

## Conference on Special Education 2019

*Inclusion - a continuum of support*

## Comhdháil ar Oideachas Speisialta 2019

*Ionchuimsiú – contanam tacaíochta*





# Fáilte

Dear Delegate,

We are delighted to welcome you to Cork for the 2019 INTO Conference on Special Education.

Two years after the introduction of the new model to allocate additional teaching resources to schools to support pupils with special educational needs, this conference provides a timely opportunity for members to discuss the developments in support for special education and the challenges for the future. It is also timely because the National Council for Special Education (NCSE) engaged in a consultation on special schools and classes during the last year. The DES also initiated a pilot project to explore a school-based therapy service for pupils. The theme of today's conference is Inclusion: a continuum of support.

The conference also provides an opportunity to consider other developments in special education, with workshops offered on topics such as effective teaching strategies for pupils with ASD, co-teaching and SEN, Maths Recovery, student support planning, as well as a best practice approach to restrictive practices in special schools.

I would like to thank the INTO Special Education Working Group for their work in preparing for this conference. We hope that this will be a useful and beneficial experience for you as professionals, as we work together to best support pupils with special educational needs.



*Joe Killeen*

Joe Killeen  
INTO President



*Sheila Nunan*

Sheila Nunan  
General Secretary

# Clár

## Saturday, 9 March 2019

<b>9.00 am</b>	<b>Registration</b>
<b>9.30 am</b>	<b>Opening of Conference</b> <i>Joe Killeen, INTO President</i>  <i>Deirbhile Nic Craith, Director of Education and Research, INTO</i>  <i>Caroline McCarthy, Northern Committee, INTO</i>
<b>9.55 am</b>	<b>Keynote Presentation I</b>  <i>Finn Ó Murchú Mary Immaculate College, Thurles Campus</i>
<b>10.25 am</b>	<b>Discussion Groups</b>
<b>11.20 am</b>	<b>Tea/Coffee</b>
<b>11.50 am</b>	<b>Workshop A</b>
<b>12.50 pm</b>	<b>Lunch</b>
<b>1.50 pm</b>	<b>Workshop B</b>
<b>2.50 pm</b>	<b>Keynote Presentation II</b>  <i>Katherine O'Leary, Our Lady of Good Counsel School, Ballincollig, Cork and Cope Foundation</i>
<b>3.20 pm</b>	<b>Críoch</b>

# General information

## Registration

Registration opens at 9.00 am on Saturday, 9 March. We ask you to assist INTO staff by completing your delegate card which is enclosed in your pack prior to your arrival at the registration desk.

## INTO Conference app

The INTO Conference app will allow you to view the conference agenda, find your way to the conference venue (locations and map section), view press releases and speeches, connect with friends and receive reminders of key events and news alerts during the event.

The free app is available for download for both Apple and Android devices.

## Conference Evaluation

Delegates are asked to supply their email address on their delegate card and they will be contacted after the conference with a link to a short online questionnaire, for the purposes of evaluating the conference.

## Car Parking

There is free car parking for conference delegates on-site at the Clayton Silver Springs.

## Exhibitors

The following are the exhibitors in attendance and their stands will be located in the lobby area outside the main conference hall:

- ✂ Children's Rights Alliance
- ✂ Folens
- ✂ INTO Credit Union Comhar Linn
- ✂ Outside the Box Learning Resource
- ✂ SchoolStore.ie
- ✂ VSO Ireland

## Discussion Groups/Workshops

Delegates are invited to choose their workshops, by signing up at registration. Signup sheets with a brief description of each workshop will be available on tables in the registration area. Please be aware that as there is a limit to the number each workshop can accommodate, these will be filled on a first come, first served basis. Your discussion group is noted on your name badge.



Follow the conference on social media @INTOnews #INTOSpecialEd19  
Full coverage of the conference plenary sessions is available on the INTO website

# Keynote speakers



**FINN Ó MURCHÚ** is Head of School (post-primary), in the Thurles Campus of Mary Immaculate College, since taking up his appointment in 2016. He taught Gaeilge and history in Carrigaline Community School, Co Cork before joining the Inspectorate in 2004. His work in the area of special educational needs and school leadership has brought him into contact with INTO members in special schools and in particular his involvement with Junior Cycle Reform, the new resource allocation model and provision for students with ASD. His research interests are in the area of school leadership, collaboration and inclusion. His recent appointment has resulted in a range of ongoing activities at undergraduate and postgraduate level that support school improvement by supporting inclusive learning in our schools



**KATHERINE O'LEARY** began her career as a Farm Home Management Instructor at the Munster Institute training college in Cork. Katherine and her husband Tim are dairy farmers and she farmed while her young family was growing up. The couple have four adult children, Julie, Diarmuid, Philip and Colm. Julie has a physical disability and Diarmuid has an intellectual disability.

Since 2003, Katherine has been teaching home economics to students with intellectual disability in Our Lady of Good Counsel School, Ballincollig. She is passionate about special education and is an activist for the rights, independence, dignity and equality of people with disabilities. She is chairperson of the Informing Families project in the Cork region and continues to provide training to health professionals around the country for the Federation of Voluntary Bodies supported by the HSE.

Katherine served on the Research Advisory Board of the NDA and the Research Advisory Board of the NCSE and several boards of management. She is currently a board member of Cope Foundation. Katherine holds a diploma in Farm Home Management, a certificate in Women's Studies, and a First Class Honours Diploma in Disability Studies, Facilitating Inclusion. Katherine also writes a weekly column in the *Irish Farmers Journal*.

# Workshop venues

Room	Discussion Group 10.25 am	Workshop A 11.50 am / Workshop B 1.50 pm
Harbour 4	H4	Effective teaching strategies for students with ASD
Harbour 5	H5	Maths Recovery: Overview and application
Harbour 6	H6	Student support planning within the SET allocation/continuum of support model
Harbour 7	H7	Co-Teaching and SEN: Developing whole-school professional relationships and learning
Harbour 8	H8	A best practice and ethical based approach to restrictive practices in special schools
Harbour 10	H10	Top tips to support teachers working with pupils who have a SEN and speech and language needs.

## Workshop descriptions

### Effective Teaching Strategies for Students with ASD

*Margaret Egan and Christina O'Keefe*

**Abstract:** In order to engage in effective teaching to promote successful learning, intervention must be rooted in a knowledge and understanding of the nature and educational implications of ASD for all teaching and learning. Therefore, while this session reminds us that we are all individuals with similar and unique strengths and learning needs, it provides a theoretical understanding of students with ASD, which underpins the key, evidence-based strategies and pedagogical approaches that are then presented for practical application in schools and classrooms. These approaches were nominated as being effective by experienced teachers, in Irish mainstream/special schools and ASD classes, participants in a national study for the NCSE: An Evaluation of Provision for Students with ASD, conducted by Daly, Ring and colleagues (2016). The approaches are detailed further in a recent publication entitled *Autism from the Inside Out*.



## **Maths Recovery: Overview and Application**

*Dan O'Sullivan and  
Ciara Fahy*

This workshop offers participants an outline of the Maths Recovery programme and looks at how key features of the programme can be used to support inclusion in the teaching of number, in mainstream primary schools.

## **Top Tips to Support Teachers Working with Pupils who have SEN Speech and Language Needs**

*Geraldine Moran*

This workshop will provide a range of helpful tips and strategies that can be easily used in the classroom to support the child with SEN and ID to improve their language and communication skills. Recommendations are made on how a teacher can establish a baseline of functioning allowing for the easy identification of appropriate IEP goals. Tools and programmes that can be used or adapted to achieve these goals will be identified and some of these programmes will be demonstrated through the use of videos as well as having samples of favourite materials used by teachers. These include visuals, apps and other resources such as Downsed materials. These learning tools can benefit pupils who have Down Syndrome, Autism, etc.

## **A Best Practice and Ethical Based Approach to Restrictive Practices in Special Schools**

*Mark Quinn*

In the past 20 years, special schools have made significant strides in implementing Positive Behaviour Support Plans to improve the lives of the pupils they support. There may be times, however, when pupils present with behaviours that are of such high risk to self or others, that the addition of a short-term restrictive element to the behaviour support-plan may be required. Despite calls from the NCSE, and other voices within special education, schools find themselves implementing restrictive practices in the absence of an explicit statutory framework or DES guidelines. This causes significant moral and professional challenges for teachers and wider special education. This workshop will provide participants with a best practice and ethically-based framework, to increase awareness of restrictive practices and facilitate effective clinical decision making in relation to such practices. Participants will be encouraged to reflect on issues relevant to their professional practice and wider organisational issues within their schools.

## **Student Support Planning within the SET allocation/continuum of support model**

*Geraldine O'Loughlin*

This workshop will provide guidance in the context of the revised model for allocation of special education teaching resources. Outline information contained in Student Support Plans. Describe the six step process of identifying pupil's needs, monitoring, reviewing and reporting progress.

## **Co-teaching and SEN: Developing Whole-School Professional Relationships and Learning**

*Ciara Uí Chonduibh*

This workshop will explore and examine models of co-teaching. It will also focus on how co-teaching, as a central method for in-class support teaching, can benefit and develop professional relationships while also creating a platform for continuous professional development. The workshop will explore practical ways to foster and utilise co-teaching in class to benefit both student and teacher learning. The workshop will allow delegates an opportunity to share and receive ideas for best practice.



## Workshop presenters



**Margaret Egan** is a lecturer in the Dept of Education and Child Psychology, Inclusive and Special Education at Mary Immaculate College. A teacher, deputy principal and SEN co-ordinator for many years at primary level, Margaret now teaches at undergraduate and post-graduate level in the following areas, which reflect her research: inclusion policy and practice/models of support; speech, language and communication/literacy for students with additional needs, social and emotional learning for students with social, emotional and behavioural needs, including those with EBD/ADHD and ASD. She is currently supervising a number of PhD students in these fields of research.



**Christina O'Keeffe** is currently undertaking a research PhD scholarship, funded by DCU, based on the required components to enhance teaching and learning in early childhood education for young pupils on the autism spectrum (AS) under the guidance of Dr Tish Balfe and Dr Sinéad McNally. Christina worked as a special class teacher in Scoil an Athar Tadhg, Carraig na bhFear, Co. Cork for five years. During this time, she taught children on the AS ranging in ages from three to thirteen years. She also worked as a mainstream class teacher in St Brigid's NS, Manor Kilbride, Co Wicklow. Christina graduated from the Bachelor of Education and Psychology programme at Mary Immaculate College (MIC) and completed the Graduate Diploma in Special Education Needs (MIC). Her research interests include inclusive practice in education, catering for the individual needs of pupils with ASD in the classroom and supporting pupils with challenging behaviour.



**Dan O'Sullivan** graduated in 1977 from St. Patrick's College of Education, Drumcondra. He was a member of the first cohort of student teachers to complete the newly-instituted, three-year, Bachelor of Education degree programme. He worked for thirty years as a teacher in three large primary schools in the Cork region: St. Joseph's BNS, Cobh (1977-1982); St. Mary's on the Hill, Knocknaheeny (1982-2001); Scoil Niocláis, Frankfield (2001-2007). Since 2007 he has worked as a lecturer at the School of Education, University College Cork, where he coordinates the Postgraduate Diploma in Special Educational Needs course and lectures on inclusion-related issues on a range of postgraduate teacher education programmes. In 2014 he completed a doctoral study which focused on the experiences of newly-qualified primary teachers during the course of their initial year of practice.



**Ciara Fahy** is a primary school teacher and member of the SEN team in Greenmount NS, in Cork City. She trained as a Maths Recovery teacher in 2008 and has since developed and led a team of Maths Recovery teachers in her school, where they have piloted a number of in-class initiatives, particularly in the area of number, based on the Maths Recovery programme. Ciara is an associate for the PDST and has trained and mentored teachers, from around the country, to become Maths Recovery teachers. She has also tutored teachers in the Mata Sa Rang programme, in Cork Education Support Centre. Last year, she undertook the Postgraduate Diploma in Special Educational Needs in UCC.



**Geraldine Moran** is a Speech and Language Therapist with Brothers of Charity. She has 10 years' experience working in five special schools in Cork providing communication support to pupils, teachers and families. She works closely with teachers in providing classroom-based therapy goals and programmes to support better outcomes in language learning and the generalisation of skills to everyday settings. As a member of the board of management of a special school, she is acutely aware of the complexity of providing an appropriate education for children with special needs. Geraldine has tutored in the Dept of Speech & Hearing Sciences, UCC. She is currently supporting a research study exploring the effect of video modelling on symbolic play skills in children with ASD. She developed the internationally acclaimed language App – Actions in Video – to teach verbs and basic sentence structure.



**Mark Quinn** is a principal clinical psychologist who has worked with children with special needs for the past 25 years. He is Head of the Psychology Department for Brothers of Charity South and Professional Discipline Lead in Psychology for Progressing Disability Services in Kerry. Mark chairs the Behavioural Standards Committee in Brothers of Charity South, which regulates and oversees behavioural interventions, including restrictive practices, within the organisation. Mark has provided training and consultation to special schools in areas such as restrictive practices, clinical supervision and reflective practice. He also lectures on a number of clinical courses, including the doctorates in professional psychology in UCC, UCD and UL.



Is múinteoir bunscoile í **Ciara Uí Chonduibh** i Ráth Chairn, scoil Ghaeltachta i gContae na Mí agus tá taithí múinteoireachta aici sa rang agus san oideachas speisialta. D'oibrigh sí leis an gClár Ionductaithe do Mhúinteoirí (National Induction Programme for Teachers) mar mheantóir, mar éascaitheoir ar na ceardlanna agus mar chomhlach ó 2011. Bhí sí mar léachtóir ar Oideachas Reiligiúnda i gColáiste Mhuire Marino don sruth Ghaeilge ó 2009 go dtí 2013. Bhain sí máistreacht (Med Equality and Diversity) san Oideachas Speisialta amach leis an Open University. Bhain sí dochtúireacht (EdD) amach le DCU. D'úsáid sí taighde gníomhaíochta agus comh-mhúinteoireacht i bpobail foghlama. Rinneadh é a réachtáil i scoileanna agus idir scoileanna chun tacú le agus forbairt a dhéanamh ar fhoghlaím ghairmiúil leanúnach na múinteoirí agus a gcaidrimh ghairmiúil.



**Geraldine O'Loughlin** is a teaching principal of Scoil Mhuire Náisiunta, Corofin, Co Clare. She has a graduate Diploma and a Masters of Education in the area of special education, both awarded from Mary Immaculate College. She is currently on secondment with the National Council for Special Education, working as a member of the Primary Inclusion Team. Geraldine is passionate about the area of special education and the provision for pupils with special educational needs.

## Notes

**Note your choice of workshop here**

### Workshop A 11.50 am:

### Workshop B 1.50 pm:



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