-Sider, S., & **Maich, K.**, (2010, March). Toward inclusive classes: The foundations of process, planning, and Programming (Parts I & II). Lecture presented at the *Ontario Christian Schools Teachers' Association Professional Development Day*, Hamilton, ON.

-**Maich, K.** (2007, January). Newfoundland and Labrador ASD resource forum. Full day workshop presented at the *Council of Special Services 2007 Inservice Series*, Grand Falls-Windsor, NL.

INVITED TALKS - OTHER

Government

-**Maich, K.**, & Penney, S. (2024, October 18). Neurodiversity and more. *Information & Privacy Commission*, St. John's, NL.

Faculty

-**Maich, K.** & Anderson, B. (2024, March 25). ASD across the lifespan. *Education Assistant Program*, Mohawk College, Hamilton, ON [virtual].

-**Maich, K.** (2023, March 21). ASD across the lifespan. *Education Assistant Program*, Mohawk College, Hamilton, ON [virtual].

-**Maich, K.** (2022, November 30). FRHD 2110 – Children & youth with exceptionalities: At risk and activism part 2 of 2. University of Guelph, Guelph, ON [virtual].

-**Maich, K.** (2022, November 28). FRHD 2110 – Children & youth with exceptionalities: At risk and activism part 1 of 2. University of Guelph, Guelph, ON [virtual].

-**Maich, K.** (2022, November 25). FRHD 2110 – Children & youth with exceptionalities: Disability & social relationships part 2 of 2. University of Guelph, Guelph, ON [virtual].

-**Maich, K.** (2022, November 21). FRHD 2110 – Children & youth with exceptionalities: Disability & social relationships part 1 of 2. University of Guelph, Guelph, ON [virtual].

-**Maich, K.** (2022, November 24). Autism, disability, and other research collaborations. Memorial University, St. John's, NL.

-**Maich, K.**, & Young, G. (2021, November 4). Inclusive education from a research perspective.

Memorial University, St. John's, NL.

-**Maich, K.** (2021, October 25). ASD research: Past, present, and future. Newfoundland & Labrador Centre for Applied Health Research. Memorial University, St. John's, NL.

-Sider, S., **Maich, K.**, Specht, J., & Trépanier-Bisson, N. (2021, May 3). Choose your own leadership adventure: Examining a collaborative research project to support principals' learning for leading inclusive schools. Session presented at the Canadian Society for the Study of Education (Canadian Association for Educational Psychology), University of Alberta, Edmonton, AB [virtual].

-**Maich, K.** (2021, June). What I have learned (so far) ... *Keynote Presentation for the Canadian Association of Educational Psychology*. Session presented at the *Canadian Society for the Study of Education (Canadian Association for Educational Psychology)*, University of Alberta, Edmonton, AB [virtual].

-**Maich, K.**, & Avery, K., (2021, March). Self-study. *ASD & Ontario Parents & Schools*, Mohawk College, Hamilton, ON [virtual].

-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>

-Azam, S., Goodnough, K., Moghaddam, A., Penney, S., Young, G., **Maich, K.**, & Arnold, C., (2019, November). Self-study. *Research Week Networking Event*, Memorial University, St. John's, NL.

-Penney, S., **Maich, K.**, & Cossitt, R. (2019, November). ASD-specific housing support analysis. *Research Week Networking Event*, Memorial University, St. John's, NL.

-**Maich, K.** (2019, November). The Parent of "That Child" was ... ME! Keynote address for *Atlantic Provinces Autism Conference*, Fredericton, NB.

-Young, G., Azam, S., Arnold, C., Moghaddam, A., Penney, S., **Maich, K.**, & Goodnough, K., (2019, November). Self-study explores universal design for learning. *Doctoral Studies Series, Faculty of Education*, Memorial University of Newfoundland, St. John's, NL.

-Arnold, C., Azam, S., Gardner, M., Goodnough, K., **Maich, K.**, Moghaddam, A., Penney, S., & Young, G. (2019, February). Cultivating a self-study community of practice: Reflections of faculty on issues of evolution and functioning. *Doctoral Studies Series, Faculty of Education*, Memorial University of Newfoundland, St. John's, NL.

-Young, G., & Maich, K. (2017, December). Special education report. *Faculty Board*, Memorial University Faculty of Education, St. John's, NL.

-Penney, S., Young, G., Maich, K., & Howell, E. (2017, October). Promoting home-school communication surrounding a child with a disability: Lessons learned from parents in our province. *Doctoral Studies Presentation Series*, Memorial University Faculty of Education, St. John's, NL.

-**Maich, K.** (2016, November). Emotional development and emotional interventions. Guest speaker for *Educational Support Diploma Program*, Conestoga College, Kitchener, ON.

-**Maich, K.,** & Somma, M. (2015, February). 12 visual strategies for supporting students with ASD. Optional professional development seminar for *Brock University's Teacher Candidates*, St. Catharines, ON.

-**Maich, K.** (2014, March). Behaviour strategies in inclusive classrooms: Why do they do what they do? Workshop presented to the *Education 301-303, Redeemer University BEd Program*, Hamilton, ON.

-**Maich, K.** (2014, November). Behaviour strategies in inclusive classrooms: Why do they do what they do? Workshop presented to the *Education 301-303, Redeemer University BEd Program*, Hamilton, ON.

-**Maich, K.,** Somma, M., Hayes, C., & Perron, D. (2014, February). We're all different and we're all the same. Peer awareness and ASD: Simple strategies to support acceptance, inclusion, and belonging. Featured speaker for *Brock University Teacher Education Program & Autism Speaks Community Services Grant*, St. Catharines, ON.

-**Maich, K.** (2014, April). Expert Advisory Panel for *World Autism Awareness Day*, Brock University, St. Catharines, ON.

-**Maich, K.** (2014, February). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Poster presentation for *Research Celebration*, Brock University, St. Catharines, ON.

-**Maich, K.** (2014, February). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Poster presentation for *Brock-DSBN Educational Technology Hub Grand Opening*, Brock University, St. Catharines, ON.

-Sider, S., Ashun, M., & **Maich, K.** (2013, April). Leadership in education: Initiating creative

programs and liberating your creative professional imagination. Featured speaker for *Redeemer University Leadership Day*, Hamilton, Ontario.

-Hall, C., **Maich, K.**, Balcom, A., & Konrad, M., (2013, May). Stay, play, and talk. Faculty workshop presented at *Fanshawe College*, London, ON.

-**Maich, K.** (2013, April). Initiating creative programs: Liberating your creative imagination. *Leadership in Education Panel*, Redeemer University, Ancaster, ON.

-**Maich, K.** (2013, February). A Bushel or a Peck? Early Childhood Educator Students, Kindergarten and Perceived Preparedness for School-Based Special Education. Poster presentation for *Research Celebration*, Brock University, St. Catharines, ON.

-**Maich, K.** (2013, November). Why do they do what they do? Workshop presented to the *Education 301-303, Redeemer University BEd Program*, Hamilton, ON.

-**Maich, K.**, (2013, November). ABCs of ASD. Presented to *Children's Education & Development*, Laurier University, Brantford, ON.

-**Maich, K.**, Somma, M., Hayes, C., & Perron, D. (2013, October). We're all different and we're all the same. Peer awareness and ASD: Simple strategies to support acceptance, inclusion, and belonging. Featured speaker for *Brock University Teacher Education Program & Autism Speaks Community Services Grant*, Hamilton, ON.

-**Maich, K.**, (2012, November). ABCs of ASD. Presented to *Children's Education & Development*, Laurier University, Brantford, ON.

-**Maich, K.** (2012, October). The ABLLS. Lecture presented to *Redeemer University*, Ancaster, ON.

-**Maich, K.**, (2012, May). From student to teacher to resource teacher to student. Presented to the *Special Education Part I AQ, Redeemer University*, Hamilton, ON.

-**Maich, K.** (2012, May). Looking back on developmental theories. Workshop presented to *Tyndale's 2012 Bachelor of Education Class*, Toronto, ON.

-**Maich, K.**, (2012, February). One pathway of a resource teacher. Presented to the *Special Education Part I AQ, Redeemer University*, Hamilton, ON.

-**Maich, K.** (2012, February). An introduction to special education for the pre-service teacher. Workshop presented to the *Education 301-303, Redeemer University BEd Program*,

Hamilton, ON.

-Hall, C., & **Maich, K.** (2011, November). The ABLLS. Workshop presented to the *Assessment Series*, Redeemer University, Hamilton, ON.

-Hall, C., & **Maich, K.** (2011, November). Social skills assessments. Workshop presented to the *Assessment Series*, Redeemer University, Hamilton, ON.

-**Maich, K.** (2011, June). My pathway: From student to teacher to resource teacher. Lecture presented to *Special Education Part I AQ*, Hamilton, ON.

-**Maich, K.** (2009, September). The issue of labelling from a parental perspective. Lecture presented at the *Mohawk College Resource Teacher Training*, Hamilton, ON.

-**Maich, K.,** (2009, May). Differentiated instruction for inclusive classrooms: An introduction to the basics of foundational models. Lecture presented to *Redeemer University*, Ancaster, ON.

-**Maich, K.** & Lengyell, E. (2009, February). Introduction to ASD. Lecture presented to *Nipissing University BEd Program*, Brantford, ON.

-**Maich, K.,** & Lengyell, E. (2009, February). Introduction to ASD. Lecture presented to *Redeemer University BEd Program*, Ancaster, ON.

-Arscott W., & **Maich, K.** (2007, June). ASD Jeopardy. Workshop presented to *Brock University Aquatics*, Brock University, St. Catharines, ON.

-Arscott, W., & **Maich, K.** (2007, June). ASD and issues for young children. Lecture presented to the *Rosalind Blauer Centre for Child Care*, Brock University, St. Catharines, ON.

School, Clinic, & Agency

-Maich, K. (2025, 3 July). Using the WHO QOL in trauma assessments. Lifemark assessment team [virtual].

-Maich, K. & Hall, C. (2024, 3 October). Introduction to everyday ABA. *Special Education Needs Authority*, Rodrigues.

-Maich, K. & Hall, C. (2024, 2 October). Everyday ABA - Stakeholders. *Special Education Needs Authority*, Mauritius.

- Maich, K. & Hall, C. (2024, 1 October). Everyday ABA - Therapists. *Special Education Needs Authority*, Mauritius.
- Maich, K. & Hall, C. (2024, 30 September). Everyday ABA - Parents. *Special Education Needs Authority*, Mauritius.
- Maich, K. & Hall, C. (2024, 26 June). Introduction to ABA. *Special Education Needs Authority*, Mauritius [Virtual].
- Maich, K. (2024, 25 June). Psychoeducational assessments demystified. *Employment Options*, St. John's, NL.
- Maich, K., & Hall, C. (2023, March 21). Part 1: Social skills assessments. *Social Skills Series: Atlantic Provinces Special Education Authority* [Virtual].
- Hall, C., & **Maich, K.** (2022). Behaviour management and support. *Edvance Professional Learning* [Virtual].
- Hall, C., & **Maich, K.** (2022). Welcoming students with diverse needs. *Edvance Boot Camp* [Virtual].
- Hall, C., & **Maich, K.** (2021). Stay, play, and talk [online] refresher. *Halton Catholic District School Board, SLP Department Regional Training*.
- Maich, K. (2019). Everyday ABA. Keynote presentation for *Straight Talk about ASD*, St. John's, NL.
- Maich, K., Penney, S., & Cossitt, R. (2019). ASD-specific housing analysis. Poster presentation for *Straight Talk about ASD*, St. John's, NL.
- Cossitt, R., Penney, S., & Maich, K. (2019). The road home: Housing alternatives for adults with ASD. Breakout presentation for *Straight Talk about ASD*, St. John's, NL.
- Strang, F., & **Maich, K.** (2018, November). An introduction to school-wide mindfulness. *Octagon Pond School*, Paradise, Newfoundland.
- Strang, F., & **Maich, K.** (2018, November). Mindful moments for the whole class (FI Kindergarten). *Holy Family School*, CBS, Newfoundland.
- Strang, F., & **Maich, K.** (2018, November). Mindful moments for the whole class (Grade 2). *Holy Family School*, CBS, Newfoundland.

- Strang, F., & **Maich, K.** (2018, November). Mindful moments for the whole class (Grade Kindergarten). *Holy Family School*, CBS, Newfoundland.
- Strang, F., & **Maich, K.** (2018, November). Mindful moments for the whole class (Grade 1). *Holy Family School*, CBS, Newfoundland.
- Strang, F., & **Maich, K.** (2018, November). Mindful moments for the whole class (Grade 5). *Holy Family School*, CBS, Newfoundland.
- Strang, F., & **Maich, K.** (2018, November). Mindful moments for the whole class (Grade 3). *Holy Family School*, CBS, Newfoundland.
- Strang, F., & **Maich, K.** (2018, November). Mindful moments for the whole class (Grade 6). *Holy Family School*, CBS, Newfoundland.
- Strang, F., & **Maich, K.** (2018, November). Mindful moments for the whole class (Grade 4). *Holy Family School*, CBS, Newfoundland.
- Maich, K.** & Byrne, O. (2018, November). Everyday ABA: Using token economies and other visuals. *Key Assets*, St. John's, NL.
- Strang, F., & Maich, K. (2018, September). Mental wellness and mindfulness. *Topsail Professional Development Day*, St. John's, NL.
- Strang, F., & **Maich, K.** (2018, September). Mindfulness. *Avalon East Principals' Meetings*, St. John's, NL.
- Strang, F., & **Maich, K.** (2018, September). Mindfulness. *Avalon East Principals' Meetings*, St. John's, NL.

National & International

- Mann, G., Carr, K., **Maich, K.**, & Richler, D. (2024, February). Closing special schools in Canada: Lessons learned; action needed. *Inclusive Education Canada Webinar* [virtual].
- Weiss, J., Tardiff, L., **Maich, K.**, McKenna, A., George-Zwicker, P., & Bouma, A. (2023, November). Advisors' perspectives on the Autism Mental Health Literacy Project. *Atlantic Provinces Autism Conference*, Fredericton, New Brunswick.

- Maich, K., & Specht, J. (2022, December). Examining children's picture books to understand representations of disability in Ghana. *Ontario Council for Exceptional Children Annual Conference*, Toronto, ON.

- Geerlinks, D.**, & Maich, K. (2022, February). Unwrapping autism for the homeschool. *Canadian Homeschool Conference* [virtual].

- Maich, K.**, & Hall, C. (2021, October). After assessment: What's the next step? *Edvance* [virtual].

- French, K., Penney, L., & Maich, K. (2021) The truth about autism assessments: ADOS is NOT a verb. *Connections across Communities: 2021 NLASLPA Virtual Conference* [virtual].

- Hall, C., **Maich, K.**, & (2021, June). *Adults with ASD & ABA*. Webinar presented to the *ABA Switzerland Committee*, Gland, Switzerland [virtual].

- Maich, K.**, & Hall, C. (2021, April). Twelve visual strategies for students with ASD. *Exceptional Grace* [virtual].

- Bishop, C., Whittingham, L., Kenyeres, N., **Maich, K.**, Vause, T., Burnham Riosa, P., & Flagg, D. (2020, June 2). Technology as a support mechanism for independence and social inclusion: Lessons from the field. Oral presentation at the American Association for Intellectual and Developmental Disabilities (AAIDD) Annual Meeting, Pittsburgh, PA, USA. (Conference cancelled).

- Bishop, C., Whittingham, L., Ensor, R., Vause, T., **Maich, K.**, & Burnham Riosa, P. (2020, May 23). Reducing staff support for adults with developmental disabilities using technology to support adaptive living skills. Oral presentation at the Association for Behaviour Analysis International's 46th Annual Convention, Washington, D.C., USA. Online co-presenter.

- Bishop, C., Whittingham, L., Flagg, D., Kenyeres, N., Vause, T., **Maich, K.**, & Burnham-Riosa, P. (2020, April 8). Introducing Technology as a Support Mechanism: Challenges and Solutions from a Community-Based Project. Oral Presentation at Ontario Association for Developmental Disabilities annual conference, London, Ontario. (Conference cancelled)

- Maich, K.**, Penney, S., Savage, M., & Woloshyn, V. (2020, March). The status of the social emotional health of teachers and school administrators: Preliminary results. *NLTA Joint Council Meeting*, St. John's, NL.

- Sider, S., Lamoureux, K., Bennett, S., Morvan, J., Specht, J., **Maich, K.**, & McGhie-Richmond, D. (2019, May). Intersectionalities in school leadership, indigeneity, and inclusion. *Full day Congress pre-conference: Canadian Studies for Society in Education*, Vancouver, BC.

- Specht, J., McGhie-Richmond, D., Sider, S., Morvan, J., MacCormack, J., & **Maich, K.** (2019, June). School leadership and inclusive education: A symposium.
- Davies, A., & **Maich, K.** (2019, June). Representations of (autistic) Steven Greaves in the post-apocalyptic world. *Congress: Canadian Disability Studies Association*, Vancouver, BC.
- Bertrand, J., Butler, E., Fesseha, E., **Maich, K.**, McCuaig, K., McLean, C., Pelletier, J., Penney, S., Philpott, D., & Young, G. (2019, June). Quality early childhood education and the need for special education services: A symposium. *Congress: Canadian Studies for Society in Education*, Vancouver, BC.
- Maich, K.** (2019, April). Peer-mediated social skills. Featured speaker for *BCBA Professional Learning Day*, Wu Conference Centre, University of New Brunswick, NB.
- Wehmeyer, M., & **Maich, K.** (2018, July). Promoting the self-determination of students with autism and developmental disabilities. Breakout session speaker for *Division on Autism & Developmental Disabilities Mini-Conference*, University of Texas at Arlington, Arlington, Texas, USA
- McCollow, M., & **Maich, K.** (2018, July). Behaviour management: A crash course in supporting learners with ASD. Breakout session speaker for *Division on Autism & Developmental Disabilities Mini-Conference*, University of Texas at Arlington, Arlington, Texas, USA
- Maich K.** (2018, April). What a difference we can make! Keynote session for *National Institute for Learning Development. The Executive Brain: Cognition, Perception, & Emotion*
- Maich, K.** (2018, March). ASD Q&A. Center for Academic Development & Enrichment, *State University of New York*. Oneonta, NY, USA. (via Skype)
- Sider, S., & **Maich K.** (2018, April). Caring and safe schools: How principals can foster a culture of inclusion for students with special needs. Breakout session for *National Institute for Learning Development. The Executive Brain: Cognition, Perception, & Emotion*.
- Maich K.** (2018, April). Assessing social skills for students with ASD. Breakout session for *National Institute for Learning Development. The Executive Brain: Cognition, Perception, & Emotion*

-**Maich K.** (2018, April). Tools for literacy accommodations: The basics. Breakout session for *National Institute for Learning Development. The Executive Brain: Cognition, Perception, & Emotion*.

-**Maich, K., & Mallabar, S.** (2017, January). What's before the iPad? Teaching basic prerequisite skills for iPad use. Featured speaker for *Pre-Conference Training Institute, Division on Autism & Developmental Disabilities*, Clearwater, FL, USA.

-**Maich, K., & Hall, C.** (2015, January). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Featured speaker for *Pre-Conference Training Institute, Division on Autism & Developmental Disabilities*, Clearwater, FL, USA.

Provincial

-Strang, F. & **Maich, K.** (2018, October). Anxiety management through mindfulness. Closing keynote address for the *Newfoundland & Labrador Counsellors' & Psychologists' Association Annual Conference & AGM*, St. John's, NL.

-**Maich, K.** (2017, May). Reflections on ABA training. *Key Assets*, St. John's, NL.

-Hall, C., van Reenan, T., **Maich, K., & Mallabar, S.** (2017, February). Stay, play, and talk. Half-day training event for *Halton Catholic District School Board*, Oakville, ON.

-Sider, S., **Maich, K.,** Morvan, J., & Specht, J. (2106, October). Principals and inclusion: Case studies for professional learning in Ontario. Case reviews with PQP instructors held at the *Ontario College of Teachers*, Toronto, ON.

-Hall, C., & **Maich, K.** (2016, Spring). Using the iPad and Proloquo2Go to teach communication to individuals who struggle to communicate. Training Series for Hutton House, London, ON.

-Hall, C., **Maich, K., & Mallabar, S.** (2016, October). Peer prompting. *Halton Catholic Board-Level Professional Development*, Oakville, ON.

-**Maich, K.** (2016, October). Hot topics in special education. *Edifide Annual Teachers' Convention*, Hamilton, ON.

-Cook, J., Vander Veenen, M., Hall, C., & **Maich, K.** (2016, October). Your own development in a community of relational and expert support. Plenary session for *2016 OACS K-12 Special Education and Guidance Counsellors' Conference: Learning through Relationships*, Cambridge, ON.

-**Maich, K.** (2016, October). Apps for literacy accommodations: the basics. Breakout session for *2016 OACS K-12 Special Education and Guidance Counsellors' Conference: Learning through Relationships*, Cambridge, ON.

-**Maich, K.,** & Henning, M. (2016, April). Successful and effective behaviour change. Breakout session for *2016 OACS K-12 Special Education and Guidance Counsellors' Conference: Learning through Relationships*, Cambridge, ON.

-**Maich, K.** (2016, June). Finding funding for adult housing: One family's experience with SUCCESS! Presentation for *Autism Ontario's Spring Training, Conference, & AGM: Mini-Conference on Housing*, Toronto, ON.

-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.

-**Maich, K.,** & Henning, M. (2016, April). Apps for literacy accommodations: the basics. Presentation for *National Institute for Learning Development Annual Conference, Neuroplasticity: The Basis for Education*, Toronto, ON.

-**Maich, K.,** & Henning, M. (2016, April). Successful and effective behaviour change. Keynote Presentation for *National Institute for Learning Development Annual Conference, Neuroplasticity: The Basis for Education*, Toronto, ON.

-Sider, S., & **Maich, K.** (2016, April). Leadership for special education. Presentation for *National Institute for Learning Development Annual Conference, Neuroplasticity: The Basis for Education*, Toronto, ON.

-**Maich, K.,** & Mallabar, S. (2016, April). Visual strategies for supporting students with ASD. Keynote Presentation for *National Institute for Learning Development Annual Conference, Neuroplasticity: The Basis for Education*, Toronto, ON.

-**Maich, K.,** & Henning, M. (2015, December). An introduction to assistive technology tools for literacy learning: The basics (#1). *Association for Special Children*, Hamilton, ON.

-**Maich, K.,** & Henning, M. (2015, December). An introduction to assistive technology tools for literacy learning: The basics (#2). *Association for Special Children*, Hamilton, ON.

-**Maich, K.,** Cook, J, Hall, C., & Boks, B. (2015, November). Towards inclusion: Moving ahead

with a biblically-informed framework for inclusive schools. *Edifide Annual Teachers' Convention*, Hamilton, ON.

-**Maich, K.**, & Henning, M. (2015, November). An introduction to assistive technology tools for literacy learning: The basics. *Ontario Council for Exceptional Children*, Niagara Falls, ON.

-**Maich, K.** (2015, February). Finding housing for adults with ASD: One family's story of success. *St. Catharines Mainstream Non-Profit Housing Workshop Series*, Niagara Peninsula Children's Centre, Niagara, ON.

-**Maich, K.** (2014, October). Discovering emotions with Zeely; Creating community engagement through technology. *Brock-Niagara Innovation Hub Research Round-up*, St. Catharines, ON.

-**Maich, K.** (2014, October). An introduction to Response to Intervention. *Edifide Annual Conference: Entering the Story*, Hamilton, ON.

-**Maich, K.** (2014, April). Stay, play, and talk. Workshop presented to the *Early Education Conference, Association of Christian Schools International: Eastern Canada Region*, Toronto, ON.

-**Maich, K.** (2014, April). iPads facts and apps. Workshop presented to the *Early Education Conference, Association of Christian Schools International: Eastern Canada Region*, Toronto, ON.

-**Maich, K.**, & Bennett, S. (2013, May). Brock University's faculty of teacher education and the plan / act / assess framework. Talk presented to *Regional Special Education Committee*, Niagara-on-the-Lake, ON.

-**Maich, K.** (2013, May). Looking back on developmental theories. Workshop presented to *Tyndale's 2013 Bachelor of Education Class*, Toronto, ON.

-Hall, C., & **Maich, K.** (2013, April). A Bushel or a Peck? Early Childhood Educator Students, Kindergarten and Perceived Preparedness for School-Based Special Education *Faculty Research Innovation Day* presented at *Fanshawe College*, London, ON.

-**Maich, K.** (2013, April). Why do they do what they do? Presentation for the *Association for Special Children*, Guelph, ON.

-**Maich, K.** (2013, April). Why do they do what they do? Presentation for the *Association for Special Children*, Hamilton, ON.

- Maich, K.**, (2013, March). ABCs of ASD. Presented to *Children's Education & Development*, Laurier University, Brantford, ON.

- Maich, K.** (2013, March). ASD & IEPs. Workshop presented at the *Philopateer ASD Training Series*, Mississauga, ON.

- Maich, K.** (2012, October). ABCs of ASD. Keynote address presented to the *National Institute on Learning Disabilities: Fall Conference*, Hamilton, ON.
<http://www.nildcanada.org/wp-content/uploads/Fall-Seminar-20125.pdf>

- Maich, K.** (2012, April). Parenting children with unique social needs. Keynote address presented to the *Association for Special Children Membership*, Burlington, ON.

- Maich, K.** (2012, November). Visuals make-and-take. Workshop presented at the *Philopateer ASD Training Series*, Mississauga, ON.

- Maich, K.** (2012, November). Using visuals for students with ASD. Workshop presented at the *Philopateer ASD Training Series*, Mississauga, ON.

- Maich, K.** (2012, November). Finding funding for adult housing: One family's experience with success. Lecture presented at the *Housing Forum of the Mainstream Vocational and Rehabilitational Services*, Niagara, ON.

- Maich, K.** (2012, September). The ABLLS as a classroom assessment tool. Workshop presented to staff member of *Prince Charles School, GEDSB*, Brantford, ON.

- Maich, K.** (2012, May). Karen Hume. Keynote introduction for *ETFO's Innovate Conference 2012*, Niagara Falls, ON.

- Maich, K.** (2012, May). Avoiding plagiarism in an online course. Workshop presented to *ETFO's Innovate Conference 2012*, Niagara Falls, ON.

- Hall, C., & **Maich, K.** (2012, February). Stay, play, and talk: Train-the-trainer. Workshop presented to *Thames Valley Children's Centre, All Kids Belong, and Fanshawe College*, London, ON.

- Maich, K.**, (2012, February). The many sides of ASD: Professional ... researcher ... parent? Lecture presented to the *Special Education Part I AQ, Redeemer University*, Hamilton, ON.

- Maich, K.**, (2012, January). ABCs of ASD. Lecture presented to *Children's Education &*

Development, Laurier University, Brantford, ON.

-Hall, C., & **Maich, K.** (2012, January). Stay, play, and talk: Train-the-trainer. Workshop presented to *Thames Valley Children's Centre, All Kids Belong, and Fanshawe College, London, ON.*

-Hall, C., & **Maich, K.**, & (2011, December). Functions of behaviour. Workshop presented to the *Assistance for Special Children Annual Conference, Hamilton, ON.*

-Hall, C., & **Maich, K.**, & (2011, December). An introduction to peer mediated social skills and more. Workshop presented to the *Assistance for Special Children Annual Conference, Hamilton, ON.*

-**Maich, K.** (2011, November). Visuals for all. Workshop presented to the *Guido de Bres Special Education Team, Hamilton, ON.*

-Hall, C., & **Maich, K.** (2011, June). The more we get together: Outcomes and future plans. Research results presented to *Cronyn Childcare Centre, London, ON.*

-**Maich, K.** (2011, April). Effective use of proactive strategies in ASD. Workshop presented to *Little Peoples Day Care, Hamilton, ON.*

-**Maich, K.**, & Lengyell, E. (2011, February). Effective use of proactive strategies in ASD. Workshop presented to *Parenting Children with ASD Series: Advanced, Hamilton, ON.*

-**Maich, K.** (2011, January). IEPs & ASD. Workshop presented to *Parenting Children with ASD Series: Advanced, Hamilton, ON.*

-Arscott, W., & **Maich, K.** (2010, October). Fetal Alcohol Spectrum Disorders at school. Lecture presented to *Education for Students with Special Needs: EA Series Fall 2010, Hamilton, ON.*

-**Maich, K.** & Van Egmond, D. (2010, October). Understanding IEPs and SMART goals. Lecture presented to *Education for Students with Special Needs: EA Series Fall 2010, Hamilton, ON.*

-**Maich, K.** (2010, January). What ASD Means to ME. Keynote address presented at the *Learn, Grow and Help Build the Foundation Together... Literacy and ASD Conference, Frontier College, Hamilton, ON.*

-**Maich, K.** (2010, October). The experience of one parent: Growing up with ASD. Lecture

presented to *Early Childhood Education*, London, ON.

-**Maich, K.**, & Lengyell, E. (2010, July). Introduction to ASD. Lecture presented to *Education 410, Redeemer University BEd Bridging Program*, Ancaster, ON.

-Lengyell, E., & **Maich, K.**, (2010, June). Are you ready? Camps advanced training. Workshop presented at the *Ontario Kamp Chiefswood Training Week*, Brantford, ON.

-**Maich, K.** (2010, April). Everyone is the same and everyone is different. Workshop presented to *Mary Hopkins School*, Waterdown, ON.

-Bethune, J., & **Maich, K.** (2010, January). Navigating the Ontario special education system. Lecture presented at the *Redeemer University Parenting Children with ASD Series*, Hamilton, ON.

-**Maich, K.** (2010, January). Introduction to Visuals. Lecture presented at the *Redeemer University Parenting Children with ASD Series*, Hamilton, ON.

-**Maich, K.** (2010, January). Visuals Make-and-Take. Workshop presented at the *Redeemer University Parenting Children with ASD Series*, Hamilton, ON.

-**Maich, K.** (2009, December). ABCs of ASD. Lecture presented at the *Brantford Kiwanis Club*, Brantford, ON.

-**Maich, K.** (2009, November). Visuals for students with exceptionalities. Lecture presented at the *Association for the Special Child*, Hamilton, ON.

-**Maich, K.**, & Lengyell, E. (2009, September). Visuals for all. Lecture presented at the *Ontario Alliance of Christian Schools Curriculum Conference*, Oakville, ON.

-**Maich, K.**, Carstensen, C. (2009, July). ABLLS training. Workshop presented at the *Teaching the Blind, Specialist AQ*, Brantford, ON.

-**Maich, K.**, & Benic, D. (2009, June). ASD Jeopardy. Workshop presented at *Kamp Chiefswood*, Brantford, ON.

-**Maich, K.**, Carstensen, C. & Smith, R. (2009, May). ABLLS training. Workshop presented to *W Ross Macdonald Provincial School for the Blind and Deaf-Blind*, Brantford, ON.

-Lengyell, E., & **Maich, K.** (2009, May). Introduction to ASD. Lecture presented to *Lynwood Hall*, Hamilton, ON.

- Lengyell, E., & **Maich, K.** (2009, May). Introduction to ABA. Lecture presented to *Lynwood Hall*, Hamilton, ON.

- Lengyell, E., & **Maich, K.** (2009, May). Painting a picture with visuals. Lecture presented to *Lynwood Hall*, Hamilton, ON.

- Maich, K.** (2009, May). Social skills and ASD. Lecture presented to Delta Secondary School, *HWDSB PD Day*, Hamilton, ON.

- Maich, K.** (2009, March). Introduction to ASD. Lecture presented to the *OCSTA Professional Development Day*, Hamilton, ON.

- Maich, K.** (2009, February). Learning styles. Lecture presented to *St. Joseph's School*, Simcoe, ON.

- Maich, K.** (2009, January). Introduction to ASD. Lecture presented to *Tyndale University*, Toronto, ON.

- Maich, K.**, & Lengyell, E. (2008, December). Introduction to ASD. Lecture presented to *Redeemer University's BCed/BEed Bridging Program*, Ancaster, ON.

- Maich, K.** (2008, December). Introduction to ASD. Lecture presented to *Smithville District Christian School*, Smithville, ON.

- Maich, K.** (2008, December). Differentiated instruction in the secondary setting. Workshop presented to *Smithville District Christian High School*, Smithville, ON.

- Maich, K.**, & Lengyell E. (2008, November). Introduction to ASD. Lecture presented to *Association for Christian Schools International Annual Conference*, Toronto, ON.

- Maich, K.**, & Lengyell E. (2008, November). Introduction to Asperger's Disorder. Lecture presented to *Association for Christian Schools International Annual Conference*, Toronto, ON.

- Maich, K.**, & Lengyell E. (2008, November). Introduction to Applied Behavioural Analysis. Lecture presented to *Association for Christian Schools International Annual Conference*, Toronto, ON.

- Maich, K.** & Carstensen, C. (2008, November). Introduction to the ABLLS assessment.

Workshop presented to *Christ the King*, Brantford, ON.

-Stares, D., Lengyell, E., **Maich, K.** & De Trinidad, A. (2008, September). Current protocols, new initiatives and resource review. Lecture presented to *BHNCDSB Special Education Meeting*, Brantford, ON.

-Carstensen, C., & **Maich, K.** (2008, July). ASD Jeopardy. Workshop presented to *Kamp Chiefswood*, Brantford, ON.

-**Maich, K.**, & Lengyell, E. (2008, June). ASD Jeopardy. Workshop presented to *Lansdowne Children's Centre*, Brantford, ON.

-**Maich, K.** (2008, April). Camps and community. Workshop presented to *ASD SSP (Brant) Open House*, Brantford, ON.

-**Maich, K.** (2008, April). Peer awareness. Workshop presented to *Brant-Haldimand-Norfolk Catholic District School Board Teacher Training Series*, Brantford, ON.

-Carstensen, C., & **Maich, K.** (2008, April). ASD and young children. Lecture presented to *A Children's Paradise Too Daycare*, Brantford, ON.

-Fowlow, S., & **Maich, K.** (2008, February). Challenging behaviour Part II. Lecture presented to *Christ the King*, Brantford, ON.

-**Maich, K.**, & Stares, D. (2008, January). Peer awareness. Lecture presented to *St. Michael's School*, Dunnville, ON.

-Fowlow, S., & **Maich, K.** (2008, January). Challenging behaviour Part I. Lecture presented to *Christ the King*, Brantford, ON.

-**Maich, K.**, & Carstensen, C. (2007, October). Introduction to ASD. Lecture presented to *Woodman-Cainsville*, Brantford, ON.

-Dworet, D., & **Maich, K.**, Plavinskis, S., & Ford, M. (2007, October). Research across the continuum. Panel presentation at the *Brock University Faculty of Education Research Colloquium*, St. Catharines, ON.

-**Maich, K.** (2007, August). The ASD SSP. Poster presented at the *Geneva Centre Symposium*, London, ON.

-**Maich, K.**, & Arscott, W. (2007, July). Camps and community resources. Poster presented at

the *First Annual ASD SSP Consultants' Conference*, Ottawa, ON.

-Bernicky, G., & **Maich, K.** (2007, July). Looking ahead. Lecture presented to the *First Annual ASD SSP Consultants' Conference*, Ottawa, ON.

-Verveda, A., & **Maich, K.** (2007, June). Inclusion, behaviour and safety for campers with ASD. Workshop presented to *Fort Erie YMCA*, Fort Erie, ON.

-**Maich, K.** (2007, June). What is ASD? Poster presented at the *ASD SSP Camps Open House*, Welland, ON.

-**Maich, K.** (2007, June). Structured learning environment. Poster presented at *ASD SSP (Niagara) Open House*, St. Catharines, ON.

-**Maich, K.** (2007, April). Open house welcome. Opening comments presented to the *ASD SSP (Niagara) Open House*, St. Catharines, ON.

-DeTrinidad A., & **Maich, K.** (2007, April). A review of the ASD SSP: Program and initiatives for 2007. Lecture presented to the *Niagara Catholic District School Board Special Education Advisory Committee Meeting*, Welland, ON.

-Hunter T., & **Maich, K.** (2007, March). The ASD SSP. Lecture presented to *St. Elizabeth Health Care*, St. Catharines, ON.

-Gilmour, I., **Maich, K.**, & DeTrinidad, A. (2007, March). ASD. Lecture presented to *Brock University Linguistics Course*, St. Catharines, ON.

-DeTrinidad A., & **Maich K.** (2007, March). What is ASD? Lecture presented to *Holy Cross School Staff Meeting*, Welland, ON.

-**Maich, K.**, DeTrinidad A., & Hunter, T. (2007, February). A review of the ASD SSP: Programs and initiatives for 2007. Lecture presented to *Niagara Catholic District School Board Educational Resource Teachers' Meeting*, Welland, ON.

-Hunter, T., & **Maich, K.** (2007, February). Social Stories, power cards and social encyclopedias. Lecture presented to *District School Board of Niagara*, Welland, ON.

-Hunter, T., & **Maich, K.** (2006, November). An introduction to "Filling in today?: A resource for substitute teachers and educational assistant support students with ASD." Lecture presented to the *Fall DSBN Special Education Inservice Series*, Welland, ON.

- Maich, K.**, Traynor, S., & DeTrinidad, A. (2006, October). ASD Services in Niagara. Lecture presented to the *Fall DSBN Principals' Forum*, Welland, ON.
- Arscott, W., & **Maich, K.** (2006, October). The ASD SSP. Lecture presented to the *Community Care Access Centre*, St. Catharines, ON.
- Hunter, T., Arscott, W., & **Maich, K.** (2006, September). Bullying and ASD. Lecture presented to the *DSBN Early Release Day*, Niagara Falls, ON.
- Maguire, J., Kennedy, T., & **Maich, K.** (2006, August). Preschoolers with an ASD: Building opportunities for success; creating a welcoming environment. Lecture presented at the *Ontario Early Years Centre*, Welland, ON.
- Maich, K.** (2006, June). What is ASD? Poster presented at the *ASD SSP Camps Open House*, Allanburg, ON.
- Pierce, K., & **Maich, K.** (2006, March). The ASD SSP: Resource development and new initiatives. Lecture presented to the *Niagara Area ASD SSP Open House*, Thorold, ON.
- Maich, K.**, & Stoner, K. (2006, February). The ASD SSP consultation model and new initiatives. Lecture presented to the *Niagara Catholic District School Board Principals' Meeting*, Welland, ON.

National

- Maich, K.** (2004, March). What to do / what not to do: Recommendations for in-home behavioural aides. Lecture presented to *Corona College Community Studies Program: Field Placement*, Grand Falls-Windsor, NL.
- Rumbolt, S., & **Maich, K.** (2002). Pathways to programming and graduation. Lecture presented to the *Diverse Learners Inservice*, Lower Cove, NL.
- Maich, K.** (2001). No more teasing! Workshop presented at the *St. Anthony Elementary Bullying Workshops*. St. Anthony, NL.
- Maich, K.** (2000, Fall). Active listening skills. Workshop presented to the *St. Anthony United Church Leadership Team*, St. Anthony, NL.

CONFERENCE PRESENTATIONS

National & International

- Specht, J., Sider, S., & Maich, K. (2025, June). A research agenda for inclusive education. Symposium presented at the *Canadian Society for the Study of Education*, George Brown College, Toronto, ON.

- Sider, S., Specht, J., **Maich, K.**, Mfoafo-M'Carthy, M., Mprah, W., & Grischow, J. (June 2024). What did we learn about inclusive education from a Canada-Ghana research partnership? Insights around Canada's connection to the world in inclusive education research. Canadian Association for Educational Psychology, Montreal, QC, Canada [virtual]. <https://csse-scee.ca/conference-2024/>

- Penney, S., **Maich, K.**, & Cossitt, R. (2021, November). ASD-specific housing support analysis. Breakout session for *Atlantic Provinces Autism Conference*, Fredericton, NB.

- Cossitt, R., **Maich, K.**, Penney, S., & (2021, June). ASD-specific housing support analysis. Webinar present to the *Canadian Rural & Remote Housing & Homelessness Symposium* [virtual].

- Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., Penney, S., & Young, G. (2021, June). Teaching and scholarship during COVID-19: A narrative inquiry of a self-study group. Symposium presented at the *Canadian Society for the Study of Education*, University of Alberta, Edmonton, AB [virtual]

- Specht, J., Charles, E., de Lugt, J., Delorey, J., Fairbrother, M. Gallagher, T., Haider, F., Howell, G., Ismailos, L., Lau, Z., **Maich, K.**, McGhie-Richmond, D., Metsala, J., Sider, S., Thompson, S. A., Villella, M., Whitley, J., & Young, G. (2021, June). Supporting the development of inclusive practice in beginning teacher. Symposium presented at the *Canadian Society for the Study of Education (Canadian Association for Educational Psychology)*, University of Alberta, Edmonton, AB [virtual]

- Specht, J., Charles, E., de Lugt, J., Delorey, J., Gallagher, T., Howell, G., Ismailos, L., Lau, Z., **Maich, K.**, McGhie-Richmond, D., Metsala, J., Sider, S., Thompson, S., Thorne, C., Villella, M., Whitley, J., & Young, G. (2020, May/June). Inclusive education and beginning teachers: Implications for research and practice. Symposium presented at the *Canadian Society for the Study of Education* presented at the *Canadian Society for the Study of Education*, London, Canada. (conference cancelled)

- Sider, S., Winger, H., **Maich, K.**, Specht, J., Treadgold, C., Fraser, C., & Scott, M. (2020, May 30-June 3). 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*, London, ON, Canada. (conference cancelled)

-Treadgold, C., Specht, J., Sider, S., Fraser, C., **Maich, K.**, & Winger, H. (2021, August). Collaboration for Inclusion: The development of interactive case studies. Presented at ISEC2021, London, UK.

-Bishop, C., Whittingham, L., Flagg, D., Vause, T., Maich, K., & Burnham-Riosa, P. (April 7, 2020). Introducing technology as a support mechanism: Challenges and solutions from a community-based project. Lecture at the *Ontario Association for Developmental Disabilities Annual Conference*, London, Ontario.

-**Maich, K.**, Philpott, P., Young, G., Penney, S., & Butler, E. (2019, November). Examining the pre-emptive impact of quality early childhood education on the demand for special education services. Lecture presentation for *Ontario Council for Exceptional Children*, Toronto, ON.

-**Maich, K.**, Penney, S., & Cossitt, R. (2019, November). Housing and autism spectrum disorder. Lecture presentation for *Ontario Council for Exceptional Children*, Toronto, ON.

-**Maich, K.**, Bishop, C., Whittingham, L., Ensor, R., Flagg, D., Vause, T., & Burnham Riosa, P. (2019, November). Technology as mechanism to support improved independence and social inclusion. Poster presentation for *Ontario Council for Exceptional Children*, Toronto, ON.

-**Maich, K.**, Penney, S., & Cossitt, R. (2019, November). ASD-specific housing analysis. Poster presentation for *Atlantic Provinces Autism Conference*, Fredericton, NB.

-Bishop, C., Whittingham, L., Ensor, R., Flagg, D., Vause, T., Maich, K., & Burnham Riosa, P. (2019, May). Decreasing social isolation for adults with intellectual and developmental disabilities in a community setting: Increasing skill development and social inclusion with technology and specialized apps. Poster session for *Applied Behaviour Analysis International Annual Conference*, Chicago, IL.

-Goodnough, K., Azam, S., Arnold, C., Young, G., Penney, S., Moghaddam, A., & **Maich, K.** (May 2019). Exploring the potential of universal design for learning in undergraduate education. *Teaching & Learning Conference*, Memorial University, St. John's, NL.

-Bishop, C., Whittingham, L., Vause, T., Maich, K., Burnham Riosa, P., Ensor, R... Czychun, K. (2019, April). Using technology to increase social inclusion for adults with developmental disabilities living in a supported independent living program. Oral presentation presented at the *Ontario Association on Developmental Disabilities Research Special Interest Group Conference*, Niagara Falls, ON.

-Peters, M., **Maich, K.**, Cowan, I., McDonald, M., McLean, J., Saulnier, A., Walsh Martino, L. (2019, April). Leadership and support in the sharing and practice of behaviour analysis across the Atlantic provinces. Expo poster presentation for *Applied Behavior Analysis International Annual Conference*, Chicago, IL, USA.

-Young, G., **Maich, K.**, Penney, S., Philpott, D., & Butler, E. (2019, April). Mediating the impact: Quality early childhood services last a lifetime. Paper presented at the annual conference of *Early Childhood Educators of British Columbia*, Vancouver, BC.

-MacCormack, J., Sider, S., **Maich, K.**, & Specht, J. (April 8, 2019). Principals facilitating self-determined inclusive practices. Paper presented at the *American Educational and Research Association*, Toronto, ON.

-Cochrane, K., Penney, S., Young, G., & **Maich, K.** (2019, January). Exploring the employment experiences of adults with autism. Lecture presentation for *Division on Autism & Developmental Disabilities*, Maui, HI, USA.

-Sider, S., **Maich, K.**, Morvan, J., Smith, D., & Specht, J. (2019, January). The experiences of teachers and new principals in inclusive schools: Case studies as a resource for professional learning about transitions for students with intellectual and developmental disabilities. Lecture presentation for *Division on Autism & Developmental Disabilities*, Maui, HI, USA.

-**Maich, K.**, & Bishop, C. (2019, January). Everyday mobile / assistive technology supporting adults with IDD in the community setting. Poster presentation for *Division on Autism & Developmental Disabilities*, Maui, HI, USA.

-**Maich, K.**, & Belcher, C., Maich, G., & Davis, A. (2019, January). Pathology persists and stigma stays: Representations of (autistic) Steven Greaves in the post-apocalyptic world. Poster presentation for *Division on Autism & Developmental Disabilities*, Maui, HI, USA.

-**Maich, K.** (2018, November). Good enough I not good enough: What (might) precede and support social belonging around Disability in Newfoundland and Labrador? Lecture presentation for *Ontario Council for Exceptional Children*, Toronto, ON.

-**Maich, K.**, & Belcher, C., Maich, G., & Davis, A. (2018, November). Pathology persists and stigma stays: Representations of (autistic) Steven Greaves in the post-apocalyptic world. Poster presentation for *Ontario Council for Exceptional Children*, Toronto, ON.

-**Maich, K.**, & van Rhijn, T. (2018, November). Autism Spectrum Disorder and Behavioural Interventions in New Brunswick: A program Evaluation of 2017 - 2018 Data. Poster presentation for *Ontario Council for Exceptional Children*, Toronto, ON.

- Badenhorst, C., Pickett, S., Arnold, C., Lewis, L., Buley, J., Godfrey, J., Goodnough, K & **Maich, K.**, McLeod, H., Penney, S., Young, G., & Vaandering, D. (2018, September). On being reviewed: From ghosts that haunt in isolation towards connection and unexpected agency. Lecture presentation for the 6th *International Academic Identities Conference*, Hiroshima, Japan.

- Goodnough, K., Arnold, C., Azam, S., Gardner, M., Moghaddam, A., Penny, S., Young, G., & **Maich, K.** (2018, May). Exploring the potential of universal design for learning for self-study: Beginning the journey. Lecture presentation for *Canadian Society for the Study of Education*, Regina, SK.

- Young, G., & **Maich, K.** (2018, May). Writing group: Pre and post reflections on participating in a faculty writing group. Lecture presentation for *Canadian Society for the Study of Education*, Regina, SK.

- Young, G., Penny, S., **Maich, K.**, & Butler, E. (2018, May). Strategies to promote home-school communication surrounding a child with a disability. Lecture presentation for *Canadian Society for the Study of Education*, Regina, SK.

- Bishop, C., & **Maich, K.** (2018, January). Creating independent community engagement through mobile assistive technology. Poster presentation for *Division on Autism & Developmental Disabilities*, Clearwater, FL, USA.

- Bishop, C., & **Maich, K.** (2017, November). Creating independent community engagement through mobile assistive technology. Poster presentation for *Ontario Council for Exceptional Children*, Toronto, ON.

- Dworet, J., Sands, C., Antinucci, P., & **Maich, K.**, Mallabar, S., & Hall, C. (2017, November). Behaviour hot topics. Workshop for *Ontario Conference for Exceptional Children*, Toronto, ON.

- Maich, K.**, Mallabar, S., & Hall, C. (2017, November) What's before the iPad? Teaching basic prerequisite skills for iPad use. Lecture presentation for *Ontario Conference for Exceptional Children*, Toronto, ON.

- Sider, S., & **Maich, K.** (2017, November) Caring and safe schools: How principals can foster a culture of inclusion for students with special needs. Panel presentation for *Ontario Conference for Exceptional Children*, Toronto, ON.

- Maich, K.,** & Mallabar, S. (2017, November). I get by with a little help from my friends: Promoting inclusion, communication, and social skills development. Lecture Presentation for *Association for Applied Behaviour Analysis International: 9th International Conference*, Paris, France.

- Maich, K.,** & Mallabar, S. (2017, November). Stay, play, and talk: A peer-mediated social skills program for children with ASD and other social-communication difficulties (Phase IV). Poster Presentation for *Association for Applied Behaviour Analysis International: 9th International Conference*, Paris, France.

- Sider, S., **Maich, K.,** & Specht, J. (May 28, 2017). Inclusive school leadership: Early results from Canadian national study. Paper presented at the *Canadian Association for Educational Psychology*, Toronto, ON.

- Maich, K.,** & Mallabar, S., & van Rhijn, T (2017, April). Stay, play, and talk: A peer-mediated social skills program for children with ASD and other social-communication difficulties (Phase IV). Lecture presentation for *International Council for Exceptional Children*, Boston, MA, USA.

- Mallabar, S., **Maich, K.,** & Henning, M. (2017, January). Stay, play, and talk: A peer-mediated social skills program for children with ASD and other social-communication difficulties (Phase IV). Lecture Presentation for *Association for Applied Behaviour Analysis International: 11th Annual Autism Conference*, San Juan, Puerto Rico, USA.

- Maich, K.,** & Mallabar, S. (2017, January). Stay, play, and talk: A peer-mediated social skills program for children with ASD and other social-communication difficulties (Phase IV). Lecture Presentation for *Division on Autism & Developmental Disabilities*, Clearwater, FL, USA.

- Sider, S., **Maich, K.,** & Morvan, J. (2016, May) School principals and students with special education Needs: Leading inclusive schools. Multi-paper presentation for Canadian Society for the Study of Education, Calgary, AB. Selected as **President's Spotlight Session**.

- Quinn, V., van Rhijn, T., **Maich, K.,** & Hall, C. (2015, April). Peer play in inclusive child care settings: The impact of a peer-mediated social skills program in Ontario, Canada. Lecture presentation for *International Council for Exceptional Children*, San Diego, CA, USA.

- Hall, C., & **Maich, K.** (2014, May). Decreasing transition latency using iPad activity schedules for students with ASD. Paper presentation for *Association for Behavior Analysis International*, Chicago, IL, USA.

- Maich, K.,** & Hayes, C. (2014, April). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Special focus presentation for *International Council for Exceptional Children*, Philadelphia, PA, USA.

- Maich, K.** & Hall, C. (2014, January). Apps to support students with autism and other disabilities. Featured speaker for *Pre-Conference Training Institute 2 (Assistive Technology)*, *Division on Autism & Developmental Disabilities*, Clearwater, FL, USA.

- Maich, K.** & Van Rhijn, T. (2014, January). Stay, Play, & Talk: A Peer-Mediated Social Skills Program for Preschool-Aged Children & Their Peers. Lecture presented to The Early Years Conference 2014, *Shaping Childhood: Factors that Matter*. Vancouver, BC.

- Maich, K.,** & Hall, C., (2013, April). Make your inclusive setting a place of belonging through *TRACKS*. Special focus presentation for *International Council for Exceptional Children*, San Antonio, TX, USA.

- Maich, K.** & Davis, D. (2013, January). Stay, play, and talk: A peer-mediated social skills program for preschool-aged students with social challenges and their peers. Lecture presentation for *Division on Autism & Developmental Disabilities*, Kona, HI, USA.

- Hall, C., & **Maich, K.** (2012, May). Teaching social skills in childcare centres to preschoolers with ASD using peers. Poster presentation for *Association for Behavior Analysis International*, Seattle, WA, USA.

- Hall, C., & **Maich, K.** (2012, May). Peer-mediated social skills training in a city-wide, inclusive summer camp. Poster presentation for *Association for Behavior Analysis International*, Seattle, WA, USA.

- Maich, K.,** & Belcher, C. (2012, April). Using picture books to create peer awareness about ASD. Poster presentation for *International Council for Exceptional Children*, Denver, CO, USA.

- Maich, K.,** & Balcom, A. (2012, April). Stay, play, and talk. Workshop for *The Upper Peninsula Early Childhood Conference*, Escanaba, MI, USA.

- Maich, K.,** & Hall, C. (2012, April). The more we get together: A social skills program for inclusive full-day kindergarten classrooms for children with exceptionalities. Featured speaker for *International Council for Exceptional Children*, Denver, CO, USA.

- Maich, K.,** & Hall, C. (2011, September). The more we get together: A social skills program

for inclusive full-day kindergarten classrooms for children with exceptionalities. *Council for Children with Behavior Disorders*, New Orleans, LA, USA.

-Belcher, C., & **Maich, K.** (2010, May). Finding the “me” in ASD through children’s picture books. *International Community of Christian Teacher Educators: Igniting the Flames of Faith and Learning*, Longview, TX, USA.

-Elson, P., & **Maich, K.** (2007, November). Building peer awareness for students with ASD into your everyday instruction. Lecture presented at the *Alberta Teachers’ Association Special Education Council Conference*, Edmonton, AB.

-Dworet, D., & **Maich, K.** (2006, April). Canadian provincial and territorial policies for educating students with emotional/behavioural disorders. Lecture presented at the *Council for Exceptional Children Annual Convention and Expo*, Salt Lake City, UT, USA.

-**Maich, K.**, MacKinnon, K., & Kean, S. (2005, April). Practical bibliotherapy for social-emotional intervention in the inclusive classroom. Poster session presented at the *Council for Exceptional Children Annual Convention and Expo*, Baltimore, MD, USA.

-**Maich, K.** (2004, May). Teachers as therapists: Issues, practices and attitudes. Lecture presented at *Prevention: Source of Solutions, 4th Canadian Conference on Children with Behavioural Disorders*, Quebec City, QC.

-**Maich, K.** (2004, May). Cross-Canada panel discussion on current developments in the prevention and treatment of behaviour disorders. *Prevention: Source of Solutions, 4th Canadian Conference on Children with Behavioural Disorders*, Quebec City, QC.

-**Maich, K.**, & Kean, S. (2004, April). ISSP and Pathways: Models of special education in Newfoundland and Labrador, Canada. Poster session presented at the *Council for Exceptional Children Annual Convention and Expo*, New Orleans, LA, USA

-**Maich, K.**, & Kean, S. (2003, October). Teachers as therapists: Using literature and writing to meet individual needs. Lecture presented at *Eastern Horizons: Write on! Celebrating Children’s Literature Conference*, St. John’s, NL.

Provincial

Rojas, J., **Maich, K.**, Moghaddam, A., & Hall, C. (2021, July). App design to measure the back-and-forth of utterances in research and clinical practice for students with autism spectrum disorder and/or other social-communication issues. Presentation at the Research Component of the *Atlantic Education Institute 2021*, Moncton, NB.

- Penney, S., Young, G., & **Maich, K.**, Butler, E., & Philpott, D. (2019, June). The pre-emptive nature of quality early childhood education on special educational needs in children. Poster presentation for *Prifor Primary Health Partnership Forum*, St. John's, NL.
- Maich, K.**, Christy, E., Qin, Y. (2018, October). Precursors & Pillars: What precedes and supports persons with disabilities in Newfoundland and Labrador? Panel presentation for *People, Place, & Public Engagement*, St. John's, NL.
- Bishop, C., & **Maich, K.** (2017, Nov.) Creating independent community engagement through mobile assistive technology. Poster presentation for *Ontario Council for Exceptional Children's Annual Conference*, Toronto, ON.
- Jahnke, J, **Maich, K.** & Rutherford, C. (2016, November). Assistive technology training for students with intellectual disability in an inclusive, post-secondary program. Lecture presentation for *Ontario Council for Exceptional Children's Annual Conference*, Toronto, ON.
- Mallabar, S., **Maich, K.**, Hall, C., & VanReenan, T. (2016, November). Stay, play, and talk (phase IV): A peer-mediated social skills program for children with ASD. *Ontario Council for Exceptional Children's Annual Conference*, Toronto, ON.
- McLellan, J., van Rhijn, T., **Maich, K.**, & Hall, C. (2016, September). Facilitating social skill development through peer-mediated program implementation and intensive teaching triads in a kindergarten classroom. *11th annual Family Relations & Applied Nutrition Forum for the Advancement of Interdisciplinary Research (FRANFAIR)*, University of Guelph, Guelph, ON.
- Maich, K.** & Henning, M. (2016, November). An introduction to assistive technology tools for learning. Poster presentation for *Ontario Council for Exceptional Children's Annual Conference*, Toronto, ON.
- Jahnke, J., **Maich, K.**, & Rutherford, C. (2016, October). Assistive technology training for students with intellectual disabilities in an inclusive post-secondary program. Lecture for *2016 Learning Technologies Symposium: Communities in Conversation*, McMaster University, Hamilton, ON.
- Maich, K.**, van Rhijn, T., & Woods, H. (2015, November). Remote assistive technology training in rural schools in Newfoundland and Labrador: Is there a need? Poster presentation for *Ontario Council for Exceptional Children*, Niagara Falls, ON.
- Maich, K.** & Henning, M. (2015, November). 12 visual strategies for supporting students with ASD. *Edifide Annual Teachers' Convention*, Hamilton, ON.

- Henning, M., **Maich, K.**, Hall, C., & Sider, S. (2015, November). Making the iPad an accessible tool for students with exceptionalities: Assessing and teaching its essential prerequisite skills. Poster presentation for *Ontario Council for Exceptional Children*, Niagara Falls, ON.

- Hall, C., & **Maich, K.** (2015, May). Ditching the lecture: An interactive iBook workshop to demonstrate a flipped classroom model. Poster Presentation for *Connect*, Niagara Falls, ON.

- Maich, K.**, Hill, R., & Somma, M. (2014, November). Canadian school programs for students with emotional/behaviour disorders: A decade of programs, policy, and practice. Poster presentation for *Ontario Council for Exceptional Children*, Niagara Falls, ON.

- Maich, K.** (2014, November). Peer play in inclusive childcare: The impact of a peer-mediated social skills program in Ontario. Lecture presentation for *Ontario Council for Exceptional Children*, Niagara Falls, ON.

- Maich, K.**, Hall, C., & van Rhijn, T. (2014, September). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Poster presentation for the *9th Annual Family Relations & Applied Nutrition Forum for the Advancement of Interdisciplinary Research (FRANFAIR)*, Guelph, ON.

- Maich, K.** (2014, May). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Presentation for *International Community of Christians in Teacher Education 2014 Conference*, Hamilton, ON.

- Maich, K.**, Hall, C., & van Rhijn, T. (2014, May). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Poster presentation for *Canadian Society for the Study of Higher Education Annual Conference*, St. Catharines, ON

- Maich, K.**, Kislinsky, P., & Polozzi, P. (2014, May). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Presentation for *Connect 2014: Canada's Learning & Technology Conference*, Niagara Falls, ON.

- Hall, C., & **Maich, K.** (2013, November). iPad apps for students with ASD. Workshop for *Ontario Council for Exceptional Children*, Niagara Falls, ON.

- Maich, K.**, & Hall, C. (2013, November). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Poster presentation for *Ontario Council for Exceptional Children*, Niagara Falls, ON.

- Maich, K.,** & Hall, C. (2013, November). An iPad-infused classroom: Research-based outcomes of iPad use in two inclusive, inner-city classrooms. Poster presentation for *Ontario Association of Children's Rehabilitation Services: Charting the Course Conference 2013*, Toronto, ON.

- Maich, K.,** Hall, C. (2013, November). Make your summer camp a place of belonging through Camps on TRACKS. Poster presentation for *Ontario Association of Children's Rehabilitation Services: Charting the Course Conference 2013*, Toronto, ON.

- Maich, K.** (2013, October). Assistive technology tools to support literacy learning for all learners in the inclusive classroom. Workshop presented to the *Edifide Annual Convention: Re-Imaging Education*, Hamilton, ON.

- Maich, K.** (2013, October). Picture this! Using visual strategies to support the day-to-day needs of students with exceptionalities. Workshop presented to the *Edifide Annual Convention: Re-Imaging Education*, Hamilton, ON.

- Maich, K.** (2013, October). *Why do they do what they do? The basics of behaviour.* Workshop presented to the Edifide Annual Convention: Re-Imaging Education, Hamilton, ON.

- Hall, C., & **Maich, K.** (2013, May). Apps to support students with autism and other disabilities. Workshop for *Association for Special Education Technology*, Niagara Falls, ON.

- Prosser, J., Hall, C., & **Maich, K.** (2013, April). Make your summer camp a place of belonging through Camps on TRACKS (Phase II). Poster presentation for *Ontario Association of Developmental Disabilities Special Interest Group's 22nd Annual Research Day*, Kingston, ON.

- Maich, K.,** Machado, F., Quinlan, L., & Hall, C. (2012, December). Camps on TRACKS: A peer-mediated social skills program for inclusive summer camps. Lecture for *Ontario Council for Exceptional Children*, Niagara Falls, ON.

- Belcher, C., **Maich, K.,** & Hayes, C. (2012, December). ASD and popular media: Windows and reflections of societal views. Lecture for *Ontario Council for Exceptional Children*, Niagara Falls, ON.

- Maich, K.,** & Hall, C. (2012, December). A Bushel or a Peck? Early Childhood Educator Students, Kindergarten and Perceived Preparedness for School-Based Special Education. Poster presentation for *Ontario Council for Exceptional Children*, Niagara Falls, ON.

-Knights-Thomson, J., Hall, C., Quinlan, L., **Maich, K.**, Prosser, J., Machado, F., & Corbett, K. (2012, November). Stay, Play, & Talk: A peer-mediated social skills program for preschool-aged students with social challenges and their peers. Poster presentation for the *Ontario Association for Applied Behaviour Analysis*. Toronto, ON.

-**Maich, K.**, & Konrad, M. (2012, November). Stay, Play, & Talk: A peer-mediated social skills program for preschool-aged students with social challenges and their peers. Lecture presented to *Ontario Association of Children's Rehabilitation Services*, Toronto, ON.

-**Maich, K.** (2012, October). Stay, Play, & Talk: A peer-mediated social skills program for preschool-aged students with social challenges and their peers. Poster presented to *Geneva Centre's Annual Symposium*, Toronto, ON.

-**Maich, K.** (2012, June). ABCs of ASD. Workshop presented to the *We Live, Love, and Learn for our Children Conference*, Six Nations, ON.

-**Maich, K.** (2012, April). EBSCO: An essential resource tool. Workshop presented to *ETFO's Innovate Conference 2012*, Niagara Falls, ON.

-**Maich, K.**, & Hall, C. (2011, December). The more we get together: A social skills program for inclusive full-day kindergarten classrooms for children with exceptionalities. Lecture presented to *Ontario Council for Exceptional Children*, Toronto, ON.

-Hall, C., **Maich, K.**, & Quinlan, L. (2011, November). Teaching social skills in a city-wide inclusive summer camp. Lecture presented to *Ontario Association for Applied Behaviour Analysis*, Toronto, ON.

-**Maich, K.**, (2011, April). Parent social networking session. Workshop presented to *A Cord of Three Strands Special Education Conference*, Hamilton, ON.

-Belcher, C., & **Maich, K.** (2011, April). Tell me a story: Ten ASD considerations. Lecture presented to *A Cord of Three Strands Special Education Conference*, Hamilton, ON.

-**Maich, K.**, & Belcher, C. (2010, November). Finding the "me" in ASD through children's picture books. Lecture presented to *Ontario Council for Exceptional Children*, Niagara Falls, ON.

-Arscott, W., & **Maich, K.** (2010, May). Teaching play to children with autism. Lecture presented at the *Association of Early Childhood Educators Ontario Annual Conference: Transformational Leadership*, Hamilton, ON.

- Arscott, W., & **Maich, K.** (2010, May). Structuring daycare settings to support learners with an ASD. Lecture presented at the *Association of Early Childhood Educators Ontario Annual Conference: Transformational Leadership*, Hamilton, ON.
- Maich, K.** (2010, April). Visuals make-and-take. Workshop presented at the *Redeemer University Crooked Lines ASD Conference*, Ancaster, ON.
- Maich, K.** (2010, April). Introduction to visuals. Lecture presented at the *Redeemer University Crooked Lines ASD Conference*, Ancaster, ON.
- Maich, K.** (2010, April). Introduction to ASD. Lecture presented at the *Redeemer University Crooked Lines ASD Conference*, Ancaster, ON.
- Belcher, C., & **Maich, K.** (2010, April). Finding the “me” in ASD. Poster presented at the *Redeemer University Crooked Lines ASD Conference*, Ancaster, ON.
- Maich, K.** (2010, January). Introduction to literacy-based software. Lecture presented at the *Learn, Grow and Help Build the Foundation Together ... Literacy and ASD Conference*, Frontier College, Hamilton, ON.
- Maich, K.** (2010, January). Introduction to visuals. Lecture presented at the *Learn, Grow and Help Build the Foundation Together ... Literacy and ASD Conference*, Frontier College, Hamilton, ON.
- Maich, K.** (2009, November). Visuals make-and-take. Workshop presented at the *Assistance for the Special Child*, Hamilton, ON.
- Maich, K.** & Van Egmond, D. (2009, October). EHE special education, IEPs Part II. Lecture presented at the *Ontario Alliance of Christian Schools Annual Conference*, Hamilton, ON.
- Maich, K.** & Van Egmond, D. (2009, October). EHE special education, IEPs Part I. Lecture presented at the *Ontario Alliance of Christian Schools Annual Conference*, Hamilton, ON.
- Maich, K.** (2009, October). Teacher helping teachers: Special education. Lecture presented at the *Ontario Alliance of Christian Schools Annual Conference*, Hamilton, ON.
- Arscott, W., & **Maich, K.** (2009, May). Autism and play. Lecture presented at the *Association of Early Childhood Educators Ontario Annual Conference*, Windsor, ON.
- Maich, K.** & Arscott, W. (2009, May). Effective visuals for young children with ASD. Lecture

presented at the *Association of Early Childhood Educators Ontario Annual Conference*, Windsor, ON.

-**Maich, K.** (2009, April). Visuals make-and-take. Workshop presented at the *Redeemer University Mini-Conference in ASD*, Ancaster, ON.

-**Maich, K.** (2009, April). Introduction to visuals. Lecture presented at the *Redeemer University Mini-Conference in ASD*, Ancaster, ON.

-**Maich, K.** (2009, April). Introduction to ASD. Lecture presented at the *Redeemer University Mini-Conference in ASD*, Ancaster, ON.

-**Maich, K.** & Lengyell, E. (2009, April). Organizing and structuring events as routines for children with ASD. Workshop presented at the *Conference for Early Childhood Educators, Where it all Begins*, Conestoga College, Kitchener, ON.

-**Maich, K.** & Lengyell, E. (2009, April). ASD in the preschool classroom. Lecture presented at *CHANGE Ontario Early Years Conference*, Brantford, ON.

-**Maich, K.** (2008, November). Opening a can of worms. Poster presented at the *CEC Ontario Provincial Conference 2008*, London, ON.

-**Maich, K.**, Lengyell E., & Carstensen, C. (2008, June). Making connections: Peer awareness, social skills and camper with ASD. Workshop presented at the *Reach for the Rainbow Conference*, Toronto, ON.

-**Maich, K.**, & Lengyell, E. (2008, March). Creating effective visual schedules for young children with ASD. Lecture presented at the *Conference for Early Childhood Educators, Where it all Begins*, Conestoga College, Kitchener, ON.

-**Maich, K.**, & De Trinidad, A. (2007, November). The ASD SSP. Poster presented at the *CEC Ontario Provincial Conference*, Niagara Falls, ON.

-**Maich, K.**, & De Trinidad A. (2007, November). Peer awareness. Poster presented at the *CEC Ontario Provincial Conference*, Niagara Falls, ON.

-**Maich, K.**, & Lengyell E. (2007, October). How to create and deliver a peer awareness program to classmates of children with ASD. Lecture presented at *Measuring Success: Creating Meaningful Outcomes*, Ontario Association for Children's Rehabilitation Services, Waterloo Inn, Waterloo, ON

- Maich, K.**, & Dworet, D. (2007, July). The therapist approach to instruction: perceptions and practices of teachers. Lecture presented at *Totem and Taboos: Risk and Relevance in Research on Teachers and Teaching, International Study Association on Teachers and Teaching 2007 Conference*: Brock University, St. Catharines, ON.

- Arscott, W., & **Maich, K.** (2007, May). Camp and Kids with ASD: Can we all enjoy this? Workshop presented at the *Ontario Camping Association Conference*, Toronto, ON.

- Maich, K.**, Lengyell E., & Verveda, A. (2007, April). Teaching peer awareness to classmates of young children with ASD. Workshop presented at the *Early Childhood Resource Teacher Network of Ontario Annual Conference*, Waterloo Inn and Conference Centre, Waterloo, ON.

- Maich, K.**, Lengyell E., & Verveda, A. (2007, March). How to create and deliver a peer awareness program to classmates of children with ASD. Workshop presented at the *Conference for Early Childhood Educators, Where it all Begins*, Conestoga College, Kitchener, ON.

- Traynor, S., **Maich, K.**, & De Trinidad, A. (2006, November). Developing peer awareness lessons for students with ASD. Workshop presented at *CEC Ontario Provincial Conference 2006, 50th Anniversary Celebration*, Richmond Hill, ON.

- Dworet, D., & **Maich, K.** (2006, November). An updated look across Canada: Current provincial and territorial policies and practices for students with emotional/behavioural disorders. Lecture presented at *Council for Exceptional Children Ontario Provincial Conference 2006, 50th Anniversary Celebration*, Richmond Hill, ON.

- Perron, D., Stoner, K., & **Maich, K.** (2006, September). Autism Spectrum Disorder School Support Program: A unique interagency model of indirect service provision to educators of students with ASD. Poster session presented at *Measuring Success: Creating Meaningful Outcomes, Ontario Association for Children's Rehabilitation Services*, Niagara Falls, ON.

- Eerkes, J., Stoner, K., & **Maich, K.** (2006, September). Creating a multi-faceted camp package for your staff to support campers with Autism Spectrum Disorders. Poster session presented at *Measuring Success: Creating Meaningful Outcomes, Ontario Association for Children's Rehabilitation Services*, Niagara Falls, ON.

- Maich, K.**, & Stoner, K. (2006, June). The Autism Spectrum Disorder School Support Program: A unique interagency model of indirect service provision to educators of students with ASD. Poster session presented at *Working Together for Ontario's Children and Families*, Toronto, ON.

-Stoner, K., & **Maich, K.** (2006, May). Making camp accessible for campers with Autism Spectrum Disorders. Lecture presented at the *Ontario Camping Association Spring Training Conference: Heighten your Professional Experience*, Toronto, ON.

-Brown, N., **Maich, K.**, Lengyell, E., Stares, D., Lynas-Dobie, A., & Gurzi, M. (2006, March). Environmental accommodations for students with Autism Spectrum Disorders. Workshop presented at the *Conference for Early Childhood Educators: Where it all Begins*, Conestoga College, Kitchener, ON.

Editorial, Refereeing, & Review

Program Proposal Reviews

Redeemer University, Master of Education	2025
University of New Brunswick, Master of ABA	2023

Editorial Boards

Intervention in School and Clinic—Associate Editor	2014-2025
Exceptionality Education International	2016-present

Book, Journal, Award, & Grant Reviews

International Journal of Inclusive Education (1)	2024
Journal of Intellectual & Developmental Disability (1)	2024
Child Care in Practice (1)	2024
Health Reports (1)	2024
Canadian Journal of Counselling & Psychotherapy (1)	2021-present
Canadian Public Policy / Analyse de politiques (1)	2021-present
Journal of Teaching & Learning (1)	2021-present
Croatian Review of Rehabilitation Research	2021-present
Focus on Autism & Other Developmental Disabilities (4)	2020-present
Mitacs Accelerate Proposal (1)	2020
SSHRC Banting Awards (MUN) (3)	2020
European Journal of Educational Research (1)	2020-present
Journal of Developmental Disabilities (2)	2020-present
Canadian Journal of Counselling & Psychotherapy	2020-present
Insight Grant (SSHRC) (1)	2020
Dolly Gray Award (DADD; Council for Exceptional Children)	2019
TOPIA Canadian Journal of Cultural Studies (1)	2019-present
DADD Online Journal (Council for Exceptional Children) (9)	2017-present
Rowman & Littlefield (Book) (1)	2018

International Journal of Christianity & Education (Sage) (1)	2018-present
Journal of Research on Technology in Education (Taylor & Francis) (6)	2017-present
Kennedy Institute for Ethics Journal (1)	2016-present
Intervention in School and Clinic (Sage) (28)	2014-present
Canadian Journal of Education (UPEI) (3)	2014-present
Exceptionality Education International (Western) (16)	2013-present
Journal of Autism and Developmental Disorders (Springer) (16)	2012-present
Ontario Education Research Exchange (U of T) (2)	2012-present
Brock Education: A Journal of Educational Research & Practice (1)	2012-present
Research into Practice Monograph Series (2)	2012-present
The ICCTE Journal (International Community of Christians in Teacher Education) (6)	2009-present
Canadian Journal of New Scholars of Education (CSSE) (5)	2007-present
Canadian Journal of New Scholars of Education New Author Mentor (CSSE) (3)	2007-2011
Pearson (Book) (1)	2013

Conference Reviews

Canadian Association for Educational Psychology (5)	2023
Canadian Society for the Study of Education, Montreal, QC	
Division on Developmental Disabilities Conference (12)	2023
Waikiki Beach, HI, USA	
Annual Convention & Expo (7)	2021
International Council for Exceptional Children, Baltimore, MA, USA	
Division on Developmental Disabilities Conference (22)	2019-2021
Sarasota, FL, USA	
Division on Developmental Disabilities Conference (18)	2018
Maui, HI, USA	
Aldrich Conference (11)	2018
Memorial University, St. John's, NL	
Division on Developmental Disabilities Conference (13)	2017
Clearwater Beach, FL, USA	
Canadian Association for Educational Psychology (1)	2017
Canadian Society for the Study of Education, Toronto, ON	
International Society for the Scholarship of Teaching & Learning (5)	2015
RMIT University, Melbourne, Australia	
International Society for the Scholarship of Teaching & Learning (5)	2014
Elon University, Raleigh, North Carolina, USA	

International Society for the Scholarship of Teaching and Learning (6)	2012
McMaster University, Hamilton, ON	
Annual Convention & Expo (10)	2011
International Council for Exceptional Children, Denver, CO, USA	
International Study Association on Teacher and Teaching (10)	2007
Brock University, St. Catharines, ON	

Award Reviews

EEl International Book Award (1)	2025
EdCan Pat Clifford Award (23)	2020

TEACHING DUTIES

Memorial University

Faculty of Education

Master of Education

ED 6714	Principles & Practices in Exceptionality	2019-present
ED 6100	Research Designs & Methods in Education	2019

Bachelor of Special Education

ED 3680	Inclusive Practices for Students with ASD	2017-present
ED 4520	Inclusive Practices for Students with Behavioural Challenges	2017-present
ED 3650	Practicum in Special Education	2019-2020

Bachelor of Education

ED 4242	Identification and Remediation of Learning Difficulties	2017-2019
---------	---	-----------

Western University

Faculty of Education

Master of Professional Education: Applied Behaviour Analysis

GRADEDUC 9461	Behaviour Assessment & Treatment	2020
GRADEDUC 9465	Laboratory of Practice	2019-2022
GRADEDUC 9467	ABA in the Classroom & School	2018-2021
GRADEDUC 9466	Special Topics in Basic Behavioural Principles	2016-2019
GRADEDUC 9460	Basic Behavioural Principles	2016-2018
GRADEDUC 9464	Behaviour Analysis Research Design: Single Subject	2015-2020

University of Calgary

Werklund School of Education

Master of Education (Educating Children with ASD & Interdisciplinary)

EDPS 693.10	Interventions for Working with Elementary School Students with Mental Health Concerns	Winter 2020
EDPS 693.03	Educating Students with ASD	Summer 2109

Brock University

Teacher Education

EDBE 8Y03	Social-Emotional & Physical Processes of Learning (IS)	n/a
EDBE 8P35	Social-Emotional & Physical Processes of Learning (PJI)	2016
EDUC 8D09	Principles & Practices for Professional Certification (PJI)	2012-2015
EDUC 8Y04	Introduction to Special Education (PJI)	2004-2016

Continuing Teacher Education

EDUC 9F95	Special Education—Communication—ASD	2010-2011
EDUC 9F97	Special Education Part I AQ	2006-2015
EDUC pF04	Kindergarten Part I AQ	2015-Present

Undergraduate: Bachelor of Early Childhood Education

EDUC 4P52	Inclusive Programming in Early Childhood Education	2013-2017
-----------	--	-----------

Graduate: Graduate Studies in Education

EDUC 5F95	Thesis in Educational Studies	2012-2017
EDUC 5Q91	Major Research Project	2013-2015
EDUC 5P96	Educational Internship	2013
EDUC 5P98	Independent Study in Education	2012-2015

Graduate & Qualifying: Centre for Applied Disability Studies

ADST 4P95	Research Methods in Applied Disability Studies	2019
ADST 5P50	Foundations of Applied Disability Studies II	2016
ADST 5P00	Foundations of Applied Disability Studies	2016
ADST 4P90	Applied Behavioural Analysis Across the Lifespan I	2015
ADST 5P14	Research Methods in Applied Disability Studies I	2014-2016
ADST 5P15	Research Methods in Applied Disability Studies II	2015
ADST 6P90	Applied Behavioural Analysis Across the Lifespan I	2014-2016
ADST 6P91	Applied Behavioural Analysis Across the Lifespan II	2015

Other Undergraduate

George Brown College, Honours Bachelor of Behavioural Science		
BEHA 4015	Independent Study Thesis	2019-2020
Fanshawe College, School of Human Services		
ECED 7003	Applied Research Methods	2011
ECED 7004	Human Development (Foundations)	2011
Nipissing University, Faculty of Arts & Science		
PSYCH 2020	Developmental Psychology (PJ)	2009-2010
PSYCH 2020	Developmental Psychology (JI)	2009-2010
Nipissing University, Faculty of Education		
EDUC 4103	Educational Psychology & Special Education (PJ)	2009-2010
EDUC 4203	Educational Psychology & Special Education (JI)	2009-2010
Redeemer University, Faculty of Education		
EDUC 301	Development and Learning (PJI)	2009-2010
EDUC 303	Social Foundations and Introduction to Teaching (PJI)	2009-2010
EDUC 487	Professional Learning Community (PJI)	2009-2010
EDUC 410	Management, Assessment & Special Education (PJI)	2010+2017
Tyndale University, Faculty of Education		
EDUC 5033	The Developing Learner (PJ)	2009-2013
EDUC 5033	The Developing Learner (JI)	2009-2013
EDUC 5073	Differentiated Learning in the Classroom Context (PJ)	2008-2010
EDUC 5073	Differentiated Learning in the Classroom Context (JI)	2008-2010

Other Inservice

Elementary Teachers' Federation of Ontario		
AQ	Teaching Students with Behavioural Challenges	2018-2019
AQ	Teaching Students with Communication Needs	2017-2018
AQ	Kindergarten Part I	2012-2017
AQ	Special Education Part I	2010-2017
Redeemer University, Faculty of Continuing Education		
AQ	Special Education – Communication – Autism	2008-2015

AQ	Special Education Part III (Specialist)	2009-2012
AQ	Special Education Part II	2009-2014

Other Diploma

Fanshawe College, School of Human Services

ECED 3018	Inclusion—Issues and Implementation (Diploma)	2010-2011
ECED 1054	Child Development II (Diploma)	2010-2011
ECED 3013	Child Development II (Apprenticeship)	2011

Writing & Revision

Elementary Teachers' Federation of Ontario

AQ	Teaching Students with Communication Needs (ASD)	2016
----	--	------

Nipissing University, Faculty of Continuing Education

AQ	Inclusive Education Part I	2011
AQ	Inclusive Education Part II	2011
AQ	Inclusive Education Part III (Specialist)	2010-2011

Brock University, Faculty of Continuing Education

AQ	Kindergarten Part I	2017
AQ	Special Education Part I	2015
AQ	Special Education—Communication--Autism	2011

Redeemer University, Faculty of Continuing Education

AQ	Special Education—Communication--ASD	2008
AQ	Special Education Part III (Specialist) AQ	2009
AQ	Special Education Part II	2008

STUDENT SUPERVISION

Supervisor

add new

MUN MEd Thesis (CTL), Gilbert Twene Yeboah

2025-Ongoing

Role: Supervisor

Awards:

APSEA DHH Trust Fund – Diversity Bursary

MUN Interdisciplinary Thesis, Javier Rojas Role: Supervisor Awards: NL Support / Quality of Care Educational Funding (2022-2025) VPR-SGS Pilot Project Funding for Co-Supervision (2021-2024)	2021-Ongoing
MUN Education PhD Thesis, Tayebbeh Sohrabi Role: Supervisor Awards: Dean's Graduate Award <u>Nomination</u> (2025) Fellow of the School of Graduate Studies (2025) Mackenzie King Scholarship <u>Nomination</u> (2021) Vanier Canada Graduate Scholarship <u>Nomination</u> (2021) CFUW Edith Creighton Scholarship (2021) Graduate Students' Union Award in Research Excellence <u>Nomination</u> (2021) University Medal for Excellence in a Thesis-Based Master's Program <u>Nomination</u> (2021)	2021-2025
MUN MEd Thesis (CTL), Blessed Mbu Molua Yonge <i>Assistive Technology in Cameroon & Canada</i> Role: Supervisor Awards: GM Dunlop Distinguished Contribution Award <u>Nomination</u> (2023) Fellow of the School of Graduate Studies (2022)	2020-2022
MUN Education MEd Folio (Leadership), Jill Rose <i>Promoting youth mental health and wellness in schools</i> Role: Supervisor	2020-2021
MUN MEd Thesis (Leadership), Tayebbeh Sohrabi <i>Social Skill Development of Second Language Learners in Kindergarten</i> Role: Supervisor Awards: Award in Research Excellence <u>Nomination</u> Fellow of the School of Graduate Studies (2020) Charles Butler Graduate Scholarship (2020) Dr. Linda Coles Primary/Elementary Literacy Scholarship (2019) Bassi Scholarship Award (2019) Recognition of Excellence Award (2018) Dr. Austin J. Harte Memorial Scholarship Award (2018)	2018-2020

MEd Thesis (Special Education), Chelsea O'Keefe	2017-2020
<i>Autism Spectrum Disorders & Behavioural Interventions: A Program Evaluation</i>	
Role: Supervisor	
MUN MEd Paper Folio (Leadership), Rebecca Bowen	2018-2019
<i>Anxiety in Elementary School Children</i>	
Role: Supervisor	
MUN MEd Paper Folio (Leadership), Anders Lunde	2018-2019
<i>Supporting Administrators & Teachers Supporting Students with Exceptionalities</i>	
<i>In Inclusive Settings</i>	
Role: Supervisor	
Fellow of the School of Graduate Studies (2019)	
EDUC 5Q91 MEd Thesis, Sheri Mallabar	2015-2019
<i>Stay, Play, & Talk (Phase IV)</i>	
Role: Supervisor	
Awards: Council for Exceptional Children Postsecondary Adult Student Award (2018)	
Jack M Miller Excellence in Research Award (2017)	
Michael Kompf Graduate Student Travel Scholarship (2017)	
EDUC 5Q91 MEd Thesis, Megan Henning	2015-2017
<i>Peer Attitudes towards Students with Exceptionalities</i>	
Role: Thesis Supervisor	
EDUC 5P98 MEd Independent Study, Megan Henning	Winter 2015
<i>Technology for Students with Autism Spectrum Disorder</i>	
Role: Independent Study Supervisor	
EDUC 5P98 MEd Independent Study, Sheri Mallabar	2015
<i>The ASD classroom</i>	
Role: Independent Study Supervisor	
EDUC 5P98 MEd Independent Study, Michelle Barr	2015
<i>Technology for Students with an Autism Spectrum Disorder</i>	
Role: Supervisor	
EDUC 5Q91 MEd Major Research Project, Michelle Barr	2013-2015
<i>Training parents in evidence-based practices for supporting their children ASD</i>	
Role: Supervisor	
EDUC 5F95 MEd Thesis, Kelly Alves	2013-2014

Perspective of Parents of Children with ASD on a Community-Based Parent Education Program

Role: Supervisor

OISE PhD student leadership, higher and adult education (Fall 2019)

Internal Examiner, External Examiner, Committee Member

MSc (Family Relations and Applied Nutrition) Grace Caya 2024

Parental Experiences Accessing Resources and Services in Ontario for their Child with Autism

Role: Internal Examiner

MUN MEd (Faculty of Education) Carly Sutherland 2024

When Mothers Disengage

Role: Internal Examiner

MUN MS (AHSR) (Faculty of Medicine) Greg Oliver 2023

Integration of Children with ASD into the Mainstream Education System

Role: Internal Examiner

MUN ED6392 Project (Curriculum, Teaching & Learning) 2023

Natalie Smart

e-Portfolio

Role: Second Reader

Brock MA MRP (Applied Disability Studies) Josheena Thompson 2021

Integration of Children with ASD into the Mainstream Education System

Role: Second Reader

MUN PhD Dissertation (Education) Chinwe Ogolo 2021

Exploring Play-Based Learning in Full-Day Kindergarten in St. John's, NL

Role: Internal Examiner

Brock MA Thesis (Child & Youth Studies) Mirmahmoud Mirnasab 2019

Ghazani

Comparative Review of Mental Health Policies & Standards of Professional Practice in Ontario & Iran: Emphasis on a Cultural Framework

Role: External Examiner

UPEI MEd Thesis (Child & Youth Studies), Lili Liu 2018

The Voices of High School Students with LDs: Focusing on Challenges, Barriers, & Supports

Role: External Examiner

Brock MA Thesis (Child & Youth Studies), Michelle Janzen 2017
*Experiences of Parents Advocating for the "Complicated Child":
A Phenomenologically Oriented Descriptive Exploration*
Role: External Examiner

Committee Member

MUN PhD, Donald Haynes 2020-Ongoing
Role: Committee Member

University of Guelph MSc Thesis (FRAN), Grace Caya 2022-2024
Role: Committee Member

Nipissing University PhD Thesis, Christopher Peters 2022-present
Autism, Inclusive Education, & Critical Disability Studies
Role: Committee Member

OISE / U of T EdD Thesis, Kelly Alves 2022-2024
Educational Leadership & Administration
*Caregiver Educators' Perspectives on their Experiences with Professional
Development within the Ontario Autism Program*
Role: Committee Member

University of Guelph MA Thesis, Kaitlyn Avery 2020-2021
*Understanding how the Parents of Children with ASD Perceive the Role
of Formal & Informal Support Resources*
Role: Committee Member

MUN PhD Thesis (Community Health & Humanities), Nicole Lewis-Power 2019-2022
Family Impact of Premature Infants
Role: Committee Member

Brock University MA Thesis, Monte Harding 2015-2018
*Deaf Accessibility in a Three-Day Instructional Skills Workshop:
An Exploratory Study*
Role: Committee Member

EDUC 5F95 MEd Thesis, Katlynn Smith 2014-2015

A Case Study of an Inclusive Environment for Students with ASD: Giant Steps

Role: Committee Member

EDUC 7D80 PhD Portfolio, Jeff Irvine 2014-2016

Identifying Instructional Strategies That Improve Student Attitude, Engagement, and Achievement in Secondary School Mathematics

Role: Committee Member

EDUC 5F95 MEd Thesis, Sarah Johns 2013

Gathering family perceptions on the successes of education for students with ASD.

Role: Committee Member

EDUC 7D80 PhD Portfolio, Pho-Ling Bork 2013

A reconciliation of the scholarly self through an enriching yet challenging doctoral journey

Role: Committee Member

ADST 5F60 MA Thesis, Susy Couto 2012-2016

The usefulness of drama to enhance emotional understanding, social problem solving and social behaviours in children with High Functioning Autism and Asperger Syndrome

Role: Committee Member

Second Reader

MUN MEd Thesis (Special Education), Carly Sutherland 2024

When Mothers Disengage

Role: Second Reader

MUN MEd R&D Seminar Exit Paper, Tula Reid 2020

The Impact of Early Interventions in Social and Emotional Learning on Student's Success

Role: Second Reader

MUN MEd R&D Seminar Exit Paper, Tanya Kett 2020

Improving Retention for Students with Disabilities through Engagement in Student Affairs

Role: Second Reader

MUN MEd Thesis (Special Education), Maryam Ibrahim 2019

Examining the Perspectives & Practices of High School Science Teachers on Inclusive Pedagogy

Role: Second Reader

MUN MEd Thesis (Counselling Psychology), Simon Adu-Boateng	2019
<i>Examining the Perspectives & Practices of High School Science Teachers on Inclusive Pedagogy</i>	
Role: Second Reader	
MUN MEd (Post-Secondary Studies) Exit Paper (6890), Carolyn N. Kelly-Rose	2018
<i>Effects of Inclusive Policies on the School Experience of Students of a Sexual Minority</i>	
Role: Second Reader	
MUN MEd (Post-Secondary Studies) Exit Paper (6890), Jessica Lacasse	2018
<i>Increasing Accessibility and Success through Student Support</i>	
Role: Second Reader	
MEd Thesis (Counselling Psychology), Nikita-Rae Piercey	2018
<i>Exploring the Protective Factors Involved in Maintaining Couples' Relationships When Raising a Child with Autism Spectrum Disorder</i>	
Role: Second Reader	
MUN MEd Course Project, Donna Synard	2017
<i>An Exploration of the Dynamic Issues of Giftedness with a Focus on Language Arts</i>	
Role: Second Reader	
ADST 5P45 MADS MRP, Carly Reyner	2017
<i>Inclusive Education for Students Requiring Accommodation</i>	
Role: Second Reader	
POLI 5P45 MADS Major Research Project, Sheila Jayaratne	2016
<i>Assessing Networks Supporting Parents with Disability: An Evaluative Study</i>	
Role: Second Reader	
POLI 5F90 MA Major Research Project, Rachael Desborough	2014
<i>Cognitive Disability and the Liberal Tradition of Political Theory</i>	
Role: Second Reader	
EDUC 5Q91 MEd Major Research Project, Mejra Sejmenovic El Werfalli	2014
<i>How Immigrant Mothers Contribute to Their Children's Learning in School and Outside of School</i>	
Role: Second Reader	
PSYC 4480 BA Final Honours Thesis Paper II, Sarah Ranby	2014

*Assessment of a Peer-Mediated Social Skills Program on Enhancing
Preschool Children's Social Skills*

Role: Second Reader (University of Guelph)

EDUC 5Q91 MEd Major Research Project, Suzanne Glenn 2013

*Whose Voice Is Present? An Examination of Power and Privilege in Service-Learning
in Ontario Universities.*

Role: Second Reader

Defense Chair

EDUC 7D80 PhD Portfolio, Kimberly Radersma Fall 2016

Interrogating and Dismantling White Teachers' Racial Identity and Dominance

Role: Portfolio Defense Chair

Research Assistants, Teaching Assistants, & Internships

*funding information in GRANTS section; funding links below for context only

MEd Student: Tayebbeh Sohrabi 2022

Role: Graduate Assistant

Status: Funded (Faculty of Education)

Title: *Examining Children's Picture Books to Understand Representations of Disability in Ghana*

MEd Student: Tayebbeh Sohrabi 2021

Role: Graduate Assistant

Status: Funded (Faculty of Education)

Title: *Examining Children's Picture Books to Understand Representations of Disability in Ghana*

MEd Student: Jill Rose 2019

Role: Research Assistant

Status: Funded (Research & Development Award)

Title: *Pathology Persists & Stigma Stays: Representations of (Autistic)
Steven Greaves in the Post-Apocalyptic World*

MEd Student: Tayebbeh Sohrabi 2019

Role: Graduate Assistant

Status: Funded (Faculty of Education)

Title: *ASD in the Canadian Context: An Introduction*

MA Student: Robyn Cossitt 2019-2010

Role: Research Intern

Status: Funded (Mitacs Accelerate Grant)

Title: *ASD-Specific Housing Supports*

Undergraduate Student: Allyson Summers

2019

Role: Research Assistant

Status: Funded (JR Smallwood)

Title: *Straight Talk about Autism Spectrum Disorder*

Undergraduate Student: Allyson Summers

2019

Role: Research Assistant

Status: Funded (MUCEP)

Title: *Figures & Tables*

Undergraduate Student: Hrishit Mazumder

2019

Role: Research Assistant

Status: Funded (MUCEP)

Title: *Figures & Tables*

Undergraduate Student: Samyuktha Chaldolu

2019

Role: Research Assistant

Status: Funded (ISWEP)

Title: *Literature Review*

MEd Student: Tayebbeh Sohrabi

2019

Role: Research Reviewer

Status: Funded (Student Work & Program)

MEd Student: Mian Irfan

2018

Role: Graduate Assistant

Status: Funded (Faculty of Education)

Title: *ASD in the Canadian Context: An Introduction*

Undergraduate Student: Allyson Summers

2018

Role: Research Assistant

Status: Funded (MUCEP)

Title: *ASD in the Canadian Context: An Introduction*

MEd Student: Julia Greenham

2018

Role: Research Assistant

Status: Funded (MUCEP)

Title: *Supporting Academic Tasks in Research & Writing*

MA Graduate: Yirong Quin	2017-2018
Role: Research Assistant	
Status: Funded (Coalition of Persons with Disabilities Newfoundland & Labrador)	
Title: <i>Precursors and Pillars: What Precedes and Supports Social Belonging of Disabled Persons in Newfoundland & Labrador?</i>	
MEd Student: Tresha Moorhouse	2017
Role: Graduate Assistant	
Status: Funded (Faculty of Education Graduate Assistantship)	
Title: <i>ASD in the Canadian Context: An Introduction</i>	
PhD Candidate: Heather Penney	2017
Role: Research Assistant	
Status: Funded (Start-up Funds, Memorial University)	
Title: <i>Out with the Old and In with the New: Research Dissemination</i>	
MEd Student: Zanele Myles	2017
Role: Graduate Assistant	
Status: Funded (Faculty of Education Graduate Assistantship)	
Title: <i>Manuscript Completion (Varied)</i>	
BECE Graduate: Farhanna Khan	2017
Role: Teaching Assistant	
Status: Funded (Bachelor of Early Childhood Education, Brock University)	
MADS Graduate: Courtney Bishop	2016-2017
Role: Teaching Assistant	
Status: Funded (Master of Applied Disability Studies, Brock University)	
MADS Graduate: Naomi Robart	2016
Role: Teaching Assistant	
Status: Funded (Centre for Applied Disability Studies, Brock University)	
Title: <i>Creating Community Engagement through Technology</i>	
MADS Graduate: Courtney Bishop	2016-2017
Role: Research Assistant	
Status: Funded (Trillium Grant, Community Living Haldimand)	
Title: <i>Creating Community Engagement through Technology</i>	
MEd Student: Megan Henning	2016-2017

Role: Research Assistant Status: Funded (Professional Expenses, R. Hill, Brock University) Title: <i>20 Case Studies in Ontario Classrooms Book Project</i>	
PhD Student: Monique Somma Role: Research Assistant Status: Funded (Professional Expenses, R. Hill, Brock University) Title: <i>20 Case Studies in Ontario Classrooms Book Project</i>	2016
MEd Student: Megan Henning Role: Research Assistant Status: Funded (Service Learning Grant, Brock University) Title: <i>Service Learning Course Development (EDUC 4P52)</i>	2016
MEd Student: Sheri Mallabar Role: Research Assistant Status: Funded (Service Learning Grant, Brock University) Title: <i>Service Learning Course Development (EDUC 4P52)</i>	2016
MEd Student: Sheri Mallabar Role: Research Assistant Status: Funded (GRAD Grant, Brock University) Title: <i>The Effects of a Rapport Building Play Intervention on Young Children in a Child Care Setting</i>	2016
MEd Student: Sheri Mallabar Role: Research Assistant Status: Funded (Research & Development Grant, Brock University) Title: <i>Assessing inclusion quality: Validation of the SpecialLink Early Childhood Inclusion Quality Scale</i>	2016
MEd Graduate: Michelle Barr Role: Research Assistant Status: Funded (Mohawk College Applied Research & Innovation Fund) Title: <i>Community Integration through Cooperative Education & Assistive Technology Training</i>	2015
MEd Student: Susan Reicheld Role: Research Assistant Status: Funded (Research & Development Grant, Brock University)	2015

Title: *ASD & Behavioural Interventions: An Introduction for School Personnel; Applied behaviour analysis: A case-based approach to principles, processes, and practices.*

MEd Student: Megan Henning 2015

Role: Research Assistant

Status: Funded (Atlantic Provinces Special Education Authority)

Title: *ASD & Behavioural Interventions: An Introduction for School Personnel*

MEd Graduate: Krystine Donato 2014-2015

Role: Coordinator & Manager

Status: Funded (OJCP, Ministry of Training, Colleges, & Universities)

Title: *Brock-Niagara Assistive Technology Initiative*

MEd Student: Heather Woods 2014-2015

Role: Graduate Research Assistant

Status: Funded (SSHRC Institutional Grant, Brock University)

Title: *Remote Assistive Technology Training in Rural Schools in Newfoundland and Labrador: Is There a Need?*

MA Student: Annamarie Slocombe 2014-2015

Role: Teaching Assistant

Status: Funded (Centre for Applied Disability Studies)

Title: *ADST 6P90 & 6P91 (ABA Across the Lifespan I & II)*

MEd Student: Sheri Mallabar 2014

Role: Teaching Assistant

Status: Funded (Faculty of Education, Department of Grad & Undergrad)

Title: *EDUC 4P52 (Inclusive Programming in Early Childhood Education)*

MA Graduate: Anna Nguyen 2014

Role: Teaching Assistant

Status: Funded (Faculty of Education, Department of Grad & Undergrad)

Title: *EDUC 4P52 (Inclusive Programming in Early Childhood Education)*

MA Student (Social Sciences): Naomi Johnson 2014

Role: Co-Author

Status: Not Funded

Title: *Using Children's Literature to Educate Students about Classroom Issues: A Bibliotherapeutic Approach (Maich, Belcher, Sider, & Johnson) (Book Chapter)*

MADS Student (Social Sciences): Monte Hardy 2014
Role: Graduate Research Assistant
Status: Funded (Research & Development Grant, Brock University)
Title: *The Depiction of 'Teacher as Classroom Manager' in Children's Literature*

MA Student (Social Sciences): Caitlin Freeman 2014
Role: Graduate Project Coordinator
Status: Not Funded
Title: *Investigating the Effectiveness of Educational Therapy (National Institute for Learning Development Canada)*

PhD Student (Education): Monique Somma 2014
Role: Graduate Research Assistant
Status: Funded (Graduate Research Assistance Development Fund, Brock University)
Title: *Canadian School Programs for Students with Emotional / Behavioral Disorders: A Decade of Programs, Policy, and Practice*

MEd Student (Education): Michelle Barr 2013
Role: Internship
Status: Not Funded
Title: *Services and Evidence-Based Strategies Used to Support Children and Adolescents Diagnosed with an ASD and McMaster Children's Hospital*

PhD Student (Education): Peter DeVries 2013
Role: Graduate Research Assistant
Status: Funded (Graduate Research Assistance Development Fund, Brock University)
Title: *An iPad-Infused Classroom*

Undergraduate Student (Early Childhood Education): Angela Balcom 2011
Role: Honours Internship
Status: Not Funded
Title: *Stay, Play, & Talk*

Other Research, Writing, & Projects

MADS Student (Social Sciences): Monte Hardy 2014
Role: Graduate Research Assistant
Status: Funded (Research & Development Grant, Brock University)
Title: *The Depiction of 'Teacher as Classroom Manager' in Children's Literature*

MA Student (Social Sciences): Caitlin Freeman 2014
 Role: Graduate Project Coordinator
 Status: Volunteer
 Title: *Remote Assistive Technology Training in Rural Schools in Newfoundland and Labrador: Is There a Need?*

PhD Student (Education): Monique Somma 2014
 Role: Graduate Research Assistant
 Status: Funded (Graduate Research Assistance Development Fund, Brock University)
 Title: *Canadian School Programs for Students with Emotional / Behavioral Disorders: Decade of Programs, Policy, and Practice*

PhD Student (Education): Peter DeVries 2013
 Role: Graduate Research Assistant
 Status: Funded (Graduate Research Assistance Development Fund, Brock University)
 Title: *An iPad-Infused Classroom*

Professional Certification

Ontario College of Teachers

EDUC 8D09 Principles & Practices for Professional Certification (PJI) 2012-2015

-Team-taught, supervised, and evaluated four annual cohorts of teacher candidates both in preparation for practicum placements, and during annual intensive in-school placements, leadings toward professional certification as Ontario Certified Teachers. Two years focused on the Kindergarten program.

Canadian Counselling & Psychotherapy Association—Clinical Supervision

Donna Mitchell-Parsons Yorkville University 2022

Behaviour Analyst Certification Board—BCBA Experience Supervision

Sarah McCarthy	Key Assets	2021
Ashley Martin	Key Assets	2021
Reletha Rials	Research and writing	2019
Olivia Byrne	Key Assets, St. Bonaventure, private home	2018-present
Catherine Snow	Eastern Health	2017-present
Mina Ahi	Stay, Play, & Talk (Phase IV)	2016
Rebecca Esnor	W. Ross Macdonald School for the Blind	2016

UNIVERSITY/COMMUNITY SERVICE

PARTICIPATION IN UNIVERSITY, FACULTY, DEPARTMENTAL, & UNION COMMITTEES

University

Campus for All	2021
SSHRC Banting Awards Committee	2020
Student Wellness & Counselling Centre Promotion & Tenure Committee	2020-2021
Faculty of Medicine Faculty Board Representative	2017-2020
Social Sciences Research Ethics Committee Chair	2015-2016
Social Science Research Ethics Board Member	2014-2015
Ontario Graduate Scholarship Adjudication Committee	2014-2015

Faculty

SSHRC CGS-D Adjudication Committee	2024-Present
Chair, Bachelor of Special Education Admissions Committee	2020-Present
Co-Chair, Special Education Report Implementation (with Gabrielle Young)	2017-2020
Curriculum, Teaching, and Learning Committee Member	2017-Present
Egypt Working Group Member	2017
Special Education Program Team Member	2017-Present
Special Education Admissions Committee Member	2017-2020
Faculty Board Member	2017-Present
EDUC 4242 Coordinator	2017-2023
Thesis & MRP Awards Committee (Education)	2015-2016
Ontario Graduate Scholarship Adjudication Committee Chair (Education)	2014-2015
Joint PhD Implementation Committee (Education)	2014-2016
Special Education AQ Part I Revisions (Continuing Teacher Education)	2015
Assessment Tools for Field Experience Development Team (Teacher Education)	2014-2015
Admissions Committee (Teacher Education)	2013-2016
Extended Program Admissions & Registration Subcommittee (Teacher Education)	2013-2016
Student Awards Committee (Teacher Education)	2013-2016
Special Education Team Leader (P/J & I/S) (Teacher Education)	2013-2015
Advisor Availability Committee (Teacher Education)	2012-2013
Graduate Program Exploratory Committee (Teacher Education)	2012-present
Practicum Policies Ad Hoc Committee (Teacher Education)	2012-2013
Program Committee (Teacher Education)	2012-2013

Union

NLTA Council of Special Services University Representative	2017-present
--	--------------

BUFA Executive	2013-2014
----------------	-----------

Other – Community, Conference, & Event Participation

Straight Talk about Autism Spectrum Disorder Conference Coordinator	2019
Congress Discussant (CAEP)	2016, 2018
Logy Bay-Middle Cove-Outer Cove Development Association Volunteer	2018
Home Stay Host Family, Newfoundland International Studies	2017
Social Innovation Challenge Event: Registration Volunteer	2017
Autism in Education: Registration Volunteer	2017
Brock University Chapter, Council for Exceptional Children: Faculty Advisor	2016
Walk Now for Autism: Autism Speaks Registration Coordinator	2015-2016
A Cord of Three Strands Conference Coordinator	2011
Crooked Lines Conference Coordinator	2009-2010
ASD Series Coordinator	2012-2013
Foster Parent, Children's Aid Services	2007-2012
Assessment in Special Education Series Coordinator	2011
Inform Yourself Parent Series Coordinator	2010-2011
Advanced Learning in ASD Parent Series Coordinator	2011
Educational Assistant Refresher Series: Hot Topics Coordinator	2010

SERVICE

Governmental

Provincial Advisory Council for the Inclusion of Persons with Disabilities	2020-2023
Autism Action Council (Government of Newfoundland & Labrador)	2018-present

Regional

Canadian Counselling & Psychotherapy Association (Awards Committee)	2018-2021
Research Consultant: National Institute for Learning Development	2015-2023
Behaviour Consultant: Key Assets	2017-2021
Autism Society of Newfoundland & Labrador Board of Directors (Member at Large)	2017-2019
Loon Bay Camp Board of Directors	2017-2020
University of Guelph Special Graduate Faculty (Advisory Committee Member)	2017-2019
Atlantic Provinces ABA Board of Directors (Past-President)	2019-2021
Atlantic Provinces ABA Board of Directors (President)	2018-2019
Atlantic Provinces ABA Board of Directors (President Elect)	2017-2018
Fanshawe College Early Childhood Education Program Advisory Committee (Chair)	2015-2016

Fanshawe College Early Childhood Leadership Program Advisory Committee (Chair)	2015-2016
Canadian Research Centre on Inclusive Education (Member)	2014-present
Autism Ontario (Member)	2006-2016
Ontario Council for Exceptional Children Board of Directors (Member at Large)	2014-2016
Ontario Council for Children with Behaviour Disorders Executive (Secretary)	2009-2016
Ontario Council for Children with Behaviour Disorders Executive (Member at Large)	2006-2008
Ontario College of Teachers (Member)	2006-present
Regional Special Education Committee (Member)	2012-2016
Camps on TRACKS Advisory Committee of London (Member)	2011-2013
Peer-Mediated Strategies for Child Care Centres of London (Member)	2011-2013
Autism Ontario Brant Chapter Leadership Council (Chair of Education)	2010-2011
Autism Ontario Brant Chapter Leadership Council (Secretary)	2006-2010
Fanshawe College Bachelor of Applied Arts Committee	2011
Fanshawe College Mentor, Early Childhood Leadership Program	2011
Facilitator, Online Special Education Community (Leader)	2010-2014
Redeemer University Master of Education Task Force (Member)	2008
Provincial Resource Development Committee, ASD School Support Program (Chair)	2005-2007
Provincial Resource Development Committee, ASD SSP (Member)	2006-2008
Grand Erie District School Special Education Advisory Committee	2007
Elementary Teachers' Federation of Ontario (Member)	2007-2010
Grand Erie Elementary Teachers' Federation (Member)	2007-2010
McMaster Children's Hospital ASD School Support Program Newsletter (Editor)	2006-2007
International Council for Children with Behavior Disorders Newsletter (Assistant)	2006-2007

National

CASDA-KBHN Evidence-Informed Working Group Member	2021
Assessment on Autism (Canadian Academy of Health Sciences)	2020-2022
Autism Mental Health Advisory Committee (CAMH, York University)	2019-2021
Association of Psychology, Newfoundland & Labrador (Member)	2018-present
Canadian Counselling & Psychotherapy Association (Member)	2018-present
Adjudication, Prime Minister's Awards for Teaching Excellence	2017
Editorial Board, Exceptionality Education International Journal	2016-present
Canadian Society for Studies in Education	2016-present
Canadian Association of Research Ethics Boards (Member)	2016-2017
Atlantic Provinces Association of Behaviour Analysis (Member)	2014-present

NLTA Council of Special Services Special Interest Council (Member)	2004-2009; 2017-present
NLTA Council of Special Services Special Interest Council (Secretary)	2004-2005
New Teacher Mentor (Point Leamington Academy)	2004-2005
NL Virtual Teacher Centre (Beta Tester)	2004
Northern Tip Association for Children with Special Needs (Founder)	2002-2003
Newfoundland and Labrador Teachers' Association (Member)	1998-2006
British Columbia College of Teachers (Member)	1998-2006

International

CEC Division on Developmental Disabilities (Canadian Member at Large)	2017-2020
Ontario Council for Children with Behaviour Disorders (Regional Coordinator)	2015-2017
Behavior Analyst Certification Board (Member)	2015-present
Association for Behavior Analysis International (Affiliate Member)	2014-2015
International Council for Exceptional Children (Member)	2002-present
CEC Division on Developmental Disabilities	2002-present
CEC Division of International Special Education Services	2002-2013
CEC Division for Research	2011-present
CEC Teacher Education Division	2011-present

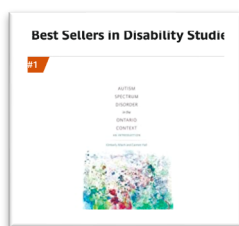
Selected Media Coverage

-CBC Radio-Canada. (2023, March). Inclusive education. *On the Go* with Anthony Germain. <https://www.cbc.ca/listen/live-radio/1-47-on-the-go/clip/15970334-student-asl-discrimination-ruling?fbclid=IwAR16BHQ6sRxiX2lhOZW41veSlrEur8aVzxGnmCBkMfl9PhrC1iBPvycjCyw>

-Memorial University (2021, September). Celebrating research excellence through the year – September – Dr. Kimberly Maich. 100 Years of Excellence, Faculty of Education, Memorial University. <https://www.mun.ca/educ/research/researcherProled.php>

-#1 Best Seller in Disability Studies (Amazon) 2020

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



-Memorial University (2020, November). Please join us in congratulating @kimberlymaich on the launch of her newest book, *Autism Spectrum Disorder in the Canadian Context*! Retrieved from Twitter

- Memorial University (2020, June). Congratulations to our very own, Dr. Kimberly Maich, on receiving the 2020 Crealock Memorial Award from the Canadian Association for Educational Psychology (CAEP) for her outstanding contribution to work within social justice and equity issues. Way to go, Dr. Maich! <https://www.facebook.com/MemorialEducation/>

- Redeemer University (2020, June). 2019 DAA winner: Advancing inclusive classrooms. *Redeemer University 2019-2020 annual report*. <https://www.redeemer.ca/annual-report-2019-2020/>

- CBC Television Newfoundland & Labrador. (2020, April 24; minute 10:03). Eight ways to keep your kids learning ... and entertained. *CBC Here & Now*. <https://www.cbc.ca/news/canada/newfoundland-labrador/here-now-see-our-latest-episodes-1.4405960>

- CBC Radio-Canada. (2020, April). Eight ways to keep your kids learning ... and entertained. YouTube. <https://www.youtube.com/watch?v=4VAgKscaaYs>

- Roberts, M. (2020, April). Eight ways to keep your kids learning ... and entertained. *CBC News*. <https://www.cbc.ca/news/canada/newfoundland-labrador/8-ways-kids-learning-1.5537254>

- Vander Valk, V. (2019, November). The Atlantic Provinces Autism Conference. *CBC Radio: Shift*. Fredericton, NB.

- Llewellyn, S. (2019, November). The Atlantic Provinces Autism Conference. *The Daily Gleaner*. Fredericton, NB.

- Clow, T. (2019, November). The Atlantic Provinces Autism Conference. *91.9 The Bend Radio*. Moncton, NB. <https://www.919thebend.ca/2019/11/06/79664/?fbclid=IwAR0GEGaEdqChcB9hKCqtkZbAGwMDOWqatWho3CI5cwNLE8YmQZikhC-UcN0>

- Barden, L. (2019, October). Distinguished alumni award: Advancing inclusive classrooms. Redeemer University's *Resound*. <https://www.redeemer.ca/resound/inclusive-classrooms/#.XXkLtADFR5k.twitter>

- MUN Education. (2019, October). The Faculty of Education Self-Study Group received the Glenn Roy Blundon Award for inquiry on UDL. Congratulations Drs. Azam, Arnold, Goodnough, Moghaddam, Penney, & Young!

- Redeemer University. (2019, September). Distinguished alumni award 2019: Advancing inclusive classrooms. *Resound*. Retrieved from <https://www.redeemer.ca/events/2019-daa-reception/>
- University of New Brunswick. (2019, August). You don't want to miss exciting keynote sessions like, The Parent of "That Child" was ... ME! with Dr. Kimberly Maich. Retrieved from the UNB Behavioural Intervention & Autism Program's Facebook page.
- Atlantic Provinces Association for Behaviour Analysis. (2019, June). Stay, play, and talk in Europe. Retrieved from <https://www.flipsnack.com/ljc2018/apaba-newsletter-spring-2019.html>
- Brock University. (2019, April). Student-made app aims to improve the lives of individuals with intellectual and developmental disabilities. *The Brock News: Research*. Retrieved from <https://brocku.ca/brock-news/category/research/>
- James Sebastian-Scott (Talk Show Producer). (2019, March 21). Why Ontario is taking the wrong path when it comes to autism programs [Talk Show]. Kitchener, ON: 570 *News Kitchener Today*.
- Atlantic Provinces Association for Behaviour Analysis. (2019, March). President's annual report. Retrieved from <https://www.flipsnack.com/ljc2018/apaba-newsletter-winter-2019.html>
- Atlantic Provinces Association for Behaviour Analysis. (2019, March). Research corner. Retrieved from <https://www.flipsnack.com/ljc2018/apaba-newsletter-winter-2019.html>
- Special Focus on AQs. (2019, March). College resources. *Professionally Speaking*. https://professionallyspeaking.oct.ca/march_2019/ENG_PS01_2019.pdf
- Academia.edu. (2019, February). Top 1% by 30-day views.
- Atkinson Centre for Society & Child Development. (2019, February). The preemptive nature of quality early childhood education on special educational needs in children. *Newsletter*.
- CBC News. (2019, February). Therapy turtle, relaxation station helping kids with mindfulness. Retrieved from https://www.cbc.ca/news/canada/newfoundland-labrador/octagon-pond-mindfulness-therapy-turtle-1.5014215?fbclid=IwAR0QRXUG7RnM2zGOrPk1pNdHBnE5Hrjizvt-n8cGvOpd_zD2jfS4YVgdyWg
- VOCM Radio. (2019, February). Relaxation station @ Octagon Pond Elementary. Retrieved from <https://soundcloud.com/vocm/feb-11th-florence-strang-educational-psychologist-nlesd->

relaxation-station-octagon-pond-elem?fbclid=IwAR2iNLSjnzo74FtZ6MCGmh-AjTObDdy-AJoJ--U5w_LDp34dxz7QppBQ4fw

-CBC Morning Show. (2019, February). Therapy turtle. Retrieved from https://www.cbc.ca/listen/shows/st-john-s-morning-show/episode/15669552?fbclid=IwAR3X9EWAcETdgpI3FXoUNGr0Zp9_l8-VM-T3h6d0oPWXRxwzOW_SiMoXqll

-Atlantic Provinces Association for Behaviour Analysis. (2018, December). Research corner. Retrieved from <https://www.flipsnack.com/ljc2018/apaba-newsletter-fall-2018.html>

-Faculty of Education. (2018, September). Featured Researcher at the Faculty of Education: Dr. Kimberly Maich. Retrieved from <https://www.mun.ca/educ/research/>

-Memorial University Tweet. (2018, July). Congrats Dr. Kimberly Maich @muneducation on SSHRC funding w. @drstevesider @JacquelineSpec9 @DMRichmond @3BlockModelUDL @JhoniMorvan @kimberlymaich Their work focuses on inclusive approaches for students with special needs. Read more https://cje-rce.ca/wp-content/uploads/sites/2/2017/07/Regular-2417-Sider.Final_June_21.pdf ... #leadtoinclude

-Academia.edu. (2018, June). Top 2% by 30-day views.

-Bell, B. (2018, April). Kids' books that teach self-control and self-regulation. *Savvy Mom*. <http://www.savvymom.ca/article/kids-books-that-teach-self-control-self-regulation/>

-Applied Behavior Analysis Program Guide. 30 best books on ABA. Retrieved on February 14, 2018 from <https://www.appliedbehavioranalysisprograms.com/best-books-aba/>

-Academia.edu. (2018, January). Top 2% by 30-day views.

-Memorial University Gazette. (2017, November). Papers & Presentations: Dr. Kimberly Maich published a research paper titled, What's Before the iPad? Teaching the Basic Prerequisite Skills for iPad Use. Retrieved from <https://gazette.mun.ca/research/papers-and-presentations/>

-Memorial University Gazette. (2017, November). Papers & Presentations: Dr. Kimberly Maich presented a paper titled What's Before the iPad? Teaching the Basic Prerequisite Skills for iPad Use at the Ontario Council for Exceptional Children at the council's annual conference in Toronto. Retrieved from <https://gazette.mun.ca/research/papers-and-presentations/>

-Memorial University Gazette. (2017, November). Books: Applied Behaviour Analysis: Fifty Case Studies in Home, School, and Community Settings. Retrieved from

<https://gazette.mun.ca/research/books-at-memorial/applied-behavior-analysis/>

-Memorial University Gazette. (2017, November). Papers & Presentations: Dr. Kimberly Maich published a research paper titled, Teaching and Learning in Two iPad-Infused Classrooms: A Descriptive Case Study of a Dual classroom, School-Based Pilot Project. Retrieved from <https://gazette.mun.ca/research/papers-and-presentations/>

-Memorial University Gazette. (2017, November). Notable: Dr. Kimberly Maich has been elected to the 2017-18 board of directors of the Autism Society of Newfoundland and Labrador. Retrieved from <https://gazette.mun.ca/campus-and-community/notable/>

-Autism Society of Newfoundland & Labrador. (2017, November). ASNL's Board of Directors, 2017-2018. Retrieved from <https://www.autism.nf.net/news/bod/>

-Memorial University Gazette. (2017, November). Notable: Dr. Kimberly Maich was awarded the first Vera O'Coin Memorial Bursary from the Atlantic Provinces Association for Behaviour Analysis. Retrieved from <https://gazette.mun.ca/campus-and-community/notable/>

-Memorial University Gazette. (2017, November). Inclusive teaching: Faculty of Education professor pens special education resource. Retrieved from <https://gazette.mun.ca/research/books-at-memorial/inclusive-teaching/>

-Memorial University Faculty of Education. The Faculty of Education presents "Promoting Home-School Communication Surrounding a Child with a Disability: Lessons Learned from Parents in our Province." Drs. Penney, Young, Maich, and Emily Howell.

-Memorial University Faculty of Education Facebook Page. (2017, October). Dr. Kimberly Maich, associate professor in the Faculty of Education, has co-authored a new text book called Special Education Case Studies to prepare teachers to teach in inclusive classrooms in Ontario.

-Memorial University Faculty of Education 'Scribbler' Newsletter. New faculty profile: Dr. Kimberly Maich. Retrieved from http://www.mun.ca/educ/home/The_Scribbler_Spring_2017.pdf

-Academia.edu. (2017, June). Top 2% by 30-day views.

-Academia.edu. (2017, April-May). Top 3% by 30-day views.

-Academia.edu. (2017, April). Top 4% by 30-day views.

-Academia.edu. (2017, April). Top 5% by 30-day views.

- Memorial University Gazette. (2017, May). Everyday applied behaviour analysis. Retrieved from <https://gazette.mun.ca/events/everyday-applied-behaviour-analysis/>
- Education Canada Tweet. (2016, November). New [@EdCanPub](#) web-exclusive by [@kimberlymaich](#) : "Now I See! Using visual strategies to support learning"
<http://ow.ly/F2bb306EICj> #CdnEdChat
- CityNews. (2016, October). Phone interview with reporter Cynthia Mulligan for on-air segment entitled *Autism and Abandonment: One Mother's Wrenching Decision to Give up Her Son*.
- Brock University. (2016, October). Brock education expert produces video tutorials and published book on autism in Ontario. *The Brock News*. Retrieved from <https://brocku.ca/brock-news/2016/10/brock-education-expert-produces-video-tutorials-and-publishes-book-on-autism-in-ontario/>
- BrockEducation Tweet. (2016, September). #brocku associate prof [@kimberlymaich](#) is on [@SAGEPublishers](#) top articles of 2016 <http://bit.ly/2c8AHq2>
- Brock University Faculty of Education. (2016, September). Kimberly Maich lands on top of SAGE Publishing's top article list. Retrieved from <https://brocku.ca/news/31727>
- Sage Publishing Website. (2016, September). Special education top ten: Top ten articles of 2016. <https://us.sagepub.com/en-us/nam/special-education-top-ten>
- BrockEducation Tweet. (2016, May). [@kimberlymaich](#) new book provides a thorough introduction to the history of ASD and much more bit.ly/1WsgtfS
- Brock University Faculty of Education. (2016, May). New book explores ASD in the Ontario context. Retrieved from <https://brocku.ca/news/31174>
- CSSE Facebook Page. (2016, May). CSSE President's Spotlight Sessions: School Principals and Students with Special Education Needs: Leading Inclusive Schools
- Brock University Faculty of Education. (2016, March). Education professors play pivotal role in SSHRC grant. Retrieved from <https://brocku.ca/education/>
- BrockEducation Tweet (2016, March). Drs. [@kimberlymaich](#), [@TiffanyGallagh](#), and [@sheila_sbennett](#) play pivotal roles in recent SSHRC grant bit.ly/21P0QNd
- Academia.edu. (2016, January). Top 3% by 30-day views.

- Brock University Faculty of Education. (2016, January). Message from the dean: Successful grant applicants. Retrieved from <http://www.brocku.ca/blogs/deansmessage/2016/01/07/message-from-the-dean-january-2016/>
- Brock University Faculty of Education. (2015, December). Faculty researchers receive SSHRC research grants. Retrieved from <https://www.brocku.ca/news/30434>
- Brock University Faculty of Education. (2015, December). News around campus: Kimberly Maich gives practical advice on using iPads in the classroom. Retrieved from <https://www.brocku.ca/news/30434>
- BrockUniversity Tweet. (2015, December). BrockU prof kimberlymaich gives practical advice on using iPads in the classroom <http://ow.ly/VSDFc>
- Brock University. (2015, December). Brock U prof gives practical advice on using iPads in the classroom. *The Brock News: Research*. Retrieved from <http://www.brocku.ca/brock-news/2015/12/brock-u-prof-gives-practical-advice-on-using-ipads-in-the-classroom/>
- Fulford, R. (2015, July). The world of bibliotherapy. *The National Post*. <http://news.nationalpost.com/arts/books/robert-fulford-the-world-of-bibliotherapy>
- Brock University Faculty of Education. (2015, July). News around campus: Kimberly Maich wins book award. Retrieved from <https://www.brocku.ca/news/29349>
- BrockEducation Tweet. (2015, July). Congrats to @kimberlymaich on her recent book award! <http://bit.ly/1CmKQeG>
- Brock University. (2015, June). Education professor wins book award. *The Brock News: Top Stories*. Retrieved from <http://www.brocku.ca/brock-news/?p=34186>
- Brock Research. (2015, February). Celebrating research excellence at Brock. Congratulations to our recipients! Kimberly Maich; Department of Teacher Education; Ontario Ministry of Training, Colleges, and Universities' Job Creation; Ministry of Training, Colleges, and Universities.
- BrockEducation Tweet. (2015, January). A great voice to listen to! RT @MissFalewski Listening to @kimberlymaich talk about Visual Strategies for supporting students with ASD!
- Fanshawe College Centre for Research & Innovation. (n.d.). Camps on TRACKS Phase 1 & 2. Retrieved from <http://www.fanshawec.ca/research/projects/hall>
- Academia.edu. (2015, January). Top 4% by 30-day views.

- Speech-Language & Audiology Canada News. (2015, January). Brock prof among the first in new autism journal (Brock University). Retrieved from <http://sac-oac.ca/news-events/news/brock-prof-among-first-new-autism-journal-brock-university>
- Academia.edu. (2015, January). Top 5% by 30-day views.
- BrockEducation Tweet. (2015, January). @kimberlymaich_is one of the first to publish in this inaugural online journal covering developmental disabilities <http://bit.ly/1tR8kod>
- Brock University Faculty of Education. (2015, January). Brock prof among the first in new autism journal. *Brock University News*. Retrieved from <http://www.brocku.ca/news/28045>
- Simon Fraser University. (2015, January). Brock University professor publishes paper in new autism journal. *The Peak: News*. <http://www.the-peak.ca/2015/01/university-briefs-87/>
- Brock University. (2015, January). News around campus: Assistive technologies initiative explores new methods of learning. *Brock University News*. Retrieved from <http://www.brocku.ca/news/28016>
- BrockU Research Tweet. (2014, December). Kudos to Kimberly Maich @BrockU for having research published in the 1st DAAD Online Journal <http://bit.ly/1xeeEa9>
- Brock University. (2014, December). Brock prof among the first in new autism journal. *The Brock News: Research*. Retrieved from <http://www.brocku.ca/brock-news/?p=31395>
- Brock University Bachelor of Early Childhood Education Facebook Page. (2014, December). Interested in research on ASD? See Dr. Kimberly Maich's (& Christina Belcher) recent paper entitled: Using Picture Books to Create Peer Awareness About Autism Spectrum Disorders in the Inclusive Classroom. Full citation is available: <http://isc.sagepub.com/content/47/4/206>. Check library for digital copy. Retrieved from *Brock University Bachelor of Early Childhood Education Facebook Page*.
- Fanshawe College's Centre for Research and Innovation. (2014, December). An iPad-infused classroom. <https://www.fanshawec.ca/research/stories/ipad>
- Surrey Place. (2014, October). News at Surrey Place: autism podcast. Retrieved from <http://www.surreyplace.on.ca/news/276-autism-podcast>
- MyPelham.com. (2014, October). Brock experts available for interviews on autism and social skills: Autism awareness month. Retrieved from <http://mypelham.com/articles.php?id=13946>

-BrockEducation Tweet. (2014, October). @kimberlymaich and other Brock members had the chance to meet Temple Grandin at the Geneva Centre for Autism <http://bit.ly/1FSVisR>

-Brock University Faculty of Education. (2014, October). News around campus: ASD research presented at international symposium. *Brock University News*. Retrieved from <https://brocku.ca/news/27632>

-Brock University Faculty of Education Facebook Page. (2014, October). Kimberly Maich, Kelly Alves, and David Sharron recently participated in an ASD international symposium - and they even had the opportunity to meet the "poster child" for Autism Spectrum Disorder.

-Brock University. (2014, October). Assistant professor discusses Autism Spectrum Disorder on monthly podcast. *Faculty of Education Alumni Newsletter*.

-Brock University. (2014, October). Brock researchers help autistic youth develop communication and social skills. *The Brock News: Top Stories*. Retrieved from <http://www.brocku.ca/brock-news/?p=30272>

-Brock University Faculty of Education. (2014, October). News around campus: New issue of Brock Education Journal now available online. *Brock University News*. Retrieved from <https://www.brocku.ca/news/27511>

-Dunn Buron, K. (2014). Teacher support for the use of Adalyn's Claire. Retrieved from http://www.5pointscale.com/AClare_teacher_support_06-1.14.pdf

-Brock University Bachelor of Early Childhood Education Facebook Page. (2014, October). Listen to the Faculty of Education's Dr. Kimberly Maich podcast on social skills development for children and adolescents living with Autism Spectrum Disorder (ASD). Dr. Maich is also an instructor in year 2 of the BECE program. Retrieved from *Brock University Bachelor of Early Childhood Education Facebook Page*.

-Brock University. (2014, October). News around campus: Assistant professor discussed Autism Spectrum Disorder on monthly podcast. *Brock University News*. Retrieved from <http://www.brocku.ca/news/27424>

-Brock University Faculty of Education. (2014, October). Assistant professor offers insight on ASD in recent podcast. Retrieved from <http://www.brocku.ca/education/>

-Brock University Research. (2014, October). Social skills development for children and adolescent living with Autism Spectrum Disorder. *Podcast Series: Consider this [YouTube Version]*.

<http://www.brocku.ca/research-at-brock/consider-this-podcast-series/youtube-version>

-Brock University Research. (2014, October). Social skills development for children and adolescent living with Autism Spectrum Disorder. *Podcast Series: Consider this*. Retrieved from <http://www.brocku.ca/research-at-brock/consider-this-podcast-series/this-months-podcast>

-Brock University Faculty of Education Tweet. (2014, October). Monthly ORS podcast featured our very own @kimberlymaich to discuss Autism Spectrum Disorder <http://bit.ly/1rFngmP>

-Brock University Faculty of Education Facebook Page. (2014, October). Our very own Kimberly Maich was featured on this month's podcast hosted by the Office of Research Services. Make sure to tune in and see what she has to say about Autism Spectrum Disorder.

-BrockU Research. (2014, September). October: Social skills development for children and adolescents living with Autism Spectrum Disorder. *Consider This*. Retrieved from <http://www.brocku.ca/research-at-brock/%252Fconsider-this-podcast-series/consider-this-podcast-series/upcoming-podcasts>

-Brock University. (2014, June). Researchers receive internal grants. *The Brock News*. Retrieved from <http://www.brocku.ca/brock-news/?p=28538>

-Brock University. (2014, May). Department of teacher education. *Faculty of Education 2014: Congress 2014*.

-Autism Ontario Facebook Status. (2014, May). iPad facts and apps - there's a new article on our Knowledge Base! <http://autismontario.novosolutions.net/default.asp?id=236&SID=&Lang=1>

-BrockU Research Tweet. (2014, April). Prof says schools "have a professional responsibility" to support all students <http://bit.ly/1mRQyMm>

-BrockU Research Tweet. (2014, April). Our special needs education prof comments <http://bit.ly/1mRQyMm>

-BrockU Research Tweet. (2014, April). Brock U prof available for comment <http://bit.ly/1mRQyMm>

-BrockU Research Tweet. (2014, April). Prof Kimberly Maich can comment on People for Education report on special needs education <http://bit.ly/1mRQyMm>

- Brock University Daily Experts. (2014, April). Brock U education prof available to discuss special education report. *Brock University Media Advisory*. Retrieved from <http://www.brocku.ca/research-at-brock/for-media>

- Government of Newfoundland and Labrador. (2014, April). \$700,000 Announced for Wellness and Seniors' Grants Programs. Retrieved from <http://www.releases.gov.nl.ca/releases/2014/health/0408n02.htm>

- BrockU Research Tweet. (2014, April). educator Kimberly Maich wrote Ontario's first Additional Qualifications course in autism for teachers <http://bit.ly/ZwqchP>

- BrockU Research Tweet. (2014, April). Today is World Autism Day. Call us for comment on our autism research. <http://bit.ly/ZwqchP>

- BrockU Research Tweet. (2014, April). Experts available to speak on autism for World Autism Day 2014 <http://bit.ly/ZwqchP>

- Fearn, N. (2014, April). Brock panel available to discuss ASD, Wednesday. Retrieved from <http://www.bulletnewsniagara.ca/index.php?p=Sections&id=867>

- TDSB Professional Library. (2014, March). What works? Assistive technology. <http://ramott.wordpress.com/2014/03/07/what-works-assistive-technology>

- Brock University Daily Experts. (2014, March). BrockU experts available to speak on autism for World Autism Day 2014. *Brock University Media Advisory*. Retrieved from <http://www.brocku.ca/marketing-communications/media-resources/find-an-expert/brock-university-daily-experts>

- CHCH TV. (2014, February). Hub creates new ways to teach and learn. Retrieved from <http://www.chch.com/hub-creates-new-ways-teach-learn/>

- Brock University Faculty of Education. (2014, February). News around campus: Innovation hub creates unique learning opportunity. *Brock University News*. Retrieved from <https://www.brocku.ca/news/25327>

- Brock University Faculty of Education Facebook Page. (2014, February). The opening of the hub. *Brock University Faculty of Education Facebook Page*.

- Brock University Faculty of Education Facebook Page. (2014, February). The Faculty of Education had several researchers displaying their work at the Brock Research Celebration in the Guernsey Market on Tuesday afternoon. *Brock University Faculty of Education Facebook Page*.

- Brock University Bachelor of Early Childhood Education Facebook Page. (2014, January). News around campus: Assistant professor has book published. *Brock University News*. Retrieved from *Brock University Bachelor of Early Childhood Education Facebook Page*.
- Brock Education Tweet. (2014, January). Have you met Dr. Kimberly Maich yet? Our latest profile is up online <http://bit.ly/17j2Cxc>
- Brock Education Tweet. (2014, January). Assistant Professor, Dr. Kimberly Maich has newest book published <http://bit.ly/1bebnuS> - congratulations
- Brock BECE Tweet. (2014, January). Assistant Professor has book published Dr. Kimberly Maich has a new book published. Printed in January 2014 ... <http://fb.me/6nk9KmfZB>
- TDSB Professional Library. (2014, January). Self-regulation. Retrieved from <http://ramott.wordpress.com/2014/01/30/self-regulation/>
- Brock University Faculty of Education. (2013, October). News around campus: Autism Speaks grant. Professor helps raise awareness. *Brock University News*. Retrieved from <http://www.brocku.ca/news/23825>
- Brock University Faculty of Education. (2013, October). Faculty of education profile: Dr. Kimberly Maich. *Brock University News*. Retrieved from <http://www.brocku.ca/education#>
- York Youth Council. (2013, April). Youth blast! Spring 2013 issue of Education Canada magazine. Retrieved from <http://youthblast.ca/?p=428>
- Brock University Faculty Association. (2013). New 2013-2014 BUFA executive committee members. *BUFA Voice—News & Views*, 21(6).
- Joint PhD Educational Studies. (2013, Fall). Grants and awards. *Joint PhD in Educational Studies Newsletter*.
- Penrod, S. (2012). Teaching social skills in childcare centres to preschoolers with ASD using peers. *Applied Behavior Analysis International*. Broadcast on <http://www.youtube.com/watch?v=luj-RTcV2NA>
- Penrod, S. (2012). Teaching social skills in childcare centres to preschoolers with ASD using peers. *Autism Live*. Broadcast on www.autism-live.com

- Graham, S. (2012). New skills development has far reaching implications. *Research Fanshawe Magazine*, 5(12), 11.
- Thompson, B. (2012). Kimberly Maich and her son, Robert, age 18, stand in his combination bedroom/kitchenette in a home renovation facilitated through a federal assistance program. *Ottawa Sun: Opinion*. http://www.ottawasun.com/2012/01/16/letters-to-the-editor-jan-17-3#disqus_thread
- Kaye, K. (2011). Local Autism Ontario chapter seeks new leadership. *Your Brant Community Connection*, 22.
- Ruby, M. (2011). Autism Ontario Brant chapter closes. *The Brantford Expositor*, A1. <http://eedition.brantfordexpositor.ca/epaper/viewer.aspx>
- Tweet. (2010, May). Catholic board provides help to teach autistic - Hamilton Spectator: Kimberly Maich, an autism specialist ... <http://bit.ly/9mhcGW>
- Ibbotson, H. (2010). It has made a huge difference. *Your Brant Community Connection*, 61. <http://virtual.brantfordexpositor.ca/doc/Brantford-expositor-connection/Your-Brant-Connection/2010112601/53.html>
- Ibbotson, H. (2010). Autistic teen gets his own space. *The Brantford Expositor*, A3. <http://www.brantfordexpositor.ca/ArticleDisplay.aspx?e=2857272>
- Prete, C. (2010). Catholic board provides help to teach autistic. *The Hamilton Spectator*, A3. <http://www.thespec.com/article/771311>
- Ruby, M. (2009). Special stars: Autistic kids get kick out of program. *The Brantford Expositor*. <http://www.brantfordexpositor.ca/ArticleDisplay.aspx?e=2177193>-Joint PhD Educational Studies. (2009, Fall). Publications, presentations, grants and awards, other news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/Fall%202009.1.pdf>
- Gamble, S. (2009). Walk around town. *The Brantford Expositor*. [brantfordexpositor.ca/ArticleDisplay.aspx?e=1630460](http://www.brantfordexpositor.ca/ArticleDisplay.aspx?e=1630460)
- Joint PhD Educational Studies. (2009, Spring). Portfolio and dissertation proposal defenses. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/2009%20JPhD%20Spring%20Newsletter.pdf>

- Prete, C. (2008). Teaching teachers to help autistic students. *The Hamilton Spectator*, Go 9. <http://www.thespec.com/article/477154>
- Joint PhD Educational Studies. (2008, Fall). Current student news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/2008%20Fall%20Newsletter.pdf>
- Joint PhD Educational Studies. (2007, Spring). Current student news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/2007%20JPhD%20Spring%20Newsltr.pdf>
- Joint PhD Educational Studies. (2007, Fall). Current student news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/2007%20Fall%20Newsletter.pdf>
- Joint PhD Educational Studies. (2006, Spring). Current student news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/Joint%20PhD%20Spring%202006%20newsletter.pdf>
- Joint PhD Educational Studies. (2006, Fall). Current student news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/2006%20JPhD%20Fall%20Newsltr.pdf>
- Joint PhD Educational Studies. (2005, Spring). Current student news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/2005%20Spring%20Newsletter.pdf>
- Joint PhD Educational Studies. (2005, Fall). Current student news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/2005%20Fall%20Newsletter.pdf>
- Joint PhD Educational Studies. (2004, Fall). Current student news. *Joint PhD in Educational Studies Newsletter*. Retrieved from <http://www1.uwindsor.ca/education/jointphd/system/files/Copy%20of%20Joint%20PhD%20Newsletter%20Fall%20Edition.pdf>
- Stevens, M. (2003, Winter). Blooming on the Rock: Maichs find community in Newfoundland. *Images*, 25.
- Maich, K. (2003, Winter). Snowed in! Special feature sae.k12.nf.ca/miscphotos0203/snowedin.htm. Reviewed in *NTV News* "Stuck at School" segment, photos and information used on *NTV News*, in the *Northern Pen*, and the *Western Star*

ACADEMIC REFERENCES

Dr. Mary-Louise Vanderlee

Chair & Professor

Faculty of Education, Department of Graduate and Undergraduate Education

Brock University

1812 Sir Isaac Brock Way, St. Catharines, ON L2S 3A1

(905) 688-5550 x4066 (w)

mvanderlee@brocku.ca

Dr. Maureen Connolly

Professor of Physical Education & Kinesiology

Cross-Listed with Department of Child & Youth Studies

Brock University

1812 Sir Isaac Brock Way, St. Catharines, ON L2S 3A1

(905) 688-5550 x3381 (w)

mconnolly@brocku.ca

Dr. Steve Sider

Associate Professor

Social Innovation and Venture Creation Fellow

Faculty of Education

Wilfrid Laurier University

75 University Avenue West, Waterloo, ON N2L 3C5

(519) 884-0710 x2832 (w) (519) 589-8386 (other)

ssider@wlu.ca

Dr. Christina Belcher

Chair & Professor

Faculty of Education

Redeemer University

777 Garner Road East, Ancaster, ON L9K 1J4

(905) 648-2131(w)

cbelcher@redeemer.ca

CLINICAL REFERENCES

Florence Strang, R Psych (MEd Internship Supervisor)

Educational Psychologist

Newfoundland & Labrador English School District

Avalon Region
Octagon Pond Elementary
11 Sargent Donald Lucas Drive, Paradise, NL A1L 1Y8
Owner, Mindful Matters
(709) 277 2565 (cell)
florencestrang@nlesd.ca

Keith Adey, R Psych (R Psych Clinical Supervisor)
Educational Psychologist
Newfoundland & Labrador English School District
Central Region
(709) 489 4411 (w)
keithadey@nlesd.ca

Dr. Carmen Hall, PhD* (BCBA/BCBA-D Supervisor)
Coordinator and Professor (on leave)
Autism & Behavioural Sciences Graduate Certificate Program
Fanshawe College
1001 Fanshawe College Blvd, London, ON N5Y 5R6
(519) 709 1584 (cell)
Owner, Special Education Apps & Consulting
carmen@specialeducationapps.com

*Dr. Hall has completed her PhD in Clinical Psychology at Saybrook University and is working towards her registration in Ontario

Jeanne Sinclair

jeannes@mun.ca | phone: (709) 864-3506

Memorial University of Newfoundland Faculty of Education
300 Prince Philip Drive
St. John's, NL A1B 3X8

Date of preparation

September 2, 2025

Rank

Assistant Professor, Faculty of Education, Memorial University of Newfoundland

Education

- 2021 Postdoctoral Fellow in Educational Stratification and Child Development. Department of Leadership, Higher and Adult Education, OISE, University of Toronto and McMaster University. Co-supervisors: Magdalena Janus and Scott Davies.
- 2020 PhD, Language and Literacies Education, Department of Curriculum, Teaching & Learning. Ontario Institute for Studies in Education, University of Toronto
Thesis: Using machine learning to predict children's reading comprehension from lexical and syntactic features extracted from spoken and written language
Committee members: Eunice Eunhee Jang (Chair), Jim Hewitt, Frank Rudzicz, and Earl Woodruff
- 2014 MA, Bicultural-Bilingual Studies, concentration in Bilingual Teacher Education. University of Texas at San Antonio
Thesis: A literacy profile of majority-language dual-immersion participants
Committee members: Howard Smith (chair), Belinda Bustos-Flores, Monica Lara
- 2000 BA, Gallatin School of Individualized Study. New York University

Funded Grants

Research Grants

- 2024-2025 Co-investigator. Student teachers' perceptions on the effectiveness and challenges of the education internship program: Bridging theory and practice. H. Tok (PI). \$7,000.
- 2024-2025 Co-investigator. Canada learning loss policy report. T. Vaillancourt (PI), A. Mousavi, E. Duku, G. Georgiou, G. Li, P. Charland, P. Srivastava, R. Renaud, S. Davies, S. Wahl, S. Côté. SSHRC Connection Grant. \$50,000.

2023-2024	PI. Enacting a structured literacy curriculum: processes and outcomes. SSHRC Partnership Engage Grant. Rodway, J. & St. Croix, N (co-investigators). \$24,770
2022-2024	PI. Developing a culturally responsive, scientifically grounded reading intervention through educational design research. SSHRC Insight Development Grant. \$74,465
2022-2024	PI. Developing and piloting a culturally responsive science of teaching reading. Memorial Seed Grant. \$10,000.
2022-2023	PI. Developing a culturally responsive science of teaching reading. SSHRC Explore Grant. \$6,860.
2022-2024	Co-investigator. The comprehension and comprehensibility of police cautions and legal rights: A scoping review. Memorial Multidisciplinary Grant. \$10,000.
2020-2024	Co-investigator (joined January 2022). Student achievement trajectories in Ontario: Capacities, contexts and causes. SSHRC Insight Grant. \$254,482. Davies, S. & Janus, M. (co-PIs), Duku, E., Dunn, J., McIsaac, J., Georgiades, K., McNelles, L., and Guhn, M.

Travel Grants

2025	A growth curve model examining the effect of language-in-education program on reading growth of economically marginalized emergent bilingual elementary students. SSHRC Exchange (SSSR 2025). \$1,600.
2023	Growth trajectories for economically marginalized Latinx learners of English in bilingual and English-as-a second-language programs; Outcomes and consequences of one state's high-stakes retesting policy for language minoritized and racialized students. SSHRC Exchange (AERA 2023). \$2,500.

Publications (* denotes student co-author)

1. Refereed Journal Articles

Sinclair, J., Nickel, J., Fraser, A., Brethour, M., Critch, T.*, & Hope, L., McCallum, D., Norris, M., St. Croix, N., Viera, A., & Worden, J. (Accepted). Teaching reading in Canada: Curriculum and assessment policy updates from the provinces and territories. *Journal of Teaching and Learning*.

Sinclair, J. & Ozoren-Sener, N.* (Accepted). A framework for a culturally sustaining “science of reading”. *Educational Theory*.

- Sinclair, J., Han, T.*, Li, L., & Saltsman, E.* (2025). Listening comprehension and decoding as indirect and direct predictors of reading comprehension in grades 1, 2, and 3. *Reading Psychology*. <https://doi.org/10.1080/02702711.2025.2523046>
- Critch, T.* & Sinclair, J. (2025). School-based reading specialists in Newfoundland and Labrador. *The Morning Watch*, 50, 27-42. <https://journals.library.mun.ca/index.php/mwatch/article/view/2888>
- Jang, E. E., Wagner, M., & Sinclair, J. (2025). National survey on essential communication skills to address language demands in Canadian nursing practice. *Journal of Advanced Nursing*. <https://doi.org/10.1111/jan.16861>
- Sinclair, J. (2024). A high-stakes reading test as the white listening subject: Applying an antiracist validation lens. *Critical Inquiry in Language Studies*, 21(4), 8-42. <https://doi.org/10.1080/15427587.2024.2415618>
- Sinclair, J., Davies, S., & Janus, M. (2023). Student achievement trajectories in Ontario: Creating and validating a province-wide, multi-cohort and longitudinal database. *International Journal of Population Data Science* 8(1). <https://doi.org/10.23889/ijpds.v8i1.1843>
- Sinclair, J., Jang, E. E., & Rudzicz, F. (2021). Using machine learning to predict children's reading comprehension from linguistic features extracted from speech and writing. *Journal of Educational Psychology* 113(6), 1088–1106. <https://doi.org/10.1037/edu0000658>
- Kim, H., Barron, C., Sinclair, J., & Jang, E. E. (2020). Change in home language environment and English literacy achievement over time: A multi-group latent growth curve modeling investigation. *Language Testing* 37(4) 573-599. <https://doi.org/10.1177/0265532220930348>
- Rajendram, S., Larson, E. J., & Sinclair, J. (2019). International graduate students' perspectives on high-stakes English tests and the language demands of higher education. *Language and Literacy* 21(4), 68-92. <https://doi.org/10.20360/langandlit29428>
- Sinclair, J., Larson, E. J., & Rajendram, S. (2019). "Be a machine": International graduate students' narratives around high-stakes English proficiency tests. *Language Assessment Quarterly*, 16(2), 236-252. <https://doi.org/10.1080/15434303.2019.1628238>
- Sinclair, J., Jang, E. E., & Vincett, M. (2018). Investigating linguistically diverse adolescents' literacy trajectories using latent transition modeling. *Reading Research Quarterly* 54(1), 81-107. <https://doi.org/10.1002/rrq.220>
- Sinclair, J. & Lau, C. (2018). Initial assessment for K-12 English language support in six countries: Revisiting the validity-reliability paradox. *Language & Education*, 32(3), 257-285. <https://doi.org/10.1080/09500782.2018.1430825>

Jang, E. E., & Sinclair, J. (2017). Ontario's educational assessment policy and practice: A double-edged sword? *Assessment in Education: Principles, Policy & Practice*, 25(6), 655-677. <https://doi.org/10.1080/0969594X.2017.1329705>

Sinclair, J. (2016). "Starving and suffocating": Evaluation policies and practices during the first 10 years of the U.S. Bilingual Education Act. *International Journal of Bilingual Education and Bilingualism*, 21(6), 710-728. <https://doi.org/10.1080/13670050.2016.1210565>

Sinclair, J. (2014). Literacy achievement in two-way immersion: A focus on majority language speakers. *Journal of Bilingual Education Research & Instruction*, 16(1), 17-45.

2. Public-oriented Knowledge Mobilization

Sinclair, J. (2025). Texas' annual reading test adjusted its difficulty every year, masking whether students are improving. *The Conversation (US)*. <https://theconversation.com/texas-annual-reading-test-adjusted-its-difficulty-every-year-masking-whether-students-are-improving-244159>

Macintosh, M. (Interview) (Jan. 31, 2025). A new read on literacy. *Winnipeg Free Press*. <https://www.winnipegfreepress.com/arts-and-life/2025/01/31/a-new-read-on-literacy>

Critch, T.* & Sinclair, J. (2025). School-based reading specialists: Literacy leaders. *The Bulletin* 68(4), 22-23. <https://www.nlta.nl.ca/wp-content/uploads/2025/04/24-088-March-April-Bulletin-FINAL.pdf>

Sinclair, J., Rodway, J., Magnusson, D., Morrish, B., & St. Croix, N. (2024). Residency model powers district's structured literacy reform. *The Learning Professional*, 45(4), 54-57. <https://learningforward.org/journal/learning-to-pivot/residency-model-powers-districts-structured-literacy-reform/>

Sinclair, J., Davies, S., & Janus, M. (2023). Newly linked data can reveal academic development from kindergarten to high school in 150,000 students. *The Conversation*. <https://theconversation.com/newly-linked-data-can-reveal-academic-development-from-kindergarten-to-high-school-in-150-000-students-200951>

Green, J. (Interview) (Nov. 23, 2022) Foundational support. *MUN Gazette*. <https://gazette.mun.ca/research/foundational-support>

3. Published Conference Proceedings

Janus, M., Sinclair, J., Hove, J. & Davies, S. (2022) Building partnerships, capacity, and knowledge through a use of newly linked child development and education datasets in Ontario, Canada. *International Journal of Population Data Science*, 7(3). <https://doi.org/10.23889/ijpds.v7i3.1942>

Lang, C., Woo, C., & Sinclair, J. (2020). Quantifying data sensitivity: Precise demonstration of care when building student prediction models. In *Proceedings of the Tenth International*

Conference on Learning Analytics & Knowledge (pp. 655-664).

<https://doi.org/10.1145/3375462.3375506>

Hunte, M., Barron, C., Sinclair, J., Kim, H., McCormick, S. M., Vincett, M. V., & Jang, E. E. (2019). Examining the association between elementary students' lexico-syntactic writing features and cognitive-motivational profiles using NLP. *Proceedings of the Annual Meeting of the Cognitive Science Society* (p. 3285). <https://escholarship.org/uc/item/1h55f9bk>

Sinclair, J., Jang, E. E., Azevedo, R., Lau, C., Taub, M & Mudrick, N. (2018). Changes in emotion and their relationship with learning gains in the context of MetaTutor. In Nkambou R., Azevedo R., & Vassileva J. (Eds.), *Lecture notes in computer science: Intelligent tutoring systems 2018* (pp. 202-211). Cham: Springer. <https://doi.org/10.1007/978-3-319-91464-0>

Lau, C., Sinclair, J., Taub, M., Azevedo, R., & Jang, E. E., (2017). Transitioning self-regulated profiles in hypermedia learning environment. In Wise, A. (Ed.), *Proceedings of the seventh International Conference on Learning Analytics and Knowledge*. New York: Association for Computing Machinery. <https://doi.org/10.1145/3027385.3027443> (Received Best Short Paper Award at the 2017 Learning Analytics and Knowledge Conference.)

4. Book Chapters

Sinclair, J. & Noel, K.* (2023). Do our test scores mean what we think? Language assessment validation in the Canadian context. M. F. Álvarez and A. L. G. Montes (Eds.), *Global perspectives on effective assessment in English language teaching*. IGI Global. <https://www.igi-global.com/book/global-perspectives-effective-assessment-english/312213>

Kerekes, J. & Sinclair, J. (2023). The role of soft skills in vocational ESL and Canadian workplaces: Its potential to (dis)empower employment seekers. In Angouri, J., Kerekes, J., & Suni, M. (Eds.), *Migrants in working life*. Multilingual Matters. <https://www.degruyter.com/document/isbn/9781800416956/html?lang=en>

Jang, E. E., & Sinclair, J. (2021). Diagnostic assessment in language classrooms. In G. Fulcher & L. Harding (Eds.), *Routledge Handbook of Language Testing* (2nd Ed.). Routledge. <https://doi.org/10.4324/9781003220756>

5. Technical and Research Reports

Sinclair, J. & Arias, A. (2024). Duolingo English Test and Canadian Language Benchmarks alignment study report. Centre for Canadian Language Benchmarks.

Sinclair, J. (2023). IENP credential evaluation: Deliverable II. College of Registered Nurses of Newfoundland and Labrador.

Sinclair, J. (2023). IENP credential evaluation: Deliverable I. College of Registered Nurses of Newfoundland and Labrador.

- Jang, E. E. & Sinclair, J. (2023). 2023 IELTS Academic standard setting report for the National Association of Pharmacy Regulatory Authorities.
- Jang, E. E., Wagner, M., & Sinclair, J. (2022). Canadian Nurse Regulators Collaborative Language Proficiency Project: Deliverable I.
- Sinclair, J. (2020). Confidential report on the internal consistency of the Health Care Assistant Assessment. Prepared for Nursing Community Assessment Service Executive Leadership.
- Jang, E. E., Sinclair, J., Park, G., & Vincett, M. (2017). Advancing Ontario adolescent students' disciplinary literacy competencies: A field research report. Prepared for the Ontario Ministry of Education, Toronto, ON.
- Jang, E. E., Sinclair, J., & Larson, E.J. (2017). Final report of Optometric English Language Proficiency Exam test renewal and validation project. Prepared for Touchstone Institute Competency Evaluation, Toronto, ON.
- Sinclair, J. (2016). Students' and teachers' perceptions of effectiveness of instructed reading strategies. In Jang, E. E., and Stille, S., (Eds.), Collaborative inquiry into pathways to adolescents' reading resilience: A field research report. Prepared for the Ontario Ministry of Education, Toronto, ON.
- Jang, E. E., Sinclair, J., & Larson, E. (2016). Optometric English Language Proficiency Exam Speaking and Writing Test Specifications. Prepared for Touchstone Institute Competency Evaluation, Toronto, ON.
- Jang, E. E., Sinclair, J., & Larson, E. (2016). Optometric English Language Proficiency Exam Speaking and Writing Tests: Assessor Guidebook. Prepared for Touchstone Institute Competency Evaluation, Toronto, ON.

6. Manuscripts in Preparation

- Sinclair, J., Rodway, J., St. Croix, N., Critch, T., & Watson, A. "Balance is sometimes a dirty word": Rural Canadian teachers' sensemaking of structured literacy.
- Sinclair, J. The effect of language-in-education program on reading growth of economically marginalized emergent bilingual elementary students.
- Sinclair, J. Effects of culturally responsive instruction on reading comprehension, listening comprehension, and word reading.
- Sinclair, J., Davies, S., Lefebvre, P., Li, L., Kim, H., & Janus, M. Does multilingualism lift all boats? Literacy trajectories in Ontario schools.
- Arias, A. & Sinclair, J. Setting performance standards for computerized adaptive language tests: A simulated application of the item-descriptor matching method.

Sinclair, J. & Ji, R. Can Texas's STAAR test measure population-level change?

Invited Presentations and Workshops

Sinclair, J. (December 2025 – invited). Can reading science radically disrupt inequality (within or without high-stakes accountability)? University of Delaware Literacy Colloquium.

Redmond, L., St. Croix, N., & Sinclair, J. (May 2024). The “Science of reading” @ MUN. SAC Provincial Leadership Conference, Port Blanford, NL.

Sinclair, J. & St. Croix, N. (April 2024). Resisting the “Apprenticeship of Observation” with Brightspace's Video Assignment tool. MUN Teaching and Learning Conference.

Multiple presenters. (March 2024). Reading Development and Instruction Virtual Symposium (organized by J. Sinclair).

Sinclair, J. (May 2023). Can rubrics help democratize our classrooms? Spring Instructor Series. Centre for Innovation in Teaching and Learning (CITL).

Sinclair, J. & St. Croix, N. (April 2023). Science of Reading. NLESD (Bishop Field Elementary).

Sinclair, J. (November 2022). Integrating culturally responsiveness with the science of teaching reading. Memorial University Research Week (Faculty of Education session).

Sinclair, J. (August 2022). Structured Literacy Instruction (Grades K-2 and 3-8). Evergreen School Division, Gimli, MB.

Loder, B., Sinclair, J., & Kelly, N. (August 2022). ULearn Literacy All Day, Every Day: An interactive session on engaging learners using instructional practices that are culturally responsive. Newfoundland and Labrador English School District, St. John's, NL.

Sinclair, J. & Davies, S. (February 2022). Student Achievement Trajectories in Ontario: A Preliminary Look. Data, Equity, and Policy in Education Lab Speaker Series. Leadership, Higher and Adult Education, OISE.

Rhemtulla, K. & Sinclair, J. (November 2020). Building Excellence - NCAS. Presented to the British Columbia College of Nurses & Midwives Executive Leadership, Vancouver, BC.

Staudt, D. & Sinclair, J. (October 2019). Teaching critical thinking. Professional development workshop at Instituto Miguel Ángel de Occidente, Guadalajara, Mexico.

Sinclair, J. & D'Mello, S. (April 2019). The relationship between action sequences and affect (AlgebraNation). Virtual Learning Lab Team Meeting, Toronto, ON.

Kerekes, J. & Sinclair, J. (September 2018). Pragmatics research in vocational ESL settings. Department meeting, Curriculum, Teaching and Learning, OISE.

Jang E. E., Sinclair, J., & Lau, C. (April 2018). Ways Forward: Multi-Channel Multi-Wave Learner Modeling in TREs. Workshop presented in LEADS Annual Meeting. New York University, New York, NY.

Wei, B., Lau, C., Sinclair, J., Jang, E. E. (April 2018). Learner-oriented modeling of case diagnosis behaviors in technology-rich environment. Poster presented at LEADS Annual Meeting. New York, NY.

Sinclair, J. (March 2018). Mixed methods in educational research. Lecture presented to APD2293, Interpretation of Educational Research. Department of Applied Psychology and Human Development, OISE.

Sinclair, J. (January 2018). Workshop on modeling confirmatory factor analysis in R. Department of Applied Psychology and Human Development, OISE.

Sinclair, J. (November 2017). Applications of latent transition modeling in MPlus. Lecture for APD6001, Multivariate Statistical and Psychometric Applications in Education and Psychology. Department of Applied Psychology and Human Development, OISE.

Jang, E. E., Sinclair, J., Park, G., & Vincett, M. (November 2017). Advancing Ontario adolescent students' disciplinary literacy competencies: Findings from field research. Ontario Ministry of Education, Toronto, ON.

Jang, E.E., Lau, C., & Sinclair, J. (May 2017). Learner modeling in technology-rich learning environments. LEADS 2017 Annual Meeting, Montreal, Quebec.

Jang, E. E., Sinclair, J., & Vincett, M. (February 2017). Collaborative inquiry into pathways to adolescents' reading resilience. Ontario Ministry of Education, Toronto, ON.

Sinclair, J., Jang, E. E., Stille, S., Vincett, M. & Park, G. (November 2016). Students' perceptions of reading: Factors associated with strategies, stamina, and resilience. Ontario Ministry of Education, Toronto, ON.

Sinclair, J. (November 2016). Classical test theory. Department of Applied Psychology and Human Development, OISE.

Jang, E. E., Sinclair, J., & Larson, E. (September 2016). Optometric English Language Proficiency Exam item writing workshops. Touchstone Institute Competency Evaluation, Toronto, ON.

Sinclair, J., Lau, C., Palmer, J., Coetzee, K., Park, G., & van der Boom, E. (May 2016). Assessing ELLs' oral language: Using technology to bridge classroom observation and assessment. Workshop presented at Celebrating Linguistic Diversity

conference. OISE.

Lau, C., Sinclair, J., & Jang, E. E. (April 2016). Systematic evaluation of the effectiveness of TREs in tracking affective psychological and cognitive growth. LEADS 2016 Annual Meeting, Washington, DC.

Jang, E. E., Lau, C., & Sinclair, J. (April 2016). Measurement issues and challenges in learner modeling and assessment. LEADS 2016 Analytics Workshop, Washington, DC.

Jang, E. E., & Sinclair, J. (March 2016). Culturally responsive pedagogy. First Nations, Metis, and Inuit (FNMI) Collaborative Inquiry Workshop, Sudbury, Ontario.

Jang, E. E., Sinclair, J., Park, G., Lau, C., & Bo, B. (February 2016). Assessment design primer: How to design a good test/assessment. University of Toronto Second Language Teaching & Learning Workshops, Toronto, ON.

Jang, E. E., Stille, S., Vincett, M., Park, G., & Sinclair, J. (November 2015). Adolescent reader project: Promoting resilience for struggling readers. Ontario Ministry of Education, Toronto, ON.

Refereed Conference Presentations

Sinclair, J., Davies, S., Lefebvre, P., Li, L., Kim, H., Janus, M. (Submitted). Does multilingualism lift all boats? Literacy trajectories in Ontario schools. American Educational Research Association.

Sinclair, J. (2025). A growth curve model examining the effect of language-in-education program on reading growth of economically marginalized emergent bilingual elementary students. Society for the Scientific Study of Reading Annual Conference, Calgary AB.

Sinclair, J. (2025). Effects of culturally responsive instruction (10 weeks) on reading comprehension, listening comprehension, and word reading. American Educational Research Association, Denver, CO.

Arias, A., Sinclair, J., & Jang, E. E. (2025). Supporting validity arguments through DET Test alignment with Canadian Language Benchmarks. American Association for Applied Linguistics Annual Conference, Denver, CO.

Kunnan, A. J., Carlsen, C., Rocca, L., Frost, K., Qin, C. Y., Jang, E. E., Wagner, M., Sinclair, J., & Hunte, M. (2024). Cross-continental perspectives on language policies and practices for immigration and citizenship. Language Testing Research Colloquium, Innsbruck, Austria.

Sinclair, J., Rodway, J., St. Croix, N., Razavian, B., Cherette, B. H., Hill, S., Heminger, J. (2024). "I know balance is sometimes a dirty word": Teachers' sensemaking of a structured literacy initiative. Canadian Association for Teacher Education, Canadian Society for the Study of Education, Montreal, CA.

Sinclair, J., Saltsman, E., & Li, Li. (2024) Listening comprehension, word reading, and reading comprehension: A mediated relationship that changes across primary years. American Educational Research Association, Philadelphia, PA.

Sinclair, J., Li, L., Janus, M., & Davies, S. (2024). Contextualizing Ontario's reading achievement trajectories from early childhood through high school. American Educational Research Association, Philadelphia, PA.

Sinclair, J. (April 2023). Growth trajectories for economically marginalized Latinx learners of English in bilingual and English-as-a second-language programs. American Educational Research Association Annual Conference. Chicago, IL.

Sinclair, J. (April 2023). Outcomes and consequences of one state's high-stakes retesting policy for language minoritized and racialized students. In symposium: Language-minoritized students and assessment: Social consequences of test use. American Educational Research Association Annual Conference. Chicago, IL.

Sinclair, J. & Ozoren-Sener, N. (November 2022). Culturally responsive "science of reading" instruction: De-siloing paradigms to build a student-centred framework. Literacy Research Association Annual Conference. Phoenix, AZ.

Noel, K. & Sinclair, J. (October 2022). A classroom-based validation study of an English listening test. TESL Ontario Annual Conference, Toronto, ON.

Sinclair, J. & Ji, R. (October 2021). Validating NCAS's health care assistant assessment: Key learnings about assessing a supervised role. University of British Columbia Faculty of Medicine Centre for Health Education Scholarship.

Jang, E. E., Kim, H., Sinclair, J., Hin-Hei Lau, C., Barron, C. M., Hunte, M., McCormick, S., Larson, E., Hannah, L., & Mapleshorpe, L. (April 2020). Advancing cognitive assessment through natural language processing and machine learning in technology-rich environments. American Educational Research Association Annual Meeting, San Francisco, CA. [Conference cancelled.]

Sinclair, J., Vincett, M., Kim, H., McCormick, S., Barron, C., & Jang, E. E. (April 2019). Probing the relationship between reading profiles and lexical speech features using machine learning. Annual Meeting of the National Council on Measurement in Education, Toronto.

Butler, Y. G., Papageorgiou, S., Wolf, M. K., Jang, E. E., & Sinclair, J. (March 2019). Assessing young learners' English language proficiency. American Association for Applied Linguistics Annual Conference, Atlanta, GA.

McCormick, S., Kim, H., Lau, C. Vincett, M., Barron, C., & Sinclair, J. (March 2019). Talk2Me Jr: A pre-diagnostic digital language and literacy assessment tool. Annual meeting of the Language Testing Research Colloquium, Atlanta, GA.

Sinclair, J., Jang, E. E., & Vincett, M. (April 2018). Investigating adolescents' literacy skill trajectories using latent transition modeling. Annual Meeting of the American Educational Research Association, New York, NY.

Jang, E.E., Sinclair, J. Lau, C., Vincett, M., Kim, H., Barron, C., & McCormick, S. (April 2018). Promoting young readers' self-regulated literacy competence development through scenario-based literacy assessment design. Annual Meeting of the American Educational Research Association, New York, NY.

Kim, H., Jang, E. E., & Sinclair, J. (April 2018). Investigating DIF due to cultural familiarity on reading achievement test: Does length of residence matter? Annual Meeting of the American Educational Research Association. New York, NY.

Sinclair, J., Lau, C., & Jang, E. E. (September 2017). An exploration of DIF based on language background: The case of the 2014 Ontario Secondary School Literacy Test. Center for Culturally Responsive Evaluation and Assessment Annual Conference, Chicago, IL.

Sinclair, J. (September 2017). “A polite device for a stab in the back”: Evaluation policies and practices under the U.S. Bilingual Education Act, 1968-1978. Center for Culturally Responsive Evaluation and Assessment Annual Conference, Chicago, IL.

Sinclair, J. & Aquil, A. (August 2017). “The quality of their education must be protected”: Bill 80 and strategies of persuasion. Multidisciplinary Approaches to Language Policy and Planning Conference, Toronto, ON.

Rajendram. S., Larson, E., Sinclair, J. (August 2017). Gatekeepers of academia: University admissions policies and English language proficiency tests. Multidisciplinary Approaches to Language Policy and Planning Conference, Toronto, ON.

Jang, E.E., Strachan, A., Sinclair, J., Larson, E. J., & Gallo, J. (July 2017). Influence of contextual specificity on interaction between language ability and specific-purpose content knowledge: The case of OELPE ESP Test. Language Testing Research Colloquium, Bogotá, Colombia.

Sinclair, J. & Jang, E. E. (May 2017). Differential effects of course level, elementary achievement, and demographic variables on secondary school literacy scores. The Canadian Society for the Study of Education Annual Conference, Toronto, ON.

Sinclair, J., Jang, E. E., Stille, S., & Park. G. (April 2017). New frontiers of assessment using a disciplinary literacy approach: Perspectives from teachers. Annual Meeting of the American Educational Research Association, San Antonio, Texas. (Awarded Honorable Mention for Distinguished Paper by AERA's Classroom Assessment SIG.)

Lau, C., Jang, E. E., Sinclair, J., Azevedo, R., & Taub, M. (April 2017). Latent class profiling of self-regulated learning in MetaTutor: A technology-rich learning environment. Annual Meeting of the American Educational Research Association, San Antonio, TX.

Sinclair, J. (September 2016). Ontario's legislative battles over heritage language education. Multidisciplinary Approaches to Language Policy and Planning Conference, Calgary, Alberta.

Bale, J., Kawaguchi, M., & Sinclair, J. (April 2016). The Heritage Languages Program in Ontario, 1977-1986: Origins, conflicts, and consequences for diverse democracies. Annual Meeting of the American Educational Research Association, Washington, DC.

Sinclair, J. (April 2016). Reviewing initial assessment and classification procedures for EAL learners in six English-dominant countries. American Association for Applied Linguistics Annual Conference, Orlando, FL.

Rajendram, S., Sinclair, J., Larson, E., & Masson, M. (April 2016). Language tests at the gates of academia: Student narratives around English language proficiency assessments. American Association for Applied Linguistics Annual Conference, Orlando, FL.

Sinclair, J. (October 2015). "A paradoxical element": The (mis)use of IQ tests under the U.S. Bilingual Education Act, 1968-1978. Centre for Educational Research on Languages and Literacies Informal Seminar Series, Toronto, ON.

Sinclair, J. (June 2015). Immigrant children, "steamer classes," and the official discourse of Americanization, 1900-1925. Bridging Language Acquisition and Language Policy Symposium, Lund, Sweden.

Sinclair, J. (June 2015). A "vast" linguistic resource denied: The development of Ontario's policy on heritage languages in schools. Canadian Society for the Study of Education Annual Conference, Ottawa, ON.

Sinclair, J. (March 2015). No Canadian child left behind? Accountability policy enactment and language minority students. TESOL International Convention & Language Expo Doctoral Research Forum, Toronto, ON.

Elsherief, H., Jaimungal, C., & Sinclair, J. (March 2015). Centering voices: Issues of power and belonging in "culturally responsive" educational spaces. Panel presentation, Comparative and International Educational Society Annual Conference, Washington, DC.

Sinclair, J. (November 2014). Is "same" the same as "equal"? Ontario's provincial assessments for elementary-aged language minority students. Proceedings of the 25th Edward F. Kelly Evaluation Conference, Toronto, ON.

Teaching Experience

1. Graduate Teaching

Jan 2022- Assistant Professor, Faculty of Education, Memorial University of

current	Newfoundland. Courses: ED6472 Issues and Interventions in Reading Development and Instruction for Diverse Learners; ED6473 Praxis for Reading Specialists; ED6471 Text-level Reading, Development and Instruction, ED6467 Quantitative Research Methods; ED6x90 Research and Development Seminar in Reading Development and Instruction; ED6192 RDI Project.
2020–2021	Instructor. OISE. Courses: CTL3013 Language Assessment, CTL3020 Writing in a Second Language, APD3202 Program Evaluation.
2019–2020	Assistant Professor. Dreeben School of Education, University of the Incarnate Word. Course: EDUC 6312/7312 Writing for Publication.
2018–2019	Teacher Education Program Assistant (practicum supervision support). Eric Jackman Institute of Child Study and Department of Applied Psychology and Human Development, OISE.
2016–2017	Teaching Assistant. Department of Applied Psychology and Human Development, OISE. Course: APD1227 Professional Practice Project

2. Undergraduate Teaching

Jan 2022-current	Assistant Professor (Reading Development, Instruction, and Intervention for Diverse Learners). Faculty of Education, Memorial University of Newfoundland. Course: ED3040 Assessment and Development of Children's Language Abilities.
2019–2020	Assistant Professor. Teacher Education Program, Dreeben School of Education, University of the Incarnate Word. Courses: EDUC3337 Developing the Strategic Reader, EDUC3347 Differentiating Literacy Instruction, EDUC2305 Foundations of Education, and EDUC3379 Instruction and Assessment.
2019	Instructor. Faculty of Continuing Education and Training, Seneca College. Course: ESP939N1X Grammar for Writing.

3. Course Redevelopment

Fall 2025	ED6647 Diagnosis and Remediation of Reading and Writing Difficulties (with Sharon Penney)
Spring 2025	ED6466 Qualitative Research Methods (with Heather McLeod and Patrick Wells)
Winter 2025	ED6713 Educational Applications of Contemporary Cognitive Psychology (with Leslie Redmond)

Winter 2022 ED3040 Assessment and Development of Children's Language Abilities

4. K–12 Teaching

2012–2014 Full-time two-way bilingual teacher (Grade 2). Carl Schurz Elementary School, New Braunfels Independent School District, New Braunfels, Texas

2010–2012 Full-time one-way bilingual teacher (Grade 4). Morningside Elementary School, Comal Independent School District, New Braunfels, Texas

2009–2010 Full-time one-way bilingual teacher (Grade 4). Camino Real Elementary School, Hays Consolidated School District, Niederwald, Texas

5. Graduate supervision (MEd thesis)

2025-current Alexandra Matas (Reading Development and Instruction)

2025-current Mara Shaughnessy (Reading Development and Instruction; co-supervisor)

2024-current Joanne Hamlyn ((Reading Development and Instruction)

2023-current Amanda Watson (Language and Literacy)

2023-current Baharehsadat Razavian (Educational Leadership Studies; co-supervisor)

2023-current Brittany Stevens (Reading Development and Instruction)

2023-current Jennifer Marsh (Reading Development and Instruction)

2022–current Tracy Critch (Reading Development and Instruction)

2023–2025 Moses Katende (Educational Leadership Studies; co-supervisor)

6. Graduate supervision (MEd project)

2025 Charlotte Colceriu and Marissa Lawton (Reading Development and Instruction)

2025 Cassandra Cooke-Slaunwhite and Michelle Isenor (Reading Development and Instruction)

2025 Jennifer Shannon and Genevieve Davidge-Smith (Reading Development and Instruction)

2025 Stephanie Reid (Reading Development and Instruction)

2024 Zachary Andrews (Reading Development and Instruction)

2024 Cherise Roberts (Reading Development and Instruction)

2024 Katie Breen (Reading Development and Instruction)

2024 Denelle Gale (Reading Development and Instruction)

2024 Kristie Connolly (Reading Development and Instruction)

2023 Melissa Mercer (Reading Development and Instruction)

7. Internal/external examiner

2024 Tayebbeh Sohrabi (Faculty of Education; PhD thesis)

2023 Patrick Wells (Faculty of Education; PhD thesis)

2023	Danielle Eddy, Julia Roberts, Lisa Bursey, Megan Poole, Danielle Collins, and Stephanie Nadeau (Faculty of Education; MEd project)
2023	Nevra Ozoren-Sener (Faculty of Education; MEd thesis)
2022	Madison Long (Educational Leadership Studies paper folio)

8. Committee member of PhD oral comprehensive exam

2024	Queen Jacques (Faculty of Medicine; supervisor: Maisam Najafizada)
2024	Eric Saltsman (Faculty of Education; supervisor: Dale Kirby)
2023	Simon Adu-Boateng (Faculty of Education; supervisor: Karen Goodnough)

Other Professional Experience

2025-2026	Facilitator: Collaborative SoTL Literature Review
2024	Consultant. Centre for Canadian Language Benchmarks.
2022–2024	Consultant. Nursing Community Assessment Service.
2023	Consultant. College of Registered Nurses of Newfoundland and Labrador
2022–2023	Consultant. Language Proficiency Working Group. Contract with National Association of Pharmacy Regulatory Authorities.
2022–2023	Consultant. Language Proficiency Requirements for Safe Nursing Practice in Canada. Contract with Canadian Nurse Regulators Collaborative.
2020–2021	Senior Psychometrician. Nursing Community Assessment Service of the British Columbia College of Nurses and Midwives.
2018	Program Evaluation Theme Leader. Department of Applied Psychology and Human Development, OISE.

Professional development

2023-2024	Participant. Reading Pedagogies of Equity (Western University).
-----------	---

Service

1. Editorial board

2022-2025	<i>Studies in Educational Evaluation</i>
-----------	--

2. Conference and journal reviewer

2025	<i>Critical Inquiry in Language Studies</i>
2022–2025	<i>Language and Literacy</i>
2024	<i>Reading and Writing</i>
2020–2024	<i>Language Testing</i>
2017–2024	American Educational Research Association Annual Meeting (Research in Reading & Literacy SIG, Critical Quantitative Methodologies SIG)
2017–2023	<i>Studies in Educational Evaluation</i>
2021–2023	<i>Scientific Studies of Reading</i>

2021–2023	Literacy Research Association Annual Conference
2020–2022	<i>Language Assessment Quarterly</i>
2022	<i>Review of Educational Research</i>
2022	<i>Frontiers in Psychology</i>
2021	<i>Equity and Excellence in Education</i>
2021	<i>AERA Open</i>
2020	<i>Literacy Research: Theory, Method, and Practice</i>
2020	<i>Reading Horizons</i>
2019–2020	Center for Culturally Responsive Evaluation and Assessment Conference
2018	OISE Graduate Student Research Conference and Journal
2016	Canadian Society for the Study of Education Annual Conference
2015	<i>Critical Intersections in Education</i>
2015	<i>Journal of Classroom Research in Literacy</i>
2014–2015	<i>Canadian Journal for New Scholars in Education</i>

3. Conference service

2025	Newsletter Editor for AERA SIG 11 Research in Reading and Literacy (Executive committee position)
2025	Reviewer, Graduate Student Award for Literacy Research Excellence AERA SIG 11 Research in Reading and Literacy
2024	Division D Outstanding Dissertation Award Committee (AERA 2025)
2023	Discussant. Research in Reading and Literacy SIG. American Educational Research Association Annual Conference. Chicago, IL.

4. Committees and program support

Memorial University of Newfoundland

2025–2027	Executive Committee of Faculty Council
2024–2025	Chair, Reading Development and Instruction Graduate Program
2023–2025	Search Committee for Faculty of Education Teaching Term Appointments
2022–2025	Faculty of Education Committee on Undergraduate Studies
2025	Academic Faculty Consultant, Office of the Registrar (English language proficiency testing)
2023–2026	Senate
2023–2026	Senate Committee on Elections Committees and Bylaws
2022–2025	World University Service of Canada Student Refugee Program Faculty Advisor
2023–2024	CITL 2024 Teaching & Learning Conference Proposal Adjudication
2022–2024	Faculty of Education Promotion and Tenure Committee
2023–2024	Education Librarian Term Position Search Committee
2022–2023	Campus for All (faculty support)
2022–2024	Faculty of Education Social Committee
2022–2024	Faculty of Education Language and Literacy Studies Program Committee
2022–2024	Faculty of Education Special / Inclusive Education Program Committee
2022–2023	CITL 2023 Teaching and Learning Conference

2022 Search for Associate Dean, Graduate Programs & Research

University of the Incarnate Word

2020-2021 Search Committee for Open-Rank Doctoral Studies position

2020-2021 Raise Your Hand Texas Program Improvement Committee

OISE - University of Toronto

2018-2019 Council Academic Programs Committee

2018-2019 Council Equity Committee

2014–2016 Faculty Council Student Representative

2015 Graduate Students' Association Elections Appeals Committee

4. Service outside the University

2025 SSHRC Insight Development Grants Education and Social Work selection committee

2023–2025 Newfoundland and Labrador Education Transformation Pillar Committee