

## Ontario Ministry Of Education Special Education Companion

**Special Education Case Studies** is an exciting new resource for teacher-candidates as well as fully certified teachers preparing to teach in inclusive classrooms in Ontario. Each chapter is composed of five original cases demonstrating the practices and processes of Special Education. Spanningkindergarten to high school graduation, these well-written stories provide a practical and realistic snapshot of what teaching in an inclusive classroom in Ontario really looks like.

Teacher preparation and professional development endeavors are key drivers of successful immersion/bilingual (I/B) and content-based language education (CBLE) programs across a variety of models. However, research in this critical area is scant and has not to date received the academic attention it deserves. Aimed at a broad audience, this timely volume is essential reading for anyone interested in knowing what research has to say about teacher development in the I/B and CBLE field. Its primary aim is to inform teacher education practice and stimulate additional research in the field by showcasing ground-breaking research on teacher preparation and professional development programs from around the globe as well as teacher educators’ experience in these varied educational contexts. The contributions illustrate several points of access into classroom research and pedagogy and add insight into the complexity of teacher preparation and professional development in this dynamic and constantly evolving sector. The depth of scholarship and breadth of experience represented by the contributors promises a productive and rewarding read. Originally published as special issue of Journal of Immersion and Content-Based Language Education 6:2 (2018).

**Tutoring Adolescent Readers** shows teachers how to reap the benefits of one-to-one teaching by using volunteer tutors. It provides the information you need to incorporate a tutoring program that addresses a variety of student needs — from students who are unmotivated or have different learning styles to those learning English for the first time or who have a learning disability. Teachers will learn everything they need to create an effective tutoring program that supports classroom instruction. Setting up a tutoring program — from defining the roles and responsibilities of tutors to recruiting and training volunteers; Working with dependent readers — from identifying readers who need more help to tips for dealing with the specific learning needs and styles of students; Using explicit instruction — from encouraging tutors to recognize where students are and how to set goals to monitor and assess student progress; Promoting fluency and word recognition — from teaching cueing systems and modeling effective reading strategies to using specialized techniques for introducing and reviewing decoding skills. Resources that teachers can copy and use with tutors are an important part of this handy resource. These materials explain the essentials of reading instruction and investigate the variety of techniques that good readers use.

This book provides a critical account and analysis of one child on the autism spectrum who throughout his life has demonstrated that interest-based education offers children with autism problem-solving skills to deal with the myriad of problems that prevent educators as well as learners from developing an effective communication.

### International Perspectives

#### The Report of the Expert Panel on Early Reading in Ontario

#### Autism Spectrum Disorders: Breakthroughs in Research and Practice

#### Children's Rights

#### Sharing Our Success

#### Diverse Young People with Disabilities

#### The SAGE Handbook of Emotional and Behavioral Difficulties

*In Homophobia in the Hallways, Tonya D. Callaghan interrogates institutionalized homophobia and transphobia in the publicly-funded Catholic school systems of Ontario and Alberta.*

*Provides comprehensive articles on significant issues, methods, and theories currently combining the studies of technology and literacy.*

*Discussions surrounding inclusivity have grown exponentially in recent years. In today’s world where diversity, equity, and inclusion are the hot topics in all aspects of society, it is more important than ever to define what it means to be an inclusive society, as well as challenges and potential growth. Those with physical and intellectual disabilities, including vision and hearing impairment, Down syndrome, locomotor disability, and more continue to face challenges of accessibility in their daily lives, especially when facing an increasingly digitalized society. It is crucial that research is brought up to date on the latest assistive technologies, educational practices, work assistance, and online support that can be provided to those classified with a disability. The Research Anthology on Physical and Intellectual Disabilities in an Inclusive Society provides a comprehensive guide of a range of topics relating to myriad aspects, difficulties, and opportunities of becoming a more inclusive society toward those with physical or intellectual disabilities.*

*Covering everything from disabilities in education, sports, marriages, and more, it is essential for psychologists, psychiatrists, pediatricians, psychiatric nurses, clinicians, special education teachers, social workers, hospital administrators, mental health specialists, managers, academicians, rehabilitation centers, researchers, and students who wish to learn more about what it means to be an inclusive society and best practices in order to get there.*

*Big cities have struggled to improve public school systems. This book shows why—and offers a framework for achieving future success. Fullan and Boyle, internationally renowned thinkers on school change, demonstrate that while the educational challenges of big cities may be overwhelming, they are not insurmountable. They draw on ten years’ of research to identify six essential “push” and “pull” actions that enable big school systems to improve student achievement. Leaders must push to challenge the status quo, convey a high sense of urgency, and have the courage needed to intervene. But they need to also pull together to create a commonly-owned strategy, develop professional power, and attend to sustainability. Examining three major cities—New York, Toronto, and London—through the decade of 2002–2012, this book weaves case studies with careful analysis and recommendations to hone in on which policies and strategies work best to raise the bar for all students and reduce the gap for the disadvantaged. Big-City School Reforms offers invaluable advice to those leading the next phase of school reform in cities around the world. This is an eminently practical book that focuses on big problems and big solutions. “This encouraging book draws on the recent experiences of New York, London, and Toronto to identify what it takes to transform big-city school systems. It recognises their complexities without being overawed by them. By concentrating on the factors that seem to matter most, it offers real hope that we can now tackle some of the key issues that have frustrated reform efforts in the past.” —Geoff Whitty, director emeritus, Institute of Education, University of London, UK “Fullan and Boyle present a compelling framework for motivating and sustaining improvement in large urban school districts. The authors’ premise that system leaders must optimally balance push and pull strategies serves as an important lesson to school-level leaders as well.” —Sandra J. Stein, education and leadership consultant “In this important new book, Fullan and Boyle answer the most important question facing the leaders of the world’s major cities: what will it take to significantly improve the quality of public education? Through a sophisticated analysis of the policies pursued in New York, Toronto, and London, the authors make it possible for us to see why some cities are making more progress than others. Their clear and compelling insights couldn’t be more relevant and timely.” —Pedro A. Noguera, Peter L. Agnew Professor of Education, Steinhardt School of Culture, Education and Development, Executive Director, Metropolitan Center for Urban Education, New York University*

*Michael Fullan, Order of Canada, is professor emeritus of the Ontario Institute for Studies in Education at the University of Toronto. Alan Boyle is director of Leannta Education Associates where he designs professional learning for education leaders.*

#### Reflections on Values Education

#### Big Isn't Better!

#### Lessons from New York, Toronto, and London

#### The Legal Rights of Students with Disabilities

#### Research Anthology on Physical and Intellectual Disabilities in an Inclusive Society

#### Special Education Case Studies

#### Beginning With Brandon's Interest

Professional Child and Youth Care provides a comprehensiveanalysis of the child and youth care field in Canada. The firstedition, published in 1987, developed an inclusive model of the broadfield of child and youth care, which has since been adapted byeducators, practitioners, and researchers across North America. Nowthis widely used text has been revised and expanded to reflect the changes that have occurred in the field in the last decade. Allthe chapters have been updated, and two new chapters on rehabilitationand recreation have been added. The book covers a spectrum of key concerns within the field of childand youth care, and presents an analysis that spans a variety ofprogram areas. The authors propose that the similarities acrosspractice settings are more significant than the differences, and that by adopting an inclusive, generic view of the field presentsopportunities for development and growth in a time of diminishingresources and support for services. They advocate a model ofprofessional development for child and youth care that maintains aprimary focus on the needs of children, youth, and families, andpropose that by being flexible and adaptive, child and youth care workers can navigate a difficult economic period andemerge as leaders and innovators within the human service sector. Professional Child and Youth Care is a practical, appliedbook that will be of considerable interest to students, practitioners,and educators in the field.

This monograph is an introductory understanding of autism that provides educators with a phenomenological sketch of a child with autism and some preparation for dealing with the special needs & qualities of those children. Most of the document deals with the clinical view of autism in sections describing the characteristics of the child with autism, features associated with autism, and the impact of autism on the child and family. The monograph also discusses the social and cultural aspects of autism, and the impact of autism on the child and family. The monograph concludes with two accounts, written by parents, of the daily realities of living with an adolescent with autism. The individuals described in these accounts represent very different manifestations of the disorder.

Voices and Visions from Ethnoculturally Diverse Young People with DisabilitiesDiverse Young People with DisabilitiesSpringer

The 1989 UN Convention on the Rights of the Child has inspired advocates and policy makers across the globe, injecting children's rights terminology into various public and private arenas. Children's right to participate in decision-making processes affecting their lives is the acme of the Convention and its central contribution to the children's rights discourse. At the same time, the Convention has also presented enormous challenges in its implementation. Laws, regulations and mechanisms addressing children's right to participate in decision-making processes affecting their lives have been established in many jurisdictions across the globe. Yet these worldwide developments have only rarely been accompanied with empirical investigations. The effectiveness of various policies and programs for children of different ages, cultures and circumstances have remained largely unproven empirically. Therefore, with the growing awareness of the importance of evidence-based policies, it becomes clear that without empirical investigations on the implementation of children's right to participation it is difficult to promote their effective inclusion in decision making. This book provides a comprehensive and up-to-date portrayal of how child participation is implemented in practice today. Bringing together 19 chapters written by prominent authors from the United States, Canada, the United Kingdom, Ireland, New Zealand, Australia, and Israel, the book includes descriptions of programs that engage children and youth in decision-making processes, as well as insightful findings regarding the implementation of these programs. The book also discusses the theoretical and empirical evidence on ways children engage in decision-making processes, the volume's chapters contribute to the theoretical development of the meaning of "participation," "citizenship," "inclusiveness," and "relational rights" in regards to children and youth. There is no matching to the book's content.

#### Issues and Challenges

#### Politics of Anti-Racism Education: In Search of Strategies for Transformative Learning

#### Voices and Visions from Ethnoculturally Diverse Young People with Disabilities

#### A Childhood Occupations Approach

#### A Level Playing Field

#### Students with Autism

#### Educational Authorities and the Schools

**Psychology’s contribution to health research and clinical practice continues to grow at a phenomenal pace. In this book a global and multidisciplinary selection of outstanding academics and clinicians focus on the psychological well-being and positive health of both children and families in order to 'depathologise' mental disorders.**

**With contributions from Dayna B. Daniels & Judy Davidson, Valda Leighteizer and Ross Higgins Under the Rainbow** is a primer on the social and political history and the everyday practices and processes of living queer lives in Canada. Framed through a life-course perspective, this book provides an overview of the historical and contemporary issues in the lives of gay, lesbian, bisexual, trans and/or queer folk. The chapters in this text highlight the contributions of academics and community groups as well as individuals working on queer issues in Canada and focus primarily on contemporary Canadian material, introducing readers to topics such as law, history, health, education, youth, older persons, end of life decisions, social constructions of sexual identities, sports, transgender issues and issues experienced by lesbians and gay men living in Quebec.

**Law and Neurodiversity offers invaluable guidance on how autism research can inform juvenile justice policies in Canada and the United States. In Canada, the diversion of youth away from formal processing has fostered community-based strategies for serving those with autism. US policies rely more heavily on formal responses, often employing juvenile custody facilities. Building on a rigorous exploration of how assessment, rehabilitation, and community re-entry differ between the two countries, Law and Neurodiversity offers a much-needed comparative analysis of autism and juvenile justice policies on both sides of the forty-ninth parallel.**

**This book is about the meaning of disability in schools. The experience of children with disabilities in schools has undergone substantial change over the last twenty years (and more) with many children who would have once been living in institutions now going to school alongside their peers. With this monumental shift and the continuing increased participation of people with disabilities, one might wonder what disability means.**

#### 20 Cases for Ontario Classrooms

#### Early Reading Strategy

#### Exclusion, Schooling and Inclusive Education

#### Youth with Autism and the Juvenile Justice Systems in Canada and the United States

#### Promoting Psychological Wellbeing in Children and Families

#### Multidisciplinary Approaches to Participation and Protection

#### Kids Can Be Kids

*'This important revision with updated material will inform professionals, students, and the interested public of evolving international perspectives on EBD. New chapters consider causation, the influence and role of social contexts and social support, ADHD, teacher knowledge and parental engagement. The new content presents us with fresh ideas and approaches.'* - Katherine Bilton, University of Alaska, USA *This new edition of The Handbook of Emotional and Behavioural Difficulties, first published in 2004, has been completely reworked and refreshed by a new editorial team led by Philip Garner. A thorough revision of existing content, together with new material, bring the volume firmly up-to-date, and offers guidance and recommendations for future research and practice. Covering a range of important issues in EBD, chapters are organized into five main parts: Contexts, Definitions and Terminologies Roots, Causes and Allegiances Strategies and Interventions Training and Professional Development Enhancement EBD Futures - Challenges and Opportunities With an impressive array of UK, US and other international contributors, the Handbook will be indispensable for undergraduate and Master's level students pursuing Teacher Training, Educational and Developmental Psychology and Special Education courses. It will also be valuable to social workers, counsellors, school (educational) psychologists and other practitioners in relevant fields.*

*This groundbreaking text by two noted educators and practitioners, with contributions by specialists in their fields, presents a comprehensive, evidence-based approach to pediatric therapy. Their work reflects the focus of practice today—facilitating the participation of children and their families in everyday activities in the content of the physical and cultural environments in which they live, go to school, and play. The authors describe the occupational roles of children in an ecocultural context and examine the influence of that context on the participation of a child with physical, emotional, or cognitive limitations.*

*From one remarkably improved school system, this resource provides concrete strategies and tools to close achievement gaps and build program pathways for improved graduation rates.*

*The United Nations Convention on the Rights of the Child was incorporated into international law in 1989. Since its adoption, it has been ratified by nearly all member nations. An outline of the basic rights of all persons under the age of 18, the Convention has various implications and its importance cannot be contested. This collection focuses on children's rights as defined by the U.N. Convention, and their relevance in both national and international contexts. The contributors discuss the Convention from different disciplinary perspectives, but are united in the belief that it is a tool to be utilized and contextualized by individuals, institutions, and communities. If there is a single conviction to be found throughout Children's Rights it is that the rights of the child are far too important to be left to states alone to provide and protect. To paint a detailed picture of the subject as a whole, the volume looks at situations in which the basic rights of children are often denied such as violent social conflict, parental abandonment, and social inequality. Consisting of thirteen essays by prominent scholars, it is an in-depth and interdisciplinary exploration of the significance of children's rights, and a tremendous resource for those working with children and youth in institutional and educational settings.*

#### Heterosexism and Transphobia in Canadian Catholic Schools

#### More Case Studies in Aboriginal Schooling : Band-operated Schools : a Companion Report

#### Supplements

#### An Introduction

#### Tutoring Adolescent Readers

#### Challenges Surrounding the Education of Children with Chronic Diseases

**Organisation and Impact in 20 States**

*Should disabled students be in regular classrooms all of the time or some of the time? Is the regular school or the special school or both the solution for educating students with a wide range of differences? Inclusive education has been incorporated in government education policy around the world. Key international organisations such as UNESCO and OECD declare their commitment to Education for All and the principles and practice of inclusive education. There is no doubt that despite this respectability inclusive education is hotly contested and generates intense debate amongst teachers, parents, researchers and policy-makers. People continue to argue over the nature and extent of inclusion. The Irregular School explores the foundations of the current controversies and argues that continuing to think in terms of the regular school or the special school obstructs progress towards inclusive education. The book contends that we need to build a better understanding of exclusion, of the foundations of the division between special and regular education, and of school reform as a precondition for more inclusive schooling in the future. Schooling ought to be an apprenticeship in democracy and inclusion is a prerequisite of a democratic education. The Irregular School builds on existing research and literature to argue for a comprehensive understanding of exclusion, a more innovative and aggressive conception of inclusive education and a genuine commitment to school reform that steps aside from the troubled and troubling notions of regular schools and special schools. It will be of interest to all those working and researching in the field of inclusive education.*

*This book provides, for Australia, an independent analysis of major issues facing its educational evaluation and assessment framework, current policy initiatives, and possible future approaches. The Legal Rights of Students with Disabilities: International Perspectives examines the rights of disabled students in ten diverse countries on six continents. Written by leading experts in education law, this volume provides comparative insights to help meet the educational needs of disabled students. The book also offers strategies to manage the legal and educational complexities associated with special education. This book describes and analyses the organisation, functions and development of national educational authorities and agencies and the influence they have on local schools in 20 countries around the world. It examines the governing chain in the respective countries from both a theoretical and descriptive perspective. It does so against the background of the stability and rigour of the governing chains having been challenged, with some researchers considering the chain to be broken. However, the view that comes to the fore in this book is that the chain is still present and contains both vertical implementation structures and intervening spaces for policy interpretation. How schools become successful is important for the individual students as well as the local community and the national state. A vast quantity of research has looked at what happens in schools and classrooms. At the same time, national governance and politics as well as local prerequisites are known to exert influence on schools and their results to a high degree. Societal priorities, problems and traditions provide variety in how governance is executed. This book provides an international overview of the similarities and differences between educational agencies and how their work influences schools.*

Corpus Almanac & Canadian Sourcebook  
 Resources in Education  
 High School Graduation  
 Big-City School Reforms

Procedures for School Boards in the Preparation of a Report to the Minister of Education on the Provision of Special Education Programs and Special Education Services  
 A Primer on Queer Issues in Canada  
 The Irregular School

Developmental disorders affect a high percentage of people in contemporary society. As such, it is imperative to dedicate time and research to facilitate a more comprehensive understanding of these disorders. Autism Spectrum Disorders: Breakthroughs in Research and Practice is an innovative reference source for the latest academic material on emerging perspectives, treatment and care techniques, and therapeutic strategies to support individuals with autism spectrum disorders. Highlighting a range of topics such as social skills, educational support, and assistive technologies, this book is ideally designed for healthcare professionals, researchers, students, academics, and practitioners interested in learning more about autism spectrum disorders.

The eagle soaring against the dawning sun is perhaps a fitting symbol for the First Nation schools profiled in this volume. Each school is creating a brighter future for its young people, striving to equip them with the knowledge and the skills they need to succeed in both traditional and modern worlds. The four case studies are part of a larger study examining schools that are producing tangible progress for Aboriginal learners. The research was commissioned in 2006 by the Society for the Advancement of Excellence in Education (SAEE) and made possible through grants from Indian and Northern Affairs Canada, the Federal Interlocutor's Office, the governments of Ontario, Quebec, and Nunavut, and an anonymous Canadian foundation.

Everyone ought to be profoundly concerned with the "development" of the leaner and consequently the development of society. The ultimate standard (value) for such development is to attain a more adequate level of value and moral awareness, sensitivity, reasoning, and action. The why, what, and how of the value education "emphasis" are being seriously confronted in a more dedicate and systematic manner. This is perhaps symptomatic of something much deeper in our personal and social fabric. Dissonance, conflict, tensions are inevitable ingredients in our development toward self-actualization as we struggle with the sticky matter of life. The challenges are many, the roads are arduous, and the journey is lengthy but who cannot say immensely worthwhile and "Value-able".

This collection of essays invites readers to think through critical questions concerning anti-racism education, such as: How does anti-racism education centre race as an analytic and simultaneously work with multiple sites of oppression, without reifying hierarchies of difference? How can anti-racism education be engaged to speak to historical questions of power and privilege, within conventional schooling practices? How do we recognize anti-racism education in its many iterations? In this book the authors explore the knowledge that constitutes anti-racism education and the ways in which knowledge constitutive of anti-racism education becomes embodied through particular pedagogues. The authors are anti-racism educators with experiences in diverse settings: the chapters cover various fields and socio-historic geographies, address contemporary educational issues, and are situated within personal-political, historical and philosophical conversations. Anti-racism education is a discursive stance and steeped in politics that shape and are shaped by everyday conversations, theories, and practices. The essays in this collection work through many of the possibilities and limitations of engaging in counter-hegemonic education for transformative learning. Readers will discover lived experiences, theory, practice and critical reflexivity.

Professional Child and Youth Care

The Construction of Disability in our Schools  
 OECD Reviews of Evaluation and Assessment in Education: Australia 2011

Teacher Development for Immersion and Content-Based Instruction  
 Exploring Inclusive Educational Practices Through Professional Inquiry  
 Philosophy of Education: Society and education

While governing bodies have mandated that all students have the right to an education, with disabled students treated to the same rights and opportunities as non-disabled students, policymakers do not always agree on what all-inclusive education should look like. Challenges Surrounding the Education of Children with Chronic Diseases explores the needs that children with certain conditions—such as diabetes, cancer, juvenile idiopathic arthritis, and inflammatory bowel disease—might have in the classroom. Featuring coverage on a wide range of topics relating to pre-service teacher training, school administrators' policies, and the experiences of children with chronic health conditions, this book is an essential reference source for teachers, educators, school administrators, policymakers, and anyone else concerned with inclusive educational rights for all students.

Examines the legal and political details of school funding reform in New York, Vermont, and Ontario. Many Canadian children from minority status groups experience long-term academic complexities, influencing their sense of school belonging and engagement. Research demonstrates children with intersecting differences of race, ethnicity, language, and disability, and those in their middle years (10-13 years old), undergo heightened academic challenges. Yet, what are children with disabilities' personal schooling experiences, and how may these insights support inclusive learning, teaching, and sense of belonging? Within Toronto, one of the most diverse Canadian cities, this book explores the stories and experiences of six middle years children with intersecting differences of race, ethnicity, language, and disabilities (particularly autism). Through narrative and critical discourse analysis research methods the children's views were accessed via a mosaic multi-method data collection approach, including their own photography, drawings, journal writings, imaginative story games, and interview texts. The children's narratives illustrate their understandings of differences, learning, and inclusion. This book presents innovative insights highlighting the voices of children with disabilities as they navigate through complex issues of diversity and share how these impact their understandings and experiences of school inclusion and exclusion. The author advocates inviting the voices of children with intersecting differences into educational conversations and research processes, as they may adeptly advance areas of inclusion and diversity.

This is the history of the Northern School Resource Alliance and its predecessor co-operatives in Northwestern Ontario. The book details the challenges faced by small schools in remote parts of the region and the need for a creative solution to ensure that schoolchildren have the same opportunities as those in larger urban centers. The book details the collaborative work of English, French and First Nation schools and boards. Through collaboration, co-operation and the use of technology, high-quality education is provided for the children of small remote schools.

Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges  
 International Perspectives and Empirical Findings on Child Participation

From Social Exclusion to Child-Inclusive Policies  
 Environmental Health Perspectives  
 School Finance in the Northeast  
 Homophobia in the Hallways  
 Law and Neurodiversity

Practitioners, scholars, and teacher education students alike can celebrate reading Exploring Inclusive Educational Practices through Professional Inquiry. This rich array of case scenarios both illuminates and elaborates the meaning of inclusion in today's schools and tomorrow's visions. Twenty-five stories from parents, teachers, school principals, and specialists highlight the kind of experiential knowledge that won't be found in typical research reports and district documents about inclusive education. What happens to real people—students and their families—doesn't always resemble policies that can look so good on paper. This book makes a wonderful contribution to better understandings of the challenges of inclusion as well as the commitments positioned alongside values in order to meet those challenges. There are brave and spirited people in these pages—not the least of whom are the children themselves. Professor Luanna H. Meyer, PhD Director, Jessie Hetherington Centre for Educational Research Victoria University, New Zealand This is a book on inclusive education that leaves you with hope and ideas for action. It takes a very difficult and highly charged topic and demonstrates that it is possible to see both the trees and the forest. Michael Fullan Professor Emeritus OISE/University of Toronto We are reminded in the commentaries parents share in this book of how their passionate commitment to good education and their ideas make inclusion work. The case-study approach reveals the critical importance of their, and many other perspectives in finding solutions to what are so often dismissed as irresolvable dilemmas. They aren't, and this book models exactly the kinds of conversations we need in schools across the country to challenge all of us to stay the course. It's a must-read for anyone who wants to make diversity and inclusion a reality in public education today. Michael Bach Executive Vice-President Canadian Association for Community Living Autism Spectrum Disorder in the Ontario Context is the first book to offer a thorough introduction to Autism Spectrum Disorder (ASD) in Ontario. Highlighting examples, research, and interventions specific to Ontario, this manual provides an abundance of information in one central location, making it an indispensable tool for any Ontario professional working with individuals with ASD. This comprehensive text begins with a brief history of ASD and an overview of its contemporary understandings, including current diagnostic criteria. Covering a range of evidence-based interventions that have been shown to be effective for individuals with ASD—and supplemented with graphics, checklists, and hands-on strategies for application—this book provides essential information to inform practitioners. The concluding section on ASD across the lifespan explores how these interventions are delivered within agencies throughout Ontario, from preschool through to adulthood, and addresses relevant issues and topics for each age group. Featuring chapter summaries, definitions of key terms, lists of further resources, and reflective questions, this highly accessible and pedagogically rich text is vital reading not only for current and future practitioners, but also for parents of children with ASD. Annuaire Des Bibliothèques Canadiennes Under the Rainbow Breakthroughs in Research and Practice Teacher and Parent perspectives on the experience of labelled students Autism Spectrum Disorder in the Ontario Context