



## Nadine Bartlett

*Assistant Professor, Inclusive Education  
Faculty of Education  
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### Biography

Nadine Bartlett is an Assistant Professor in the Department of Educational Administration, Foundations, and Psychology in the area of Inclusive Education at the University of Manitoba. Dr. Bartlett's research focuses on structural equity, inclusive education, and the social construction of disAbility. This includes exploring how children and youth with complex social-emotional and behavioural needs and their caregivers experience everyday life, and the social policies and practices that promote and hinder integrated, multidisciplinary care. Dr. Bartlett has 22 years of experience in the public school system as a classroom teacher, resource teacher, and student services administrator. Her career as an educator has included teaching in urban, rural, and Northern Indigenous communities. In 2021, Dr. Bartlett received a Merit Award from the University of Manitoba for Research, Scholarship, and Creative Activities recognizing her ongoing commitment to applied, action-oriented research.

### Interests

Complex behaviour; Inclusive, multidisciplinary care; Education policy; Inclusion and human rights of individuals with disAbilities; Transition from school to adult life;

### Consultation

- Inclusive, multidisciplinary care (Wraparound)
- Complex behaviour

### Contact

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# Projects and Publications

Dr. Bartlett is currently the principal investigator and co-investigator on two Social Sciences and Humanities Research Council (SSHRC) grants. In her research she is examining community mobilization as an interdisciplinary approach to supporting youth with complex behaviour. Dr. Bartlett is also examining the transition process for youth with disAbilities from school to adult life, in collaboration with Community Living Manitoba and the Family Advocacy Network. Dr. Bartlett also researches the use of physical restraint and seclusion of students with disAbilities in schools and the need for protections from such practices.

- Bartlett, N.A., Heringer, R. Nkwenta, G., & Martens, M. (in press). The right to an inclusive education in Canada during COVID-19 school closures: Perspectives of parents of children with additional needs. *Canadian Yearbook of Human Rights*.
- Bartlett, N.A., & Ellis, T. (2021). Policies matter: Closing the reporting and accountability gaps in the use of restraint, seclusion, and time-out rooms in schools. *Canadian Journal of Educational Administration and Policy*, 196, 2-15. <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/72088>
- Bartlett, N.A. & Ellis, T. (2021). Physical restraint, seclusion, and time-out rooms in Canadian schools: Analysis of a policy patchwork. *Canadian Journal of Educational Administration and Policy*.195, p. 31-48. <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/70479>
- Lutfiyya, Z. M, & Bartlett, N.A. (2020). Inclusive societies. In Umesh Sharma and Spencer Salend (Eds.), *Oxford Encyclopedia of Inclusive and Special Education*. New York: Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1022>
- Bartlett, N.A., & Freeze, T. B. (2020). Canadian wraparound: Measuring implementation fidelity for youth in care. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice*, 8(1), p. 44-68. <https://journals.library.mun.ca/ojs/index.php/IJ/article/view/2210>
- Bartlett, N.A., & Boyce, J. (2020). Decolonizing inclusion: Partnership, pedagogy, and possibility in Canadian teacher education. *Journal of the International Association of Special Education*, 20(1), p 77-87.