

Inclusive Education Canada

Associate Information



Kimberly Maich

*Professor & Researcher,
Memorial University of Newfoundland*

Biography

Kimberly Maich is a professor, researcher, author, trainer, certified teacher, special education specialist, board-certified behaviour analyst (doctoral)–specializing in autism spectrum disorder in inclusive classroom settings. She began her position in the Faculty of Education at Memorial University in December 2016 and is now a tenured full professor.

Kimberly has studied, taught, and lived from coast-to-coast in Canada from Vancouver, B.C., to St. Anthony, NL, and many places in-between. She spent most of her early career as a resource teacher, supporting students with exceptionalities from Kindergarten to Grade 12. She has also been a clinical coordinator with McMaster Children's Hospital's ASD School Support Program (Hamilton, ON) and a tenured Associate Professor at Brock University (Niagara, ON).

I am a special education specialist, a certified teacher, a registered psychologist (provisional, master's level), a professor and Newfoundland and Labrador's first board certified behaviour analyst.

Kimberley's primary interests lie in disabilities and special education, with a focus on autism spectrum disorders in inclusive school environments. She also works in the areas of emotional/behavioural disorders, problem behaviour, applied behaviour analysis, assistive technology, inclusive school leadership and the early years. One of Kimberley's greatest joys in the professorship role is mentoring graduate students in research, writing, presentations and publications.

Interests

Special / inclusive education, autism spectrum disorder, behaviour, social skills, inclusive school leadership, assistive technology, the early years, disability representations in media / literature, case stories

Contact

Email: kmaich@mun.ca

Twitter: [@kimberlymaich](https://twitter.com/kimberlymaich)

Website: www.exceptionallyyours.ca

Academia: www.mun.academia.edu/KimberlyMaich

Consultation

Supporting students with ASD in inclusive classroom settings.

Projects and Publications

- Sider, S.; Maich, K.; Morvan, J. (2017). School principals and students with special education needs: Leading inclusive schools. *Canadian Journal of Education*, 40(2). Retrieved from https://cje-rce.ca/wp-content/uploads/sites/2/2017/07/Regular-2417-Sider.Final_June_21.pdf
- Maich, K., Sider, S., Morvan, J., Specht, J., Smith, D. (2020). Making the unknown or invisible accessible: The collaborative development of inclusion-focused open access case studies for principals and other school leaders. *Exceptionality Education International Special Issue*, 30(2), 68-79. <https://ir.lib.uwo.ca/eei/vol30/iss2/7/>
- van Rhijn, T., Maich, K., Lero, D., & Irwin, S. H. (2019). Assessing inclusion quality: The SpecialLink Early Childhood Quality Inclusion Scale. *Exceptionality Education International: Special Issue on Quality Early Childhood Education & the Need for Special Education Services*, 29(3).
- Fairbrother, M., Maich, K., & Sider, S. (2019). School principals and inclusive schools: A case study of complex contexts and competing perspectives. *International Journal of Case Studies in Business, IT, and Education*, 3(2). doi: <http://doi.org/10.5281/zenodo.3519497>.
- Maich, K., Rutherford, C., & Bishop, C. (2019). Phones, watches, and apps: Engaging everyday mobile / assistive technology for adults with intellectual and/or developmental disabilities. *Exceptionality Education International*.
- Maich, K., & Sider, S. (2019). Special education needs and disabilities in secondary education (Canada). *Bloomsbury Education & Childhood Studies*. doi: 10.5040/9781474209441.0054
- Van Rhijn, T., Osborne, C., Ranby, S., Maich, K., Hall, C., Rzepecki, L., & Hemmerich, A. (2019). Peer play in inclusive child care settings: Assessing the impact of stay, play, and talk, a peer-mediated social skills program. *Child Care in Practice*. doi: <https://www.tandfonline.com/doi/abs/10.1080/13575279.2019>
- Sider, S. & Maich, K. (2022). Leadership for inclusive schools: Cases from principals for supporting students with special educational needs. Rowman and Littlefield. <https://amzn.to/3IDkSq3>

