

Inclusive Education Canada

Associate Information



Monique Somma

*Assistant Professor,
Brock University*

Biography

Dr. Monique Somma is an assistant professor and emerging scholar in the Department of Educational Studies at Brock University. Currently, she co-develops and teaches courses to teacher candidates on topics including child development, cognition and the inclusion of students with exceptionalities, in order to help prepare future teachers to effectively meet the needs of diverse learners in the classroom. As an elementary school teacher herself, having taught special education and inclusive classes for 15 years, she understands firsthand the challenges and the successes of working with children with exceptionalities in the 20th century. Her research focuses on preschool to secondary educator preparedness for inclusive education, from attitudes and beliefs to learning and practice, best practices for creating inclusive classrooms and schools for students with exceptionalities, and how peer involvement can enhance inclusion.

Interests

Issues in inclusive education, teacher education and preparation, supporting educators for inclusive pedagogy.

Consultations

Supporting educators and schools with inclusive education, Differentiating instruction/ universal design for learning

Contact

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Projects and Publications

- Bennett, S., Gallagher, T. L., Somma, M., White, R., & Wlodarczyk, K. (2021). Transitioning from segregation to inclusion: An effective and sustainable model to promote inclusion, through internal staffing adjustments, and role redefinition. In *Resourcing Inclusive Education*. Emerald Publishing Limited.
- Bennett, S., Specht, J., Somma, M., & White, R. (2020). Navigating school interactions: Parents of students with intellectual disabilities speak out. *Current Developmental Disorders Reports*, 7(3), 149-154.
- Bennett, S., Gallagher, T., Somma, M., & White, R. (2021). Transitioning towards inclusion: a triangulated view of the role of educational assistants. *Journal of Research in Special Educational Needs*, 21(3), 187-197.
- Somma, M., & Bennett, S. (2020). Inclusive Education and Pedagogical Change: Experiences from the Front Lines. *International Journal of Educational Methodology*, 6(2), 285-295.
- Somma, M. & Marini, Z. (2020). A Bully and a Victim: The Bullying Experiences of Youth with Emotional/ Behavioral Disorders. *Exceptionality Education International*, 30 (1), 25–41 l.
- Bennett, S., Dworet, D. Gallagher, T. & Somma, M. (2019). *Special Education in Ontario Schools (8th ed.)*. Niagara-on-the-Lake, ON: Highland Press
- Bennett, S., Gallagher, T., & Somma, M. (2019, February). The Inclusion of Students with Intellectual Disabilities: Parent Perspectives. In 2019 Conference of the Canadian Society for the Study of Education.
- Maich, K., Somma, M., Hill, R. (2018). *Canadian School Programs for Students with Emotional/Behavioural Disorders: A Decade of Programs, Policies, and Practices*. Emotional and Behavioural Difficulties.
- Somma, M. (2018). From Segregation to Inclusion: Special Educators' Experiences of Change. *International Journal of Inclusive Education*. Online. doi: 10.1080/13603116.2018.1464070
- Bennett, S., Gallagher, T., Shuttleworth, M., Somma, M. & White, R. (2017). Teen dreams: Voices of students with intellectual disabilities. *Journal on Developmental Disabilities*, 23 (1), 64-75.
- Somma, M., (2017) The Case of Drake. In Kim Calder Stageman & Angèla AuCoin (Eds.). *Inclusive Education: Stories of Success and Hope in a Canadian Context*. Toronto: Pearson
- Somma, M. (2015). Changing the Spots of Leopards: A Look into the Process of Teacher Change and its Impact on Inclusive Pedagogy. *Teaching and Learning* 10 (1). (16 pgs)
- Wlodarczyk, K., Somma, M., Bennett, S., & Gallagher, T. (2015). Moving Towards Inclusion: Inclusion Coaches Reflections and Discussions in Supporting Educators in Practice. *Exceptionality Education International*. (30 pgs)