



Jacqueline Specht

*Professor of Education,
University of Western Ontario*

Biography

Professor, Faculty of Education, Western University, London, ON; Director of the Canadian Research Centre on Inclusive Education; Chair of the Applied Psychology Academic and Research Cluster at the Faculty of Education. She has supervised graduate student research in the areas of assistive technology, IEP development, and teacher and student experiences in inclusive classrooms. Currently, her research investigates the efficacy of newly graduated teachers for teaching in diverse classrooms. Recognized for her teaching with receipt of Western University Students' Council Teaching Honour Roll; Inclusive Education Award from the Canadian Association of Community Living; the Canadian Committee for Graduate Students in Education Mentorship Award.

Interests

Participation in schools; Development of Teacher Practice; Building a national research network on inclusive education.

Consultation

Work through agencies like IEC and CLO on workshops for inclusion

Contact

Email: jspecht@uwo.ca

Website: www.inclusiveeducationresearch.ca

Projects and Publications

- Specht, J., Mc-Ghie-Richmond, D., Loreman, T., Aylward, L., Bennett, S., Gallagher, T., Katz, J., Lyons, W., Metsala, J., Mirenda, P., Thompson, S., Young, G., & Cloutier, S. (2016). Preservice teachers' self-efficacy for teaching in inclusive classrooms: A cross Canada perspective. *International Journal of Inclusive Education*, 20, 1-15. <http://dx.doi.org/10.1080/13603116.2015.1059501>
- Young, G., Specht, J., Hunter, F., Terreberry, S., McGhie-Richmond, D., & Hutchinson, N. (2018). "The first day he kicked shoes at me, the last day he brought me a picture of himself": Investigating the practicum experiences of preservice teachers. *Exceptionality Education International*, 28(3), 83-101. <https://ojs.lib.uwo.ca/index.php/eei/article/view/7773/6389>
- Specht, J., & Metsala, J. (2018). Predictors of teacher efficacy for inclusive practice in preservice teachers. *Exceptionality Education International*, 28(3), 67-82. <https://ojs.lib.uwo.ca/index.php/eei/article/view/7772/6388>
- Delorey, J., Specht, J., Fairbrother, M., Ismailos, L., Villella, M., Charles, E., Vanderloon, M., Gallagher, T., Howell, G., & Whitley, J. (2020). Experiences that shape pre-service teachers' inclusive practice beliefs. *International Journal of Inclusive Education*, <https://doi.org/10.1080/13603116.2020.1862403>.
- Bennett, S., Specht, J., Somma, M., White, R. (2020). Navigating school interactions: Parents of students with intellectual disabilities speak out. *Current Developmental Disorders Reports*. <https://doi-org.proxy1.lib.uwo.ca/10.1007/s40474-020-00203-z>
- Sider, S., Maich, K., & Specht, J., Treadgold, C., & Winger, H. (2021). Choose your own adventure": Web-based case studies of inclusive education as a form of professional learning for school principals. *Journal of Research on Leadership Education*, 1-23. <https://doi.org/10.1177/19427751211046978>
- MacCormack, J., Sider, S., Maich, K., & Specht, J. (2021). Self-determination and inclusion: The role of Canadian principals in catalyzing inclusive-positive practices. *International Journal of Education Policy and Leadership*, 17(2), <https://doi.org/10.22230/ijepl.2021v17n2a969>

