CIE Survey: What Professional Development Do Teachers Want?

Chris Mattatall

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Website Review
Autism Focused Intervention Resources and Modules (AFIRM)

The Alberta Teachers' Association

CIE | COUNCIL FOR Inclusive Education

THE
Inclusive
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CIE COUNCIL FOR Inclusive Education

On the Cover

Alberta's mountains are ever-changing seasonal landscapes made up of rock, snow, clouds, trees, shadow and light, as well as myriad colours, contours and shapes. This is what gives our Rockies their beauty and what draws people from around the world to visit. We wouldn't want it any other way.

The same can be said of fostering inclusion in diverse classrooms, which are made up of myriad personalities, abilities, experiences, talents and aspirations. Inclusive classrooms represent the reality of society and the nature of the human race and are, thereby, beautifully representative of what life is meant to look like. We wouldn't want it any other way.

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The Inclusive Educator Journal

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Contents

FROM THE EDITORS

Chris Mattatall and Christine McCuaig

Last summer, the Colorado Avalanche won the Stanley Cup with a diverse mix of goal scorers, playmakers, speedy offensive-minded risk takers, stay-at-home defenders, instigators, penalty-killing specialists and shot blockers. Although the NHL awards only one person with the Conn Smythe Trophy for being the most valuable player during the playoffs, when you hear players speak of their team's championship victory, they do not call out any one player as the source of their success. In any championship team, the diversity of strengths is what makes the team stronger. Indeed, what most coaches and players will tell you is that teams who foster individuality and rely too heavily on their superstars will eventually succumb to the multifaceted nature of a disciplined team.

Schools are a lot like that—or, at least, they can be. When teachers, students and parents embrace the beauty of the living and active organism we call a school, celebrating diversity as a strength and enjoying the variety in character, ability, culture, background, experience, history, talent and way of seeing the world, they thrive. Can this type of culture actually happen? Yes, it certainly can, and the authors in this issue of *The Inclusive Educator Journal* show us how.

Last May, during a weekend planning session, the Council for Inclusive Education (CIE) executive worked out a new vision statement for the council. We truly believe that every human being is important, valued and beautiful; that every one of us matters; and that we're all worthy of attention, love, time and a place among our peers. As a council devoted to inclusive education, our mandate is to assist schools in making this possible. Thus, our new vision statement is Everyone Matters, Everyone Belongs: Fostering Inclusion for All.

This vision statement drives our decisions as a council. In support of the mission, we determined that we must provide top-notch resources and professional development for all our members. Although the call for articles for this issue of the journal went out before we developed the vision statement, we believe that the articles herein meet our council's goal of fostering inclusion.

To help us provide teachers with more resources to foster inclusion, we have added a new feature in this issue—a website review. In the next issue, we will be adding a resource review. We hope that these features, in addition to the book review, will provide educators with new tools for their tool boxes.

MESSAGE FROM THE PRESIDENT

Kelly Huck

The CIE headed into the 2022/23 school year with some exciting initiatives.

Last May, our executive members spent a weekend goal planning for the next three years. This time together allowed us to collectively reflect on who we are as a council and what we believe our purpose is. We were blessed to have Joni Turville, ATA associate executive secretary and a past ATA staff advisor for our council, facilitating this important council work. We explored how we define success; how to determine our *why*; and factors both in and out of our control that guide us in our mission of providing educators with knowledge about and understanding of students with diverse needs through professional development, communication and policy.

Our new *why* statement—Everyone Matters, Everyone Belongs: Fostering Inclusion for All—embodies our new direction and focus. We have determined two goals that will be our focus for the next few years.

The first goal is to foster inclusion by providing world-class professional development to members. We sent out a survey to members about the types of professional development they would like to see the council offer. This will help determine our next steps, which will involve hosting webinars and in-person events and promoting our conference to a larger audience.

Our second goal is to share a wide range of resources with members. We will send out a "tips and tricks" monthly e-mail and add resources to our website (www.cieducation.ca), including recommendations for books, ATA resources and websites that are informative and practical for teachers to use in the classroom. We hope our members find these professional development opportunities and resources useful in their practice as we navigate the many changes in education over the past few years, as well as a new curriculum.

In October, we hosted Celebrating the Challenges 2022: "Partnering for Possibilities." Our goal was to bring local education professionals together to celebrate our interconnection and to explore how we can leverage our existing partnerships and forge new ones. We hope educators and other professionals walked away from our conference with a renewed sense of how interconnected we all are.

Finally, I would like to acknowledge the tireless efforts of our executive members. They spend countless hours connecting with teachers and professionals in their districts; providing professional learning activities; attending and facilitating workshops for educators; and creating informative content for our publications, website and social media. We appreciate the service of these volunteers, who have wide and diverse backgrounds in inclusive education.

CIE Survey: What Professional Development Do Teachers Want?

Chris Mattatall, University of Lethbridge

In May 2022, the Council for Inclusive Education (CIE) executive met for two days to map out our vision for the council and to set an agenda for the next three years. With the help of Joni Turville (ATA associate executive secretary and a past ATA staff advisor for the CIE), we addressed the foundational questions of why the council exists and what should drive our decisions.

At the end of the session, we settled on the following vision statement: Everyone Matters, Everyone Belongs: Fostering Inclusion for All. We then used this vision statement to plan our course of action for the next three years, with an emphasis on fostering inclusion by providing excellent professional development and expanding resources for teachers across the province. To better determine what teachers want for professional development, we decided to ask them.

In June, the CIE conducted a survey of inclusive education teachers in Alberta. Teachers were given a window of one week to complete the three-question survey. An e-mail invitation was sent out to all CIE members (1,450), and 116 completed the survey.

The three questions posed were as follows:

- "What professional development topics would you like to see to improve your professional practice?"
- "What format would you prefer to see these topics presented?"
- "What advice would you give us to help provide professional development to our members?"

PD TOPICS

Respondents were asked, "What professional development topics would you like to see to improve your professional practice?" This open-ended question allowed them to suggest as many topics as they wished.

The 116 respondents suggested 234 topics for PD that the CIE could offer or facilitate. The suggestions were then grouped into 15 categories:

- Instructional and assessment strategies and information about specific exceptionalities
- Instructional and assessment strategies and information about general strategies
- Inclusion
- Differentiation
- Autism
- Executive functions
- Classroom and behaviour management
- Planning, policy, collaboration and leadership
- Adaptive tools and ideas
- Mental health
- Trauma-informed practice
- Racial and social justice
- Universal design for learning (UDL)
- Individualized education plans (IEPs) and individualized program plans (IPPs)
- Working with educational assistants (EAs)

A few suggested topics fit into more than one category.

In many cases, teachers responded to the question with one or two words, without explanation, so at times it was difficult to know exactly what they meant. For example, one teacher responded, "Autism, FAS and emotional regulation," without a richer or more specific description of exactly what they needed help with in those topics.

Thus, some assumptions were made when creating the categories.

Appendix A details the survey responses to this question.

PD FORMAT

Respondents were asked, "What format would you prefer to see these topics presented?" They were asked to select only one of the following three options:

- "At annual inclusion conference as breakout sessions"
- "Anytime online and on demand during the year online format"
- "In person sessions after school or weekends"

Soliciting respondents' first preference only may have resulted in an inaccurate representation of the PD teachers would be willing to participate in if given the opportunity. For example, teachers might prefer a combination of these options when convenient.

Given this limitation, respondents clearly preferred two of the options: anytime online and on-demand sessions (68 per cent) and sessions at the annual conference (28 per cent) (see Figure 1). In the following question, respondents had the chance to give the CIE further direction regarding PD, and some of their comments are helpful in clarifying their choices for this question. For example, respondents commented that anytime online and on-demand sessions allowed for greater access and flexibility, were more affordable, and were available when teachers were able and ready to use them, but they might prefer in-person learning (such as the annual convention) because it allowed for connection, collaboration, camaraderie and support.
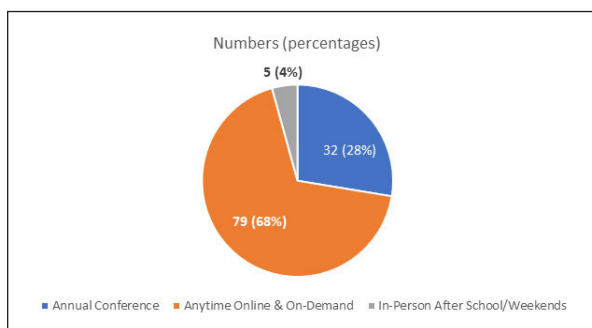
FIGURE 1. Respondents' preferred PD formats (*n* = 116).

SUGGESTIONS FOR THE CIE

Respondents were asked, "What advice would you give us to help provide professional development to our members?" This question allowed for open-ended responses, but not all respondents provided suggestions. Thus, a smaller number of suggestions were received.

It is clear from the responses to this question that teachers want the CIE to deliver PD in more formats. Respondents preferred easily accessible and online learning (either in real time or on demand) or a combination of online and in-person presentations. They also requested presenters who are respected practitioners and experts in their field. Finally, they expressed a desire to see PD opportunities more broadly and effectively advertised to teachers across the province.

Appendix B details the responses to this question.

CONCLUSION

The CIE believes that every person matters and belongs in our society alongside their peers, regardless of their individual profiles. Thus, the CIE exists to foster inclusion for all students and to help teachers in all learning settings make inclusion possible. The CIE believes that it can play a role in helping teachers through providing timely, accessible, effective and engaging PD, resources and support. The CIE has used the responses to this survey to inform its PD decisions in 2022 and beyond.

Although only 8 per cent of CIE members responded to the survey, the responses nevertheless represent 116 members whose voices matter to our council. However, we'd love to hear from many more members, so we will put out an ongoing call for survey participation in the future. Additionally, if you have suggestions for speakers or PD resources (such as books, technology, websites, adaptive tools, videos or articles), or if you would like to become involved in the work of the CIE, e-mail me (chris .mattatall@uleth.ca) or another executive member. (Contact information is available on the CIE website at www.cieducation.ca.)

APPENDIX A: PD TOPICS—SUMMARY OF SURVEY RESPONSES

The following summarizes the survey responses to the question, "What professional development topics would you like to see to improve your professional practice?"

Note: Some responses fit into more than one category.

Instructional and Assessment Strategies and Information About Specific Exceptionalities

Autism	14
Learning disability—reading	6
Attention deficit hyperactivity disorder (ADHD)	4
Communication disorders	4
Learning disability—general	3
English-language learners	3
Learning disability—numeracy	2
Down syndrome	2
Fetal alcohol syndrome	1
Sensory needs	1
Oppositional defiant disorder	1
Giftedness	1
Global developmental delay	1
Processing disorders	1
Severe intellectual delays	1
Total	**45**

Instructional and Assessment Strategies and Information About General Strategies

Literacy or numeracy strategies	12
Transition to work programs and other high school student supports or resources	5
Best practice and current research	3
Brain-based learning	1
Project-based learning	1
Diagnosis of reading problems	1
Writing	1
Phonics instruction	1
Core vocabulary	1
Typing literacy	1
Strength-based practices	1
Closing the achievement gap due to COVID-19	1

Providing multiple entry points for students	1
Early childhood education	1
Supporting students in alternative learning environments	1
ESS (elementary social studies) curricular connection activities	1
Total	**33**

Inclusion

Planning and teaching strategies	11
Including students with complex needs	5
Middle school or high school inclusion across subject areas	4
Including students without EA support	2
Inclusion of blind or low-vision students	1
Inclusion of newcomers	1
Push-in support models	1
Total	**25**

Differentiation

Differentiating content and assessments	10
Help with planning and design	5
For various divisions (elementary school, middle school and high school)	3
How to accommodate or modify curriculum	2
Multigrade classrooms	2
Differentiating in special areas (such as music)	1
Total	**23**

Autism

Information about and teaching help	14
Assessment of students with autism spectrum disorder (ASD)	2
Reading, writing and math instruction	1
Visual supports, tools and communication	1
Total	**18**

Executive Functions

Executive function (general)	6
Social-emotional regulation	6
Self-regulation	2
Student work habits and independence	1
Resilience	1
Motivation	1
Life skills (general or functional)	3
Life skills (secondary)	1
Total	**21**

Classroom and Behaviour Management

Dealing with difficult or severe behaviour	5
Discipline guidelines in schools	2
High school students	1
Dealing with multiple difficult students	1
Behaviour support plans	1
Students who refuse to work or participate	1
Dealing with aggressive/nonverbal	1
Studio 3's Low Arousal approach	1
Total	**13**

Planning, Policy, Collaboration and Leadership

Instructional coaching and mentoring	3
Help with new curriculum	2
Data-based decision making	2
Policy, procedures and leadership with regard to inclusion, planning and support	2
Collaboration and teams for inclusion	1
Influencing leadership for inclusion	1
Parent communication and collaboration	1
Total	**12**

Adaptive Tools and Ideas

Use of augmented or alternative communication strategies	6
Complex communication needs	3
Seating	1
Technology for inclusion	1
Total	**11**

Mental Health

Supports for teachers and students	6
Anxiety/post-COVID	1
Substance use	1
Maintaining compassion	1
Compassion fatigue and burnout	1
Helping nonexceptional students cope with peers with complex needs	1
Total	**11**

Trauma-Informed Practice

Information and resources about trauma-informed practice and teaching	10
Total	**10**

Racial and Social Justice

Antiracism and racial justice	4
Indigenization and decolonizing	3
White supremacy	1
Social justice	1
Total	**9**

Universal Design for Learning

General ideas, supports and scaffolding	9
Total	**9**

IEPs/IPPs

Help understanding how to design, develop and write individualized plans	6
Total	**6**

Working with EAs

Working with and using EAs	3
Total	**3**

APPENDIX B: SUGGESTIONS FOR THE CIE—SUMMARY OF SURVEY RESPONSES

The following summarizes the survey responses to the question, "What advice would you give us to help provide professional development to our members?"

Expertise/Experience: The Presenters

Use big names or authorities on the topic	3
Use people who are currently in the field and know what they're doing	2
Offer PD delivered by someone who can provide ongoing support or mentorship	1
Decentre whiteness and seek other groups to provide PD	1
Use guest speakers from Alberta who know Alberta teachers best	1
Total	**8**

Communication and Marketing

Communicate PD opportunities more broadly and frequently	9
Create a Facebook page	3
Use district-level people to promote PD through school e-mail	3
Have a bigger social media presence	2
Help teachers get administration support to allow them to take in PD	1
Total	**18**

Content

Focus on practical, doable and realistic strategies	4
Provide PD for specialized settings and centres	1
Provide richer PD, not just introductory	1
Increase the range of topics, not just ASD	1
Address the rural context	1
Emphasize the upper grades more and show how inclusion can be done	1
Consider early learning	1
Total	**10**

Format and Nature of PD

Increase the types of PD formats (online, on demand, hybrid, in person, tutorials, short videos of 5–15 minutes, one-hour videos, recorded sessions)	20
Provide easily accessible online PD	9
PD should be part of teachers' workday, not on Saturday	3
Keep current on practices, resources and technology	2
Use in-person PD for collaboration and support	2
Decrease costs and make PD more financially accessible	2
Create a mentoring program	1
Survey teachers yearly to stay current on what PD they want	1
The location of the annual conference is important	1
The timing of PD is important (do not hold PD sessions in September, January or June)	1
Have a catalogue of PD offerings	1
Have a catalogue of ready-to-use resources (including technology and visuals)	1
Host book studies	1
Total	**45**

The Challenge Is Ableism, Not Inclusion

Hazel Ryan Sheehan, University of British Columbia

Ableism is a socially constructed bias that is common in our education systems and schools. It is often underestimated or even neglected in analyses of why many students with disabilities face difficulties in being meaningfully included in the classroom (beyond being physically present).[1]

In this perspective piece, I offer suggestions for recognizing ableism in our classrooms. My hope is to encourage expanded ways of thinking and resourcefulness in schools; to create spaces that invite discourse on equity, diversity and inclusion; and to advance our knowledge and understanding of differences due to disabilities.

MY POSITIONALITY

My observations are drawn from my experiences as a teacher in the field of special education.

I come from Ireland, a small country with a varied history in special education. My research indicates that some provincial education systems in Canada, much like the Department of Education in Ireland, distinguish between an inclusive education system and inclusive education. *Inclusive education system* refers to various types of schools and segregated placements or settings, and *inclusive education* refers to the physical placement of students with disabilities in general settings, with accommodations and supports made available as appropriate. The education system in Alberta is very similar in terms of administration, ideology and reform to that in my home province (in Ireland). Therefore, I seek to speak in solidarity with the Albertan experience.

I subscribe to the social model of inclusive education. That means that I acknowledge that it is my job to educate all the students in my classroom while also working to dismantle the various societal barriers that hinder their full participation, and I embrace that role. My approach to practice is to think of inclusion as a deliberate mindset that informs the pedagogies I bring to my classroom. This conscious decision is not a one-time thing. I, like many teachers, actively work on being inclusive day after day, but I also believe that there is no one way to be an inclusive educator and no one road to being more inclusive. It takes mindful effort.

I often get wound up reading frequently cited reasons that inclusion is not as advanced as it could be. These factors include shortages of funding and of staff with special education training, as well as teachers' lack of time, inadequate preservice and inservice education, and (most pervasive) negative attitudes toward difference or ability (Bogart and Dunn 2019; Hehir 2002; Nario-Redmond 2020; Thorius 2019). What has not been cited, in the larger context, is what I argue is the main barrier to inclusion—systemic ableism.

This article is situated in my desire to be an advocate for students with disabilities but also to share what I have learned with my peers. Even after almost two decades in the field, my conceptualizations of disability, education and inclusion are still evolving. Embarking on the journey of completing a PhD in special education has given me a unique and significant insight into the formulation of inclusive practice as a whole. Thus, I would like to share my reflections and articulate how I believe ableism has encumbered professional practice. I also want to share proactive ways in which teachers, myself included, can become advocates for change. More important, I would like to stir a reaction that encourages meaningful discussions about how we as school communities can respond to diversity.

WHAT IS ABLEISM?

The COVID-19 pandemic has exacerbated what we have been painfully slow to admit: inclusive education is fraught with persistent inequity and does not provide for the full range of needs of the disability population. Disability prejudice, or ableism, has played a vital role in the stagnation of inclusive practice, yet it is often neglected in our examination of how to best support our students with disabilities. In the rush to get back to normal, we have been given an opportunity to look deeper and analyze the root of this issue.

Ableism is any discriminatory practice in favour of nondisabled people and against people with disabilities (or people who are perceived to have a disability). As a socially constructed bias, ableism has been upheld by *disability privilege*, which refers to a reality of our society whereby some people gain advantage simply because they do not have a disability. This privilege is sustained by cultural beliefs about what is normal; because disability is seen as abnormal, it is, therefore, a disadvantage. This inequitable prejudice gives power to systemized discrimination or exclusion (ableism) by denying people with disabilities the rights that others enjoy merely because they have ability. Being anti-ableist means actively working to dismantle barriers by engaging in proactive strategies and practices that challenge and counter ableism, but it all begins by recognizing that ableism does in fact exist in our schools and communities.

Ableism, especially for those who have not experienced it first-hand, can seem confusing. While the concept of ableism can give voice to the very real experiences of people with disabilities, it can also feel like a "woke tool" used to discredit others because of offences they may not have intended or may not understand. Misunderstandings aside, many people without disabilities do not fully understand that with this type of discrimination, the focus is on the harm and not on the intention. Most often this kind of harm is shown through people's attitudes, words and (in)actions.

To make prodiversity inclusive practice a baseline reality in our schools, we need to address the role that ableism plays. From here, I will highlight the issue of ableism in practice and what we can do to alleviate its effects on our efforts to be more inclusive.

WHAT CAN ABLEISM LOOK LIKE IN EDUCATION?

My experiences in both Canada and Ireland have taught me that most educators are acutely aware of diversity and are doing their best to include all students, but they are also challenged by the dual approach of segregated placements and inclusive forms of general education that have been maintained in policies and practices.

When a student with disabilities presents in our classroom and challenges us to change our ways of doing and knowing, we must change. Otherwise, we are upholding ableism.

Three barriers to meaningful change and successful inclusion stand out to me:

- Curriculum
- Language
- Levels of support

Curriculum

Classroom teachers are consistently asked to differentiate, adapt and accommodate within an inflexible general curriculum in order to help students who do not fit the mould. This is difficult and exhausting work, as teachers need to acknowledge current curricular limitations while earnestly creating new pathways that will enable socially just educational experiences for all students. The notion persists that if teachers can just become better educators and teach those students the curricular goals, they will have met the system's objectives (Storey 2007).

However, teachers are faced with increased classroom complexity and a lack of functional support to become better educators. If they are left unsupported, they may draw upon their existing beliefs about disability from past experiences, potentially reinforcing ableist misconceptions and, as a result, setting low standards and curricular expectations for students with disabilities (Sokal and Katz 2015).

At a time when the goal is inclusive education for all, curricular change and subsequent teacher training that meets the needs of a historically marginalized population should be priorities.

Language

The first three letters of the word *disabled* can create a bias in our minds, with the ableist undertones equating *disability* with *inability*. Moreover, we commonly use words such as *challenges, difficulties* and *needs* in our conversations about students with disabilities.

This language of assumptions permeates educational administrations, and they continue to fund and respond to students based on their perceived deficits. This reinforces stereotypes and stigmas by creating barriers, as those with needs must meet the expectations of and receive a disability label to gain access to supports.

Ableist language also serves to misrepresent students, and perhaps define them, and it is so present in our daily conversations that we hardly notice it. Consider these common expressions:

- "Those kids are acting nuts."
- "I can't believe I forgot my lunch. I'm so dumb."
- "Your classroom is so neat and tidy. You must be OCD."

Using euphemistic language derived from seeing disability as negative can also be problematic. We tell parents, "Kids don't see difference anyway. They are so accepting." We see this as providing reassurance to parents that their child with disabilities will fit in. But why should any child need to be just like everyone else? For the most part, the people using these phrases are not intentionally doing so to hurt anyone; nevertheless, this sort of language can be harmful.

Levels of Support

Disability education models over the decades have divided our thinking and practice and have upheld the assumption that disability is a problem that teachers need to fix.

This notion of fixing a student is steeped in ableism. Some school cultures have all but constructed a singular identity for students with disabilities that focuses on and reinforces stereotypical deficits. For example, well-meaning helpers often encroach on a student's independence, making assumptions about what the student can and cannot do for themselves because of their disability.

These assumptions are often reflected in our approaches to practice: some classrooms do too much for a student, treating them as helpless, and other classrooms do so little that they are not meeting the student's needs at all. Lack of preparation, lack of resourcefulness and lack of understanding of the overuse, underuse or inappropriate use of paraprofessional support often illustrate a school system's inability to provide "just right" and meaningful levels of support for a student's needs (Giangreco 2021).

While it is almost impossible to ignore the magnitude of responsibilities when facilitating inclusive education programs, we always have opportunities to engage deeply with the process (Pazey and Cole 2013). Crucially, being critical of a special education model that does not serve its intended population well does not equate to being against including students with disabilities in our classrooms. Rather, it acknowledges that these inclusive programs and all the work we are doing cannot be sustained if we do not address the effects of the barriers discussed here.

WHAT CAN WE DO ABOUT ABLEISM?

Teachers often find themselves in influential positions from which they can positively enact supportive, diverse environments. By alleviating the burdens on the ground, we can bridge the gap between Alberta's inclusive education ideals and the reality and allow for meaningful change to happen.[2]

Identifying ableism in our classrooms is not about blaming teachers or suggesting malevolence. Preferably, it helps us develop a conscious awareness of the effects of ableism if left unchecked. The following questions are designed to help us reflect and to guide and deepen our discussion:

- Do I really need to know this information pertaining to a student's diagnosis? If so, why? To enhance classroom practice? To prepare physical spaces? To advance individualized education plan (IEP) goals? What am I going to do with this information?
- Am I speaking for this student, assuming their needs, or deciding or planning something for them without their input or consent? Am I helping them develop independence, or am I creating codependency or full dependency?

- Would I ask for this information from a parent of a student without a disability? Would I make this remark about someone without a disability?
- Am I being sidetracked by the disability, barrier or hurdle and not reaching for the goal?

In broad terms, we can create anti-ableist classrooms by reflecting on our practice and, perhaps, by targeting curriculum, language and levels of support to proactively reduce obvious barriers.

Curriculum

Teachers can reduce the impact of curricular assumptions on students with disabilities by designing lessons and activities that recognize that all students learn differently. A fun example is providing the instructions to a classroom activity or game in Braille and letting the student with a visual impairment (who uses Braille) take the lead in explaining the instructions to the whole class.

In practice, equity comes from differentiated instruction; universal design for learning (UDL) (Sokal and Katz 2015); access to relevant resources (such as time, people or professional development); and engagement with the general curriculum matched to specific abilities and interests. Simply offering multiple means of demonstrating knowledge moves us from traditional methods of assessment to something chosen by the student, which enhances their sense of agency and ownership of learning.

By critically examining and addressing disability discrimination in the curriculum, we can create the necessary conditions to support multiple levels of accomplishment.

Language

Consciously acknowledging that the words we speak or write may offend or harm our students with disabilities also helps us reveal our unconscious biases.

If we continue to use words such as *behind, difficult* or *unable* to dictate thinking in our schools, students with disabilities may internalize that archetype, believing that they are what we say they are. When we stop treating disability as a euphemism, a metaphor or even the butt of a joke, we stop reinforcing the idea that it is acceptable to stigmatize students.

While removing ableist language from our vernacular does not completely remove ableism from the environment, it does acknowledge its existence and helps create a safer space for students with disabilities. When we reflect on and dismantle derogatory terms in our own practice, we model a prodiversity stance for both students and other school staff. The trickle-down effect of this advocacy improves students' lived experiences, thus effecting actual change.

Levels of Support

Noninclusive classrooms risk having the same effect as segregated programs, regenerating an us-versus-them mentality and reinforcing ableism. This is why our classrooms and schools must prioritize disability rights, disability education and disability culture to address systemic ableism (Storey 2007).

When we appropriately support our students with disabilities based on their needs and wants, rather than on our perceptions, we act to help them feel safe, seen and heard. Most important, we show them that our classrooms are a place where they can become who they want to become. We all must work toward diminishing the impact on our students of inappropriate levels of support (whether imposing support on or denying support to a student based on misconceptions about their disability). Listening to each other and developing highly collaborative work practices will counteract exactly what keeps our students from participating fully.

Alberta Education's inclusive education principles use language such as "embraces diversity and learner differences" and "promotes equal opportunities for all learners,"[3] in a context "where the dynamics of diversity have become an increasingly important category for action" (Winzer and Mazurek 2019, 45). However, it has been grassroots motivations that have undertaken the mission to welcome and support diversity in classrooms. With strong leadership and a school culture that cherishes individual differences, we can create the ideal strategy for "fixing what's wrong" in our schools. All educators can engage in their own anti-ableist work, focused on dismantling socially constructed inequalities and establishing socially just education systems (Nario-Redmond 2020).

CONCLUSION

Traditional approaches focused on helping our students with disabilities fit the mould are no longer relevant. We can consistently build on adaptations, accommodations and inclusive school practices to reduce the effects of ableism. My intention here is to share what I know and understand about ableism and to reinforce the importance of moving inclusive practice forward. Rather than trying to find the holy grail solution, I am simply calling for reflection on practice. I challenge you to join me in considering our roles, practices and perspectives as integral cogs in the wheel of change.

Teachers are the perfect people to tackle ableism. Who better to promote understanding and practice of inclusivity than those who are preparing our future generations for the type of world we want them to live in? We can often see glimmers of an inclusive world remade by people who have grown up immersed in disability-positive education. This starts with teachers.

When we start where we are, using what we have, change can happen in many ways. Sometimes that change happens one person, one classroom or one school at a time.

NOTES

1. As a nondisabled person, I have chosen to write in person-first language (for example, *students with disabilities*), and I acknowledge that I have been taught that such language is preferred and the most respectful.

2. "Inclusive Education," Government of Alberta website, www.alberta.ca/inclusive-education.aspx (accessed May 8, 2022).

3. See note 2.

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Flourishing: A Strengths-Based Approach to Preparing Students to Thrive from the Inside Out

Wayne Hammond, Flourishing Life

> [Schools] create their own environment, and it is so potent that for at least six hours a day it can override almost everything else in the lives of those children.
>
> Ronald Edmonds, "Characteristics of Effective Schools" (1986)

In the school setting, educators have a profound opportunity to interact with students in transformative ways. Although academic excellence is an important focus and mandate of schools, students who understand and constructively draw upon their personal, environmental and soft-skill strengths in purposeful ways are better prepared to successfully navigate and negotiate life's challenges. Those students are much more likely to excel academically; to develop their optimal socio-emotional capacity; and to be equipped to be college, career and citizenship ready.

THE ROLE OF FLOURISHING IN STUDENT SUCCESS AND WELL-BEING

It has been proposed that the goal of education is to support the development of flourishing and mental health in the school community (Seligman et al 2009). Seligman (2011) and other researchers define *flourishing* as a high level of well-being characterized by positive emotions, engagement through deep learning, meaningful relationships, meaningfulness and accomplishment.

Bringing together the science of positive psychology and the best of educational practice results in a comprehensive and holistic approach that promotes the desired goals of academic excellence, optimal socio-emotional development, and the capacity to flourish in and beyond the school setting. To support this outcome, the Flourishing Life model highlights the critical roles of resilience and of performance strengths and character traits. These provide the essential foundation that all students require in order to navigate challenges successfully and to thrive.

Resilience is commonly perceived as a self-righting ability to bounce back and adapt when faced with stressful or challenging situations. Students who demonstrate resilience, or buoyancy amid turbulent circumstances, also draw from critical performance strengths and character traits that have prepared them to exhibit signs of health, independence, civility, respectfulness, empathy and care as contributing members of society. In fact, these characteristics serve as powerful indications of growth precisely because progress is maintained even amid adversity. Students learn from challenges and growth opportunities by drawing on personal strengths, environmental supports, and performance skills and character strengths. Through this dynamic and interactive process, they develop an increased ability to flourish, to experience positive well-being, and to thrive in a fast-changing and unpredictable world (Benard and Truebridge 2013; Donnon and Hammond 2011).

WHY A STRENGTHS-BASED APPROACH?

Interest in a strengths-based approach to enhancing the positive developmental pathways of children and youth has increased significantly with the growing interest in studying and applying

> **Characteristics of Flourishing Students**
>
> - They feel self-confident, optimistic and empowered.
> - They are sympathetic to the feelings of others and comfortable with their own feelings.
> - They have learned to set realistic goals and expectations for themselves.
> - They have productive coping strategies that are growth fostering rather than self-defeating.
> - They see challenges and mistakes as opportunities to increase their potential and ability to thrive.
> - They are aware of their limitations and care for themselves in healthy ways.
> - They have effective interpersonal and performance skills and can seek out assistance and nurturance.
> - They have a deep and caring relationship with one or more adults.
> - They know what they can and cannot control in their lives.

positive psychology in education (Alford and White 2015).

In brief, positive psychology in education embraces a paradigm shift from focusing on what is wrong to focusing on what is right with students and school culture as a starting point for fostering academic success, resilience, character strengths, life skills and enhanced well-being (Cherkowski and Walker 2018; Slemp et al 2017). With the growing interest in positive education, educators are reflecting a more holistic and strengths-based approach through combining the principles of positive psychology and best practice teaching.

This paradigm shift to a focus on strengths and the role of flourishing does not attempt to ignore the challenges of socio-emotional development and the learning processes students might experience. Rather, it focuses on highlighting and understanding students' strengths while identifying areas of concern that may need to be resourced and supported as part of a more proactive journey toward enhancing the probability of students'

success. The strengths-based approach to building resilience supports students in embracing a vision of how things might be by aligning their current strengths with their passions and their innate desire to be successful.

This emphasis on strengths is founded on the following beliefs (McCashen 2005; Sharry 2004):

- All students have unique strengths and the ability to thrive.
- The unique strengths of students—not their limitations or mistakes—will determine their success and define who they are.
- What we focus on (strengths or weaknesses) will become students' reality.
- All students have a desire to be successful and contribute in positive ways.
- Students' capacity to learn and thrive can be realized when students are supported with the right conditions and resources.
- A sole focus on challenges can limit students' capacity for self-empowerment, motivation and determination.
- When students feel valued, they will value what educators offer.
- Building the ability to flourish is a dynamic and progressive process that evolves over time and is unique to each student.
- Positive change occurs in the context of safe, respectful and authentic relationships.
- What students think about themselves is more important than what others might think.
- All students are just trying to meet their developmental needs based on what they have learned and experienced to date.

FLOURISHING AS A RELATIONAL AND DEVELOPMENTAL PROCESS

Students come in various sizes and temperaments, but they all start their journey of learning and personal development with a sense of curiosity and a passion to explore the unknown. As the journey unfolds, they experience challenges and life-changing influences that shape their mindset orientation—their perception of who they are and of the world around them.

To evolve a positive mindset and a capacity to flourish, students need supportive relationships with people who believe in their potential and allow them to explore, experience and develop their capacity to thrive

and experience positive well-being. Through neuroscience and educational research, we now know that learning is a socially mediated process, with relationships at the epicentre of *all* learning (not just learning about social and emotional skills) (Frey, Fisher and Smith 2019).

Developing the capacity to flourish is an uneven process. A student may be thriving in one situation but may need a higher level of support and nurturing in another. The ability to flourish does not mean being invulnerable to risk; rather, it is a capacity that allows students to believe in themselves in ways that allow them to successfully navigate a stressful and complicated world. Flourishing is not the trait of a person who is striving to be perfect and who, therefore, may struggle with stress and may fear making any mistakes. Rather, flourishing students present as being confident and willing to take smart risks in order to stretch their potential and realize new levels of success.

THE FOUR PHASES OF STRENGTHS-BASED CHANGE

Students do not change their perspectives or behaviour simply because they know something. Rather, as Flourishing Life proposes, transformative and positive capacity building in students (individually or as a group) occurs when they experience four strategic phases of strengths-based change: connect, inspire, build and empower (CIBE) (see Figure 1). These phases must be experienced sequentially and purposefully to create the emotional connection, foundational belief and progressive experiential learning needed for positive and sustainable change.

The traditional strategy is to take an outside-in approach by managing change and learning through the delivery of prescribed behavioural interventions and content. The Flourishing Life process instead transforms students from the inside out by

- facilitating their positive belief,
- supporting them through positive relational influences,
- preparing them with insightful skills and knowledge, and
- empowering their competence through a scaffolding and stretching journey of thriving.

Strengths-based educators and school cultures must be aware of these phases and purposefully facilitate them with all students in general or through a program-based specific approach.
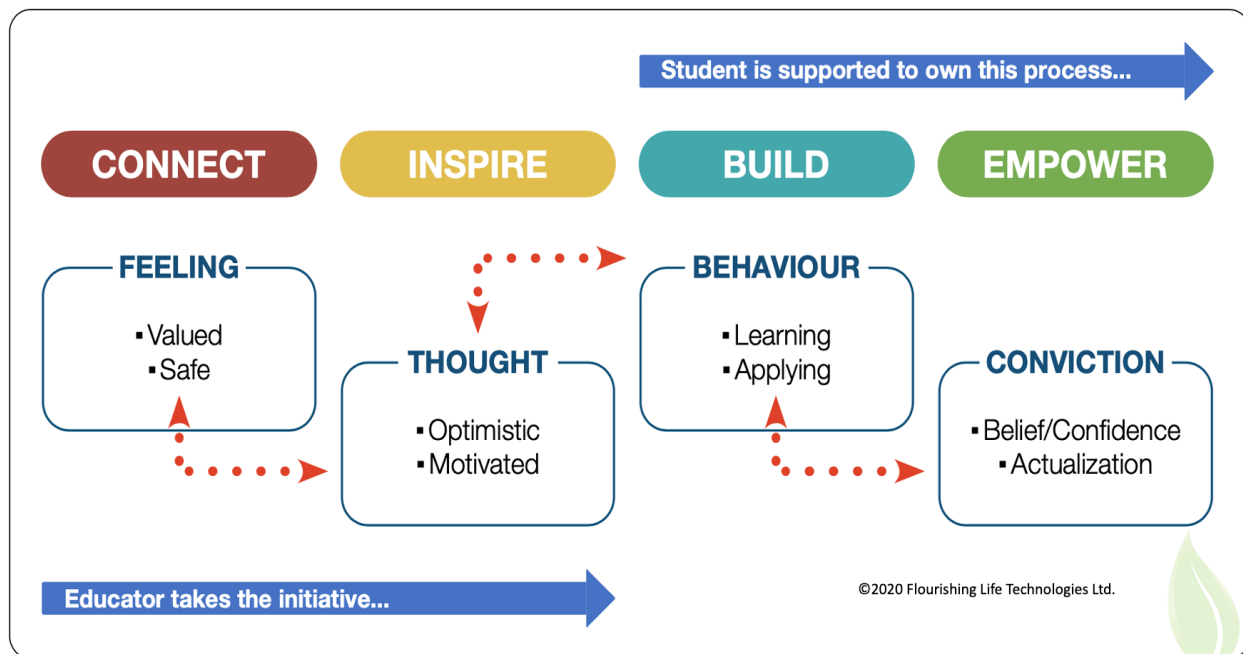

FIGURE 1. The four phases of transformational change (CIBE). © 2020 by Flourishing Life Technologies.

Connect (Feeling)

Before they will take the risk of learning something or engaging in positive change, students need to feel safe and valued. All learning and social development are connected to relationships that demonstrate authentic empathy, integrity and affirmation of one's worth. Students may forget what we say, but they never forget how we make them feel.

What to Focus On

- Getting to know students in ways that communicate that you care and that they are important to you
- Putting relationship building before educational direction
- Connecting in ways (verbally, experientially and physically) that help students feel accepted, valued and safe
- Developing the relational trust that allows students to take the smart risks necessary for effective change

What to Do

- Be curious, and let each student know that you are interested in their personal story. Listen more than you speak.
- Share with students the larger vision, values and mandate of the school and why building trust with them and helping them feel valued at school are important.
- Clearly define roles. Students need to know what you expect of them and what they can expect from you. This builds mutual understanding and respect.
- Require mutual accountability in respectful ways. Establish ways that students (and you) will know that they are meeting expectations.
- Demonstrate competence, trustworthiness, a caring attitude and predictability when building rapport and engaging students in the learning journey.

Inspire (Thought)

Students need to be inspired to believe that they have the potential for success and that they can learn new skills and competencies. This inspired belief often comes from students' perception of the educator's competence, experience and personal optimism about what can be.

What to Focus On

- Getting to know what is important to students— their desires, passions, strengths and aspirations
- Highlighting for students what success can look like and helping them see that making mistakes is part of the process of becoming a successful learner and a valued member of the school
- Sharing with students what they will be learning and how you will support them in being successful
- Identifying what is right with students (their actions, feelings, character traits and so on) and how their strengths support their ability to be successful
- Highlighting that students' limitations do not define who they are or what their future will be

What to Do

- Be open about wanting to connect with students, and let them know that they play an important role in the success of the school and class.
- Create learning and social opportunities that allow students to identify, experience and explore their strengths and limitations.
- Take time to explain to students how they will be supported in understanding and meeting school expectations (learning, emotional and behavioural).
- Explore what success might look like and what is needed from students, as well as what they can expect from you.
- Provide students with the larger context, values and vision of the school, as well as your personal commitment to students.
- Use teachable situations to highlight how students can see challenges and mistakes as opportunities to learn new strategies or skills for success.
- Be a cheerleader for students who struggle with believing in themselves or with believing that positive change is possible.
- Continuously share the school's expectations, values and vision with students, and affirm their belief that they are all important to the school's goals and success.

Build (Behaviour)

Students must be offered ongoing learning and stretching opportunities to evolve their understanding of what it means to be successful.

Nurture continuous learners as follows:

- *Build on* the strengths students have already developed and can successfully draw upon under normal circumstances by inviting them to practise those strengths in circumstances that are outside of their comfort zone and that require smart risk taking.
- *Build up* the strengths students are developing through practice. Help them develop a deeper understanding through acquiring and applying new skills or knowledge to create new successes.
- *Build forward* by providing students with new and challenging learning opportunities. Invite them to apply their existing strengths and established learning skills in new learning contexts that require innovation, creativity and taking ownership through personal initiative.

What to Focus On

- Helping students explore and develop an ongoing understanding of their strengths and their limitations
- Focusing on what is right with students as the foundation for introducing new learning opportunities that will increase their ability to succeed
- Creating opportunities that help students develop the confidence to take smart risks and be innovative
- Helping students understand that the journey of learning and personal development is dynamic, that it is not linear and often involves taking two steps forward and one step back, and that making mistakes is a crucial part of the journey

What to Do

- Purposefully identify a unique learning approach for each student that will allow them to be successful. Consider what the student has done that can be replicated or built forward for greater success.
- Take time to encourage all students and point out the behaviours or character traits (such as persistence, empathy or being goal driven) that

have helped them meet their goals and school expectations.

- Explore what being successful in new contexts or situations might look like and what support students might need in order to be successful.
- As students demonstrate positive and purposeful behaviour, affirm their efforts and encourage them to continue trying new ways of creating success.
- Provide students with opportunities for meaningful participation in projects at school. Invite them to collaborate and use their strengths for the greater good—going beyond simply being kind.

Empower (Conviction)

To become continuous, proactive and autonomous learners who take smart risks that lead to success, students need to be purposefully affirmed and encouraged. When students feel safe, valued, optimistic and confident in their own unique capacity to learn, they are empowered with the conviction that true learning involves trying new ideas and strategies to experience what might be. This is a process of learning and coping in which students build on what has already been successful, add what is needed to increase their probability of success, and learn to apply growth-oriented strategies to new challenges and opportunities in order to enhance their competency.

What to Focus On

- Scaffolding students' current successes toward experiencing new successes
- Encouraging independent, creative and growth-oriented thinking
- Helping students evolve their role and influence at school through meeting their own goals and contributing to the success of the larger school culture
- Helping students establish an aptitude for continuous learning and the desire to be a person of integrity and positive character

What to Do

- Affirm new relationships and grow existing relationships at a deeper and more personal level.

- Provide opportunities that allow students to demonstrate their competence and evolve their sense of purpose and autonomy.
- Create an environment that allows for independent influencing and creative thinking.
- Continue highlighting that mistakes are part of the journey of learning. Point out to students how adapting and trying new options have led to their success.
- Encourage students to engage with mentors whom they trust and feel safe with and who can provide meaningful guidance and support toward actualizing their potential.
- Ask students questions that invite creativity, innovation and ownership.
- Encourage independent thinking.
- Create a school culture in which people are approachable and available and always listen to understand.
- Provide opportunities for students to support, influence and enhance the success of their peers.

GUIDING VALUES OF STRENGTHS-BASED EDUCATORS

Nurturing students' capacity to flourish and experience well-being requires a strengths-based approach that engages all students in the learning process by building on what they already do well, resourcing what they may need in order to experience greater success and scaffolding their current strengths into new learning opportunities.

Strengths-based educators look for what is right in each student as the starting point for psycho-social and academic success. They provide a safe and caring environment that embraces a holistic approach to preparing students to be taught, not just teaching when students are ready and willing to be taught. They engage and interact with students in ways that invite curious exploration of what might be.

Strengths-based educators ask themselves the following questions (adapted in part from Jones-Smith [2011]):

- Do I (we) put relationship building (developing trust and respect, listening, empathizing) before directing a student?
- Do I (we) understand students' perceptions of reality (seeing the world through their eyes)?

- Do I (we) focus on and affirm positive behaviours?
- Do I (we) avoid harsh criticism and negative comments?
- Do I (we) support students in developing a sense of responsibility, empathy and social awareness through participating in worthy causes or helping others (going beyond just being kind)?
- Do I (we) provide experiential learning opportunities that allow students to explore their interests and passions in ways that stretch their abilities?
- Do I (we) accept students for who they are and help them set realistic goals and expectations?
- Do I (we) connect students to other positive relationships or adult role models in the school, community and peer environments?
- Do I (we) help students experience success and purposefully scaffold new learnings for future success?
- Do I (we) help students develop critical-thinking skills to solve their own problems rather than stepping in with perceived solutions?
- Do I (we) identify and communicate to students which choices or behaviours have led to their success and desired outcomes?
- Do I (we) send the message to every student that they are amazing and have everything they need to succeed?
- Do I (we) challenge students' negative or defeatist thinking and encourage optimism?

CONCLUSION

The goal of flourishing, as supported by the strengths-based approach, is not just another novel idea or innovative model created for educational practice. Rather, it reflects a paradigm shift based on a powerful combination of research and a specific set of beliefs and values that align with (or inform) the reasons we engage in education in the first place.

The idea of preparing students to thrive through a strengths-based approach is contagious and invites students, educators, parents and communities to invest in what is right with their children and youth rather than focusing on what is wrong. This powerful and innovative philosophy for educational practice challenges assumptions about what it means to prepare students to flourish—to connect with and

inspire them; to develop their educational strengths; and to equip them to be college, career and citizenship ready.

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(Re)claiming Freinet Pedagogy as a Tool for Inclusive Education

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INCLUSIVE EDUCATION, MULTI-TIERED SYSTEM OF SUPPORTS AND ALTERNATIVE PEDAGOGIES

Inclusive education remains a major challenge for education systems around the world. The United Nations mandates inclusion,[1] and several nations have made commitments to inclusive education; thus, many jurisdictions have been working hard to include (or integrate) students with disabilities in regular schools and classrooms with their peers.

However, this movement often seems to sputter, as sustaining inclusive practices in strained school systems with a tendency toward inertia is not always easy. Identified issues (such as lack of leadership, lack of teacher preparation, large class sizes, lack of awareness and problematic attitudes) undermine current inclusion practices in Canadian classrooms. Families often decry the lack of support for their children with disabilities, and in the wake of the COVID-19 pandemic, there are many questions about how to create an equitable educational environment for such children.

In addition, it has become increasingly clear that implementing inclusive education is complex and that many needs are not being met in current education systems.[2] Simply sending children with disabilities, children of various cultural and ethnic backgrounds, or children with intersecting identities to school without making significant changes to the way we organize teaching and learning has proven to be not good enough. Teachers often report being overwhelmed by the challenges of diverse classrooms, and families are often dissatisfied with the supports in place and the diminished opportunities for their children.

In 2019, Nova Scotia released its new inclusive education policy,[3] which proposes to create meaningful support for students through a multi-tiered system of supports (MTSS). The MTSS offers three tiers of supports (Nova Scotia Department of Education and Early Childhood Development 2019):
- Tier 1—instructional practices, supports and interventions
- Tier 2—focused
- Tier 3—intensive

Up to 80 per cent of supports for students with disabilities must occur in the regular classroom (tier 1). Tier 2 supports are offered in small groups outside the regular classroom, and tier 3 supports are offered in alternative settings outside the regular school setting.

This system is intended to be permeable, so that individual students always have the opportunity to benefit from the best level of support in their current situation. It is not supposed to result in segregation. However, if a system is inert, the risk of reverting to segregated structures is high, and a system conceived to be permeable becomes increasingly impermeable.

Consequently, it has become more pressing to prepare teachers and other staff for the challenge, especially to organize teaching and learning at the tier 1 level. Finding innovative solutions for teachers that can help address the gap of organizing learning and teaching in different, nontraditional ways must become a priority. Trying to include students from various backgrounds while continuing to deliver teaching and learning in predominantly teacher-centred and one-size-fits-all approaches will not create a fully inclusive environment where students can participate and develop a sense of belonging.

Teachers have been encouraged to use approaches such as universal design for learning (UDL)[4] or culturally relevant (or culturally responsive) pedagogies (Ladson-Billings 2021). Those

approaches offer a way to rethink our Eurocentric and one-size-fits-all approaches, but maybe more could be done to support a group of heterogeneous learners, especially when we focus simultaneously on the underdeveloped aspects of social inclusion in the classroom (Schneider 2015). Inclusion is not only about sharing the same classroom but also about creating community and a sense of belonging.

Alternative pedagogies are broadly called *Reformpädagogik* (reform pedagogy) in many German-speaking countries, *l'éducation nouvelle* (New Education) in francophone contexts and progressive education in North America. Re-examining these pedagogies and their methods in the classroom may show us ways to deliver learning opportunities that move away from teacher-centred learning toward other approaches that centre individual students and their learning interests while also focusing on the community of learners. These pedagogies also support students' development as independent learners.

Many of these pedagogies date back to the first half of the 20th century and, thus, are often taught as artifacts of the history of education. However, rediscovering them and using them in today's schools can help make our classrooms more inclusive and more open to student-centred learning.

THE FREINETS AND L'ÉCOLE MODERNE

Pedagogues around the world created these alternative pedagogies—progressive education (John Dewey, Helen Parkhurst), *l'éducation nouvelle* (Adolphe Ferrière, Célestin and Elise Freinet), *Reformpädagogik* (Peter Petersen, Johann Heinrich Pestalozzi, Rudolf Steiner) and the Montessori method (Maria Montessori). This international movement believed that schools could improve and move away from teacher-centred teaching and learning for the benefit of students.

In the Canadian anglophone context, some of those names are well known, whereas others do not seem to have had a big impact, or their work has not been translated into English.

Freinet pedagogy, for one, seems to be less prevalent in the Canadian context (outside of Quebec, where a handful of alternative public schools called l'École Freinet de Québec work with

Freinet pedagogy). This might be the result of a linguistic, cultural and structural gap, but it could also be due to Célestin Freinet's political background (Martins and Fortunato 2020), as his work was clearly connected to supporting working-class children in their education and growth, creating a proletarian education (Beattie 1998).

Célestin Freinet (1896–1966), a French teacher and pedagogue, and his wife Élise Freinet (1898–1983) were part of the New Education movement in France, which occurred at the same time that, internationally, many other educators (such as Dewey, Montessori and Petersen) were also trying to reform schools and learning. The Freinets both taught elementary school in the 1920s, and they started Le Mouvement Freinet, which still exists in France, supported by the Institut Coopératif de l'École Moderne.[5]

Freinet pedagogy has four tenets (Mergel 2010):

- The teacher must respect the student's right to develop their personality freely.
- The teacher must deliver opportunities for the student to satisfy their curiosity and thirst for knowledge.
- The student must learn to be responsible and accountable for their own work.
- The student must be enabled to be a responsible member of the class and, therefore, to lead a positive social life.

These tenets, which apply to children as individuals but also as part of a collective, demonstrate the potential of Freinet's ideas for inclusive education, and the methods can support students with and without disabilities in their school work. Freinet pedagogy emphasizes participation and cooperation, which are essential to inclusive education. Students are given choice and autonomy in how they go about their learning, but they still must learn to manage constraints and are guided to meet curriculum outcomes (Riondet and Go 2019).

A better-known idea in Freinet pedagogy is the use of the printing press. Students in a Freinet classroom produced and printed their own textbooks, a practice that can be easily adapted in the digital age. Beyond that, aspects of Freinet pedagogy can still be seen in classrooms today, especially in project-based learning approaches that encourage writing and cooperation.

Here, I examine Freinet's weekly individual work plan method (Houdé 2018; Mergel 2010) and how it could be implemented in a Canadian school. This method has been revitalized in the German context and is used by many teachers in both secondary and elementary schools.

WEEKLY WORK PLAN

The weekly work plan as it is offered today may not originate solely with Freinet pedagogy, as the method has seen a revival in countries such as Germany over the past few decades, and practitioners, such as Mergel (2010) and Schnack (nd-a, nd-b), have adapted it to their own contexts. Nevertheless, the method fits well with Freinet's principles of autonomy and accountability.

As Schnack (nd-a) discusses, the weekly work plan is a model of instruction in which students independently and autonomously work on curricular content within a particular time frame—most often one week. The foundation is the work plan, in which learning outcomes and steps to reaching those outcomes are conceptually laid out.

Work plans can fall on a spectrum from closed to open. In a closed work plan, the teacher provides most of the direction, creates all the assignments and monitors the student closely. In an open work plan, the student has more choices and can take charge of some aspect of the work plan by developing their own assignments and creating their own timelines.

As a student's agency and experience increase, a work plan can evolve from closed to open. With a class that is just beginning to use weekly work plans, teachers should use a closed format until students gain experience with this kind of work and develop independence. Once they know what type of work is expected from them and have acquired basic organizational and time-management skills, students can move to open work plans. Generally, older students can better manage open work plans, whereas younger kids will need more guidance.

A weekly work plan can be limited to one subject area or can be cross-curricular, integrating various subjects. To promote Freinet's basic principles of participation and cooperation, the teacher should encourage students to work together

on certain tasks, so that the work plan does not become a solely individualized method.

HOW TO IMPLEMENT A WEEKLY WORK PLAN

To prepare a closed weekly work plan, the teacher determines curricular outcomes and individualized learning goals for students. The teacher then collects or creates teaching and learning materials, including materials with visual, auditive or haptic qualities. For example, the following materials can be used (Schnack, nd-b; author's translation from German):

- *Learning videos.* Publicly available or self-produced videos can replace teacher-centred instruction by giving input. Students can use explanatory videos as often as they'd like. If the teacher produces their own videos, they can integrate interactive elements and ask students to solve particular issues or do small experiments.

- *Presentations.* Presentations (for example, PowerPoint) can be used in a similar fashion as learning videos.

- *Podcasts.* As with video, the teacher can rely on existing podcasts or prepare their own.

- *Texts.* Depending on the subject matter, literary or nonfiction texts can be used.

- *Worksheets and solutions.* These often build the core of the learning process. The teacher should make sure that the solutions are not easily accessible. Solutions can be made available at the end of the week, so that students can control their results and outcomes.

- *Protocols for experiments.* If students do experiments, they can document them with the help of protocols.

- *Interactive exercises.* Youth are motivated by digital forms of learning, so the use of educational apps should be integrated into their weekly work plans.

- *Supporting resources.* Resources (dictionaries, calculators, formula collections, grammars, books from the school library, textbooks, materials for experiments and so on) should

be part of the weekly work plans. Especially in the beginning, students may need more support in this domain.

The teacher distributes the work plans at the beginning of the week and then monitors and supports students in their work throughout the week. At the end of the week, the teacher collects the work plans to assess the work students have accomplished.

Figure 1 is an example of a weekly work plan template.

WEEKLY WORK PLANS AND INCLUSIVE EDUCATION

Teachers looking for alternative methods of engaging students might realize that Freinet pedagogy and other methods stemming from progressive education movements often benefit all children—children with or without disabilities and children with various learning levels and abilities of engagement. Such movements have explored and developed methods that centre students in their own learning; thus, the methods work with students' intrinsic motivation and strengths and consider their individual challenges.

Individual weekly work plans also allow for differentiation. Parts of a weekly work plan can be different from others, with additional challenges or assignments or with less demanding tasks. Some activities could be mandatory for all students, and optional assignments or tasks could be added for students who complete their work early.

With increasing experience with this method, teachers can create additional mechanisms for students to self-assess and self-evaluate. In addition to solution keys or other ways for students to check their own work, the weekly work plan (or the class circle time) can include a required reflection in which students reflect on their work, their organizational and time-management skills, their challenges, and their preferences. These metacognitive skills are important for students' brain development and their burgeoning executive functioning. Reflection also helps students develop agency, as they gain awareness of their own learning and how they engage best. Developing these skills is essential for all students (with or without disabilities), as they put the learner in the driver seat for their own progress. Participation and cooperation should also become part of classroom life.

Teachers often report that they do not have enough time to spend with all learners in their classroom, or that differentiating for that many learners is stressful. The weekly work plan method frees up time for the teacher to circulate and work with individual students or groups of students to ensure that they have the support they need and that they are engaged. Other students might not need any teacher support during that week; thus, they can continue following their work plan at their own pace, organizing themselves.

If students have specialists who work with them (such as a resource teacher, a speech-language pathologist or a behaviour specialist), those

Week:_____ Name:_____

Curriculum outcomes	Mandatory tasks or assignments	Additional tasks or assignments	Optional tasks or assignments	Completion (yes/no)
01				
02				
03				
04				
05				

FIGURE 1. Weekly work plan template. Adapted from Mergel (2010).

outcomes can be integrated into the work plan. Educational assistants can also receive guidance from the plan for how to support students.

FREINET, NEUROSCIENCE AND INCLUSION

Recent research in neuroscience has shown that student-centred methods that encourage students to work more independently also benefit brain development. Children's quest for autonomy and agency finds satisfying outcomes in Freinet pedagogy, as students are increasingly given more choice and more autonomy over the way they work.

Neuroscience looks at the various parts of the brain that are part of learning, with particular attention to the limbic system, which is linked to engagement and motivation, and the frontal lobe, which involves executive functioning (such as planning or assessing one's own work).

As Houdé (2018) demonstrates, methods from the various progressive education movements stimulate learners' brains in ways that are beneficial for their learning and development by engaging learners, by giving learners control over their own learning, and by incorporating learning and reflecting as a community.

Recent research confirms that this type of learning is particularly "brain-friendly" (Tate 2020) and that it has longer-lasting positive effects on brain development than do more-traditional teaching methods (especially lecturing methods).

CAST's work on universal design for learning is also informed by neuroscience,[6] and its approach is compatible with Freinet pedagogy and other methods that put the learner at the centre.

OUTLOOK

Teachers in Germany have had positive experiences using Freinet pedagogy, often combined with other methods emanating from reform pedagogy or progressive education (as evidenced, for example, in Schneider [2011]). However, Freinet pedagogy is not well known or used in Canadian schools.

Since Freinet pedagogy has many perceived benefits and can be applied in a public school

setting, we intend to pilot this method in Nova Scotia secondary schools in the coming years.

We will pay particular attention to the combination of Freinet methods and newer educational technologies already in use in the classroom. Apps such as Google Classroom, Edwin and Flip (formerly Flipgrid), to name only a few, could integrate well with this method and enhance it in today's context.

The intention is to study the implementation of Freinet pedagogy in a North American context and to examine, together with teachers and learners, whether it has positive impacts on their learning, their sense of belonging and their participation. Schools need to expand on methods that allow teachers to

- engage students of various cultural backgrounds and abilities to create motivating and long-lasting learning experiences;
- give students choice and agency in their learning; and
- organize teaching and learning in a way that fosters independent and engaging learning experiences and, thus, create space to focus on struggling learners who need more support.

In this approach, teacher-centred models still have a place in the classroom, but they are pushed back to make room for active engagement, participation of all learners and the creation of a sense of community of learners. Inclusive education does not just happen when all children are placed in the same classroom; rather, it requires a shift in culture and thinking, and Freinet pedagogy could play a role in this.

Finally, working with student-centred methods also fulfills the call for children's rights to be upheld in schools, as it builds autonomy and respects all children's choices (Jerome and Starkey 2022).

NOTES

1. United Nations General Assembly, *Convention on the Rights of Persons with Disabilities*, resolution/adopted by the General Assembly, December 13, 2006, A/RES/61/106, www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities (accessed January 24, 2023).

2. See, for example, the *Students First* (Njie, Shea and Williams 2018) and *Reality Check* (Lee and Marshall 2009) reports.

3. "Inclusive Education Policy," Nova Scotia Department of Education and Early Childhood Development, 2019, www.ednet.ns.ca/docs/inclusiveeducationpolicyen.pdf (accessed December 2, 2022).

4. "The UDL Guidelines," Version 2.2, CAST, 2018, http://udlguidelines.cast.org (accessed June 7, 2022).

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6. See note 4.

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Helping Educational Assistants Support Students with Autism

Carmen M Moore, Peace Wapiti Public Schools

This article will detail work in improving the skill set of educational assistants who support students with autism. I will outline the impetus for this work, highlight specific strategies shared and report on feedback received thus far. This work began five years ago and is ongoing. My career as an inclusive education coach who serves multiple schools and works in a larger team has made this innovative work possible.

THE IMPETUS

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." These words, often attributed to Mother Teresa, have been a mantra for me in my personal and professional lives. I try to see where I can create a ripple of change in the environment around me.

Currently, I serve staff, students and families as an inclusive education coach for a public school district. In that capacity, I am assigned to a variety of schools, and I work to improve the lives of neurodivergent students (who may or may not have a disability). I have held a variety of leadership positions in the field of education throughout my career, and along the way, I became passionate about autism, hoping to make positive ripples in that community of learners and their supporters. My current role has allowed me to help create new and powerful ways to engage learners.

After I began graduate work in the field of autism, I became aware of some grim statistics for people with autism (as well as those with severe disabilities) in Canada. I found this troubling, as both a parent and an educator. These statistics outlined the stark futures many with autism face in terms of finding meaningful employment and other health and satisfaction metrics (Morris et al 2018).

This compelled me to work to make a difference for the students and families I served.

STRATEGY-SHARING SESSIONS

Part of my assignment is to work with educational assistants. I began to hypothesize ways to inform and support them by sharing research-based strategies for working with students with autism. My vision was that we would begin to develop student skill sets through more-intentional practice, as well as equip staff members to develop their own skill sets when working with students on a day-to-day basis.

After initial conversations with my own team, district leadership and administration, we formed a small team and began to meet, with the goal of designing targeted professional development for staff. The short sessions we designed were based on the 27 research-based strategies I had been studying in my coursework (Wong et al 2014).[1] We used key points from Autism Focused Intervention Resources and Modules (AFIRM) to flush out specific content.[2] (I highly recommend delving into both the research-based strategies and the modules, as they clearly guide teachers through the world of autism while providing straightforward suggestions.) Then, I weaved my personal stories, experiences and reflections throughout the sessions.

In personal and professional conversations, my colleagues have increasingly called for more autism supports and direction. The prevalence of autism in Canada continues to rise, with a current rate of 1 in 66 children and youth being diagnosed (Public Health Agency of Canada 2018). With this reality, most teachers in Canada will teach a student with autism at some point in their career. By embracing and sharing the work of researchers, I hope to hone the tools in the proverbial tool kits of teachers and educational assistants across the province and beyond.

KEY STRATEGIES

Visuals

In a two-part presentation, we highlighted the need for using visuals when working with students with autism. Many of these students have a communication delay, and a visual will remain long after words have been spoken.

Many participants had received suggestions to use visuals from the professional teams that support schools in Alberta, but they were not completely aware of all the implications of and ideas for using visuals. Visuals can assist with many student goals, such as smooth transitions, increased predictability, increased understanding, increased social interaction and increased independence. These goals encompass many student profiles, making the use of visuals a universal strategy that is effective when employed properly and conscientiously.

We outlined the three main types of visual:

- Visual boundaries
- Visual cues
- Visual schedules

We explained each type in depth, including interesting points of information (such as body positioning when using a visual to ensure maximum impact), the benefits, and key components of implementation (such as using concise, relevant words or terms when using the visual).

We shared creative ways to use tap lights, puppets, ten frames, graphic organizers, checklists, visual timers, charts and much more. This helped participants engage with the content and inspired them to commit to action for their students after the session.

Exercise

In a two-part presentation, we helped participants understand the powerful benefits of exercise for learners, whether used as a priming strategy or throughout the day as needed. Evidence supports using exercise with students with autism, but it can benefit other learners as well. Participants were also able to see the benefits of exercise for themselves.

By incorporating exercise, educational assistants can increase a wide variety of desired behaviours (including academic engagement, time on task and task completion) and possibly decrease some inappropriate behaviours. We were careful to note that plans to use exercise should be made in consultation with a teacher, an occupational therapist or a physiotherapist. They should also consider incorporating choice, student strengths and interests, and hygiene and health considerations. At first, students may be reluctant to participate, but with consistency and encouragement, an exercise program can prove helpful (and even enjoyable) to the learner. Exercise can also incorporate a social aspect.

This presentation was always received positively by educational assistants, and they expressed a strong commitment to implement exercise in a meaningful way.

Antecedent-Based Interventions

For this presentation, we decided to use the phrase *setting the stage for success*, rather than *antecedent-based interventions (ABI)*, as it seemed easier to remember and explained the overarching idea well.

We explained that proactive strategies are put in place beforehand to circumvent problematic behaviour and increase engagement. This strategy involves using knowledge of past student behaviour to anticipate where and when a student will need supports in place. By providing the support before the issue or problem occurs, educational assistants can help students be more successful and less stressed and put them in a better, more-regulated position to further their learning.

This is a student-specific strategy that depends on individualized goals and patterns of behaviour, so we shared some common ABI strategies that fit many learner styles and situations, including using learner preferences, using choice making, altering the environment or how instruction is delivered, and ensuring that sensory needs are met.

This was a one-part presentation (as opposed to the two-part presentations we typically employed). This strategy is less hands-on than other strategies (such as visuals and social narratives), so it was harder to explain.

Task Analysis

We created this two-part presentation later in the process of building the collection of strategies. It

arose out of a need to increase the ability of educational assistants to break down a task into very specific manageable steps for a learner. This skill was not natural for many participants (or even for me), and it was exciting to see them delving into this new idea.

Once a task is broken down into small individual steps, the task can be presented to the learner through three methods:

- Forward chaining
- Backward chaining
- Total task presentation

We explained each method in detail, including how it can help the learner in attaining a new or challenging skill.

In the presentation, I shared the example of methodically teaching my own toddler how to get dressed by employing backward chaining. First, I directly supported him in getting each article of clothing on, but I left the final sock for him to do on his own and gave him verbal prompts if needed. The second day, I helped him with the entire process directly, but I let him put on both socks on his own. The third day, I directly supported him with all parts of getting dressed, but he pulled up his pants and put on both socks. This process of backward chaining continued until he started getting dressed independently and felt successful each step of the way.

I equated this process to working with a reluctant writer at school. When a student is overwhelmed by the task of writing, they can shut down or become anxious. If the educational assistant offers to write the first four sentences of a paragraph, and the learner is expected to write only the final sentence, the learner may show more willingness and engagement.

If a learner is trying a new life skill (such as baking a simple recipe), the educational assistant can use total task presentation and support the learner at each step with visual or verbal prompts (including praise). Modelling can be used to ensure that the learner is successful in each step of the process. Often, multistep directions are difficult to remember for a learner approaching a new task.

Social Narratives

In a two-part session, we highlighted the many goals that using social narratives can address, including teaching appropriate behavioural skills, playing appropriately with peers or materials, and increasing social interactions or initiating requests. The research shows that social narratives can be useful for ages five through twenty-two, depending on the goal (Wong et al 2014, 23). Therefore, educational assistants must understand social narratives and the key to their implementation and be able to use them effectively.

There are two types of social narrative:

- Social stories
- Power cards

Before my graduate work and delving into these strategies, I was knowledgeable about social stories and actively used them in my work. However, I was not aware of power cards.

In our session, we highlighted social stories, which are more commonly used in the primary grades (K–3), in my experience. Social stories describe social situations and the viewpoints of other people, and provide information and strategies for the learner.

We also introduced power cards, which none of the participants were familiar with. Power cards consist of two parts:

- A brief story scenario
- A power card (a small card outlining the rules around behavioural or social expectations)

The learner's special interests should be incorporated into both the scenario and the power card.

We provided many examples of both types of social narrative.

After the session, some participants told me that the power card was a welcome new strategy with great possibilities for their students, particularly older students or students who are black-and-white definitive thinkers.

Other Presentations

We created other multipart presentations and presented them to our district's teachers, educational assistants, administrators and senior level district leaders, as well as to other district leaders and superintendents across the province.

FEEDBACK

Participant feedback about these sessions has been overwhelmingly positive.

We have been gathering formal and informal data over the past few years and are encouraged to continue this path of increasing the skill set of those who work with students with autism.

In an anonymous survey of educational assistants, administered after the first year of the program, 100 per cent of the respondents said that they would recommend the sessions to a colleague.

We also included opportunities for anecdotal feedback on the feedback forms and received the following comments:

- "Everything I have learned has been used in one way or another. I love how I gained more confidence. I have enjoyed every part of the experience."
- "I always love how the sessions are so relatable to my work. I appreciate ideas that you can walk away with and try out immediately."

NEXT STEPS

I have been on a personal and professional journey in the world of autism, and I have found it incredibly fulfilling to build this collective knowledge, share my own stories and insights, and learn from others engaged in this important work. This has been a passion project for me and for the other members of our team, and we are committed to producing and sharing these sessions on research-based strategies.

We will continue to share this information with interested educators and educational assistants, as well as finding other audiences that may benefit (such as other school districts, parent groups and employers that have active programs to support employees with autism).

During the COVID-19 pandemic, we found ways to produce and share our presentations online in order to ensure that our work continued and that the needs of the school community were still being met.

These consumable and relatable PD sessions seem to meet a need as we strive to support people with autism in meeting their potential, enjoying meaningful employment (if desired) and increasing their quality of life. I am beginning to see ripples from the various stones I am casting.

NOTES

1. These evidence-based practices have since been updated to include one additional practice (Steinbrenner et al 2020).

2. Autism Focused Intervention Resources and Modules (AFIRM), National Professional Development Center on Autism Spectrum Disorder, https://afirm.fpg.unc.edu (accessed June 11, 2020).

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For more information about the author's work, visit www.cmooreineducation.ca.

BOOK REVIEW

Why Don't Students Like School?

Second Edition
by Daniel T Willingham
Jossey-Bass, 2021
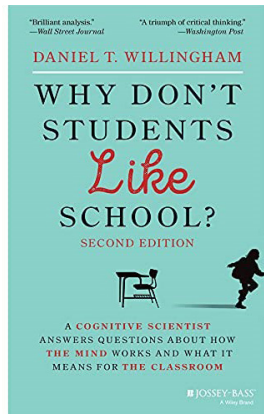
Daniel T Willingham is a distinguished cognitive scientist and professor of psychology at the University of Virginia. In January 2017, he was appointed by President Barack Obama to serve as a member of the National Board for Education Sciences.

In the book's introduction, Willingham states, *"Why Don't Students Like School?* ranges over a variety of subjects in pursuit of two goals that are straightforward but far from simple: to tell you how your students' minds work and to clarify how to use that knowledge to be a better teacher" (p xviii).

The second edition is not substantially different from the first, although Willingham has added a chapter dedicated to new technology and how we can know whether it is useful for improving student learning.

Throughout the book, Willingham attempts to bridge the gap between cognitive research about learning—what some now refer to as the science of learning and development (SoLD)—and the day-to-day teaching that educators want help with. By challenging cognitive misconceptions, myths and half-truths, he re-examines principles of learning that every teacher should consider and discusses how to implement them in the classroom.

Each of the 10 chapters deals with a principle of learning, and each chapter title takes the form of a question that teachers often ask:
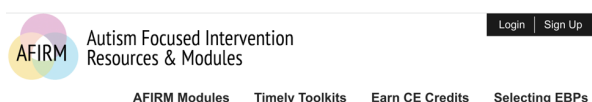
- Chapter 1: "Why Don't Students Like School?"
- Chapter 2: "How Can I Teach Students the Skills They Need When Standardized Tests Require Only Facts?"
- Chapter 3: "Why Do Students Remember Everything That's on Television and Forget Everything I Say?"
- Chapter 4: "Why Is It So Hard for Students to Understand Abstract Ideas?"
- Chapter 5: "Is Drilling Worth It?"
- Chapter 6: "What's the Secret to Getting Students to Think Like Real Scientists, Mathematicians, and Historians?"
- Chapter 7: "How Should I Adjust My Teaching for Different Types of Learners?"
- Chapter 8: "How Can I Help Slow Learners?"
- Chapter 9: "How Can I Know Whether New Technology Will Improve Student Learning?"
- Chapter 10: "What About My Mind?"

Why Don't Students Like School? is a thought-provoking read that challenges teachers to rethink how they approach teaching and what they believe about learning. Readers will appreciate Willingham's easy-to-read style of writing, as well as the end-of-chapter discussion questions, which provoke further discussion and thought. Also helpful are the recommendations for further reading, which are categorized as "less technical" or "more technical."

WEBSITE REVIEW

Autism Focused Intervention Resources and Modules (AFIRM) https://afirm.fpg.unc.edu

AFIRM | Autism Focused Intervention Resources & Modules

AFIRM Modules   Timely Toolkits   Earn CE Credits   Selecting EBPs

Autism Focused Intervention Resources and Modules (AFIRM) is a website developed by the National Professional Development Center on Autism Spectrum Disorder. AFIRM provides free resources and step-by-step learning modules to help with planning and using evidence-based practices in the classroom.

As the website states, AFIRM's Timely Toolkits "are designed to support autistic individuals, their caregivers, and related professionals as they navigate through specific global and/or local events that may disrupt or impact routines." They include a helpful topic outline on the left side and useful documents (PDF) for immediate application of practical suggestions.

AFIRM's modules are focused on evidence-based interventions. If you are just learning more about children with autism spectrum disorder (ASD), you can start with the Introduction to Autism module. If you want to learn how to select the right intervention for your student, the Selecting an Evidence-Based Practice module will show you how to identify learning goals and align them with appropriate interventions. All modules are free, and each can be completed in one to three hours.

Here are some module titles to whet your appetite:

- Pivotal Response Training
- Selecting an Evidence-Based Practice
- Discrete Trial Training
- Extinction (for reducing or eliminating unwanted behaviours)
- Exercise (as an intervention)
- Functional Behavioral Assessment (understanding the function of the behaviour)
- Modeling (as a primer for behaviour)
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System
- Response Interruption and Redirection
- Scripting (to provide appropriate models for language or social behaviour)
- Social Narratives
- Structured Play Groups
- Visual Supports

To access the modules, you will need to set up a free account. When you start a module, you will be asked to Start Certificate Track (even if you do not plan to complete a certificate). You will then complete a pre-assessment of your understanding of the topic. A notice will inform you that the AFIRM team will use your score for evaluation purposes; however, it's not clear what that means, and you are not given any other option. After the pre-assessment, it will appear that you've reached a dead end. At this point, return to My Account (at the top of the page) and search for your module under the My Module tab. Click on View Module and then complete the module.

SPECIAL ISSUE: CALL FOR ARTICLES AND PEER REVIEWERS

The Inclusive Educator Journal is publishing a special issue on two topics:

- Differentiation
- Universal design for learning (UDL)

In its 2022 survey of Alberta educators, the Council for Inclusive Education heard that educators want more professional development in these areas. This special issue is part of the council's effort to address this request.

CALL FOR ARTICLES

Authors may address one or both topics in the same article. Possible focuses include the following:

- What *is* differentiation, anyway?
- How can educators differentiate the Alberta curriculum for their grade level or content area?
- What processes and methods can educators use to differentiate?
- What resources, printed material, websites and tools are available to help educators differentiate?
- What is UDL?
- How can UDL be used to create an inclusive learning environment?
- How can UDL be implemented in the classroom?

The journal editors welcome submissions from classroom teachers, researchers, leaders in the field, program leads, parents, students and administrators.

For more information, see the Guidelines for Submission.

Deadline for submissions: June 1, 2023

CALL FOR PEER REVIEWERS

The editors of *The Inclusive Educator Journal* are looking for peer reviewers to help them determine which articles to include in this special issue.

The editors will send each peer reviewer three articles to review, as well as an evaluation template to assist in appraising the article. The review period will be from June 1 to September 1, 2023. In this time, peer reviewers will read submitted articles, provide feedback to the editors, seek revisions from the authors (if necessary) and make final recommendations about publishing articles to the editors.

Being a peer reviewer for an education journal has several benefits. Peer reviewers get to read the latest work in the field of education (such as research, opinion pieces or trends) and learn about what is current in their area. They also have the opportunity to provide input into what is important for other educators to read and learn about, to see how others write and express their ideas, and to add peer reviewer to their curriculum vitae.

Since this call for peer reviewers is for a special issue of the journal, peer reviewers will not be required to remain on beyond this issue. However, those who enjoy the process are welcome to continue to contribute.

The journal editors are looking for articles that resonate with classroom teachers for the purpose of helping teachers better differentiate their teaching. Thus, peer reviewers do not need to be researchers or to hold a PhD or a master's degree.

For more information, contact the editors: Chris Mattatall (chris.mattatall@uleth.ca) or Christine McCuaig (ckmccuaig@madcows.org).

GUIDELINES FOR SUBMISSION

The Inclusive Educator Journal is the official journal of the Alberta Teachers' Association (ATA) Council for Inclusive Education. Its goals are to

- promote professional development for those working in inclusive learning environments and
- provide readers with exemplars of promising practices in inclusive education.

The main audience is practising classroom teachers, administrators and other professionals involved in inclusive education.

The journal welcomes submissions from educators at all levels, including

- articles describing promising or innovative practices in inclusive education;
- research articles;
- reviews of books and technological applications;
- evaluations of inclusive programs, curriculum methods or materials; and
- articles discussing policies, current trends or other issues related to inclusive education.

The Inclusive Educator Journal is a refereed journal. After an article has been submitted, the editors will forward the article to a team of peer reviewers. Reviewers will evaluate the article on its importance to the journal, the quality of the work and the clarity of the writing. After reading and evaluating the article and the reviews, the editors will e-mail the author(s) with their decision about publication. The editors may require revisions before the article is published.

For more information, contact the editors: Chris Mattatall (chris.mattatall@uleth.ca) or Christine McCuaig (ckmccuaig@madcows.org).

Submission Guidelines

- Articles should be accompanied by a cover page that contains the contributor(s) name, professional position, address, phone and e-mail address, as well as a one- or two-sentence biography. The cover page should also indicate that the author is the copyright holder.
- Articles must be submitted in Microsoft Word format and be double-spaced, on 8½- × 11-inch pages, with 1-inch margins on all sides.
- Articles should be no more than 3,500 words, including illustrations, tables and references. Book reviews should be no more than 2,000 words.
- Works cited in the article must reflect current work in the field (within the past 10 years) and must appear in full, in author-date style, in a reference list at the end of the article.
- All illustrations and photographs must be clear and have good contrast.
- The contributor is responsible for obtaining the appropriate releases, including written parental permission for publishing photos of or works by students under 18 years of age.
- The contributor is responsible for obtaining permission to reprint any previously published material.
- To ensure blind review, headers in the article should contain only the article title. No identifying information (such as author name, affiliation, biography, contact information, acknowledgements, forthcoming articles or works in progress) should appear in the article.

Submit the article, along with the cover page and the Copyright Transfer Agreement, by e-mail to chris.mattatall@uleth.ca.

Copyright Transfer Agreement

I/We, as author(s), transfer copyright of the article entitled

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to the Council for Inclusive Education of the Alberta Teachers' Association, in consideration of publication. This transfer shall become effective if and when the article is accepted for publication, thereby granting the Alberta Teachers' Association the right to authorize republication, representation and distribution of the original and derivative material. I/We further certify that the article under consideration has not been previously published and is not being considered by another publisher.

Name (signature of one author is required)	
Date	
Address (including postal code)	
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The Alberta Teachers' Association (ATA) requires consent to publish personal information about an individual. Personal information is defined as anything that identifies an individual in the context of the collection: for example, a photograph and/or captions, an audio or video file, and artwork.

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Maggie Shane, the ATA's privacy officer, is your resource for privacy compliance support.

780-447-9429 (direct)

780-699-9311 (cell, available any time)

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Name(s): _____

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By signing below, I am consenting to The Alberta Teachers' Association collecting, using and disclosing personal information identifying me or my child/children or ward(s) in print and/or online publications and on websites available to the public, including social media. By way of example, personal information may include, but is not limited to, name, photographs, audio/video recordings, artwork, writings or quotations.

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For more information on the ATA's privacy policy, visit www.teachers.ab.ca.

The Alberta Teachers' Association

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