



## Inclusive Education Canada Associate

Jess Whitley, Ph.D.

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### Short Bio -

Jess Whitley's research and teaching are driven by a dedication to improving the school experiences of all students and teachers. Her research focuses on mental health literacy, inclusive education policy, teacher preparation for inclusive education and the wellbeing of children and youth with mental health issues. She conducts research in partnership with colleagues at universities across Canada as well as collaboratively engaging with community organizations. Jess is part of the Canadian Research Centre on Inclusive Education and an associate of the Centre for Research on Educational and Community Services. In her teaching, she aims to best prepare future teachers of inclusive classrooms and further develop the skills and knowledge of graduate-level learners. Jess is co-founder of the Comprehensive School Health B.Ed. cohort at the University of Ottawa.

### Interests -

Mental health; Inclusive teaching practices; Differentiated Instruction; Teacher preparation; Social-emotional learning; Teacher wellbeing

### Publications/Research

#### Current Research

2020-2021: *Exploring the experiences of families surrounding and supporting children and youth with special education needs: Learning and living at home during COVID-19*

Co-Investigators: Jacqui Specht, Steve Sider, Kimberly Maich, Jeff MacCormack, Ian Matheson

2019-2022: *Developmental Evaluation Services of the Implementation and Preliminary Outcomes of an Inclusive Education Policy Framework in Nova Scotia*

Co-Investigator: Andy Hargreaves

2019-2020: *Partnering to promote children's emotional well-being and educational outcomes*

Co-Investigators: Maria Rogers, David Smith, Crossroads Children's Mental Health Centre

## **Book Chapters**

Whitley, J. (In Press). 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.

Lloyd, R. J., de Montigny, J., & Whitley, J. (2019). Comprehensive School Health in Teacher Education and Schools: Becoming a Champion of Health. In J. Barrett & C. Scaini (Eds.). *Physical and Health Education in Canada*. Windsor, ON: Human Kinetics (pp. 95-110). (Responsible for 35% of written content).

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). (Responsible for 70% of written content and all conceptual planning)

Whitley, J., Gooderham, S., & Windmill, C. (2012). Special education in Canada. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of Special Education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.). Hoboken, NJ: John Wiley and Sons (12 pp). (Responsible for 80% of written content)

## **Refereed Journal Articles**

Whitley, J., Gooderham, S., Duquette, C., Orders, S., & Cousins, J. B. (2019). Implementing Differentiated Instruction: A mixed-methods exploration of teacher beliefs and practices. *Teachers and Teaching: Theory and Practice*, 1-19.

Whitley, J., Gooderham, S. (2016). Exploring mental health literacy among pre-service teachers. *Exceptionality Education International*, 26(2), 62-92.

Whitley, J. & Gooderham, S. (2016). Exploring and Promoting Mental Health Literacy and Outcomes: Introduction to the Special Issue. *Exceptionality Education International*, 26, 1-4.

Whitley, J., & Gooderham, S. (2015). Mental health promotion efforts for children and youth in Canada and beyond: Evidence in research, policy and practice. *Exceptionality Education International*, 25, 91-111.

Whitley, J., Rawana, E., & Brownlee, K. (2014). A comparison of Aboriginal and non-Aboriginal students on the inter-related dimensions of self-concept, strengths and achievement. *Brock Education Journal*, 23(2), 24-46.

Whitley, J. (2014). Supporting educational success for Aboriginal students: Identifying key influences. *McGill Journal of Education*, 49(1), 155-182.

Lloyd, R., Whitley, J., & Olsen, S. (2013). Promoting 'Comprehensive School Health' in Teacher Education: From Consumers of Knowledge to Champions of Health. *Canadian Association of Principals Journal*, (Spring).

Whitley, J., Smith, D., & Vaillancourt, T. (2013). Promoting mental health literacy among educators: Critical in school based prevention and intervention. *Canadian Journal of School Psychology*, 28(1), 56-70.

Rawana, J., Norwood, S., & Whitley, J. (2011). A mixed-method evaluation of a strength-based bullying prevention program. *Canadian Journal of School Psychology*, 26(4), 283-300.

Whitley, J., Rawana, E. P., Brownlee, K., & Rawana, J. (2010). A longitudinal exploration of the academic and psychosocial outcomes of students with emotional/behavioural difficulties: The importance of student perceptions of themselves, their peer relationships, and their classrooms. *Brock Education Journal*, 19(2), 78-96.

Whitley, J. (2010). Modelling the influence of teacher characteristics on student achievement for Canadian students with and without Learning Disabilities. *International Journal of Special Education*, 25(3), 88-97.

Whitley, J., Rawana, E., Pye, M., & Brownlee, K. (2010). Are strengths the solution? An exploration of the relationships among teacher-rated strengths, classroom behaviour, and academic achievement of young students. *McGill Journal of Education*, 45(3), 495-510.

Anderson, C., Rawana, E., Brownlee, K., & Whitley, J. (2010). An investigation of the relationship between psychological strengths and the perception of bullying in early adolescents in schools. *Alberta Journal of Educational Research*, 56(4), pp. 470-481.

Whitley, J. (2010). Educational leaders and student diversity: Leading the way to inclusion. *Exceptionality Education International*, 20(2), 2-5.

Whitley, J. (2010). The role of educational leaders in supporting the mental health of all students. *Exceptionality Education International*, 20(2), 55-69.

## **Consultation**

Teacher preparation for inclusive education; Social-emotional learning interventions and assessment; Student & teacher wellbeing; Mental health literacy among teachers

## **Contact:**

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