

University of Western Ontario
Centre for Inclusive Education



Annual Report
2008

Prepared by

Jacqueline Specht, Ph.D.
Centre Director

Grace Howell, M.Ed.
Research Centre Co-ordinator

www.edu.uwo.ca/inclusive_education

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About the Centre for Inclusive Education

The Centre for Inclusive Education, located in the Faculty of Education at the University of Western Ontario, is a research association composed of faculty members, research associates, and graduate students who share an interest in inclusive education research.

Mission

The goal of the Centre is to encourage collaborative investigations of theories and practices in an effort to enhance the educational opportunities of all students with exceptionalities. The Centre is committed to sharing research findings and resources with academics, educators, and families.

Why is inclusive education important?

Inclusion assumes that children with special needs are part of the regular stream and should be treated as such. Inclusion is based on Wolfensberger's principle of normalization, i.e., all persons regardless of ability should live and learn in environments as close to normal as possible. The basic idea behind normalization is that people with special needs should be viewed in the ways in which they are the same as other people rather than in the ways in which they are different. School can be seen as a microcosm of the larger society. As Canadian society has moved toward a more inclusive view of all individuals, schools have also moved toward inclusion.

The Year 2008

The year 2008 was indeed another very active one for the Centre. In addition to holding our second annual Conference on Inclusive Education in April, we were very involved with the Coaching to Inclusion Conference which we hosted at the Faculty of Education building in October. Both of these meetings attracted educators and students from the university community and from school boards throughout the Southwestern Ontario region.

This past fall, Dr. Kathryn Noel joined our faculty. Kathryn works very closely with team member Alan Edmunds on a longitudinal study of a precocious child writer. We congratulated team member Elizabeth Nowicki on her promotion to Associate Professor at the Faculty of Education. Again this year, all members of our team were very involved in inclusive education research projects, and these are described in detail in the Dissemination section of this report. Please enjoy this update on some exciting research and achievement at the UWO Centre for Inclusive Education.

Jacqueline Specht, Ph.D.
Director
Centre for Inclusive Education

Membership: 2008

Core Faculty Members:	Alan Edmunds, Ph.D. Kathryn Noel, Ph.D. Elizabeth Nowicki, Ph.D. Jacqueline Specht, Ph.D.
Research Associates:	Gillian King, Ph.D. Robert Macmillan, Ph.D. Terry Spencer, M.Ed.
Research Assistantships:	Michelle Pompeo, Ph.D. Candidate Gabrielle Young, Ph.D. Candidate
Centre Co-ordinator:	Grace Howell, M.Ed.

Partners:

Local Community Agencies

- Child and Parent Resource Institute (CPRI)
- London District Catholic School Board
- Network to Learning (NTL) Project, consortium of six agencies in London region
- Thames Valley District School Board

Community Associations

- Learning Disabilities Association of Ontario
- Literacy Link South Central
- Ontario Coalition for Inclusive Education

Profiles of our Graduate Research Assistants

Michelle Pompeo, Ph.D. candidate

When completing her Masters degree, Michelle focused her research on perceptions of living with a sibling with exceptionalities, entitling her research, *When your "problem" becomes mine: Siblings' perspectives of having a brother with a disability*. Michelle is a strong advocate for the inclusion movement. She continues her doctoral research on teachers' perceptions of their effectiveness in teaching students with special learning needs.

Gabrielle Young, Ph.D. candidate

At the Centre for Inclusive Education, Gabrielle has been involved in a research project focusing on the transition to secondary school for students using assistive technology to accommodate their special learning needs. This has sparked her interest in the use of assistive technology, and as a result, Gabrielle conducted research for her Master's thesis on the effect of assistive technology on students' perceptions of achievement and self-esteem. She received her Masters Degree in 2007, and she is now in her second year of doctoral studies.

Research Funding 2008

Canadian Language and Literacy Network – CLLRNet.

Scientific Director – Don Jamieson at University of Western Ontario.

Total of 96 researchers from 21 universities, 8 industries, 44 government departments/agencies/other.

J. Specht, investigator. \$14,200,000 for fiscal years 2000-2001 to 2004-2005;
Renewed 2005-2008.

Social Sciences and Humanities Research Council of Canada (SSHRC)

Facilitating the development of professional expertise in children's mental health, rehabilitation, and education services.

SSHRC CURA Letter of Intent program

J. Specht, co-investigator with **G. King**, D. Bartlett, S. Stewart, M. Servais, M. Gilpin and P. Petersen.

Total funding: \$18,066.

School role participation: Perspectives of the child, the parents and the teachers

J. Specht, principal investigator with **G. King**, M. Servais, M. Kertoy, and **T. Spencer**, 2006-2009

Total funding: \$109,563

University of Western Ontario

*Subjective group dynamics, implicit attitudes, and explicit attitudes
In children's acceptance of in-group and out-group peers*

E. Nowicki, principal investigator

Total funding: \$6,000

Precocious Child Writers

UWO Internal research and development grant

A. Edmunds, principal investigator

K. Noel, co-investigator

Total funding: \$2,500

Projects Underway

Facilitating the development of professional expertise in children's mental health, rehabilitation and education

Team members **Gillian King** and **Jacqueline Specht** along with Doreen Bartlett, Shannon Stewart, Michelle Servais, Michelle Gilpin and Patty Petersen were funded by the SSHRC-CURA Letter of Intent Program 2008 to submit a full research proposal in October.

The general aim of the Community University Research Alliance (CURA) is to foster research linkages between communities and universities in order to promote multidisciplinary endeavours focusing on important real-world issues and problems. The term "community" encompasses the lay public, practitioners, and other stakeholders – the intended users or beneficiary groups.

This CURA proposal constitutes a concerted research, training, and dissemination effort in an area of common, priority concern to children's services around the world, namely the enhancement of the knowledge and skills of the main professional groups providing social, health and education services to children and families.

The topic of expertise development is consistent with current emphases on inter-professional education and evidence-based practice, and has clear implications for enhancing the quality of the professional development and university training experiences of therapists and teachers/educators.

Project contact: Dr. Jacqueline Specht

School role participation: Perspectives of the child, the parents and the teachers

Repeatedly, participation has been shown as key to the healthy adjustment of individuals. Unfortunately, children with disabilities have been found to participate less than children without disabilities; these differences increase through middle and late childhood, thus putting them at risk for negative life outcomes such as low self-esteem, depression and anxiety.

Promoting children's active engagement in school through opportunities such as involvement in classroom lessons, games, sports and social events, leads to a greater likelihood of successful experiences. This may be especially true during the transition to secondary school when the emphasis on social comparison is heightened. The potential worries and vulnerabilities of children with respect to social comparison may interfere with participation.

Researchers will examine children's participation in school roles (e.g., leader, friend, athlete, helper), which is a novel and conceptually meaningful approach to understanding the complexities of participation. Using a qualitative methodology, the child, his/her parent(s), and his/her teacher(s) will be interviewed about the roles in which children participate during the school day. We will use measures to assess (a) the cognitive, communicative, and physical functioning of the children, (b) the school culture, and (c) the classroom environment in order to assess background characteristics that may influence the findings. Interviews will be carried out with students in Grades 7 and 8 who will be followed for a period of 3 years. This sequential approach will allow us to see the development roles at the end of elementary school through to the middle of secondary school.

By involving children with and without disabilities as well as their teachers and parents, we will be able to (a) compare the roles between children, (b) examine the perspectives of the three groups, and (c) compare these perspectives to determine if and where the gaps in

promoting participation exist. This program of research will provide important information to help teachers, service providers, and parents understand the experiences of children in the school setting. Information about school roles will inform educators about the types of activities that should be encouraged and will provide useful, general guidance rather than limited, prescriptive advice. The application of this research will facilitate the inclusion of all children in a range of school activities. Ideally, participation of children with disabilities will include involvement in the same variety of roles that their non-disabled peers experience, and to the same intensity, thereby allowing them to enjoy the healthy benefits that result from their participation. This project is funded by the Social Sciences and Humanities Research Council of Canada (SSHRC).

Project contact: Dr. Jacqueline Specht:

Evidence-based practice: Research and resources that inform effective, inclusive education in secondary schools.

Marilyn Dolmage, M.S. W. is the project co-ordinator with the Ontario Coalition for Inclusive Education. This group is working collaboratively with the Ministry of Education and selected secondary schools to examine successful practices for the inclusion of students with significant disabilities. The project includes a discussion of research-based indicators that are used to help schools evaluate their inclusion practices.

Project contact: Dr. Jacqueline Specht

The role of subjective group dynamics, implicit attitudes, and explicit attitudes in younger and older children's acceptance of in-group and out-group peers

The aim of my research is to further theoretical and applied knowledge about the in-group and out-group attitudes and the social group norms of elementary school children. There are three main objectives to this research. The first is to investigate and compare children's attitudes and beliefs about peers who find learning easy or who find learning difficult. The focus will be on attitudes which are inferred from self-report measures (e.g., explicit attitudes), attitudes which are inferred from reaction-timed computer tasks (e.g., implicit attitudes), and beliefs about other people's attitudes (e.g., subjective group dynamics). The second objective is to investigate how children's attitudes and beliefs about their peers' learning abilities intersect with biases about race, gender, and body type. The third objective is to investigate how these phenomena differ throughout childhood.

Project contact: Dr. Elizabeth Nowicki

The developmental progression of a highly precocious child writer

The purpose of this project is to document and analyze the writing development of an exceptional child writer whose precocity, evident since age 5, is demonstrated by his prodigious output and his complex and sophisticated writing about multifaceted topics. Given that prodigies

are rare and precocity before age 6 is extremely unusual, a very young precocious child writer is considered truly exceptional.

The research data is comprised of the child's written productions as well as the child's verbal feedback collected via ongoing researcher-child conversations regarding his writing and writing processes. Interviews with his parents regarding developmental milestones, his emergent writing, their involvement in his writing, and factors that influence his writing are conducted on a regular basis. Classroom observation and teacher interviews are an additional source of data.

The findings of this longitudinal study will add to the limited body of knowledge on precocious child writers. It may also provide valuable information on the development of children who are highly gifted and the educational programs that are best suited to their needs.

Project contact: Dr. Alan Edmunds

Research Supervision 2008

Allegretti, Michael. *Employment of People with Mental Disorders*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor.

Baldwin, Michelle. *Enablers and barriers of community service for youth with disabilities*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **J. Specht**, supervisor.

Birchall, Heather. *Reading after Reading Recovery: A case study*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **J. Specht**, supervisor.

Boyko, Lisa Marie. *A meta-analysis of early interventions for behavioural disorders*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor.

Burns, Shanna. *The motivational influence of dance teachers on elite female dancers (understanding motivators & barriers)*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **A. Edmunds**, supervisor.

Davidson, Katherine. *The research to practice gap in the identification and instruction of student at risk for reading disabilities: Teachers' perspectives*. Ph.D Dissertation, Faculty of Education, University of Western Ontario. Recipient of Ontario Graduate Scholarship (OGS) 2008. Recipient of the Centre for Inclusive Education Research Award, 2008. **E. Nowicki**, supervisor.

Flinn, Jennifer. *The educational impacts of Tuberos Sclerosis Complex (TSC)*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **J. Specht**, supervisor.

Gilbert, Lynn. *The link between social skills and academic success: Literature review and handbook*. M.Ed. Directed Research Project, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor.

- Juras, Mikael. *Teachers' perceptions of the Tribes program: Effective components and social competence of students*. Recipient of the Centre for Inclusive Education Research Award. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor.
- Kessler, Naomi. *Children's attitudes and group norms towards classmates of lower and higher ability*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor.
- Kirkpatrick, Lori. *Effects of writing instruction on students' compare – contrast reports*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **E. Nowicki**, advisory committee.
- Lewis, Joan. *Assessment and evaluation in elementary schools: Current practices and future directions*. M.Ed. Directed Research Project, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor.
- Magdalena, Stephen. *Tribes: Building positive human values*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor.
- McLeod-Roberts, Pamela. *Using concept mapping to assess children's beliefs about inclusion*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor.
- Mitchell, Heidi-Lou. *Kindergarteners' perceptions of children with communication difficulties*. M.Ed. Thesis, Faculty of Education, University of Western Ontario. **E. Nowicki**, supervisor, **A. Edmunds**, advisory committee.
- Pompeo, Michelle. *Elementary Teachers' Perceptions of Developing "Interventionist" Beliefs and Practices*. Ph.D. Dissertation, Faculty of Education, University of Western Ontario. **J. Specht**, supervisor.
- Gabrielle Young. *A Longitudinal Study of the Impact of Assistive Technology*. Ph.D. Dissertation, Faculty of Education, University of Western Ontario. **J. Specht**, supervisor.

Papers Presented at Scholarly Gatherings (*refereed)

- *Balilty, H., and **Nowicki, E.A.** (2008, March). *Typically developing children's interactions with classmates with special needs*. Presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- *Brock, S. & **Edmunds, A.L.** (2008, May). *Barriers and opportunities to parental involvement*. Presented at the Canadian Society for the Study of Education (CSSE) annual conference, Vancouver, BC.
- ***Edmunds, A.L.** (2008, November). *Dynamic classroom management: Preventing behaviour problems before they even start*. Presented at the Ontario Council for Exceptional Children (OCEC) provincial conference, London, ON.

- ***Edmunds, A.L.** & Martsch-Litt, S. (2008, November). *ADHD misdiagnosis across Canada*. Presented at the Ontario Council for Exceptional Children (OCEC) provincial conference, London, ON.
- ***Edmunds, A.L.** & Martsch-Litt, S. (2008, May). *ADHD diagnostic discrepancies across Canada*. Presented at the Canadian Society for the Study of Education (CSSE) annual conference, Vancouver, BC.
- ***Noel, K.** (2008, November). *Teaching a precocious child writer*. Presented at the Ontario Council for Exceptional Children (OCEC) provincial conference, London, ON.
- ***Noel, K.** (2008, November). *The emergent literacy of a precocious child*. Presented at the Ontario Council for Exceptional Children (OCEC) provincial conference, London, ON.
- ***Noel, K.** (2008, Feb.). "How Parents Can Nurture Their Child's Early Literacy" Presented at the Literacy Forum, Major Ballachey Public School, Brantford, Ontario.
- *Nolan, J. & **Howell, G.** (2008, November). *Using the cyber-cafe concept for a community assistive technology and learning centre*. Presented at the Ontario Council for Exceptional Children (OCEC) provincial conference, London, ON.
- ***Nowicki, E.A.**, Dicks, J., & Mantler, K. (2008, May). *Subjective group dynamics theory, bias, and counterbias in children's beliefs about classmates of lower or higher ability*. Presented at the annual meeting of the Canadian Society for Studies in Education (CSSE); Vancouver, BC.
- ***Pompeo, M.** (2008, May). *Improving special education courses in teacher preparation programs - a work in progress*. Roundtable sessions presented at the annual meeting of the Canadian Society for Studies in Education (CSSE) (CCGSE), Vancouver, BC.
- ***Pompeo, M.** (2008, April). *The "new" sociological imagination for disability studies: A new way of looking at our students with disabilities*. Presented at the annual meeting of the Council for Exceptional Children (CEC), Boston, MA.
- ***Specht, J.**, & Dolmage, M. (2008, November). *Evidence-based practice: Research and resources that inform effective inclusive education in secondary schools*. Presented at the Ontario Council for Exceptional Children (OCEC) provincial conference, London, ON.
- ***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 Ontario Council for Exceptional Children (OCEC) provincial conference, London, ON.
- ***Specht, J.**, Servais, M., Kertoy, M., **Spencer, T.**, **King, G.A.**, Cressman, C., **Pompeo, M.** & **Young, G.** (2008, August). *School participation: Opportunities, enhancers, and limiters*. Presented at the annual meeting of the American Psychological Association (APA), Boston, MA.
- ***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. Presented at the Annual Conference on Disability Studies in Education. New York, NY.

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?* Presented at the annual meeting of the Canadian Society for Studies in Education (CSSE), Vancouver, BC.

***Young, G., Specht, J., & Nowicki, E.A.** (2008, May). *Can the use of assistive technology impact on students with learning disabilities' perceptions of academic achievement and self-esteem?* Presented at the annual meeting of the Canadian Society for Studies in Education (CSSE), Vancouver, BC.

***Young, G., Specht, J., & Nowicki, E.A.** (2008, March). *The effect of assistive technology on students with learning disabilities' perceptions of academic achievement and self-esteem.* Presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.

Publications - Articles

Edmunds, A.L. & Edmunds, G.A. (in press). *Educational psychology in Canada.* Oxford University Press: Toronto, ON.

Edmunds, A.L., Macmillan, R.B., Nowicki, E., Specht, J. & Edmunds, G.A. (under review). Principals and inclusive schools: Insight into practice. *The Journal of Educational Administration and Foundations.*

Edmunds, A.L. & Martsch-Litt, S. (in press). ADHD assessment and diagnosis in Canada: An inconsistent but fixable process. *Exceptionality Education International* (formerly *Exceptionality Education Canada*), 18(2).

Leschied, A., Chiodo, D., **Nowicki, E.**, & Rodger, S. (in press). Childhood predictors of adult criminality: A meta-analysis drawn from the prospective longitudinal literature. *The Canadian Journal of Criminology and Criminal Justice.*

Mueller, J., Wood, E., Willoughby, T., Ross, C., & **Specht, J.** (2008). Identifying discriminating variables between teachers who fully integrate computers and teachers with limited integration. *Computers and Education*, 51, 1523-1537.

Nowicki, E.A. (2008). The interaction of attitudes toward racial membership and learning ability in school-age children, *Educational Psychology*, 28, 229-244.

Nowicki, E.A. (under review). In-group attitudes, out-group attitudes, and subjective group dynamics in children attending mainstreamed classrooms. *Developmental Psychology.*

Wood, E., **Specht, J.A.**, Willoughby, T. & Mueller, J. (2008). Integrating computer technology in early childhood education environments: Issues raised by early childhood educators. *Alberta Journal of Education Research*, 54, 210-226.

Activities of the Centre

a) Research Awards

This award, funded by Foundation Western, is presented annually to up to three graduate students in education. To be eligible for the award, a student must undertake a research project that is part of the thesis/dissertation requirement for the completion of the program, and the research proposal must address an issue that is related to the inclusion of children with special learning needs.

The Centre for Inclusive Education presented the **2008 Graduate Research Award** to:

Michelle Baldwin: *Enablers and barriers of community service for youth with disabilities.*

Katherine Davidson: *The research to practice gap in the identification and instruction of students at risk for reading disabilities: Teachers' perspectives.*

Mikael Juras: *Teachers' perceptions of the Tribes program: Effective components and social competence of students.*

These students were acknowledged at the Faculty of Education Awards Ceremony on June 13, 2008. They each received a certificate, and a cash award of \$750.

In 2008, the **Jessica Jean Campbell Coulson Award** established by Foundation Western, was presented to a graduate student who is conducting research in the area of Special Education. This award is funded by Mr. David R. Campbell (BA '38) in memory of his daughter, who was an exemplary special education teacher. Mr. Campbell attended the award ceremony on June 13 to congratulate **Katherine Davidson**, who was also a winner of the Centre for Inclusive Education 2008 Research Award. She received a certificate and a cash award of \$1,125.

b) Research Hours

Each academic year, the Centre for Inclusive Education hosts the Research Hours, where faculty members and graduate students in education meet, hear a "work-in-progress" presentation, and discuss issues arising from this ongoing work, or from their studies concerning research related to inclusion. Discussion leaders for 2008 include the following:

January: Lori Kirkpatrick, Ph.D. candidate - *Writing instruction to improve students' compare-contrast reports: results of a quasi-experimental study.*

February: Gabrielle Young, Ph.D. candidate - *Assistive Technology and its effect on perceptions of academic achievement and self-esteem.*

March: Michelle Pompeo, Ph.D. candidate - *The "New" Sociological Imagination for Disability Studies: A new way of thinking about our students with disabilities.*

September: "Meet and Greet" reception for new and returning faculty and graduate students.

October: Monica Caldeira, Ph.D. candidate - *Empathy and theory of mind in Asperger's disorder*.

November: Dr. Perry Klein and Lori Kirkpatrick - *Content area writing education: Is it effective for boys and low-achieving writers?*

c) Community Connections

The Centre for Inclusive Education hosted its second annual Conference for Educators on April 25, 2008. This year's theme was "**Taking Care**". Participants came to the Faculty of Education at the University of Western Ontario from throughout the South western Ontario region, to hear speakers and panels of teachers, and to contribute to the discussion concerning classroom-based strategies in meeting the needs of children with mental health issues. In the afternoon, this format was repeated on the topic of advancing media literacy in promoting personal safety.

In 2008, the Centre for Inclusive Education continued to be involved with the **Coaching to Inclusion Committee**, where educators from several school districts in Southwestern Ontario, along with preschool educators and other community members collaborate to offer quality professional development opportunities for inclusive education. Each fall, the Committee holds a conference in London, and this past October, the event was hosted by the Centre for Inclusive Education at the UWO Faculty of Education building. The conference theme was "**Students Including Students**", and indeed almost half of the over three hundred in attendance were secondary school students, ready to share and to learn about including their peers. We were pleased to be able to provide appropriate facilities such as the gymnasium and an area for school bus parking in order to help make this exciting, innovative event a reality. As in 2007, information about the Best Practices Grant for schools was posted on the Centre's web site, and Centre Director Jacqueline Specht agreed once again to receive completed applications.

d) Promotional Activities

Faculty of Education Research Day was held on Wednesday, April 9th from 3:00 p.m. to 5:00 p.m. at the Great Hall, in Somerville House at UWO, and included a wine and cheese reception. The Centre for Inclusive Education displayed its promotional poster, and others highlighting the research work by team members and graduate student projects under their supervision. This event was generously supported by Dr. Julia O'Sullivan, Dean of Education and Dr. Ted Hewitt (Vice-President, Research & International Relations) of Research Western.

e) Future Plans

2009 Conference: Dr. Specht invited representatives from the local school boards to meet with members of the Centre to provide input for planning the 2008 Inclusive Education Conference, . This co-operation will help to ensure that we continue to provide an exceptional professional development experience for area educators and caregivers in 2009 and beyond.

Newsletter: In 2008, the centre published its first newsletter in both print and electronic format. Contributions were made by the team, including graduate students, and also from colleagues in the academic and school communities. Content ranges from updates about inclusive education events, to reviews of current books and articles on the issues. This provides another opportunity for information sharing amongst all the stakeholders in inclusive education. Copies of the newsletters appear in Appendix A.

Accessible Web Site: The research co-ordinator has worked extensively with our web site designer, Murray Clark, to ensure that the content on our site is accessible by people who may be using a screen reader or other alternative devices with their internet browsers. In 2008, we continued to upgrade the web site to serve as a model of the accessibility standards as set by the World Wide Web Consortium (W3C). These standards include features that enable easier navigation around the web site, selection of desired text size, access to descriptions of images on the pages, and the ability to see or hear definitions of acronyms. Ours truly is a web site on the leading edge of accessibility for *all* visitors.

Appendix A

Newsletters, 2008

The Centre for Inclusive Education

These may be viewed at:

http://www.edu.uwo.ca/Inclusive_Education/NewsLetters/NLFeb292008.pdf

http://www.edu.uwo.ca/Inclusive_Education/NewsLetters/NLOct12008.pdf