



Let's Chat... about *Inclusive Education*



Hosts Gordon L. Porter, Jacqueline Specht and Diane Richler



Guest:

Gabrielle Young

Associate Professor

*Memorial University of Newfoundland
St. John's, NL*

Gabrielle Young, PhD, is an Associate Professor in the Faculty of Education, at Memorial University in Newfoundland and Labrador where she works with graduate and undergraduate students of education. She completed doctoral studies at Western University in London, Ontario.

Gabrielle teaches courses that build skills in understanding and supporting students with specific learning disorders such as the *Nature and Characteristics of Learning Disabilities and Inclusive Practices for Students with Learning Disabilities*.

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

She has been active as a volunteer in the Learning Disabilities Association. Gabrielle is a member of the Canadian Centre for Inclusive Education based at Western University and is a member of Inclusive Education Canada's "Network of Associates".

Key Issues in this Chat Session:

- 1. Technology for All:** Ideally, teachers should introduce assistive technology for all students. Not only will this improve academic outcomes for all students, but it will also help reduce the stigma that surrounds technology when it is only used by some students.
- 2. There Is Still A Lot to Learn Re: Technology:** With an abundance of assistive technologies available, there is still a long way to go in terms of teachers being aware of and comfortable using technology. Gabrielle states that this is even the case for newer teachers who are considered 'digital-natives'. Regular teacher training on assistive technologies may help improve awareness and the comfortable and effective use of assistive technology.
- 3. No Student Left Behind:** Classroom activities using assistive technologies can be altered to meet the needs of all students. Gabrielle provided an example for teaching Shakespeare in high school classes. Students may have access via technology to different versions of the text, or even access to videos performing the plays to accommodate all learning levels.
- 4. Leadership Matters:** Gabrielle noted the importance of leadership in schools when it comes to inclusion. Principals do the hiring of teachers and staff so they set the expectations for inclusive practices within the school. The province of Newfoundland does not have school districts anymore, thus leadership at the school level is even more pertinent.

Potential Discussion Questions (before viewing):

1. Do you have any experience with assistive technologies? Was this experience positive? Did you feel that you had a strong understanding of the technology used?
2. What are some benefits of removing school districts and instead having one board for an entire province?

Potential Discussion Questions (after viewing):

1. How do you think introducing assistive technologies for all students would reduce the stigma surrounding the use of technology when it is only given to some students?
2. What priorities would you set for using assistive technologies with students in the classroom?

More from Gabrielle Young:

- 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>
- 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. <https://ir.lib.uwo.ca/eei/vol29/iss3/2>
- Young, G., & Careen, C. (2019). Examining the literature on assistive technology. *Knowledge about Literacy (Viden om Literacy)*, 26, 14-21.
- 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. <http://doi.org/10.22230/src.2019v10n2a307> <https://src-online.ca/index.php/src/article/view/307/599>
- 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.
- 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
- 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. Retrievable from: <https://inclusiveeducation.ca/wp-content/uploads/sites/3/2019/02/Ball-Article-MHLJBall-1.pdf>
- Azam, Saiqa & Goodnough, Karen & Moghaddam, Alireza & Arnold, Christine & Penney, Sharon & Young, Gabrielle & Maich, Kimberly. (2021). Becoming Inclusive Teacher Educators: Self-Study as a Professional Learning Tool. *International Journal for the Scholarship of Teaching and Learning*. 15. 10.20429/ijstl.2021.150204.



Social Sciences and Humanities
Research Council of Canada
Conseil de recherches en
sciences humaines du Canada

Canada

