



Gabrielle Young

*Associate Professor,
Memorial University of
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Biography

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".

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.

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.

Contact

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Projects and Publications

- 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/>
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- 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 (Vidom 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*. Retrieval 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.

