



THE UNIVERSITY OF BRITISH COLUMBIA

Canadian Institute for Inclusion and Citizenship

ANNUAL REPORT

2024 – 2025



Tim Stainton, Jo-Anne Gautiher and Rachelle Hole accepting the Renate Shearer Award for promoting social justice for individuals with intellectual and developmental disabilities

We acknowledge that UBC's campuses and learning sites are situated within the traditional territories of the Musqueam, Squamish and Tsleil-Waututh and in the traditional, ancestral, unceded territory of the Syilx Okanagan Nation and their peoples.

Contents

Executive Summary.....	3
Co-Directors' Message	3
Objectives for 2025 – 2026.....	5
Acknowledgements.....	6
Research Streams	7
Highlighted Projects.....	9
Research Assistants, Self Advocate Consultants and Staff	17
Governance	19
Academic Measures	20
Grants and Service Contracts.....	20
Student & Post Doctoral Supervision	29
Publications, Reports and Presentations.....	32
Conference and Invited Presentations, Podcasts and Webinars	36
Media	41
Space	42
Additional Funding	42
Community Engagement	42
Participation	42
Consultations	42
Representation and Membership	43
Community, Government & University Partners	44
Contact Information	45

Executive Summary

Co-Directors' Message



Dr. Rachelle Hole



Dr. Leyton Schnellert

It's exciting to see the continued growth of the Canadian Institute for Inclusion and Citizenship over the past year. As a team, we are proud of the work we are doing together to advance inclusion, equity, and social justice for individuals with intellectual and developmental disabilities and their families.

This year, we were honoured to receive the Renate Shearer Award from the Canadian Branch of the United Nations, Vancouver Branch. This recognition celebrates our collective efforts to promote human rights and social justice, and affirms the importance of community-engaged research and advocacy.

Our work is built on meaningful partnerships with self-advocates, families, community organizations, and government collaborators across British Columbia, Canada, and internationally. In particular, we want to thank the self-advocate researchers who work alongside us. Their insights, leadership, and lived experience are central to everything we do and continue to shape the direction and integrity of our research.

We are also proud to support and mentor graduate students, post-doctoral fellows, and early career researchers who are committed to building more inclusive and equitable futures through their scholarship. We are grateful for the invaluable contributions that they bring to the work of the institute.

This year marked a significant transition as our long-time Co-Director, Dr. Tim Stainton, retired. While we miss his steady leadership, we're glad to still see Tim from time to time – when he's not enjoying well-earned games of golf or traveling – and are grateful for his ongoing support of the Institute's work.

We also want to express our sincere thanks to Cindy Chapman, our incredible Institute Coordinator. Cindy helps keep the boat afloat with her tireless commitment, organizational savvy, and care for our team, community, and inclusion.

We extend our deep gratitude to our research co-leads – Carly Christensen, Jennifer Baumbusch, Lise Olsen, Rheanna Robinson, and Sue Sterling-Bur – for their leadership, expertise, and dedication. Their contributions help shape the research direction of the Institute and ensure that our work remains grounded, rigorous, and community-informed.

As we action truth and reconciliation, we also want to thank Rheanna and Sue for their ongoing partnership and leadership, and for guiding us in taking [a distinction-based approach](#) to our work. Their leadership in advancing Indigenous methodologies is helping to reshape how we think, relate, and act as a research institute committed to justice and accountability.

And on a personal note, Rachelle would like to thank Leyton for coming alongside her as the new Co-Director this year. His generosity, collaboration, and shared commitment to inclusion have made this transition a meaningful and inspiring one.

In this report, you'll find highlights from across our five research streams, showcasing the scope and depth of our work. Each project reflects our shared vision: a society where individuals with intellectual disabilities are fully included and recognized as valued citizens.

Thank you to our advisory board members and to our board chair, Dan Collins. We appreciate your commitment to the institute and your wisdom and support. Finally, thank you to all our partners, collaborators, and supporters for your continued trust, commitment, and belief in the work we do together.

Sincerely,



Rachelle Hole and Leyton Schnellert
Co-Directors, Canadian Institute for Inclusion and Citizenship
University of British Columbia

Objectives for 2025 – 2026

We are committed to research, learning, and knowledge exchange.

Research

- Conduct high quality, impactful research in the area of intellectual and developmental disability that attends to issues of equity and diversity and that is informed by the priorities and identified needs of the community living sector (provincially, nationally, and internationally).
- Continue to build research capacity for the Inclusive Education and the Working with Indigenous Communities Research Streams.
- Support existing partnerships and facilitate new partnerships to advance knowledge and practice to improve the lives of children, youth, and adults with IDD and their families.
- Increase involvement of self-advocate co-researchers in research.
- Recruit and hire two post-doctoral fellows.
- Build research infrastructure and capacity in Canada in the area of IDD research.

Learning

- Provide leadership and partnership opportunities for forums, institutes, conferences, and symposiums aimed at increasing dialogue and knowledge on critical issues to the community living sector.
- Provide mentorship to undergraduate students, graduate students, post-doctoral fellows, and early career scholars through work study positions, research assistantships, practicums, and participation in community learning events and institutes.

Knowledge Exchange

- Engage in innovative knowledge translation and knowledge mobilization activities that includes self advocates (individuals with intellectual and developmental disabilities) to ensure information is low barrier and accessible (e.g., plain language documents).

Proposed Activities for 2025 – 2026

- Host a research ½ day Preconference Day (*Research with Relevance*) at the Annual Inclusion BC Conference (June 2025)
- Present research findings in three workshop sessions at the Inclusion BC Conference (June 2025)
- Host a minimum of four webinars.
- Develop skills and expertise in innovative Knowledge Translation / Knowledge Mobilization mediums
- Publish research findings in peer reviewed journals ensuring open access
- Create plain language Knowledge Translation (KT) summaries
- Launch a new website as part of the UBCO VPRI Interdisciplinary Research Website program increasing user accessibility features
- Continue Institute sustainability work
- Provide consultation and advice to the sector as requested
- Conduct research for CLBC and the community living sector

Acknowledgements

- **Thank you to Jason Gordon**, BC Association for Child Development and Intervention for his lengthy services and meaningful contributions to the Provincial Advisory Board.
- **Congratulations to Dr. Jennifer Baumbusch** for being awarded funding for a new UBC Research Excellence Cluster 2024/2025. [Thriving in Community: Re-Imagining Supports for Children with Medical Complexity and their Families.](#)
- **Thank you to the Canadian Branch of the United Nations, Vancouver Branch** for awarding the CIIC with the Renate Shearer Award for promoting social justice for individuals with intellectual and developmental disabilities on Dec. 6, 2024. Joanne Gauthier, Rachelle Hole and Tim Stainton accepted the award with Advisory Board members Janice Barr, Dan Collins as well as Carly Christenson, Leyton Schnellert and Lise Olsen in attendance at the ceremony.
- **We want to recognize** the passing of Nina Pak Lui, a PhD student co-supervised by Rachelle Hole and Leyton Schnellert. She was a fierce advocate for inclusion, decolonization, and centering the voices of children and adults from equity-deserving communities. We want to convey our condolences to Nina’s family and loved ones.

Research Streams

Informed by the principles of disability justice, we work to inspire and support social change by creating a passion for and commitment to inclusion. We work with people with intellectual and developmental disabilities, families, community, government, and the private sector to promote social justice, equality, and well-being of all citizens.

Our work is structured around the five key research streams below and is guided by and supports the full implementation of the United Nations Convention on the Rights of Persons with Disabilities.

Policy, Practice and Ethics

Co-Leads

- Dr. Rachelle Hole – School of Social Work, Faculty of Health and Social Development, UBC Okanagan
- Dr. Tim Stainton – School of Social Work, Faculty of Arts, UBC Vancouver

Individuals with intellectual and developmental disabilities face barriers to full inclusion and citizenship. This stream focuses on policy, structures and direct practice that foster and support full inclusion, citizenship, and good lives in the community. This focus includes both provincial and national policy and practice in Canada and internationally. The stream also considers ethical issues and attitudinal barriers that impact full inclusion and citizenship.

Employment and Transitions

Lead:

- Dr. Rachelle Hole – School of Social Work, Faculty of Health and Social Development, UBC Okanagan

Employment is a key aspiration for individuals with intellectual and developmental disabilities and a key priority for the community inclusion sector. Research demonstrates that employment enhances quality of life for most working-age adults and is important for social inclusion. This research stream focuses on improving employment for individuals with IDD with an additional focus on transitioning youth as we know intervening early is key to improving employment outcomes for individuals with IDD.

Health and Wellbeing of Individuals with Intellectual and Developmental Disabilities and their Families Across the Life-Course

Co-Leads:

- Dr. Jennifer Baumbusch – School of Nursing, Faculty of Applied Science, UBC Vancouver
- Dr. Lise Olsen – School of Nursing, Faculty of Health and Social Development, UBC Okanagan

It is well documented that individuals with intellectual and developmental disabilities and their families experience health inequities throughout their lives. This research stream aims to highlight social, political, and structural factors that contribute to these inequities. This research will help to inform ethical and equitable policies and practices that support health and wellbeing in each stage of life.

Inclusive Education

Co-Leads:

- Dr. Leyton Schnellert – Faculty of Education, UBC Vancouver
- Dr. Carly Christensen – Faculty of Education, UBC Vancouver

While research demonstrates the importance and value of inclusive education for all learners, this is not the experience for many children, youth, and adults with intellectual and developmental disabilities. The challenge of developing inclusive schools and providing inclusive experiences extends well past policy to education professionals, families, caregivers and students. This stream is deeply committed to improving inclusive education by using intersectional approaches that consider differences in ability, culture, gender, sexual orientation, race, class, and spiritual beliefs.

Working with Indigenous Communities

Co-Leads:

- Sue Sterling-Bur, PhD Candidate, Faculty of Arts and Social Sciences, UBC Okanagan
- Dr. Rheanna Robinson, – Faculty of Indigenous Studies, Social Sciences and Humanities, First Nations Studies, University of Northern BC

Indigenous peoples have much to teach when it comes to conceptualizing effective and meaningful practices of equity, diversity, and inclusion. Through respectful, reciprocal, relevant, and responsible relationship building, this stream will mobilize how Indigenous knowledge, traditions, and teachings have the potential to broaden contemporary understandings of inclusion in Canada and around the world.

Highlighted Projects

Decolonizing Disability—Teachings from Txeemsim and Voices from the Lands of the Nisga’a Nation



This research project, led by Dr. Rheanna Robinson and published in the *Canadian Journal of Disability Studies*, explores the intersections of Indigenous knowledge systems and disability studies through a decolonial lens. Utilizing an autoethnographic methodology, the study centers on the Nisga’a Nation’s oral traditions, particularly the teachings of Txeemsim, to challenge colonial narratives surrounding disability. ([Canadian Journal of Disability Studies](#))

The key objectives are:

- To integrate Nisga’a epistemologies into contemporary disability discourse.
- To highlight the role of Indigenous storytelling in reshaping understandings of disability and wellness.
- To contribute to the broader movement of decolonizing academic research methodologies.

The study employs decolonial autoethnography, drawing upon personal narratives and community-engaged research within the Nisga’a Nation. This approach emphasizes relationality, reflexivity, and the significance of Indigenous oral traditions in knowledge production.

The research underscores the importance of Indigenous worldviews in redefining concepts of disability, moving away from deficit-based models towards frameworks that value interdependence and community. By foregrounding Nisga’a teachings, the study offers critical insights for policymakers, educators, and researchers committed to inclusive and culturally responsive practices.

This project aligns with our institution's commitment to Indigenous-led research and contributes to the advancement of equity and inclusion in post-secondary education and beyond.

Thriving in Community: Re-Imagining Supports for Children with Medical Complexity and Their Families



Families of children with medical complexity experience physical, social, and economic exclusion. Medical complexity is characterized by the presence of complex, chronic conditions requiring specialized care, substantial health needs, functional dependence and/or limitations, and frequent healthcare usage.

This research cluster looks to improve the lived experience of families of children with medical complexity by advancing knowledge, clinical programs and policy to support these families.

We are at a critical juncture as a society in choosing how to support children with profound disabilities and medical complexity; whether to abdicate our collective responsibility and leave the onus on families to provide care or to re-imagine supports to ensure these children and – by extension their families – can live fully inclusive lives in their home communities.

Our research program will focus on policies and programs that are intended to support families within their own communities. A core component of this research cluster is its full integration of those with lived experience and all cluster activities will be guided by and informed by those with lived experience. <https://thrivingkids.ubc.ca/>



THE UNIVERSITY OF BRITISH COLUMBIA

Re-imagining Supports for Children with Medical Complexity

Research Excellence Cluster

Inclusive Physical Activity for Kids: KidsAction and Indigenous Dance Programs in Northern BC

KidsAction is an evidence-informed coaching approach for children with disabilities. We codesigned it with families, community groups and Indigenous partners to support children and families in community physical activity programs. Our key partners are Northern BC Indigenous dance leaders Symbia Barnaby (Haida Nation) and Dayna Nelson (Nisga'a Nation). Our shared goal is to increase access to supports for kids with disabilities wherever they live. We bring different teachings and experiences, which we can share with each other. Together, we will make changes to KidsAction so it works well for the Haida and Nisga'a dance programs.



Indigenous KidsAction logo
designed by artist Jamin Zuroski
(Nanagis First Nation)

These programs offer a way for children to connect to culture, which is a key part of Indigenous health. Our plans are to:

1. Set up KidsAction in 2 cultural dance programs in Prince Rupert;
2. Identify what works best when implementing in Indigenous settings;
3. Journey with families and community to measure the impact of the work;
4. Apply this learning with other Indigenous groups in and outside BC; and
5. Share how we blended Indigenous and Western ways to improve the way research is done.

Together, we will make sure physical activity programs are culturally safe and meet the needs of each child.

Inclusion through Disability Justice Bachelor of Education Cohort

Funded by UBC's Strategic Equity and Anti-Racism (StEAR) Enhancement Fund, we are excited to study the UBC Faculty of Education's new **Inclusion through Disability Justice Bachelor of Education Cohort**. This cohort will serve as a research-informed, research-generating site for exploring justice-based approaches to inclusion in teacher education. Teacher candidates will engage with arts-based, interdisciplinary, and design-driven pedagogy that challenges ableism and uplifts disabled knowledge and leadership. The research team includes Dr. Leyton Schnellert, Dr. Carly Christensen, PhD candidate Hazel Ryan Sheehan, and Dr Karen Ragoonaden with ongoing leadership from disabled scholars and educators.

Impact 2.0 – A Youth Employment Project (2023 – 2026)



Markus, Imperial Hobbies

Since 2020, researchers at the institute and community-based agencies connected to the BC Employment Network collaborated on the Impact Project. After a successful three years working with eight agencies, 283 youth with intellectual and developmental disabilities (IDD), and over 100 parents and carers, we launched Impact 2.0.

An evaluation of the Impact 1.0 showed that youth-centered or tailored vocational training and planning positively impacted employment outcomes.

Impact 2.0 continues and expands this research objective to investigate *what types* of tailored vocational training and planning practices are most effective in positively impacting youth their knowledge about employment, employment experiences, and future employment outcomes. “In what ways is intervening early with youth effective in producing positive employment related outcomes?”

To dive further into this question, Impact 2.0 operates with three guiding hypotheses:

1. Intervening early with youth with IDD using a tailored approach in vocational training and planning that considers each youth’s unique strengths and interests will improve future employment outcomes for these youth.
2. Tailored interventions that incorporate activities of discovery and career exploration first, skill building second, and job development third will improve employment outcomes for participating youth.
3. Using a tailored approach that considers each youth’s unique strengths and interests will mitigate gender-based discrepancies visible in everyday experiences of youth with IDD.

In the last two years, another two agencies joined the project, and together, we worked with 218 youth and their parents and carers to explore and discover career paths, build skills, and gain confidence in employment environments. At the time of writing, Impact 2.0 will start its final cohort for the Summer of 2025.

Individualized Funding: Where are we at now?

This research explores individualized funding policy and practice in British Columbia for individuals eligible for CLBC funded supports and services. Individualized funding (IF) refers to funding allocated directly to an individual or their parents or legal guardians. The funding is allocated to provide the support necessary to meet the individual's disability-related needs. The amount of funding is based on the unique needs and goals of the individual and/or family. How the funds are used to meet the eligible support needs is determined by the individual and/or their family.

In this project, we have completed a literature review, a jurisdictional scan of IF programs in Canada, and key informant interviews about IF in BC. These reports are available on our website. The project also includes an online survey and qualitative interviews with individuals and/or family members of individuals eligible for IF through CLBC as well as CLBC staff. The findings from the survey and the interviews will be shared in Fall 2025.

Exploring the Use of Navigators to Advance Access to Federal Programs and Services for People with Disabilities

In partnership with Inclusion Canada and People First Canada, we have explored how navigators can improve access to federal programs and services such as the Disability Tax Credit and the Registered Disability Saving Plan. A navigator is a person who helps individuals and families access programs and services. They help people understand what programs and services are available and help individuals make informed choices. To date, we have completed a literature review, a jurisdictional scan, focus groups and interviews with people with lived experience and their supports, a survey, and five showcases of agencies that provide navigator services (BCANDS, Inclusion New Brunswick, Plan Institute, Smile Canada, STADD – Services to Adults with Developmental Disabilities). Please visit our website to review this work.

Universal Design for Learning (UDL) Fellows Program Grant

Funded through UBC's Teaching and Learning Enhancement Fund (TLEF) and the Office of the Provost and Vice-President Academic, this UDL Fellows project involved redesigning EPSE 317—UBC's core B.Ed. course on inclusive education—as an asynchronous online course grounded in Universal Design for Learning (UDL) principles. The course will increase access for teacher candidates in rural and remote regions and international educators meeting certification requirements. It centers anti-ableist, disability-affirming pedagogy and models inclusive curriculum and assessment design. As a UDL Fellow, Dr Carly Christensen receives a teaching release and support from UBC's Centre for Accessibility and CTLT, with built-in student feedback and formal evaluation to guide the redesign.

The Transitioning Youth with Disabilities and Employment Project: The TYDE Project

The TYDE Project aims to improve employment outcomes of transitioning youth with developmental disabilities. We have built an online, interactive program that aims to foster self-determination of learners and support youth participants in their employment journey. The program includes seven modules, which are completed by youth with a support person (e.g., a parent, an employment coach, a teacher or educational assistant). The modules include:

- a pre-unit reflection,
- informational videos on employment related topics,
- video interviews with self-advocates outlining personal experiences related to employment and quality of life,
- activities to be completed by youth and partner activities to be completed by the youth with their support person (e.g., teacher, educational assistant, or job coach), and
- a unit reflection where students set goals and make plans related to the focus of the unit.

"I learned a lot of skills from it [TYDE]. I did learn how to communicate properly with coworkers, and I definitely learned how to keep a job for sure...It definitely did help me focus on what I need to do next because it taught me how to like properly set goals for me and like, properly. I learned what I want to do and prioritize."

Dual Credit Student



TYDE Youth Participant 2025

This past year we partnered with three school districts and five community living organizations to pilot the program. 64 youth participated. Feedback from the youth was very positive.

“It was very impactful for the resource teachers and staff to **actually see** curriculum that’s actually designed with those learners in mind.

But the biggest ‘aha’ being that **everyone** could use this curriculum...THAT to me was a really powerful shift” (School District participant)



TYDE School District Participant 2025

The TYDE curriculum was designed to align with BC Ministry of Education Core Competencies and designed to complement the Careers curriculum.

We are now embarking on our final year and will be releasing the TYDE Program publicly and for free for use by agencies, families, and schools who are supporting transitioning youth in employment. We hope that TYDE can make an impact for youth as they transition from school to work. As one participant stated:

I think in terms of transition, the one piece that's always missing is, and has been for some time, is the stories. They tend to get lost...if the kids do TYDE in their school and then can come out of that with their pre-done Discovery of “who I am,” [then if they] access youth services or supports through CLBC, they can say, “this is the path that I want you to help me do.” They can say, “Here it is, This is the path that I want you to help me do!” So, I think that's just really, really cool. I think it's awesome!

Rural and Remote Teacher Education Program: An innovative hybrid approach

In this study we developed hybrid courses and multimedia resources for the inaugural Rural and Remote Teacher Education Program, and piloted inclusive and accessible design within interactive, multi-modal courses. In particular, we looked at embedding the principles of design justice and disability justice throughout the program, including, but also beyond the foundational required inclusive education course. Funded by UBC's Teaching and Learning Enhancement Fund, we were able to create videos for the project to support prospective and new teachers. Two of the videos that have been created are:

[Inclusive Education: Student and Parent Voice in IEP's Video](#)

Parents and students are critical partners for inclusive education and in the creation of IEPs (Individual Education Plans).



[Inclusion: Disability Justice Video](#)

Disability justice disrupts colonial visions of exclusion and ableism and nurtures a more inclusive education system for all.

Papers related to the study were presented at the Canadian Society for the Study of Education's 2024 annual conference in Montreal, the 2025 International Congress for School Effectiveness and Improvement in Melbourne, Australia, and the American Educational Research Association's 2025 annual meetings in Denver, Colorado. Research articles have been submitted to *Cultural and Pedagogical Inquiry* and *Journal of Digital Life and Learning*. GRAs for this project include Nina Pak Lui, Amy Caesar, Andrea Kellaway, Lee Iskander, Bonny-Lynn Donovan, Belinda Chi, and Nadia Galvan Hernandez.

Research Assistants, Self Advocate Consultants and Staff

Post Doctoral Fellows



Dr. Laura Mudde has been working with the CIIC since 2020; first as a doctoral research assistant and then as a post-doctoral fellow. Laura's research program is informed by critical disability studies and social justice research. Laura has been a key researcher with the IMPACT Project since its inception and on the Individualized Funding Research Project. Thank you, Laura, for all your incredible work!



Dr. Kimberley Sinclair is a postdoctoral fellow in research and teaching at the University of British Columbia, in the Faculty of Education. Her interests are centered on enhancing *all* students' capacities to feel, and know how to be, successful in the learning opportunities they take up. To further these goals, she is bringing together her experience as an educator as well as her scholarly work in professional learning, educational change, inclusive education and self-regulated learning. Kimberley has worked extensively on the Supporting Self-Regulated Learning Across International Contexts and Networks project.

Research Assistants

- Ali Rashid Bawumia, Graduate Research Assistant, Online Parent Resource for Safe and Active Sport and Recreation for Children with Autism Project
- Amy Caesar, Graduate Research Assistant, Rural and Remote Teacher Education Program: An innovative hybrid approach and Embedding Disability Justice as a Core Component within Teacher Education Programs
- Andrea Kellaway, Graduate Research Assistant, Rural and Remote Teacher Education Program: An innovative hybrid approach and Embedding Disability Justice as a Core Component within Teacher Education Programs
- Anton Santos, Research Assistant, KidsAction Project
- Ashley Sandras, Housing Matters
- Belinda Chi, Graduate Research Assistant, Embedding Disability Justice as a Core Component within Teacher Education Programs
- Blake Miller, Graduate Research Assistant, Community Inclusion Literature Review

- Blanca Gala, CIIC Staff – Housing Innovations
- Dina Yaghi, Graduate Research Assistant, Navigators Project
- Enya Marijke, Graduate Research Assistant, Family Voices Project
- Jade Campbell, Graduate Research Assistant, Online Parent Resource for Safe and Active Sport for Children with Autism Project
- Jenna Christianson-Barker, Graduate Research Assistant, Navigators Project
- Jo-Anne Gauthier, Self Advocate Consultant & Research Assistant, Housing Matters
- José Figueroa, Self Advocate Consultant & Research Assistant, Transitioning Youth with Disabilities and Employment (TYDE)
- Kirsten Subade, Research Assistant, KidsAction Project
- Laura Hockman, Graduate Research Assistant, Family Voices Project
- Leilani Forby, Graduate Research Assistant, Remote Supports
- Lizzy Walsh, Graduate Research Assistant, Parents with Intellectual and Developmental Disabilities
- Michelle Goos, Self Advocate Researcher & Project Lead, Parents with Intellectual and Developmental Disabilities
- Nadia Galvan Hernandez, Graduate Research Assistant, Transformation of Disability Housing in Canada
- Nina Pak Lui, Graduate Research Assistant, Rural and Remote Teacher Education Program: An innovative hybrid approach
- Nour Youseff, Graduate Research Assistant, Navigators Project, Transformation of Disability Housing in Canada
- Ola Lasocka, Graduate Research Assistant, Housing Innovations, Community Inclusion Literature Review
- Qian Zhou, Graduate Research Assistant, Individualized Funding Project
- Rae Morris, Graduate Research Assistant, CLBC Parents with Intellectual and Developmental Disabilities
- Ramona Sharma, Research Coordinator, Transformation of Disability Housing in Canada
- Robin Metcalfe, Graduate Research Assistant, Employment Matters and Housing Matters
- Sandra Polushin, Research Coordinator, Transitioning Youth with Disabilities and Employment (TYDE)
- Sarah Grace Friesen, Graduate Research Assistant, Embedding Disability Justice as a Core Component within Teacher Education Programs
- Tricia Lins, Self-Advocate Consultant & Research Assistant, Transitioning Youth with Disabilities and Employment (TYDE)

Governance

Provincial Advisory Board

The provincial advisory board offers advice to the Institute, ensures information flows between community and the university, informs research priorities, assists in the design and implementation of projects, facilitates the communication of results and helps to evaluate application and uptake of the results. Membership includes self advocates, family members, service providing agencies, government and provincial advocacy organizations.



Pride Tree, Ashley Dheil,
Community Living Society Studio 73

- Dan Collins, Inclusion Langley Society, Chairperson
- Dara Watson, BC People First
- Janice Barr, Community Living Society
- Jason Gordon, BC Association for Child Development and Intervention
- Jo-Anne Gauthier, BC People First
- Joanne Mills, Community Living BC
- John Stinson, Community Living BC
- Joshua Myers, BC Centre for Ability
- Karla Verschoor Inclusion BC
- Nathan Ngieng, Abbotsford School District

Academic Measures

This report includes academic measures related to Intellectual and Developmental Disability research only. The CIIC Co-Directors, Research These Co-Leads also conduct research, support student engagement, and produce knowledge outputs in other topic areas.

Grants and Service Contracts

In 2024 - 2025, the CIIC had 23 projects collective budget of \$5,823,752. New projects generated \$1,023,394 in funding this reporting period and continued work on projects previously funded was in the amount of \$4,800,358. Researchers in **bold text** are CIIC Co-Directors and research theme co-leads.

NEW Projects 2024 – 2025

Title	Building Research Collaborations to Support Inclusive Physical Activity Initiatives in Northern BC.		
Funding Body	UBC Collaborative Research Mobility Award (CRMA)		
Grant / Contract Total	\$5,000	Funding Period	Jan 2025 - Dec 2025
Principal Investigator(s)	Lise Olsen Stephanie Glegg	Co-Investigator(s)	
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)			
Title	Bringing KidsAction to Prince Rupert		
Funding Body	Community-University Engagement Support (CUES) Fund		
Grant / Contract Total	\$25,000	Funding Period	Feb 2025 - Jan 2026
Principal Investigator(s)	Stephanie Glegg Symbia Barnaby	Co-Investigator(s)	Lise Olsen Dayna Nelson
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Haida Dance Group (Leader Symbia Barnaby) Nisga'a Dancers (Leader Dayna Nelson)		

Title	Inclusive Physical Activity for Kids: KidsAction and Indigenous Dance Programs in Northern BC		
Funding Body	Kids Brain Health Network (KBHN), Brain Canada		
Grant / Contract Total	\$200,000	Funding Period	March 2025 to March 2027
Principal Investigator(s)	Stephanie Glegg Lise Olsen	Co-Investigator(s)	Tara Nault Jill Zwicker
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Haida Nation Dance Group (Leader - Symbia Barnaby), Nisga'a Dance Group (Leader: Dayna Nelson), Kxeen Community Services Society, Prince Rupert Civic Centre, Victoria Native Friendship Centre, Saskatchewan Polytechnic		
Title	Bringing KidsAction to Prince Rupert		
Funding Body	Michael Smith Health Research BC Innovation Program Matching Funds		
Grant / Contract Total	\$200,000	Funding Period	March 2025 - Feb 2027
Principal Investigator(s)	Stephanie Glegg Lise Olsen	Co-Investigator(s)	Jill Zwicker
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Haida Nation Dance Leader (Symbia Barnaby), Nisga'a Dance Group (Leader Dayna Nelson), Kxeen Community Services Society (Miranda Kessler).		
Title	Thriving in Community: Re-Imagining Supports for Children with Medical Complexity and their Families		
Funding Body	UBC VPRI Cluster Grant		
Grant / Contract Total	\$150,000	Funding Period	2024 - 2026
Principal Investigator(s)	Jennifer Baumbusch	Co-Investigator(s)	Vanessa Fong Isabel Grant Ngoc Huynh Esther Lee Brenda Lenahan Craig Mitton Ben Mortensen Lise Olsen Scott Ramsay Anamaria Richardson
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)			

Title	Decolonizing disability: A Children's Story Why do you walk like that? Tanihki ekusi kasipimohtiyen?		
Funding Body	Heath Arts Research Centre		
Grant / Contract Total	\$14,000	Funding Period	2023 - 2025
Principal Investigator(s)	Rheanna Robinson	Co-Investigator(s)	
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)			
Title	Universal Design for Learning (UDL) Fellow Program		
Funding Body	UBC Large Teaching and Learning Enhancement Fund Office of the Provost and Vice-President Academic		
Grant / Contract Total	\$8,000 (in kind support and teaching buyout)	Funding Period	2024 - 2025
Principal Investigator(s)	Carly Christensen	Co-Investigator(s)	
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Centre for Teaching, Learning and Technology (CTLT), Centre for Accessibility (CFA), Faculty of Education: Learning Design and Digital Innovation (LDDI)		
Title	Supporting Self-Regulated Learning Across International Contexts and Networks		
Funding Body	SSHRC Connection Grant		
Grant / Contract Total	\$43,059	Funding Period	2023 – 2025
Principal Investigator(s)	Nancy Perry	Co-Investigator(s)	Leyton Schnellert Yves Karlen Kimberley Sinclair
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Networks for Inquiry and Indigenous Education (NOIIE)		

Title	Transforming Inclusive Housing		
Funding Body	Summer Foundation Australia		
Grant / Contract Total	\$79,235	Funding Period	Aug 2024 – May 2025
Principal Investigator(s)	Rachelle Hole	Co-Investigator(s)	
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)			
Title	Inclusion through Disability Justice Bachelor of Education Cohort		
Funding Body	UBC's Strategic Equity and Anti-Racism (StEAR) Enhancement Fund		
Grant / Contract Total	\$10,000	Funding Period	2025 - 2027
Principal Investigator(s)	Karen Ragoonaden Carly Christensen	Co-Investigator(s)	Leyton Schnellert Hazel Ryan Sheehan
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)			
Title	Overcoming Barriers - Creating Success		
Funding Body	Economic and Social Development Canada		
Grant / Contract Total	\$289,100	Funding Period	Feb 2025 – Dec 2027
Principal Investigator(s)	Rachelle Hole	Co-Investigator(s)	Rheanna Robinson Sue Sterling-Bur
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Inclusion Canada – Ready, Willing and Able		

ONGOING PROJECTS

Title	Exploring the Use of Navigators to Advance Access to Federal Programs and Services for People with Disabilities		
Funding Body	Accessible Standards Canada		
Grant / Contract Total	\$120,000	Funding Period	Apr 2023 – May 2026
Principal Investigator(s)	Rachelle Hole	Co-Investigator(s)	
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Inclusion Canada and People First of Canada		

Title	The Family Voices Project: Shaping Disability Services		
Funding Body	BC Ministry of Children and Family Development		
Grant / Contract Total	\$100,000	Funding Period	2023 –2025
Principal Investigator(s)	Rachelle Hole Jennifer Baumbusch Rheanna Robinson Sue Sterling-Bur	Co-Investigator(s)	Angela Clancy Laura Hockman Brenda Lenahan Patti Mertz Laranna Scott
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	The Family Support Institute of BC		
Title	Ableism and Employment: Speaking Back to the Literature		
Funding Body	BC Office of the Human Rights Commissioner		
Grant / Contract Total	\$15,000	Funding Period	April 2023 – June 2024
Principal Investigator(s)	Rachelle Hole	Co-Investigator(s)	
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)			
Title	Professional Learning Networks Fostering Self-Regulated Learning through the Lens of Equity, Diversity, and Inclusion		
Funding Body	SSHRC Horizons Grant		
Grant / Contract Total	\$30,000	Funding Period	2025 –2027
Principal Investigator(s)	Nancy Perry	Co-Investigator(s)	Leyton Schnellert Hilde Van Keer Yves Karlen Mathias Mejeh Nikki Yee Kimberley Sinclair
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Networks for Inquiry and Indigenous Education (NOIIE)		

Title	Rural and Remote Teacher Education Program: An innovative hybrid approach		
Funding Body	UBC Large Teaching and Learning Enhancement Fund		
Grant / Contract Total	\$187,000	Funding Period	2023 - 2025
Principal Investigator(s)	Leyton Schnellert	Co-Investigator(s)	Terry Taylor Marianne McTavish Karen Ragoonaden Joaquin Munoz Harper Keenan Carly Christensen Yvonne Dawydiak
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Partner Organization: BC Rural Education Advisory Collaborators: <ul style="list-style-type: none"> • Dr Jamilee Baroud (Learning Design and Digital Innovation) • Disability Justice Circle: Joann Anokwuru, Amy Ceasar, Belinda Chi, Carly Christensen, Nadia Galvan Hernandez, Andrea Kellaway, Emma Raine, Shelley Moore, Jeanette Lapre • Indigenous Education Circle: Delores Austin, Bonny Lynn Donovan, Denise Flick, Jayde Gabert, Jesse Halton, Joaquin Munoz, Allison Nicholson, Megan Read, Graham Setters, Delores Austin • Racial Justice Circle: Belinda Chi, Jesse Halton, Nadia Galvan Hernandez, Nina Pak Lui, Karen Ragoonaden, Joann Anokwuru • SOGI Circle: Jesse Halton, Rob Hill, Lee Iskander, Harper Keenan, Shelley Moore, Leyton Schnellert 		
Title	Individualized funding: Where are we at now?		
Funding Body	Community Living British Columbia		
Grant / Contract Total	\$150,000	Funding Period	April 2023 – September 2025
Principal Investigator(s)	Tim Stainton Rachelle Hole	Co-Investigator(s)	Laura Mudde
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)			

Title	Remote Supports for Independence		
Funding Body	Community Living British Columbia, MITACS		
Grant / Contract Total	\$174,000	Funding Period	2022 – 2025
Principal Investigator(s)	Rachelle Hole	Co-Investigator(s)	
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	ASPIRE, Community Living Society, Inclusion BC, Inclusion Langley; Spectrum Society for Community Living		
Title	IMPACT 2.0: Evaluating Youth Employment Interventions		
Funding Body	Ministry of Social Development and Poverty Reduction (MSDPR)		
Grant / Contract Total	\$142,000	Funding Period	2023 - 2026
Principal Investigator(s)	Rachelle Hole	Co-Investigator(s)	Colin Reid Laura Mudde
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Burnaby Association for Community inclusion, Chilliwack Society for Community Living, Community Living Victoria, Kyndred Community Living Society, Inclusion Langley Society, Possibilities, ASPIRE, Unity WISE Employment Solutions, Inclusion Powell River Society, Community Living Society		
Title	Implementing Physical Activity Program in Communities for Children with Neurodisabilities		
Funding Body	Michael Smith Health Research BC		
Grant / Contract Total	\$500,000	Funding Period	2019 - 2024
Principal Investigator(s)	L. Olsen S. Glegg (Co-PI).	Co-Investigator(s)	McKellin, W. Collet, JP. Gitimoghaddam, M. Nault, T. Zwicker, J. Hole, R.; 9 additional co-investigators
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Indigenous Sport and Physical Activity Council of BC, Special Olympics BC, Adaptive Sports Sun Peaks, Victoria Native Friendship Centre; Cerebral Palsy Association of BC.		

Title	Evidence to Inform Policy and Practice in the Community Living Sector		
Funding Body	Community Living British Columbia		
Grant / Contract Total	\$300,000	Funding Period	2021-2025
Principal Investigator(s)	Rachelle Hole Tim Stainton	Co-Investigator(s)	
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	Community Living BC		
Title	Promoting brain health: A national capacity building project for aging adults with intellectual or developmental disabilities, family caregivers and service providers		
Funding Body	CIHR Operating Grant - Factors and Mechanisms that Impact Cognitive Health in Aging		
Grant / Contract Total	\$748,975	Funding Period	2024 - 2026
Principal Investigator(s)	Lunsky, Y. Bobbette, N. Chiu M., Thakur, A	Co-Investigator(s)	Balogh, R. Baumbusch, J. Baskin, A. Durbin, A. Fogle, A. Gonzales, A. Kelly, C. Lake, J. Lefkowitz, G. Mallett, H. McCabe, J. Niel, U. Noonan, J. Rajji, T. Ries, H. Selick, A. Shooshtari, S. Sockalingam, S. St. John, L., Steel, L., Stemp, S. Sullivan, B. Thatcher, A. Thomson, K.

Title	Transitioning Youth with Disabilities and Employment – The TYDE Project		
Funding Body	CIHR / SSHRC Partnership Grant		
Grant / Contract Total	\$2,320,324 (includes partner cash and in-kind contributions) CIHR/ SSHRC Funding: \$1,331,650	Funding Period	2018 – 2025
Principal Investigator(s)	Rachelle Hole	Co-Investigator(s)	Steven Barnes Joan Bottorff Cam Crawford Jose Domene Leyton Schnellert Tim Stainton Robert Williamson Alyssa Wise Richard Young
Collaborators & Partner Organizations (Knowledge Users and Policy Makers)	BC Aboriginal Network on Disability Society, BC Centre for Employment Excellence, BC Council of Administrators of Inclusive Support, BC Employment Network, BC Ministry of Children & Family Development, BC People First, Community Living British Columbia, Family Support Institute of BC, Inclusion BC, Inclusion Canada, University of Calgary		

TYDE Program

Unit 1: Quality of life

- Creating the life you want
- Taking an active role
- Building social networks
- Practice activity: Circle of Support
- Getting a job matters
- Partner Activity
- Resources

Logout

0:04 / 3:20

TYDE

😊

★

🎯

⚙️

Learning to create opportunities for yourself 🟢

1:54 / 2:10

Student & Post Doctoral Supervision

Post Doctoral Fellows

Name	Program Type	Topic	Year	Principal Supervisor
Miguel Corbi Santamaria	Jose Castillejo Grant	Inclusion and Citizenship	January 2024 – June 2024	Lise Olsen Leyton Schnellert Rachelle Hole
Laura Mudde	CIIC Funded	Evidence to inform community living policy and practice	Summer 2023 - Ongoing	Rachelle Hole
Kimberley Sinclair	SSHRC	Finding synergies between self-regulated learning and inclusive education	September 2023-ongoing	Nancy Perry Leyton Schnellert Deborah Butler

Graduate Masters and PhD Supervision

Student Name	Program Type	Topic	Supervisor	Committee Members
Amy Ceasar	PhD	Teaching for inclusion: Relational work in marginal, flexible, and constrained contexts	Leyton Schnellert	Carly Christensen Rachelle Hole Lisa Loutzenheiser
Andrea Kellaway	MA	Nothing about us without us: Preservice teachers with disabilities' perspectives on inclusive education	Leyton Schnellert Carly Christensen	
Belinda Chi	PhD	Exploring inclusive employment with youth with development disabilities in rural settings	Leyton Schnellert	Rachelle Hole Rita Irwin
Bhagyalatini Velugu	PhD	Inclusive education in India	Kim Zebehazy	Leyton Schnellert Jennifer Katz
Bonny Lynn Donovan	PhD	Sylix language reclamation as inclusive practice: Eco-cultural literacy in the early years	Jeannette Armstrong Leyton Schnellert	Mike Evans Bill Cohen

Student Name	Program Type	Topic	Supervisor	Committee Members
Bryan Gidinski	PhD	Findings intersections between queering and crippling in K-12 pedagogy	Leyton Schnellert	Carly Christensen
Emily Larocque	MA	Critical auto-ethnography through a critical disability studies lens	Leyton Schnellert	Donna Kozak
Hazel Ryan Sheehan	PhD	Inclusive education and disability justice in higher education	Nancy Perry	Carly Christensen Cay Holbrook
Juliane Dmyterko	PhD	Foster agency and voice with individuals with autism	Lori Ford	Leyton Schnellert Cay Holbrook
Justin Ng	PhD, UBC Law	MAiD and Mental Illness	Tim Stainton	
Kaan Goncu	PhD, UBCV	Trans Disabled persons experience with Gender Affirming Care	Tim Stainton Hannah Kia	
Laura Hockman	IGS PhD	Gitxsan Traditional Governance	Rachelle Hole	R. Robinson B. Ramirez B. O'Brien
Lilian Wataka	MA	Including children of war in Ugandan schools	Marla Buchanan	Carly Christensen Jennifer Katz
Liliana Pesce	MEd	Asset-oriented assessment practices in inclusive classrooms	Leyton Schnellert	Donna Kozak
Lucia Woolgar	MSW	Mental Health Clinicians' Training and Intellectual Disability	Rachelle Hole	Mary Clare Kennedy Tim Stainton Yona Lunskey
Michael Way	MEd	Building inclusion through mindfulness practices	Leyton Schnellert	Donna Kozak
Michelle Hewitt	PhD etc.	Younger Disabled Adults in Long-term Care - A Foucauldian Genealogy	Rachelle Hole	Colin Reid, Tim Stainton
Nadia Galván Hernández	PhD	Community-based Art to Promote Inclusion and Challenge Ableism	Rachelle Hole Leyton Schnellert	Rita Irwin Virginie Magnat
Paige Reeves	PhD, University of Alberta	Exploring Experiences of Belonging of People with Intellectual or Developmental Disability	David McConnell Shanon Phelan	Tim Stainton

Student Name	Program Type	Topic	Supervisor	Committee Members
Rae Morris	PhD UBCV Social Work	Mental health service provision with adults with autism spectrum disorder: An interpretive description study	Tim Stainton	David Nicolas Cristiana Bratiotis
Sarah Grace Friesen	PhD	Neuroqueer gaze, cisneurotypical schools: Deconstructing anti-inclusivist practices in K-12 schools	Leyton Schnellert Carly Christensen	
Sue Sterling-Bur	PhD	Understanding Giftedness Through <i>Nle?kepmx</i> Stories	Jeannette Armstrong Rachelle Hole	Alanaise Ferguson, Margaret Kovach

UBC Okanagan MSW Practicum Student

- Ashley Sandras. MSW Practicum Student, UBCO



Publications, Reports and Presentations

CIIC researchers are highlighted in **bold**; students are underlined and self-advocates are italicized.

Peer-Reviewed Journal Articles

Baumbusch, J., Fong, V., Lee, E. *, Bandara, N.A. & Khan, K.B. (2025, early view). Weathering the storm: Climate-related weather event experiences of families of children with medical complexity. *Child: Care, Health and Development*, 1 – 9.

Marquis, S., Lunskey, Y., McGrail, K. M., & **Baumbusch, J.** (2025). Fetal alcohol syndrome and population level health care usage in British Columbia, Canada. *Disability and Health Journal*, 28(1), 1-7.

Marquis, S., Marquis, N.E., Lunskey, Y., McGrail, K.M., & **Baumbusch, J.** (2024). A retrospective cohort study of prescription drug use among youth with intellectual/developmental disabilities in British Columbia. *Journal of Intellectual Disability Research*, 68(10), 1156-1166.
<https://doi.org/10.1111/jir.13147>

Marquis, S., Marquis, N. E., Lunskey, Y., McGrail, K. M., & **Baumbusch, J.** (2024, early view). Prescriptions for antipsychotics: Youth with intellectual/developmental disabilities compared to youth without intellectual/developmental disabilities. *Journal of Autism and Developmental Disorders*, 1-10.

Robinson, R. E. (2024). Decolonizing disability: Teachings from Txeemsim and voices from the lands of the Nisga'a Nation. *Canadian Journal of Disability Studies*, 13(3), 1–40. Retrieved from <https://cids.uwaterloo.ca/index.php/cids/article/view/1160>

Sharma, R., Assellin, R., Stainton, T., & Hole, R. (Jan. 2025). Ableism and employment: A scoping review of Literature. *Social Sciences*. <https://doi.org/10.3390/socsci14020067>

Morris, R., Christianson-Barker, J., Stainton, T., Mills, R., Schroeder, Cox, J., Rowley, J. Hole, R. (May 2024). "They don't think I can do it": Experiences of Self-Advocates, Employment Specialists, and Employers on Employment of Adults with Intellectual Disability. *Journal of Applied Research in Intellectual Disabilities*. 37 (3), 1 – 12 <https://doi.org/10.1111/jar.13231>

Morris, R., Christianson-Barker, J., Stainton, T., Mills, R., Schroeder, M., Cox, J., Rowley, C., Hole, R. (July 2024). Employment practices as experienced by persons with intellectual disability, employers, and employment specialists across Canada. *Journal of Vocational Rehabilitation* 61(1), 55 – 66. <https://doi.org/10.3233/JVR-240019>

Hole, R., & Schnellert, L. (2024). Disability theatre as critical participatory action research: Lessons for inclusive research. *Social Sciences* 13: 116, 13 pages.
<https://doi.org/10.3390/socsci13020116>

MacNeil, K., Butler, D., & **Schnellert, L.** (2024). Training teachers for evidenced-based practice. *Professional Development Today*, 23(3). 8 pages. <https://doi.org/10.3224/96665073>

Schnellert, L., Rajagopal, H., & **Miller, M.** (2024). “Different spots in their learning journey”: Striving to develop equity-oriented teacher education pedagogy. In Burke, J., Cacciattolo, M., Toe, D. (eds) *Inclusion and Social Justice in Teacher Education*. (pp. 317-336). Springer.
https://doi.org/10.1007/978-3-031-67612-3_17

Government Reports, Research Reports, and Briefs

Gala, B., **Lasocka, O.,** Hunter, E., & **Hole, R.** (Jan. 20, 2025). *Housing Innovations in BC: Responding to the Housing Crisis*. The UBC Canadian Institute for Inclusion and Citizenship. 91 pages.

Hole, R., **Christianson-Barker, J.,** **Franzius, A.,** Mills, R., & Lomness, A. (September 4, 2024). *Literature Review on the Use of Customized Employment to Facilitate Competitive Inclusive Employment for People with Disabilities*. The UBC Canadian Institute for Inclusion and Citizenship. 94 pages

Hole, R., & Mudde, L. (February 28, 2025). *IMPACT 2.0: Report Cohort 2. Ministry of Social Development and Poverty Reduction & The BC Employment Network*. 61 pages.

Hole, R., & Mudde, L. (March 10, 2025). *Supplement IMPACT 2.0: Feedback Vocational Specialists*. Ministry of Social Development and Poverty Reduction & The BC Employment Network. 11 pages.

Hole, R., **Hockman, L.,** Humphreys, T., **Sterling-Bur, S.,** Robinson, R., **Duffield, E.,** Clancy, A., & Baumbusch, J., Mertz, P., Scott, L. (December 2024). *The Family Voices Project: Helping Shape the Future of CYSN Services*. The Family Support Institute of BC and the UBC Canadian Institute for Inclusion and Citizenship. pp.58.

Hole, R., Sharma, R.H., **Galvan Hernandez, N.,** & **Youssef, N.** (January 31, 2025). *Disability Housing in Canada: A Jurisdictional Scan*. The UBC Canadian Institute for Inclusion and Citizenship. 155 pages.

Lasocka, O., **Miller, B.,** **Clarke, N.,** **Padilla Pous, L.,** **Yaghi, D.,** **Sharma, S.,** Lomness, A., & **Hole, R.** (Sept. 2017). *Community inclusion supports. What exists and what works? A scoping review of the literature*. The University of British Columbia Canadian Institute for Inclusion and Citizenship. 63 pages.

Metcalfe, R., **Stainton, T.,** & **Hole, R.** (April 30, 2024). *Third Party Evaluation Mobilizing Easy-to-Understand Vaccine Information Phase 2 extension of the Project ‘Increasing Vaccine Knowledge and Uptake’ undertaken by Inclusion Canada and Partners*. The UBC Canadian Institute for Inclusion and Citizenship. 28 pages

Sharma, R.H., **Hunter, E.,** & **Hole, R.** (September 2024). *Ableism and Employment Equity: Disabled Employees Talk Back to the Literature!* The University of British Columbia Canadian Institute for Inclusion and Citizenship. 60 pages.

Books & Chapters

Rheanna Robinson has authored three children's books that explore themes of Indigeneity and living with a disability. These works aim to educate young readers on the intersection of cultural identity and disability, promoting understanding and inclusivity. Through storytelling, she provides valuable insights into the experiences of Indigenous individuals with disabilities, fostering empathy and awareness from an early age

Robinson, R. & Thevenaz, L. (2024). Why do you walk like that? Tanihki ekusi ka sipimohtiyen? A story about MS and the Métis Sash. (A. Maurice, Trans.). (S. Robinson, Illus.). Health Arts Research Centre, University of Northern British Columbia, Prince George, BC. https://healhealthcare.ca/projects/why_do_you_walk_like_that/157



Aleck, P. & Robinson, R. (2024). *Spaal': A Raven with different wings*. (S. Robinson, Illus.). Health Arts Research Centre, University of Northern British Columbia, Prince George, BC. <https://healhealthcare.ca/projects/spaal/157>

Robinson, R. (2024). Strands of story: Indigeneity, disability, and the Métis sash. In Kress, M. (Ed). *Embodied memories – Notions of love, disAbility, and Indigeneity*. [Book chapter in progress]



Publications Submitted

Baumbusch, J., Lloyd, J.E.V. & Fong, V. (2025, revise and resubmit). Population-level gender-based analysis of the educational journeys of students with Autism Spectrum Disorder in British Columbia, Canada. *Autism*.

Christianson-Barker, J., Franzius, A., Mills, R., Lomness, A., & **Hole, R.** (Feb. 2025). Employing strength: A scoping review of customized employment practices to support inclusive employment. *Journal of Vocational Rehabilitation*.

Christianson-Barker, J., Lomness, A., Youssef, N., Yaghi, D., Ng, F., Hockman, L., Mills, R., & **Hole, R.** (submitted Nov. 2024). Scoping review on the use of navigation services to improve accessibility of programming for people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*.

Christianson-Barker, J., Morris, R., Stainton, T., Cox, J., Rowley, J., Schroeder, M., Mills, R., **Hole, R.** (re-submitted Mar 2025). Addressing barriers to employment for workers with an intellectual disability: A focus group study. *Journal of Intellectual & Developmental Disability*

Fong, V.C., **Baumbusch, J.**, Khan, K., Lee, E., Bailey, S., MacDonald, K., & Clancy, A. (2025, under Review). What does family-centered care mean to you? A qualitative study examining perceptions of parents of children with medical complexity Family-centered care. *Journal of Family Nursing*.

Lloyd, J.E.V. & **Baumbusch, J.** (2025, under review). High school completion among students with disabilities and learning exceptionalities: a population-based analysis from British Columbia, Canada. *International Journal of Educational Research*.

Marquis, S., O'Leary, R. & **Baumbusch, J.** (2025, under review). A realist review of interventions for parents of adults with Intellectual Disabilities. *Ageing & Society*.

Morris, R., Walsh, L., Goos, M., Lomness, A., & **Hole, R.** (re-submitted Jan. 2025). Parenting experiences among adults with intellectual disabilities: A scoping review. *British Journal of Learning Disabilities*.

Mudde, L., Reid, C., & **Hole, R.** (re-submitted Mar. 2025). The Impact project: Tailored interventions in vocational training and planning for youth with intellectual and developmental disabilities. *Research in Developmental Disabilities*.

Mudde, L., Reid, C., & **Hole, R.** (re-submitted Jan 2025). The Impact Project: The added value of soft skill building in tailored interventions for youth with intellectual and developmental disabilities transitioning into employment. *Research in Developmental Disabilities*.

Sharma, R., Fuhrmann, A., Mason, B., March, C., Stainton, T., & **Hole, R.** (Jan. 2025). Impacts of the COVID-19 Pandemic on IBPOC with disabilities and their networks: A scoping review. *Canadian Journal of Disability Studies*.

Schnellert, L., Hole, R., Christensen-Barker, J., Galvan Hernandez, N., & Chi, B. We deserve to work. Submitted to *Research and Practice in Intellectual and Developmental Disabilities*.

Schnellert, L., Christensen, C., Kellaway, A., & Caesar, A. Reimagining teacher education: Integrating disability justice to promote inclusive education. Submitted to *Cultural and Pedagogical Inquiry* 2026 17(2).

Baroud, J., **Schnellert, L.**, Taylor, T., Caesar, A. & Pak Lui, N. Co-creating an equity-oriented, discursive space within a hybrid rural teacher education program. Submitted to *Journal of Digital Life and Learning*.

Schnellert, L. Collaborative inquiry, professional learning networks, and educational change. Submitted to Goodwin, L., Hargreaves, A., Showunmi, V, Stone-Johnstone, C. & Weiner, J. (Eds) *Third International Handbook of International Change*.

Taylor, T., **Schnellert, L.**, & Ragoonaden, K. Growing Well-being in rural teacher education. In Kutsyruba, B., Walker, K. & Cherkowski, S. (Eds.) *Research Handbook on Educator Wellbeing and Resilience*. Edward Elgar Publishing.

Schnellert, L., King, J., Moore, S., & Searcy, N. Through a different lens: Student funds of knowledge as a pedagogical resource for (re)constructing practice. Submitted to *Education for All*.

Conference and Invited Presentations, Podcasts and Webinars

International



Presentation Overview: Wharerātā Leadership Exchange Match – The Hague, June 25, 2024

Sue Sterling-Bur presented at the international *Global Leadership Exchange*, as part of the Wharerātā Leadership Exchange Match held in The Hague on June 25, 2024. Her presentation, titled "Indigenous Critical Disability Studies in B.C., Canada," highlighted the intersections of Indigeneity and disability within the context of post-secondary education, research, and community advocacy in British Columbia.

Drawing from her doctoral research and community-based experiences, as well as the scholarship of Dr. Rheanna Robinson (Nisga'a), Sue emphasized how Indigenous perspectives are reshaping the field of disability studies in Canada. Her talk explored how decolonial approaches, rooted in relationality, cultural knowledge, and lived experience, challenge dominant narratives of disability and inform more inclusive, life-affirming systems of support.

Sterling-Bur underscored the importance of Indigenous-led research and leadership in transforming systems that historically marginalize both Indigenous Peoples and persons with disabilities. Her participation contributed to global conversations about equity, self-determination, and wellness, positioning British Columbia's Indigenous disability scholarship within a broader international movement.

Christensen, C., & Sheehan, H. (2024, September). *Transforming tales: Critical literacy and disability representation in children's literature*. [Workshop Presentation]. World Educational Research Association (WERA) and British Education Research Association (BERA). Conference, Manchester, UK (International Conference).

Hole, R., Schnellert, L., & the Community Living Society Theatre Actors and Co-Creators. (Aug. 6th, 2024). Re-imagining connections: Disability theatre as inclusive participatory action research. *The International Association for the Scientific Study of Intellectual and Developmental Disabilities*. Chicago, USA.

Mudde, L., Reid, C. & Hole, R¹ "The Impact Project: Tailored interventions in vocational training and planning for youth with intellectual and developmental disabilities," The 17th IASSIDD World Conference Reimagining Connections August 2024, Chicago (USA).

Mudde, L., Stainton, T., Gray, T., Côté-Dear, M., Lomness, A. & Hole, R. "International Scoping Review on Individualized Funding and Canadian Perspectives," The 17th IASSIDD World Conference Reimagining Connections August 2024, Chicago (USA).

Schnellert, L., Christensen, C., Ceasar, A., & Kellaway, A. (2025, April). *Reimagining teacher education: Integrating disability justice to promote inclusive education*. [Paper presentation]. American Educational Research Association, Denver, CO, USA.

Schnellert, L., Taylor, T., Baroud, J., Caesar, A., Pak Lui, N. (2024, April). *Co-creating an equity-oriented, discursive space within a teacher education program* [Roundtable paper]. American Educational Research Association 2024, Philadelphia, PA, United States.

Schnellert, L., Taylor, T., Baroud, J., Caesar, A., Pak Lui, N., & Kellaway, A. (2025, February). *Co-creating teacher education: Iterative course and material design to increase accessibility and inclusion* [International Conference for School Effectiveness and Improvement] Melbourne, Australia

The BC Employment Network (Dan Collins & Janice Barr) and the Canadian Institute for Inclusion and Citizenship (Drs. R. **Hole** & L. Mudde) (June 6th, 2024). The Impact Project. *The European Association for Supported Employment*. Salou, Spain.



Janice Barr, CEO Community Living Society, Dan Collins, CEO Inclusion Langley Society, and Anita Sihota, CEO Kyndred Community Living Society presenting at European Union for Supported Employment conference in Tarragona, Spain on their organization's involvement with the Impact Youth Employment Program.

National

Christensen, C., **Schnellert, L.**, Moore, S., Anokwuru, J., Kellaway, A., & H. Ryan-Sheehan. (2024, June). Shaping teacher education: Identity circles and disability justice [Paper presentation]. Canadian Sociological Association, Montreal, QC, Canada.

Marquis, S. & **Baumbusch, J.** (February 5, 2025). The health of youth with Intellectual/Developmental disabilities transitioning from pediatric to adult healthcare services. One-hour workshop at the *Canadian Health & Wellbeing in Developmental Disabilities Conference*. Online.

Robinson, R. (Guest Expert). (2025 Feb 12). Converging identities: How Indigeneity and disability can be celebrated through story. *The Living Ancestor Podcast*.

Robinson, R. (2024, May 17). *From research as patient to patient as researcher: Multiple sclerosis, Indigenous Peoples, and why stories matter*. [Keynote Presentation]. Equity in action: Symposium on sex and gender in MS. University of Alberta's MS Centre, Edmonton, AB.

Robinson, R. (2024, December 3). *Disability needs to be decolonized: Lived experiences, Indigenous Knowledges, and why stories matter*. [Keynote Presentation]. International Day of Persons with Disability 2024, Regional Municipality, Peel Region, ON. [Virtual]

Robinson, R. (2024, May 1). *Research in times of change: Intersecting identities and why Indigenous knowledges matter*. [Keynote Presentation]. The Future of Education: Practice, Research & Theory Conference, University of Manitoba, Winnipeg, MB.

Robinson, R. (2024, May 17). *From research as patient to patient as researcher: Multiple sclerosis, Indigenous Peoples, and why stories matter*. [Keynote Presentation]. Equity in action: Symposium on sex and gender in MS. University of Alberta's MS Centre, Edmonton, AB.

Robinson, R. (2024, May 30). *Disability needs to be decolonized: Indigenous knowledge for anti-ableist discourse*. [Capstone address]. University of Guelph's Accessibility Conference, [Virtual].

Robinson, R. (2024, September 27). *An affront to reconciliation: Indigenous peoples and Canada's Track 2 MAiD*. [Presentation]. MAiD in Canada: A sober second look, Symposium, Memorial University, St. John's NL.

Robinson, R. (2024, November 29). *Decolonizing disability: How Indigenous knowledges can inform Inclusive pedagogies of practice*. [Keynote Presentation]. York Regional School District, Newmarket, ON.

Schnellert, L., Taylor, T., Baroud, J., Caesar, A., Pak Lui, N., & Kellaway, A. (2024, June). *Creating spaces of equity and diversity in a hybrid rural teacher education program* [Conference paper]. Canadian Society for the Study of Education 2024, Montreal, QC, Canada.

Seetharaman, K., Kervin, K., Basu Khan, K., & **Baumbusch, J.** (October 26, 2024). Longitudinal Reflections on Emotion Work and Caregiver Identity: Insights from the Diaries of Family Caregivers of People Living with Dementia in British Columbia, Canada. Paper presented at *53rd Annual Scientific and Educational Meeting of Canadian Association on Gerontology*. Edmonton, Alberta, Canada.

The BC Employment Network (Dan Collins & Janice Barr) and the Canadian Institute for Inclusion and Citizenship (Drs. R. **Hole** & L. Mudde) (October 8th, 2024). The Impact Project. The Maritime Conference on Developmental Disabilities, PEI.

National Indigenous Disability and Wellness Gathering Keynote Presenters



Sue Sterling-Bur, Krista Carr and Rheanna Robinson

At the 2024 National Indigenous Disability and Wellness Gathering, held in November 2024 in Victoria, British Columbia, Dr. Rheanna E. Robinson and Sue Sterling-Bur delivered a keynote presentation titled *“The Implications of MAiD on Indigenous Peoples with Disabilities in Canada.”* Alongside Krista Carr, Executive Vice-President of Inclusion Canada, the presenters critically examined the ethical and cultural concerns surrounding Medical Assistance in Dying (MAiD), particularly Track 2, which applies to individuals whose death is not reasonably foreseeable.

The session highlighted how Track 2 disproportionately affects Indigenous peoples with disabilities, exacerbating existing systemic inequities and undermining holistic Indigenous approaches to wellness, community care, and interdependence. The presenters emphasized the need for culturally safe alternatives and Indigenous-led supports that prioritize life-affirming care and uphold the rights and dignity of Indigenous individuals living with disabilities.

Provincial

Bawumia, A.R., Olsen, L., Keys, E., Bottorff, J. Examining end-user perspectives and usability of online resources for parents of autistic children to support safe recreation. (Poster presentation), Inclusion BC Conference, Nanaimo BC, May 28-30, 2024.

Christianson-Barker, J., Morris, R., Stainton, T., Cox, J., Rowley, C., Schroeder, M., Mills, R., & **Hole, R.** (2024, May). *Inclusive Research Practices: Lessons from the Advancing Equal Access to Employment Project*. Poster presented at Inclusion BC Everybody Belongs! Conference 2024, Nanaimo, British Columbia

Corbi SantaMaria, M., **Olsen, L., Campbell, K.,** Glegg, S. KidsAction coaching approach in adaptive snow sport context. (Poster presentation), Inclusion BC Conference, Nanaimo, BC, May 28-30, 2024.

Hole, R. (October 16, 2024). Community Engaged Research Series. *Institute for Community Engaged Research*. UBC Okanagan, Kelowna, BC.

Hole, R. (April 19, 2024). Transitioning Youth with Disabilities and Employment Project: Where are we at now? Supported Employment Advocacy Network, BC. Virtual

Olsen, L., Glegg, S. (2025, Feb 14). KidsAction: An inclusive physical activity approach to support children with neurodevelopmental disabilities. Shared Learning 2025 Workshops, Abbotsford School District. Two 90-minute sessions provided. Invited Workshop

Olsen, L., Glegg, (2024, April 28). Implementation strategies & planning for implementation - Lessons from KidsAction Project. 90-minute session provided for SFU-UBC Implementation Science Training Initiative. Invited Workshop

Ortwein, K., & Olsen, L. KidsAction coaching website and app. (Oral presentation), Inclusion BC Conference, Nanaimo, BC, May 28-30, 2024.

Robinson, R. & Hawes, S. (2025, March 13). *Disparaging dimensions: Ableism, colonialism and what's MAiD in Canada*. [Presentation]. Quality Forum 2025: Embracing human connection. Vancouver Convention Center, Vancouver, BC.

Robinson, R. & Sterling-Bur, S. (2024, May 30). *Disability decolonized: Voices from Nisga'a lands and perspectives of the Nl̓eʔkepmx Nation*. [Poster presentation]. Inclusion BC Conference, Nanaimo, British Columbia.

Robinson, R. (2024, October 16). *Disability needs to be decolonized: Reflecting on research from the lands of the Nisga'a Nation*. [Keynote Presentation]. Lheidli T'enneh Health and Wellness Gathering, Uda Dune Baiyoh (House of Ancestors), Prince George, BC.

Robinson, R. (2025, June 11). *Disability needs to be decolonized: How Indigenous knowledges can inform inclusive pedagogies of practice*. [Forthcoming Keynote Presentation]. Let's Talk About Teaching Conference. University of Victoria, Victoria, BC.

Robinson, R. (2025, January 31). *An affront to reconciliation: Indigenous Peoples and Canada's Track 2 MAiD*. [Presentation]. Global Fridays Speaker Series, UNBC, Prince George, BC.

Robinson, R. (2025, March 24). *Why do you walk like that? Indigeneity, disability, and celebrating identity through a children's story*. [Presentation]. Kwantlen Polytechnic University, Surrey, BC.

Robinson, R., Sterling-Bur, S. and Carr, K. (2024, November 20). *Indigenous peoples and Canada's Track 2 MAiD..* [Panelist]. Indigenous Disability Canada's (IDC/BCANDS) – 2024 National Indigenous Disability & Wellness Gathering, Victoria, BC.

Robinson, R., Sterling-Bur, S., Mills, J. and Barney, C. (2024, November 20). *Reflections from the Indigenous Advisory Council of Community Living British Columbia*. [Panelist]. Indigenous Disability Canada's (IDC/BCANDS) – 2024 National Indigenous Disability & Wellness Gathering, Victoria, BC.

Schnellert, L., Taylor, T., Baroud, J., Caesar, A., Pak Lui, N. (2024, May). *Rural and Remote Teacher Education Program: An Innovative Hybrid Approach* [Conference Poster]. Centre for Teaching, Learning and Technology Showcase, UBC, Vancouver, BC, Canada.

Schnellert, L. (March 2024). Equity, diversity and inclusion in rural education. Plenary. Alberta Rural Education Leadership Conference. Edmonton, Alberta.

Schnellert, L. (May 2024). Leadership for inclusion. Presentation. School District No 58, Merritt, BC

Schnellert, L. (August 2024). Collaborating to support all learners. School District No 23 (Central Okanagan. Keynote presentation to launch SD23 administrators' summer conference.

Schnellert, L. (November 2024). Through a Different Lens. Keynote. School District No 83 (North Shuswap) professional development day. Salmon Arm, BC.

Media

- **Rheanna Robinson**, May 5, 2024. KCI-NIWESQ: Destigmatizing disability. *Native Women's Association of Canada*. Issue No. 25. <https://www.nwac.ca/assets-documents/Magazine-ISSUE-25.pdf>
- **Rheanna Robinson**, January 31, 2025. "Northern B.C. health research collaboration receives grant funding." University of Northern British Columbia. (<https://www.unbc.ca/our-stories/story/northern-bc-health-research-collaboration-receives-grant-funding>)
- **Jennifer Baumbusch**. May 10, 2024. CityNews Vancouver (Cole Schisler: Reporter). Sun, heat safety tips as Metro Vancouver gets early blast of summer. Radio clip and available at: <https://vancouver.citynews.ca/2024/05/10/vancouver-weather-sun-heat-safety/>

Space

The CIIC currently has research space in ARTS 368 at UBC Okanagan. The space is comprised of one office for co-director, Dr. Hole, a small conference room, and an open area with four work stations for research staff and assistants. Space has been designated for the CIIC on the 7th floor of the new UBC Okanagan downtown campus. The CIIC Coordinator works remotely and maintains an office at the UBC School of Social Work, Faculty of Arts in Vancouver.

Additional Funding

Funding Body	Date	Amount
Institute Funding from UBC Okanagan Vice Principal, Research and Innovation(VRPI) Office	2024 / 2025	\$63,000
UBCV Faculty of Arts Institute Funding	2024 / 2025	\$25,000

Community Engagement

Participation

Robinson, R., *2024 National gathering of graduate students, Network Environment Indigenous Health Research*. Vancouver, BC. 2024 October 10—11

Consultations

Hole, R. (Oct. 8, 2024). Consultation on MCFD CYSN Family Connection Centres. Virtual.

Christensen, C. Consultation on BC Council of Administrators of Inclusive Support In Education’s Meaningful Consultation document, 2024-2025

Schnellert, L. Consultation on BC Council of Administrators of Inclusive Support in Education’s Meaningful Consultation document, 2024-2025

Sterling-Bur, S. Consultation on BC Council of Administrators of Inclusive Support in Education’s Meaningful Consultation document, 2024-2025

Representation and Membership

Christensen, C. BC Ministry of Education, Special Education Policy Manual review with particular attention to the redesign of Individual Education Plan (IEP). Ongoing

Hole, R., Member, Global Leadership Exchange Planning Committee for Canada 2026, Feb 2024 – Ongoing

Hole, R., Member, Planning and Facilitation Collaborative Advisory Committee (National) Feb 2024 - Ongoing

Hole, R., Member UBC Accessibility Advisory Committee contributing to UBC's Accessibility Plan. 2023 - Present

Robinson, R. 2024—Present .Principal Investigator (for UNBC) – BC Network Environment for Indigenous Health Research (BC NEIHR) Leadership Team.

Robinson, R. 2023—Present Member - Health Research Institute Leadership Council, UNBC

Robinson, R. 2023—Present Member - Office of Equity Affairs Accessibility Committee, UNBC

Robinson, R. 2022—Present Lead - UNBC Accessibility Ambassadors Initiative. UNBC

Robinson, R. Member - Accessibility Committee, First Nations Health Authority. 2024 -Present

Robinson, R.. Member - BC First Nations Perspectives on Accessibility Research Advisory Committee, First Nations Health Authority. 2023 -Present

Robinson, R. Member - Indigenous Advisory Committee, Community Living British Columbia (CLBC). 2022 - Present

Robinson, R. Member - Provincial Accessibility Committee, Ministry of Social Development and Poverty Reduction, Province of British Columbia. 2021—Present

Robinson, R. Director - Prince George Urban Aboriginal Justice Society (PGUAJS), Prince George, BC. 2025—Present

Robinson, R. Member - Indigenous Partners Group, School District No. 57, Prince George 2022—Present

Schnellert, L. Member, Early Literacy Technical Table, BC Ministry of Education and Child Care. 2024-2025

Community, Government & University Partners

Collaboration is the key to the success of the Institute and we have a strong history of partnership and collaboration. Collaborators and partners have been instrumental to our successes and will continue to be anecessary foundation to our ongoing work. Collaborations and partnerships include UBC researchers, students, trainees, and community partners as well as national and international scholars, students, and partner organizations.

- Adaptive Sports Sun Peaks
- ASPIRE
- BC Aboriginal Network on Disability Society
- BC Centre for Employment Excellence
- BC Council of Administrators of Inclusive Support
- BC Employment Network
- BC Ministry of Children & Family Development,
- BC People First
- BC Rural Education Advisory
- Burnaby Association for Community Inclusion
- Cerebral Palsy Association of BC.
- Chilliwack Society for Community Living
- Community Living BC
- Community Living British Columbia
- Community Living Society
- Community Living Victoria
- Family Support Institute of BC
- Haida Dance Group Leader Symbia Barnaby
- Inclusion BC
- Inclusion Canada
- Inclusion Langley Society
- Inclusion Powell River Society
- Indigenous Sport and Physical Activity Council of BC
- Kxeen Community Services Society
- Kyndred Community Living Society
- Networks for Inquiry and Indigenous Education
- Nisga'a Dancers Leader Dayna Nelson
- People First of Canada
- posAbilities Association of BC
- Prince Rupert Civic Centre
- Ready, Willing and Able
- Saskatchewan Polytechnic
- Simon Fraser University,
- Special Olympics BC
- Spectrum Society for Community Living
- UBC Centre for Accessibility
- UBC Centre for Teaching, Learning and Technology
- UBC Faculty of Education Learning Design and Digital Innovation
- Unity WISE Employment Solutions
- University of Calgary
- Victoria Native Friendship Centre



THE UNIVERSITY OF BRITISH COLUMBIA

Canadian Institute for Inclusion and Citizenship

RESEARCH WITH RELEVANCE

Dedicated to promoting the full inclusion and citizenship of people with intellectual and developmental disabilities, conducting research and promoting learning and knowledge exchange that informs policy and practice.

Contact Information

Dr. Rachelle Hole

Canadian Institute for Inclusion and
Citizenship
School of Social Work
UBC Okanagan Campus
ARTS 368 - 1147 Research Road
Kelowna, BC Canada V1V 1V7
rachelle.hole@ubc.ca
250-807-8741

Dr. Leyton Schnellert

Canadian Institute for Inclusion and
Citizenship
Faculty of Education
UBC Vancouver Campus
Scarfe Bldg, Neville, 2125 Main Mall,
Vancouver, BC V6T 1Z4
leyton.schnellert@ubc.ca
604-822-5314

Learn more about our work on our website at ciic.ubc.ca

**Follow us on Facebook and YouTube at
Canadian Institute for Inclusion and Citizenship**