



Inclusive Education Canada Associate

Tiffany L. Gallagher, Ph.D.

- Professor, Department of Educational Studies, Faculty of Education, Brock University
- Director, Brock Learning Lab



Short Bio-

Tiffany Gallagher is recognized for her research that aims to enhance the learning of students with literacy difficulties and learning challenges. Supporting the professional learning of teachers through literacy and inclusion coaching is also a focus of her work. Longitudinal, multi-varied participant perspectives are the cornerstone of Tiffany's research projects. Her work seeks to inform targeted audiences such as students, teachers, administrators, and policy makers. Tiffany is also the Director of the Brock Learning Lab that offers community-based tutoring for K-12 students and mentors undergraduate volunteer tutors.

Interests- Reading Disabilities; Learning Disabilities; Inclusion Coaching; Teachers with Learning Disabilities

Publications/Research-

Bennett, S., Gallagher, T.L., Somma, M., White, R., & Wlodarczyk, K. (2020). Transitioning from segregation to inclusion: An effective and sustainable model to promote inclusion, through internal staffing adjustments, and role redefinition. In J. Goldan, J. Lambrecht & T. Loreman (Eds.), *International perspectives on inclusive education*. Volume 15: Resourcing inclusive education. Emerald Publishing. ISBN: 978-1-800043-457-8 <https://www.emeraldgroupublishing.com/>

Delorey, J., Specht, J., Fairbrother, M., Ismailos, L., Vilella, M., Charles, E., Vanderloon, M., Gallagher, T., Howell, G., & Whitley, J. (2020). Experiences that shape pre-service teachers' inclusive practice beliefs: A group concept mapping study. *International Journal of Inclusive Education*, 1-16. <https://doi.org/10.1080/13603116.2020.1862403>

Gallagher, T.L. & Bennett, S. (2018). *The six 'P' model: Principles of coaching for inclusion for inclusion coaches. International Journal of Mentoring and Coaching in Education. 7 (1), 19-34.*

Bennett, S., Gallagher, T. L., Shuttleworth, M., Somma, M. & White, R. (2017). *Teen dreams: Voices of students with ID. Journal of Developmental Disabilities, 23 (1) 64-75.*

Gallagher, T., Bennett, S., Keen, D. & Muspratt, S. (2016). Examining learner engagement strategies: Australian and Canadian teachers' self-report. *Teacher Education and Special Education. 40 (1), 1-14, doi: 10.1177/0888406416654213*

Gallagher, T. L., & Bennett, S. (2015). A Canadian perspective on the inclusion of students with intellectual disabilities in high schools. (pp. 25-44). In R. Craven, A. Morin, P. Parker & D. Tracey (Eds.) *International Advances in Education: Global initiatives for equity and social justice. Inclusive education for students with intellectual disabilities (Vol. 9)*. Charlotte, NC: Information Age Publishing.

Wlodarczyk, K., Somma, M., Bennett, S. & Gallagher, T.L. (2015). Moving toward inclusion - Inclusion Coaches' reflections and discussions in supporting educators in practice. *Exceptionality Education International, 25 (3), 55-73*. Retrieved from <http://ir.lib.uwo.ca/eei/vol25/iss3/4>

Consultation- Differentiated Literacy Assessment; Reading Disabilities; Learning Disabilities

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