

## NOTES ON CONTRIBUTORS

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**Dennis A. Conrad** is Professor of Education at the State University of New York – Potsdam. His professional development included studies at Mausica Teachers College, the University of London, University of Sheffield, and Virginia Tech. Among other responsibilities he has been: former Chair, Department of Inclusive and Special Education; Board member of the Eastern Education Research Association; Director of Africa Studies-SUNY Potsdam; Chair of the American Education Research Association Caribbean and African Studies in Education SIG; External Examiner for the UWI, McGill U., and the University of New England, Australia. He is a founding member of The Association for Special Education of Trinidad and Tobago. Dennis also serves as a

reviewer for research journals on educational leadership, multicultural, and special education. He is a former special education teacher, principal and advocate in teacher education-special education in Trinidad and Tobago. His research interests include the intersections of educational leadership, learning differences, learner diversity, culturally responsive pedagogy, self-study of teaching; and inclusive education. He is the co-editor for two volumes of *Caribbean Discourse in Inclusive Education* and the forthcoming *Achieving Inclusive Education in the Caribbean and Beyond: From Philosophy to Praxis*.

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**Mia Amour Jules** is a registered clinical psychologist and lecturer in psychology in the School of Education at the University of the West Indies, Cave Hill, Barbados. Her areas of research include psycho-educational issues affecting adolescent and emerging adult populations, sexuality, the effects of social media on youth and exploring psycho-educational issues affecting students and teachers from various cultural contexts.

**Nadia Laptiste-Francis** is a full time Ph.D. candidate and Part time Lecturer in the area of Inclusive and Special Education at the University of the West Indies, St. Augustine Campus. She received a Bachelor of Education Degree in Special Needs Education from The University of Trinidad and Tobago and a Master of Education Degree in Inclusive/Special Education from the University of the West Indies. She also has formal training in educational assessment and evaluation. Her research interests include inclusive/special education, educational assessment and educational policy in the Caribbean.

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**Jamie L. McCartney** has been a professional interpreter in Ohio, United States for 25 years and an interpreter educator for 22 years. She is currently the program coordinator for the American Sign Language/ English Interpreting Program at Kent State University in Ohio. Dr. McCartney holds a Ph.D. in Secondary Education: Curriculum and Instruction; a Master's and Bachelor's Degree in Technical Education, all from the University of Akron (Ohio); and an Associate's Degree in Interpreting/ Transliterating for the Deaf from Columbus State Community College (Ohio). She has interpreted in a variety of venues, such as post-secondary, employment, medical, social services, Deaf-Blind, and platform interpreting. Dr. McCartney holds national certification from the Registry of Interpreters for the Deaf: Certificate of Transliteration (CT), Certification of Interpretation (CI), and National Interpreter Certification- Master (NIC-M). Her research interests are demand control theory, grit, social justice, and passive voice.

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**Lemoy Petit-Hunte** is an instructional and literacy coach, and Head of Department at a primary school in Trinidad. Dr. Petit-Hunte facilitates on-site professional development workshops and leads instructional coaching in reciprocal teaching, reading fluency development, formative assessment strategies, teaching reading comprehension in content areas, the gradual release of responsibility, using corrective feedback to improve students' writing, and motivating the reluctant male reader. Her research interests include formative experiment methodology, teacher education, emotional-behavioural disability, reciprocal teaching, and inclusive education.

**Leela Ramsook** is an Assistant Professor in the Centre for Education Programmes at the University of Trinidad and Tobago. She has published papers in refereed journals and participated in various educational workshops. She has a keen interest in research and has presented papers at conferences both locally and internationally.

**Karen Sanderson Cole** is an Assistant Lecturer at the University of the West Indies in the English Language Foundation Unit where she works as the course administrator for a range of Foundation courses. A graduate of the University of West Indies she has an M,HEd in Teaching and Learning at the Tertiary Level, as well as an M.Phil. and Ph.D. in Literatures in English. She has worked consistently in foundation level courses since 1991. Her research interests include political autobiographies, representations of black women in popular culture and academic writing.

**Paulson Skerrit** has a Bachelor of Education in Primary Education-Special Needs Education, a Master of Science in Teacher Education-Education of the Deaf and Hard of Hearing and a Ph.D. in Education-Literacy Studies. He has taught at the undergraduate and postgraduate level in the Deaf Education programme at the University of Tennessee, the Special Education programme at The University of Trinidad and Tobago, and now continues his work as a teacher educator in the area of Reading Education as a lecturer at the School of Education, The UWI, St. Augustine. Dr. Skerrit partners with non-governmental organizations such as the Dyslexia Association, the National Centre for Persons with Disabilities, and The Trinidad and Tobago Association for the Hearing Impaired to promote educational and career opportunities for at risk youths. His research agenda spans the following areas: reading education for struggling readers; education of the Deaf and hard of hearing and professional sign language interpreting.

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