



Inclusive Education Canada Associate

Jacqueline Specht

Director of the Canadian Research Centre on Inclusive Education
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Jacqueline Specht's research interests encompass pedagogical issues with the participation of children in the school system. Currently, she is investigating the efficacy of newly graduated teachers for teaching in diverse classrooms. She has supervised graduate student research in the areas of assistive technology, IEP development, and teacher and student experiences in inclusive classrooms.

Interests: Participation in schools; Development of Teacher Practice; Building a national research network on inclusive education.

Publications:

- Hutchinson, N., & Specht, J. (2020). *Inclusion of learners with exceptionalities in Canadian schools*, (6th ed.) Toronto, Canada: Pearson
- Sider, S., Morvan, J. Maich, K., Specht, J., & McGhie-Richmond, D. (In Press). Between, betwixt, and amongst: Intersectionalities where school leadership and inclusive schools meet. In C. McGregor & S. Bedi (Eds.), *Diverse leadership landscapes: Exploring the terrain*. Kingston, ON: Queen's University Press.
- Specht, J., & Metsala, J. (2018). Predictors of teacher efficacy for inclusive practice in preservice teachers. *Exceptionality Education International*, 28(3), 67-82.
- Young, G., Specht, J., Hunter, F., Terreberry, S., McGhie-Richmond, D., & Hutchinson, N. (2018). "The first day he kicked shoes at me, the last day he brought me a picture of himself": Investigating the practicum experiences of preservice teachers. *Exceptionality Education International*, 28(3), 83-101.
- Lee, S.L. & Specht, J. (2018). Implementing parent education into early childhood education environments. In A. W. Leschied, D. Saklofske and G. Flett (Eds). *The handbook for school based mental health promotion: An evidence informed framework for implementation*. NY: Springer.

Consultation: Work through agencies like IEC and CLO on workshops for inclusion

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