

**PRECONFERENCE WORKSHOPS
FEB 14TH 2017**

	<p>Classroom Assessment for Inclusion Dr. Jerome Delisle <i>UWI/St. Augustine</i></p> <p>That Suckey! Making my Early Childhood Centre Inclusive. Dr Lenisa Joseph <i>Duquesne University (Faculty)</i></p>
<p>9:00-12:00</p>	<p>De-escalating Challenging Behaviours: Concept, Context and Competence Mr. Daniel J. Valenzuela</p> <p>Reading Comprehension Instruction: Making Inferences from Printed Text Dr. Krishna Seemahsingh <i>UWI/St. Augustine (Faculty)</i></p> <p>Practicing Responsive Leadership for Inclusive Schools Professor Dennis Conrad & Professor Jean Crockett <i>SUNY Potsdam (Faculty)</i></p> <p>Single Subject Research Design Professor Launcelot Brown <i>Duquesne University (Faculty)</i></p> <p>Successful Inclusion through Music Therapy Interventions Jean Raabe <i>UWI/St. Augustine</i></p> <p>Peace Building in Communities Mr. Henry Charles & Dr. Madgerie Jameson-Charles <i>UWI/St. Augustine</i></p> <p>Managing Classroom Behaviour in Inclusive Settings Dr. Elna Carrington Blaides / <i>UWI St. Augustine (Faculty)</i></p>
<p>1:00 - 4:00</p>	<p>Inclusive Solutions to Promote the Goals of Education Ms. Arlene Charles <i>UWI, St. Augustine</i></p>

DAY 1 FEB 15TH 2017

9:30-10:30	OPENING CEREMONY			
10:30-10:40	ENTERTAINMENT			
10:40-10:55	BREAK			
11:00-12:00	KEY NOTE SESSION 1 – Professor Frank C. Worrell			
12:00-1:00	LUNCH			
1:30-3:00	<p>Lecture Room A1 DIFF</p> <p>An Investigation Of Teacher Constructs Of Children From Lower Socioeconomic Class And Marginal Social Status As To Student Ability, Student Social Background And Student Learning Expectations, Expressed By Teachers On An Initial In-Service Professional Development Programme At The University Of The West Indies, Trinidad And Tobago, 2016-2017: A Qualitative Case Study In The Light Of Inclusive Educational Insights. Dr. Stephen Geofroy; Shaliba Ali; Benignus Bitu; Dyanm Barras; Samuel Loohan; Lennox McLeod & Lysra Stephens-James <i>UWI, St. Augustine (Faculty)</i></p>	<p>Lecture Room A2 TCHR ED</p> <p>Preparing Preservice Teachers To Teach Multiculturally Dr Dolapo Adeniji-Neill & Anne Mungai <i>Adelphi University</i></p>	<p>Lecture Room D CNTXT</p> <p>Project Inclusion: Using the Project Approach for Synergies in Early Childhood Education in Trinidad. Dr. Sabberah Abdul-Majied and Sandra Figaro-Henry <i>UWI, St. Augustine (Faculty)</i></p>	<p>Lecture Room E TECH</p> <p>A teaching and learning algorithm for remote communities Mr. Hugh Clench <i>Old International, Brighton, UK. Psychologist</i></p>
	<p>Indian Inclusion/exclusion in CXC History, Social Studies and Sociology syllabi Dr. Kumar Mahabir <i>The University of Trinidad and Tobago</i></p>	<p>Identifying The Need For Teacher Training In Inclusive Education P. King-Newton & Dr. S. Warner <i>UWI, St. Augustine</i></p>	<p>A mixed method investigation to determine whether “R” students benefitted from Universal Secondary Education (USE) as a result of their inclusion in regular secondary schools in Trinidad and Tobago Sandra Dee George <i>UWI, St. Augustine</i></p>	<p>The role of self-efficacy, perceived usefulness and perceived autonomy in students’ attitudes toward e-learning. Dr. Jannel Philip; Delia Brito, Shivana Hosein, Steffi Popan, Tenell Rodney, Ariena Walcott and Rosana Yearwood <i>UWI, St. Augustine</i></p>
	<p>A Study On Experiences of Colour and Race in the Education System: Dark Skin Afro-Trinidadian Students Perception of Colorism Leanna Ganga <i>Trinidad and Tobago</i></p>		<p>An Investigation Into The Provision Of Quality And Effective Instruction To Students With Suspected Disabilities In A Private Primary School For Special Children In The Port Of Spain And Environs Educational District - Trinidad. Dr. Vimala J. Kamalodeen And Anna La-Rochie Samaroo <i>UWI, St. Augustine.</i></p>	<p>Educating Eric Q : A Struggling Reader with an Emotional-Behavioural Disability in an Inclusive Education System : A Case Study Lemoy Petit-Hunte <i>UWI, St. Augustine</i></p>

2nd DRAFT

3:15 - 4:45	ROUND TABLE1	ROUND TABLE2	ROUND TABLE3	ROUND TABLE4
	Teaching Play Skills including both Verbal and Motor Responses to Children with Autism Spectrum Disorder Dr. Santoshi Halder <i>University of Calcutta, India</i>	Living With Autism Dr. Delia Samuel Century College		Impact of School Remediation Programmes within the Primary School System: A Study Of The Literacy/Numeracy Remediation Programmes Anthea Pennel <i>The University of Trinidad and Tobago</i>
END OF DAY 1				

DAY 2 FEB 16TH 2017

9:15-10:15	KEY NOTE SESSION 2 - Professor Crockett				
10:15-10:25	BREAK				
10:30-12:00	Lecture Theatre A1 DIFF Having 'The Ablest' and 'The Disabled' Under One Roof: Doing inclusion in one of Belize's Education Spaces, By Dorian A. Barrow*, Nicole N. Kent* and Rossana Briceno#	Lecture Theatre A2 PLCY Education for All? Perspectives on Inclusive Teaching Practices at Two Elementary Schools in Trinidad Dr. Theresa Abodeeb Gentile; Professor Dennis. A. Conrad and Ms. Lisa Philip University of Hartford; SUNY Potsdam; UWI Open Campus	Lecture Theatre D SS Counseling Strategies for Inclusive Practice in Regular Education Dr. Austine Ukweze National Open University of Nigeria, Victoria Island Lagos	Lecture Theatre E CNTR Practices and Routines in SIWT Lessons that Develop Reading Proficiency for D/HH Learners Dr Paulson Skerri The University of Trinidad and Tobago (Faculty)	
	The Case of Out-of-School Children in the Eastern Caribbean: Present and Potential Exclusion Dr. Verna Knight UWI Cave Hill Campus	Interrogating the Tensions of Inclusion in Education in a Globalized, Postcolonial India Dr. Nina Asher University of Minnesota- Twin Cities	Applying Cyclical and Receding Models to Speech-Language Therapy Services in Schools in Trinidad & Tobago Professor Valerie Youssef UWI St. Augustine	Low literacy: The silent disability Wynette Joseph The University of Trinidad and Tobago	
	Gaining access: Black Women's Advancement to Leadership Positions in Higher Education Kaschka Watson UWI, Open Campus (Graduate Student)	Reaping the Rewards of Inclusion: Subrina's Story Dr. Myrria Ransome The University of Trinidad and Tobago (Faculty)	Need for Speech Language Pathologists in the Justice System. Ms. Jessica Stephenson University of Arkansas.	Reading Rocks: An Approach to Support and Motivate Vulnerable Readers John McNamara Brock University	
12:00-1:00	LUNCH				
1:30-3:00	Lecture Theatre A1 DIFF Epistemic Violence and Social Hierarchies: Rastafarians and the Trinidad Education System Tyeimba Salandy Trinidad and Tobago	Lecture Theatre A2 INTRV The strategies and instructional practices designed by general education teachers to address the needs of diverse learners in the classrooms. Mrs. Cheryl Ralph UWI St. Augustine	Lecture Theatre D LRP College Begins in Kindergarten: A Case Study of a K-5 School Building a College Going Attitude Through Family Engagement Dr. Keisha Kayon Morgan University of Denver.	Lecture Theatre E SS Why is it so hard to do a good thing? The dilemma and paradox of parent involvement in individualized educational planning. Ms. Michelle Janzen Brock University, Canada (Graduate Student)	
		Down by the river, up the stream : an SEN response to Curriculum change Ms. Allison Marcelle UWI St. Augustine	Inclusive Leadership in U.S. and Caribbean Schools: A Study of Primary and Secondary Schools in the U.S. and Barbados Dr. Theresa Abodeeb Gentile, Dr. Stacey Blakman, Dr Kenneth Williams and Professor Dennis Conrad University of Hartford; UWI Cave Hill; School for International Training; SUNY Potsdam	The Correlation between Teachers' and Parents Perception towards Inclusive Education: A Case Study of Two Schools in Georgetown. Joseph Wangjia Guyana	
	Addressing School Safety and Security Concerns in a Trinidad and Tobago Community: A Delpihi Study Charleen Ross Quamina	Efficacy of Choice of Preferred Engagement Stimuli on Escape-Maintained Disruptive Behaviour Dr. Mubarak Aldosari Prince Sultan Bin Abdulaziz University	Early Childhood Administrators' Perception of their Roles in Inclusion Ms. Kimberly Glasgow- Charles UWI St. Augustine (Graduate Student)		
3:15-4:45	Lecture Theatre A1 TCHR ED	Lecture Theatre A2 CRP	Lecture Theatre D PLCY	Lecture Theatre E CTNIMS	

<p>Promoting Inclusive Education in Barbados: Applications of the Pre-Service Emerging Reflective Teacher Training (PEERT) Model Dr Donna Maria Maynard and Dr. Mia Jules <i>UWI Cave Hill Campus</i></p>	<p>Using Aamcy Stories to Promote Engagement and Story Grammar Awareness in Emergent Readers Chris- Anne Julien [Arlene] <i>Trinidad and Tobago</i></p>	<p>Sign Language Interpreting as a Social Justice Profession Dr. Jamie Mc Carney <i>Kent State University</i></p>	<p>Teaching Mathematics: Engaging LD Students in General Education Classrooms Dr Kieta Chase/ Dr Susan Courey <i>U.C. Berkeley / San Francisco State University</i></p>
<p>Caribbean Teacher Education 'Leading the Way' with 'Authentic Human Education for All': Reversing the Soul of Diasporic Africans Dr Gloria Gordon <i>Centre for British African Caribbean Studies</i></p>	<p>Using Nation Building Calypsoes in Adult Literacy Education Lisa Philip <i>UWI, Open Campus</i></p>	<p>From Research to Practice. Who Benefits? Clance M. Wilson, <i>J Freeman Foundation</i></p>	<p>Making Access to Post-Secondary Education More Inclusive through Advancement Via Individual Determination and 8th Grade Algebra. Dr. Thomas Morgan <i>University of Northern Colorado</i></p>
<p>The Competencies of Newly Qualified Teachers from the University of Trinidad and Tobago to Engage in Inclusive Practices at the Primary Level Dr Leela Ramsook & Marlene Thomas <i>The University of Trinidad and Tobago</i></p>	<p>A Gift From The Yoruba Trickster: Teaching Culturally Responsive Curricula In The Age Of Globalization Dr Dolapo Adeniji-Neill & Anne Mungai <i>Adelphi University</i></p>	<p>Education and the Rights of the Child Professor Augustine Jolm <i>University of London</i></p>	<p>Improving literacy through the teaching of Geography in Form One at a secondary school in Trinidad and Tobago Shahba Ali <i>UWI, St. Augustine (Faculty)</i></p>
<p>Moving from Policy to Practice : The Implementation of Inclusive Education in Trinidad and Tobago Nadia Laptiste-Francis & Dr. Elma Carrington-Blaides</p>	<p>Amanda Ramoutar</p>	<p>A Dynamic View: Education Policy for Children with Disabilities in Namibia Dr. Maggie Bartlett</p>	<p>Can inquiry based science education meet the needs of diverse students? : a hands-on experience of translating inquiry into classroom practice. Dr. Rowena Kalloo <i>UWI, St. Augustine (Faculty)</i></p>
<p>END OF DAY 2</p>			

9-15-10:15 KEY NOTE SESSION 3 – Professor J Delisle				
10:15-10:25 BREAK				
	Lecture Theatre A1 DIF	Lecture Theatre A2 TCHR ED	Lecture Theatre D INTRV	Lecture Theatre E- Symposium
	<p>Who is He? The Invisible Student in the Jamaican Classroom Dr. Andrew Campbell <i>UWI, Open Campus</i></p>	<p>Teacher Training for Inclusion: A Model for Transforming Teacher Attitudes Tracey Little <i>UWI Open Campus</i></p>	<p>The Level Of Collaborative Partnership In Inclusive Education In Nigeria: Implications For Students' Academic Growth. Dr. Amede Lucky National Open University of Nigeria, Victoria Island,Lagos</p>	<p>Knowledge Production and Pedagogical Paradigms to Enhance Student Learning Outcomes: A Comparative Case Study of Four African Diaspora Partner Countries Dr. Kassie Freeman; Dr. Kim Archung; Ernest Morrell, Raquel Ezell & Rhonsha Blache The African Diaspora Consortium</p>
	<p>Undocumented students in the United States and access to post-secondary education: For whom do the bells toll? Dr. Janice B Fournillier and Ryan Maltese <i>Georgia State University</i></p>	<p>An Approach to Making a Foundation course (Foun 1001) Accessible to ALL Learners Dr. Carrington-Blandes, Patrice Sanderson-Cole, Nadia Lapitise-Francis <i>UWI, St. Augustine</i></p>	<p>Perceived powerlessness, Externality and Academic Achievement: Advancing a case for the teaching of the Personal Achievement Strategy (PAS) as a Strategic Inclusive education approach and a student support service delivery practice initiative in a Tertiary Level Setting. Mrs. Zuwena Williams-Paul <i>UWI, St. Augustine</i> (Graduate Student)</p>	<p>Integrated Co-Teaching: Best Practices for Meeting the Educational Needs of Diverse Learners. Lisa Lamondie-Grenville <i>SUNY Potsdam (Faculty)</i></p>
	<p>Gender Disparity in Special Education in Primary Schools in Trinidad and Tobago Leticia Rodriguez- Cupid <i>MOE/SSSD Trinidad and Tobago</i></p>	<p>Theory and Practice of Using Culturally Diverse Books to Improve Culturally Responsive Curricula Dr. Charline Barnes Rowland & Faith-Ann McGarrell, <i>United States of America</i></p>	<p>Breaking Out of the Box: A Grounded Theory Study of Urban High School Students Dr. Rodney Libert <i>Hartford Connecticut School District</i></p>	<p>Education for Vulnerable Groups: An Analysis of Recent Gender-Based Education Initiatives in Ethiopia and Sierra Leone Meseret Habtu and Regina Fuller <i>University of Denver, University of Wisconsin, Madison (Graduate Students)</i></p>
	10:30-12:00			
	12:00-1:00			
	3:00-4:30 PM			
LUNCH				
CLOSING CEREMONY				
END OF CONFERENCE				

DAY 4 FEB 18TH 2017

SOCIAL PROGRAMME

2nd DRAFT