



Inclusive Education Canada Associate

Gabrielle Young,

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Bio

Dr. Gabrielle Young, PhD, is an Associate Professor in the Faculty of Education, at Memorial University, where she teaches undergraduate and graduate courses surrounding understanding and supporting students with specific learning disorders, as well as the practicum in special education.

Interests

Gabrielle's research interests surround the use of assistive and instructional technology in inclusive classrooms, applying the principles of universal design for learning and differentiated instruction to support students with exceptionalities in the general education classroom, quality childhood education and care, and pre-service teachers' efficacy to support students in inclusive classrooms and facilitate positive mental health.

Publications/Research

Peer Reviewed Journal Articles

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.

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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>

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.

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- Goodnough, K., Arnold, C., Moghaddam, A., Azam, S., Maich, K., Penney, S., & **Young, G.** (2019). Cultivating a self-study community of practice: Reflections of faculty on issues of evolution and functioning. *Studying Teacher Education*.
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- 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.
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- Young, G.**, Specht, J. A., Hunter, F. E., Terreberry, S., McGhie-Richmond, D., & Hutchinson, N. L. (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, 83-101. Retrieved from
<https://ir.lib.uwo.ca/eei/vol28/iss3/7>
- 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.
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- Weber, L., & **Young, G.** (2017). High school administrators and inclusion: A review of the literature. *Antistasis*, 6(3), 1-13.
- 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>
- 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.
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- MacKenzie, C., & **Young, G.** (2014). Implementing technology within universally designed literature circles. *The Morning Watch*, 42(1-2), 1-33.
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- in perspective and approach. *Educational Research*. 56(3), 277-294.
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- 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>
- Young, G.** (2012). Using metaphor and poetry to portray the process of becoming a researcher. *The Morning Watch*, 40(1-2), 1-12.
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Peer Reviewed Book Chapters

- 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.
- 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
- 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>
- 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*

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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>

Web-based Publications

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*. Retrieval from:

<https://inclusiveeducation.ca/wp-content/uploads/sites/3/2019/02/Ball-Article-MHLJBall-1.pdf>

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

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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/>

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

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>

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/>

Young, G., Specht, J., & Dolmage, M. (2013). Evidence of effective high school inclusion: Research, resources and inspiration. *CAEP Dialogic*, 1(1), 18-20.

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>

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/>

Consultation

Universal design for learning, assistive and instructional technology, quality childhood education and care, and teachers' efficacy to support students in inclusive classrooms and facilitate positive mental health.

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