

DAY 1 FEBRUARY 15TH 2017

| | | | | |
|--------------------|---|---|--|--|
| 9:30-10:30 | OPENING CEREMONY | | | |
| 10:30-10:40 | ENTERTAINMENT | | | |
| 10:40-10:55 | BREAK | | | |
| 11:00-12:00 | KEYNOTE SESSION 1 – Professor Frank C. Worrell | | | |
| 12:00-1:00 | LUNCH | | | |
| 1:30-3:00 | Lecture Room A1 - DIFF Chair: Leticia Rodriguez-Cupid | Lecture Room A2 - TCHR ED Chair: Shahiba Ali | Lecture Room D - CNTXT Chair: Dr. Vimala Kamalodeen | Lecture Room E - TECH Chair: Wynette Joseph |
| | Inclusion of children from low socio-economic backgrounds- Challenges for teachers and teacher education Dr. Stephen Geofroy, Shahiba Ali, Benignus Bitu, Dyann Barras, Samuel Lochan, Lennox.McLeod and Lystra.Stephens-James <i>UWI, St. Augustine (Faculty)</i> | Preparing pre-service teachers to teach multiculturally Dr. Dolapo Adeniji-Neill and Anne Mungai <i>Adelphi University</i> | Project inclusion: Using the project approach for synergies in early childhood education in Trinidad. Dr. Sabeerah Abdul-Majied and Sandra Figaro-Henry <i>UWI, St. Augustine (Faculty)</i> | A teaching and learning algorithm for remote communities Mr. Hugh Clench <i>Olt International, Brighton, UK.</i> |
| | Indian inclusion/exclusion in CXC History, Social Studies and Sociology syllabi Dr. Kumar Mahabir <i>The University of Trinidad and Tobago</i> | Identifying the need for teacher training in inclusive education P. King-Newton and Dr. S. Warner <i>UWI, St. Augustine</i> | 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> | 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, Teneil Rodney, Arlena Walcott, and Rosana Yearwood <i>UWI, St. Augustine</i> |
| | A study on experiences of colour and race in the education system: Dark skin afro-Trinidadian students’ perception of colourism Leanna Ganga | Inclusiveness in Regular Education: Advancing a case for teaching the Personal Achievement Strategy (PAS) as a strategic, inclusive education approach and a student | 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 - | Educating Eric Q - A struggling reader with an emotional-behavioural disability in an inclusive education system: A case study Lemoy Petit-Hunte |

| | | | | |
|---------------------|--|---|--|---|
| | <i>Trinidad and Tobago</i> | support service delivery initiative in a Tertiary Institution. <i>Zuwena Williams-Paul UWI, St. Augustine</i> | Trinidad. Dr. Vimala J. Kamalodeen and Anna La-Roche Samaroo <i>UWI, St. Augustine.</i> | <i>UWI, St. Augustine</i> |
| 3:15 - 4:45 | ROUND TABLE 1 | ROUND TABLE 2 (VIDEO) | ROUND TABLE 3 | ROUND TABLE 4 |
| | 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 D.Samuel <i>Century College</i> | | Impact of school remediation programmes within the primary school system: A study of the literacy/numeracy remediation programmes Anthea Permel <i>The University of Trinidad and Tobago</i> |
| END OF DAY 1 | | | | |

DAY 2 FEBRUARY 16TH 2017

| | | | | |
|--------------------|---|---|--|---|
| 9:15-10:15 | KEYNOTE SESSION 2 - Professor Crockett | | | |
| 10:15-10:25 | BREAK | | | |
| 10:30-12:00 | Lecture Theatre A1 - DIFF Chair: Kimberly Glasgow-Charles | Lecture Theatre A2 - PLCY Chair: Cipriani Davis | Lecture Theatre D - SS Chair: Amanda Ramoutar | Lecture Theatre E - CTNTR Chair: Marlene Thomas |
| | Having the abled and the disabled under one roof: Doing inclusion in one of Belize's education spaces Dorian A. Barrow, Nicole N. Kent and Rossana Briceno <i>UWI, St Augustine Campus</i> | 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 <i>University of Hartford; SUNY Potsdam; UWI Open Campus</i> | Counselling strategies for inclusive practice in regular education Dr. Austine Ukwueze <i>National Open University of Nigeria, Victoria Island, Lagos</i> | Practices and routines in SIWI lessons that develop reading proficiency for D/HH learners Dr. Paulson Skerrit <i>The University of Trinidad and Tobago (Faculty)</i> |

| | | | | |
|-------------------|--|---|--|---|
| | <p>The case of out-of-school children in the Eastern Caribbean: Present and potential exclusion Dr. Verna Knight <i>UWI, Cave Hill Campus</i></p> | <p>Teaching mathematics: Engaging LD students in general education classrooms Dr. Kiera Chase and Dr. Susan Courey <i>U.C. Berkeley / San Francisco State University</i></p> | <p>The correlation between teachers' and parents perception towards inclusive education: A case study of two schools in Georgetown. Joseph Wangija <i>Guyana</i></p> | <p>Low literacy: The silent disability Wynette Joseph <i>The University of Trinidad and Tobago</i></p> |
| | <p>Gaining access: Black women's advancement to leadership positions in higher education Kaschka Watson <i>UWI, Open Campus</i></p> | <p>Reaping the rewards of inclusion: Subrina's story Dr. Myrna Ransome <i>The University of Trinidad and Tobago</i></p> | <p>Back to the Future. Re-imagining Caribbean Education Systems for Inclusion and Equity Suzanne M Charles Watson <i>UWI, Mona Campus</i></p> | <p>Reading rocks: An approach to support and motivate vulnerable readers John McNamara <i>Brock University</i></p> |
| 12:00-1:00 | LUNCH | | | |
| 1:30-3:00 | <p>Lecture Theatre A1 - DIFF Chair: Dr Paulson Skerritt</p> | <p>Lecture Theatre A2 - INTRV Chair: Lennox McLeod</p> | <p>Lecture Theatre D - LRP Chair: Dr. Dorian Barrow</p> | <p>Lecture Theatre E - SS Chair: Dr Sharon Jaggernaut</p> |
| | <p>Epistemic violence and social hierarchies: Rastafarians and the Trinidad education system Tyehimba Salandy <i>Trinidad and Tobago</i></p> | <p>The strategies and instructional practices designed by general education teachers to address the needs of diverse learners in the classrooms. Mrs. Cheryl Ralph and Charlene Ross Quamina <i>UWI, St. Augustine</i></p> | <p>College begins in kindergarten: A case study of a k-5 school building a college-going attitude through family engagement Dr. Keisha Kayon Morgan <i>University of Denver</i></p> | <p>Why is it so hard to do a good thing? The dilemma and paradox of parent involvement in individualized educational planning. Ms. Michelle Janzen <i>Brock University, Canada</i></p> |
| | <p>Addressing school safety and security concerns in a Trinidad and Tobago community: A Delphi study Charlene Ross Quamina <i>Trinidad and Tobago</i></p> | <p>Down by the river, up the stream : An SEN response to curriculum change Ms. Allison Marcelle <i>UWI, St. Augustine</i></p> | <p>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 Blackman, Dr Kenneth Williams and Professor Dennis Conrad <i>University of Hartford; UWI, Cave Hill; School for International Training; SUNY Potsdam</i></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</i></p> |

| | | | | |
|------------------|--|--|---|---|
| | <p>A case study of a hearing impaired teacher in the inclusive classroom</p> <p>Dr. Yvonne John and Avril Sampson</p> <p><i>The University of Trinidad and Tobago</i></p> | <p>Efficacy of choice of preferred engagement stimuli on escape-maintained disruptive behaviour</p> <p>Dr. Mubarak Aldosari <i>Prince Sattam Bin Abdulaziz University</i></p> | <p>Early childhood administrators' perception of their roles in inclusion</p> <p>Ms. Kimberly Glasgow- Charles <i>UWI, St. Augustine</i></p> | <p>Interrogating the Tensions of Inclusion in Education in a Globalized, Post Colonial India</p> <p>Dr. Nina Asher <i>University of Minnesota-Twin Cities</i></p> |
| 3:15-4:45 | <p>Lecture Theatre A1 TCHR ED - Chair: Dr. Susan Herbert</p> | <p>Lecture Theatre A2 CRP - Chair: Dr. Rowena Kalloo</p> | <p>Lecture Theatre D PLCY - Chair: Dr. Stephen Geofroy</p> | <p>Lecture Theatre E CTNTMS - Chair: Dr. Dorian Barrow</p> |
| | <p>Promoting inclusive education in Barbados: Applications of the Pre-Service Emerging Reflective Teacher Training (PERTT) Model</p> <p>Dr. Donna Maria Maynard and Dr Mia Jules <i>UWI, Cave Hill Campus</i></p> | <p>Using Anancy stories to promote engagement and story grammar awareness in emergent readers</p> <p>Chris- Anne Julien <i>Trinidad and Tobago</i></p> | <p>Sign language interpreting as a social justice profession</p> <p>Dr. Jamie Mc Cartney <i>Kent State University</i></p> | <p>Making access to post-secondary education more inclusive through advancement via individual determination and 8th grade algebra</p> <p>Dr. Thomas Morgan <i>University of Northern Colorado</i></p> |
| | <p>Caribbean teacher education 'leading the way' with 'authentic human education for all': Revering the soul of diasporic Africans</p> <p>Dr. Gloria Gordon <i>Centre for British African Caribbean Studies</i></p> | <p>Using nation building calypsoes in adult literacy education</p> <p>Lisa Philip <i>UWI, Open Campus</i></p> | <p>Moving from policy to practice: The implementation of inclusive education in Trinidad and Tobago</p> <p>Nadia Laptiste-Francis and Dr. Elna Carrington-Blaides <i>UWI, St. Augustine Campus</i></p> | <p>Improving literacy through the teaching of geography in form one at a secondary school in Trinidad and Tobago</p> <p>Shahiba Ali <i>UWI, St. Augustine</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</p> <p>Dr. Leela Ramsook and 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</p> <p>Dr. Dolapo Adeniji-Neill and Anne Mungai <i>Adelphi University</i></p> | <p>Education and the rights of the child</p> <p>Professor Augustine John <i>University of London</i></p> | <p>From research to practice: Who benefits?</p> <p>Clancie M. Wilson, <i>J Freeman Foundation</i></p> |

| | | | | |
|---------------------|--|---|--|--|
| | | <p>VIDEO: The Positive Approaches to Reduce Restrictive Interventions (PATRRI) Project: Preliminary analysis and results</p> <p>Dr. Eric J. Bieniek <i>Slippery Rock University of Pennsylvania</i></p> | | |
| END OF DAY 2 | | | | |

DAY 3 FEBRUARY 17TH 2017

| | | | | |
|--------------------|--|---|---|--|
| 9:15-10:15 | KEYNOTE SESSION 3 – Professor J. DeLisle | | | |
| 10:15-10:25 | BREAK | | | |
| | Lecture Theatre A1 - DIFF Chair: Amanda Ramoutar | Lecture Theatre A2 - TCHR ED Chair: Dyann Barras | Lecture Theatre D - INTRV Chair: Patrice King-Newton | Lecture Theatre E - SYMPOSIUM Chair: Professor Dennis Conrad |
| | <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 <i>National Open University of Nigeria, Victoria Island, Lagos</i></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, Racquel Ezell and Rhonesha Blache <i>The African Diaspora Consortium</i></p> |
| 10:30-12:00 | <p>Undocumented students in the United States and access to postsecondary 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-Blaides, Karen Sanderson-Cole, Nadia Laptiste-Francis <i>UWI, St. Augustine</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> | |

| | | | | |
|--------------------------|---|--|---|---|
| | Gender disparity in special education in primary schools in Trinidad and Tobago Leticia Rodriguez- Cupid <i>MOE/SSSD Trinidad and Tobago</i> | Theory and practice of using culturally diverse books to improve culturally responsive curricula Dr. Charline Barnes Rowland and Faith-Ann McGarrell <i>United States of America</i> | Education for vulnerable groups: An analysis of recent gender-based education initiatives in Ethiopia and Sierra Leone Meseret Hailu and Regina Fuller <i>University of Denver ,University of Wisconsin, Madison</i> | *WORKSHOP (TR 7) Integrated co-teaching: Best practices for meeting the educational needs of diverse learners Lisa Lamondie-Grenville <i>SUNY Potsdam (Faculty)</i> |
| 12:00-1:00 | LUNCH | | | |
| 2:00-4:30 PM | CLOSING CEREMONY CARNIVAL COCKTAILS | | | |
| END OF CONFERENCE | | | | |

| |
|---------------------------------|
| DAY 4 FEBRUARY 18TH 2017 |
| SOCIAL PROGRAMME |

It was a pleasure having you at IE Conference
2017!

“Come for the Conference stay for Carnival”