An Inventory of Research and Policy Related Publications in the Field of Special Education on the Island of Ireland since 2000

Supplementary report B: Themes and Categories of Special Educational Needs

Joseph Travers, Cathal Butler and Margaret O'Donnell
St Patrick’s College of Education

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THEMES

Acts

Adolescents

Adult Employment
Hanrahan, G. (2003). *A qualitative exploratory study: Investigating the experiences of individuals with a disability label accessing open employment through Ireland’s*


**Adult Independent Living**


**Adults**


Advocacy

Assessment


Southern Education and Library Board. (unknown). Provisional criteria for initiating statutory assessments of special educational need and for making statements of special educational need. Armagh: Author.


Attitudes


McGagh, J. (2009). *A study of the views, perceptions and satisfaction levels of primary school teachers with current educational responsibility for teaching...*


**Audit**


**Bereavement**


**Bullying**


Challenging Behaviour


**Children**


Circulars
Department of Education and Science. (2002a). Circular SP ED 07/02 Applications for full-time or part-time special needs assistant support to address the special care needs of children with disabilities. Athlone: Author.
Department of Education and Science. (2002b). Circular SP ED 08/02 Applications for full-time or part-time resource teacher support to address the special education needs of children with disabilities. Athlone: Author.


McCanney, S. (2007). What impact has special education needs Circular 02/05 had on the role and collaboration of resource teachers and learning support teachers in rural mainstream primary schools in the Northwest of Ireland? Unpublished MA thesis, St Angela’s College, Sligo.

Cognitive Abilities


**Collaboration**


McCanney, S. (2007). *What impact has special education needs Circular 02/05 had on the role and collaboration of resource teachers and learning support teachers in rural mainstream primary schools in the Northwest of Ireland?* Unpublished MA thesis, St Angela’s College, Sligo.


**Communication**


McGagh, J. (2009). A study of the views, perceptions and satisfaction levels of primary school teachers with current educational responsibility for teaching children with specific speech and language disorder in a sample of mainstream


Walshe, M. (2003). ‘You have no idea, you have no idea what it is like…not to be able to talk’: Exploring the impact and experience of acquired neurological dysarthria from the speaker’s perspective. Unpublished PhD thesis, Trinity College Dublin, Dublin.


Community


Comparative


Sorensen, D. (2006). *What differences, in the Irish context, can be identified between the approach of reading recovery teachers and that of teachers using standard*
literacy intervention, in the area of early literacy skills? Unpublished MSEN thesis, St Patrick’s College, Drumcondra, Dublin.


**Curriculum**


Disadvantage


Department of Education and Science. (unknown). Summary of all initiatives funded by the Department to help alleviate educational disadvantage. Dublin: Department of Education and Science.


**Drama**


**Drugs**


**Dual Enrolment**


**Early Intervention**


**Educability**


**Educational Provision**


Duffy, K. (2003). *An investigation into the provision which is made available for pupils with special educational needs at two urban primary schools in the Republic of Ireland.* Unpublished MEd thesis, National University of Ireland, Maynooth, Kildare.


SENSE. (unknown). *Quality standards in education support services for children and young people who are deafblind/multi-sensory impaired.* London: Sense.


Thomas, I. (2002). *An evaluation of provision in a school designated as catering for pupils categorised as having ‘emotional and behavioural difficulties’ in the light*


**Educational Psychology**


Emotional


Crawford, M. (2007). *Meeting the needs of pupils with attention deficit hyperactivity disorder (ADHD) in an emotional and behavioural difficulties (EBD) unit: Experiences and perceptions of provision.* Unpublished MEd thesis, Queen’s University Belfast, Belfast.


Flood, R. (2007). *Caring for the carers – an exploration into the emotional needs of teachers and a possible support to meet these needs.* Unpublished MEd thesis, National University of Ireland, Maynooth, Kildare.


Gilrane-McGarry, U., & Taggart, L. (2007). An exploration of the support received by people with intellectual disabilities who have been bereaved. *Journal of Research in Nursing, 12*(2), 129-144.


**Ethnic Minority**


**Evaluation**


**Funding**


**Healthcare**


Regional Disability Services Unit. (2001). Study of disability awareness among Health Service Executive, Western Area staff. Leitrim: Regional Disability Services Unit.


Healthcare - Nurses


**Information Communication Technology (ICT)**


National Centre for Technology in Education. (2000). Information and advice on special educational needs and ICY. Dublin: National Centre for Technology in Education.


**Individual Education Plan (IEP)**


**Inclusion**


Byrne, D. (2009). *Inclusion or diversion in higher education in the Republic of Ireland?* Dublin: ESRI.


Kenny, M., & McNeela, E. (2003). *In the morning the dark opens. A study of the experience of parents of children with developmental disabilities in mainstream schools: Why this choice was made, how it was achieved and hopes for the future*. Dublin: Centre for Disability Studies, University College Dublin.


Keyes, C. (2002). An examination of the feasibility of providing inclusive education for pupils with special educational needs in mainstream primary schools, based


Smith, C. (2008). *An investigation into the influence of CPD for mainstream teachers in a post-primary secondary school in the north-east so as to facilitate a whole-school collaborative approach to the inclusion of students with special educational needs (SEN)*. Unpublished MLS thesis, St Angela’s College, Sligo.


Southern Education and Library Board. (unknown). Good practice guidelines for schools to meet the special educational needs of pupils at the school-based stages of the code of practice. Armagh: Author.


**Intervention**


Irish Language


Judgements

McD v Minister for Education and Science, Health Service Executive, Ireland and the Attorney General, Judgement delivered by Mr Justice O’Neill on July 29th, 2008.

Nagle v the South Western Health Board, the Minister for Education and Science, the Minister for Health and Children, Ireland and the Attorney General, and by Order the Board of Management of Our Lady’s Boys’ National School, Ballinteer, Judgement delivered by Mr Justice Herbert on October 30th, 2001.


O’Cuanaacháin v The Minister for Education and Science, the Minister for Health and Children, the Health Service Executive, Ireland and the Attorney General, Judgement delivered by Mr Justice Peart on May 16th, 2007.

O’Keeffe v Hickey and The Minister for Education and Science, Ireland and the Attorney General, Judgement delivered by the Supreme Court on December 19th, 2008.

Sinnott v Minister for Education, Ireland and the Attorney General, Judgement delivered by Mr Justice Barr on October 4th, 2000.

Leadership


**Learning Support and Resource Teaching**


Jones, B. (2005). Can we expect that all children who attend learning support have motor difficulties and/or retained primary reflexes. Unpublished MLS thesis, St Angela’s College, Sligo.


McCanney, S. (2007). What impact has special education needs Circular 02/05 had on the role and collaboration of resource teachers and learning support teachers in rural mainstream primary schools in the Northwest of Ireland? Unpublished MA thesis, St Angela’s College, Sligo.


**Legal**


Donnelly, H. (2000). *Measuring up to the code: An evaluation of the strategies used in a local secondary school to implement the code of practice in relation to the


Sinnott v Minister for Education, Ireland and the Attorney General, Judgement delivered by Mr Justice Barr on October 4th, 2000.

Southern Education and Library Board. (unknown). Provisional criteria for initiating statutory assessments of special educational need and for making statements of special educational need. Armagh: Author.


**Lifestyle**


**Links**


Literacy


**Literature Review**


**Mathematics**


Symington, J. (2002). *An analysis of perceptions of support for pupils experiencing special educational needs in mathematics at the primary phase.* Unpublished MEd thesis, St Mary’s University College, Belfast.


Mental Health


Health Service Executive. (unknown). *Report to the Minister for Equality, Disability and Mental Health as provided for under Section 13 under of the Disability Act 2005*. Kildare: Health Service Executive.


**Methodological**


Motivation


Music Therapy


Outcomes


**Physical Education**


Parents, Caregivers, Siblings and Families


James, A. (2000). The nature of the relationships between the child, their parents and teachers within a primary school, working together to meet the needs of children defined as having ‘special educational needs’. Unpublished EdD thesis, Open University, Milton Keynes.


Kenny, M., & McNeela, E. (2003). *In the morning the dark opens. A study of the experience of parents of children with developmental disabilities in mainstream schools: Why this choice was made, how it was achieved and hopes for the future.* Dublin: Centre for Disability Studies, University College Dublin.


**Personality**


**Perspectives**


Crawford, M. (2007). *Meeting the needs of pupils with attention deficit hyperactivity disorder (ADHD) in an emotional and behavioural difficulties (EBD) unit: Experiences and perceptions of provision.* Unpublished MEd thesis, Queen’s University Belfast, Belfast.


Kenny, M., & McNeela, E. (2003). *In the morning the dark opens. A study of the experience of parents of children with developmental disabilities in mainstream schools: Why this choice was made, how it was achieved and hopes for the future.* Dublin: Centre for Disability Studies, University College Dublin.


McNamara, S. (2009). Perspectives of co-teaching as a means of meeting the needs of students with special educational needs within the mainstream class, in a second-level, all boys’ Catholic, fee-paying school. Unpublished MSEN thesis, St Patrick’s College, Drumcondra, Dublin.


Walshe, M. (2003). ‘You have no idea, you have no idea what it is like…not to be able to talk’: Exploring the impact and experience of acquired neurological dysarthria from the speaker’s perspective. Unpublished PhD thesis, Trinity College Dublin, Dublin.


Perspectives of Children


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Facilitating voices, influencing practice. Unpublished MSc thesis, Queen’s University Belfast, Belfast.


**Perspectives of Parents**


**Perspectives of Teachers**


**Policy**


Department of Education and Science. (2002a). Circular SP ED 07/02 Applications for full-time or part-time special needs assistant support to address the special care needs of children with disabilities. Athlone: Author.

Department of Education and Science. (2002b). Circular SP ED 08/02 Applications for full-time or part-time resource teacher support to address the special education needs of children with disabilities. Athlone: Author.


Department of Education and Science. (2005b). *Circular SP ED 02/05 Organisation of teaching resources for pupils who need additional support in mainstream primary schools*. Athlone: Author.


Department of Education Northern Ireland. (2009). *Every school a good school: The way forward for special educational needs (SEN) and inclusion.* Bangor: Author.


Health Service Executive. (unknown). *Report to the Minister for Equality, Disability and Mental Health as provided for under Section 13 under of the Disability Act 2005*. Kildare: Health Service Executive.


SENSE. (unknown). Quality standards in education support services for children and young people who are deafblind/multi-sensory impaired. London: Sense.


Policy Guidelines

Association for Higher Education Access and Disability. (2009). *Good practice guidelines for the providers of support and services for students with disabilities in higher education*. Dublin: Author.


Department of Education and Science. (unknown). *Summary of all initiatives funded by the Department to help alleviate educational disadvantage*. Dublin: Department of Education and Science.


Southern Education and Library Board. (unknown). Good practice guidelines for schools to meet the special educational needs of pupils at the school-based stages of the code of practice. Armagh: Author.

Post-Primary


Furlong, M. (2007). An investigation on how the communication skills of a group of students with MGLD at mainstream secondary level can be improved through the junior certificate art, craft and design curriculum. Unpublished MSEN thesis, St Patrick’s College, Drumcondra, Dublin.


McNamara, S. (2009). Perspectives of co-teaching as a means of meeting the needs of students with special educational needs within the mainstream class, in a second-
level, all boys’ Catholic, fee-paying school. Unpublished MSEN thesis, St Patrick’s College, Drumcondra, Dublin.


O’Connor, A. (2005). A study of the integration of pupils with special educational needs and the transition of pupils with special educational needs from
mainstream primary to mainstream post-primary schools. Unpublished MEd thesis, National University of Ireland, Maynooth, Kildare.


Preschool


Prevalence


**Principals**


**Quality of Life**


**Religion**


**Resources**


**Reviews**


into children’s rights in Northern Ireland. Belfast: Northern Ireland Commissioner for Children and Young People.


Self Esteem


Special Education Needs Coordinator (SENCO)


Services


Gilrane-McGarry, U., & Taggart, L. (2007). An exploration of the support received by people with intellectual disabilities who have been bereaved. Journal of Research in Nursing, 12(2), 129-144.


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**Sexuality**


**Special Needs Assistant (SNA)**


**Social**


Cullen, A. (2009). *Recognising individuality, respect and dignity are at the centre of social interaction, how can I improve the social interaction for pupil’s with Asperger’s syndrome?*. Unpublished MEd thesis, National University of Ireland, Maynooth, Kildare.


**Special Class**


Crawford, M. (2007). *Meeting the needs of pupils with attention deficit hyperactivity disorder (ADHD) in an emotional and behavioural difficulties (EBD) unit: Experiences and perceptions of provision.* Unpublished MEd thesis, Queen’s University Belfast, Belfast.


Special Olympics

Special Schools


O’Mahony, P. (2009). Leadership and learning in special schools for students with low incidence learning disabilities in a time of change in Ireland: Principals’


**Statistics**


**Stress**


**Teacher Collaboration**


McNamara, S. (2009). Perspectives of co-teaching as a means of meeting the needs of students with special educational needs within the mainstream class, in a second-level, all boys’ Catholic, fee-paying school. Unpublished MSEN thesis, St Patrick’s College, Drumcondra, Dublin.


Walley, K. (2007). Accessing the mainstream curriculum in mathematics and English: The effects of collaboration between a class teacher and a researcher-


Teacher Education


Keenan, M. (2006). An investigation into the current level of special educational needs training and qualifications held by resource and learning support teachers.


**Teaching**


Higgins, G. (2002). *An analysis of perceptions that the mainstream class teacher is a teacher of special educational needs.* Unpublished MEd thesis, St Mary’s University College, Belfast.
Hinchion, C. (2003). The yellow motorbike, the roundy can, the baby chair, the skating place. Learn, 25, 48-60.


Teaching Interventions


Fitzgerald, J. (2007). I’m a teacher, get me out of here! Techniques to maintain peace in your classroom. Cabhair, 1, 2.


Teaching Strategies

Theory

**Therapy**


**Third Level and Further Education**


Association for Higher Education Access and Disability. (2009). Good practice guidelines for the providers of support and services for students with disabilities in higher education. Dublin: Author.


Byrne, D. (2009). Inclusion or diversion in higher education in the Republic of Ireland? Dublin: ESRI.


**Transition**


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**Autistic Spectrum Disorder (ASD)**


Cullen, A. (2009). Recognising individuality, respect and dignity are at the centre of social interaction, how can I improve the social interaction for pupil’s with Asperger’s syndrome? Unpublished MEd thesis, National University of Ireland, Maynooth, Kildare.


Down Syndrome


**Dyscalculia**


**Dyslexia**


Loftus, T. (2009). *Supporting students with dyslexia: Practical guidelines for institutions of further and higher education.* Dublin: AHEAD.


**Dyspraxia**


Emotional Behavioural Difficulties (EBD)


**Exceptionally Able**


Graves, L. (2004). To be a gifted learner with learning challenges. Learn, 26, 47-56.

MacGiolla Phadraigh, B. (2004). Dealing with the special educational needs of gifted pupils. Learn, 26, 30-36.


**Hearing Impairment**


**Mild General Learning Disabilities**


Furlong, M. (2007). \textit{An investigation on how the communication skills of a group of students with MGLD at mainstream secondary level can be improved through the Junior Certificate art, craft and design curriculum.} Unpublished MSEN thesis, St Patrick’s College, Drumcondra, Dublin.


Walley, K. (2007). *Accessing the mainstream curriculum in mathematics and English: The effects of collaboration between a class teacher and a researcher-*


**Moderate General Learning Disabilities**


Multiple Disabilities


Other


SENSE. (unknown). Quality standards in education support services for children and young people who are deafblind/multi-sensory impaired. London: Sense.


Walshe, M. (2003). ‘You have no idea, you have no idea what it is like…not to be able to talk’: Exploring the impact and experience of acquired neurological dysarthria from the speaker’s perspective. Unpublished PhD thesis, Trinity College Dublin, Dublin.

**Physical Disability**


Jones, B. (2005). Can we expect that all children who attend learning support have motor difficulties and/or retained primary reflexes? Unpublished MLS thesis, St Angela’s College, Sligo.


Severe and Profound General Learning Disabilities


**Specific Speech and Language Disorder**


**Visual Impairment**


