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SER1 Form

SER2 Form

Circular SP.ED 08/02

CIRCULAR TO BOARDS OF MANAGEMENT AND PRINCIPAL TEACHERS OF NATIONAL SCHOOLS

Applications for full-time or part-time resource teacher support to address the special education needs of children with disabilities

1. Introduction

This Circular replaces certain procedural elements of Circular 8/99.

The post of Resource Teacher is an additional post allocated to assist a school or cluster of schools in providing an education which meets the needs of children assessed as having disabilities. Under the direction of the relevant Principal, the role of the Resource Teacher is to provide additional teaching support for these children who have been fully integrated into mainstream schools and who need such support. In addition, s/he should advise and liaise with other teachers, parents and relevant professionals in the childrens' interest.

This is a whole school effort and not the responsibility of the resource teacher alone because these children are fully integrated into a mainstream school and will spend most of his/her time with the mainstream teacher.

2. The role of a Resource Teacher

A Resource Teacher assists schools in providing support for children with special educational needs arising from disability by:

(a) Assessing and recording child needs and progress;

(b) Setting specific, time-related targets for each child and agreeing these with the class teacher and principal;

(c) Direct teaching of the children, either in a separate room or within the mainstream class;

(d) Team-teaching - so long as the children concerned are deriving benefit from it;

(e) Advising class teachers in regard to adapting the curriculum, teaching strategies, suitable textbooks, use of Information Technology and suitable software and a range of other related matters;

(f) Meeting and advising parents, when necessary, accompanied by the class teacher, as necessary;

(g) Short meetings with other relevant professionals, in the childrens' interest - e.g. psychologists, speech and language therapists, visiting teachers, special school or special class teachers.

3. How are Resource Teacher posts allocated?

Resource teachers are allocated where there are a number of children with special educational needs arising from a disability who are fully integrated into mainstream national schools where there are no other adequate support teaching resources available to the children. Child eligibility and degree of need are established following consideration of reports on assessments carried out by relevant professionals.

Each child is given a weighting which is determined by the nature and degree of disability and the current pupil-teacher-ratio for that particular disability. For example a child with a mild general learning disability would count as 1/11th of a teacher post. A child who is profoundly deaf would count as 1/6th of a teacher post. The current pupil teacher ratios for each disability are listed in Appendix 1.

Schools should read Appendix II when actively considering applying for a resource teacher appointment.

Resource teacher posts may be sanctioned on a full-time basis - either in a single school or in a cluster of schools - provided there are sufficient children with special educational needs arising from a disability to warrant a full-time post. Alternatively, part-time hours may be sanctioned to provide support teaching for individual children where there are insufficient children with special educational needs to warrant the allocation of a full-time post or of a second full-time post.

4. How should an application be made for resource teacher support either on a full-time or part-time basis?

4.1 Completed application forms **SER1** and **SER 2** (copies attached) should be sent directly to Special Education Section 1, Department of Education and Science, Cornamaddy, Athlone, Co. Westmeath.

4.2 In some cases, individual schools seeking resource teacher support may already be in receipt of an allocation of such support. In such situations, the Department will sanction a full-time post to replace the school's part-time hour allocations:

(a). where the total hours involved, including those now being sought, amount to 22 hours or more, and

(b). where the hours already allocated to the school are not being delivered by way of a full-time post which is shared with other schools.

4.3 Alternatively, a school seeking an allocation of part-time hours resource teacher support may wish to enter into a sharing arrangement with adjacent schools, with a view to creating a full-time post through combining part-time hours allocations. The Department will sanction a full-time post to replace the part-time hour allocations:

(a). where the total hours involved, including those now being sought, amount to 20 hours or more, and

(b). where the hours already allocated to the schools are not being delivered by way of a full-time post which is operating on a shared basis.

Where it is proposed to create a full-time post on a shared basis through combining part-time hours in a number of schools, the Principal making the application is required to:

- Confirm that the authorities of all the participating schools are in agreement with the sharing arrangement.
- Identify the base school for the purpose of the sharing arrangement and confirm that all the participating schools are in agreement with this arrangement.
- Specify the schools involved in the sharing arrangement.
- Specify the existing level of resource teacher support in place in each of the participating schools on the basis of which the creation of a full-time post on a shared basis is now proposed.

4.4 Departures from the requirements of 4.2(b) and 4.3 (b) above will be considered where supported by a separate submission from the schools involved in the current sharing arrangement and on the basis of agreed alternative proposals endorsed by the schools in question.

Enquiries about this circular should be made to:

Special Education Section.
Telephone No. (0902) 74621 or (01) 873 4700
Fax No. (0902) 76939

L Kilroy
Principal Officer **February, 2002**

APPENDIX I

Disability	Current Pupil-Teacher Ratio	Number of Hours Per Pupil
Physical Disability	10:1	3
Hearing Impairment	7:1	4
Visual Impairment	8:1	3.5
Emotional Disturbance and/or Behavioural Problems	8:1	3.5
Severe Emotional Disturbance	6:1	5
Borderline/Mild General Learning Disability	11:1	2.5
Moderate General Learning Disability	8:1	3.5
Severe/Profound General Learning Disability	6:1	5
Autism/Autistic Spectrum Disorders	6:1	5
Specific Learning Disability	11:1	2.5
Specific Speech and Language Disorder	7:1	4
Multiple Disabilities	6:1	5

- ***The Department of Education and Science uses the term "general learning disability" rather than "mental handicap"***

APPENDIX II

Glossary of Terms

Does the child concerned have special educational needs arising from one of the following disabilities?	Definition
Physical Disability	Such children have permanent or protracted disabilities arising from conditions such as congenital deformities, spina bifida, dyspraxia, muscular dystrophy, cerebral palsy, brittle bones or severe accidental injury. Because of the impairment of their physical function, they require special additional intervention and support if they are to have available to them a level and quality of education appropriate to their needs and abilities. Many require the use of a wheelchair, a mobility or seating aid or other technological support. They may suffer from a lack of muscular control and co-ordination and may have difficulties in communication, particularly in oral articulation e.g. as in the case of severe dyspraxia.
Hearing Impairment	Such children have a hearing disability which is so serious as to impair significantly their capacity to hear and understand human speech, thus preventing them from participating fully in classroom interaction and from benefiting adequately from school instruction. The vast majority of them have been prescribed hearing aids and are availing of the services of a Visiting Teacher. ***This category is not intended to include children with mild hearing loss.***
Visual Impairment	Such children have a visual disability which is so serious as to impair significantly their capacity to see, thus interfering with their capacity to perceive visually presented materials such as pictures, diagrams and the written word. Some will have been diagnosed as suffering from conditions such as congenital blindness, cataracts, albinism and retinitis pigmentosa. Most require the use of low-vision aids and are availing of the services of a Visiting Teacher. ***This category is not intended to include those children whose visual difficulties are satisfactorily corrected by the wearing of spectacles and/or contact lenses.***
Emotional Disturbance and/or Behavioural Problems	Such children ***are*** being treated by a psychiatrist or psychologist for conditions such as neurosis, childhood psychosis, hyperactivity, attention deficit disorder, attention deficit hyperactivity disorder and conduct disorders. ***This category is not intended to include children whose conduct or behavioural difficulties are being adequately dealt with in accordance with agreed procedures on discipline.***
Mild General Learning Disability	Such children have been assessed by a psychologist as having a mild general learning disability.

Borderline Mild General Learning Disability	Such children have been assessed by a psychologist as having a borderline mild general learning disability. A psychologist may recommend such children for additional teaching support or special class placement on account of a special learning problem such as: • Mild emotional disturbance associated with persistent failure in the ordinary class (disruptive behaviour on its own, however, would not constitute grounds for special class placement or additional teaching support); • Immature social behaviour; • Poor level of language development in relation to overall intellectual level. A recommendation to place such a child in a special class or to allocate additional teaching resources to support a school in catering for his/her needs should take into account the extent to which the child is making progress in his/her present learning environment and the other existing support available to the child in his/her school.
Moderate General Learning Disability	Such children have been assessed by a psychologist as having a moderate general learning disability.
Severe or Profound General Learning Disability	Such children have been assessed by a psychologist as having a severe or profound general learning disability. In addition, such children may have physical disabilities.
Autism/Autistic Spectrum Disorders	A psychiatrist or psychologist will have assessed and classified such children as having autism or autistic spectrum disorder according to DSM-IV or ICD-10 criteria.
Specific Learning Disability	Such children have been assessed by a psychologist as: 1. Being of average intelligence or higher; and 2. Having a degree of learning disability specific to basic skills in reading, writing or mathematics which places them at or below the 2nd percentile on suitable, standardised, norm-referenced tests. ***Children who do not meet these criteria and, who in the opinion of the psychologist, have a specific learning disability are more properly the responsibility of the remedial teacher and/or the class teacher.***
Children with special educational needs arising from an assessed syndrome	The level of additional support to be provided for children who present with a particular syndrome e.g. Down Syndrome, William's Syndrome and Tourette's Syndrome will be determined following consideration of psychological or other specialist reports which details the nature and degree of the child's special educational needs.
Specific Speech and Language Disorder	Such children should meet ***each*** of the following criteria: Assessment by a psychologist on a standardised test of intelligence which places non-verbal or performance ability within the average range or above; Assessment on a standardised test of language development by a speech therapist which places performance in one or more of the main areas of speech and language development at two standard deviations or more below the mean, or at a generally equivalent level; The child's difficulties are not attributable to hearing impairment; where the child is affected to some degree by hearing impairment, the hearing threshold for the speech-related frequencies should be 40Db; Emotional and behavioural disorders or a physical disability are not considered to be primary causes. Children with speech and language delays and difficulties are not to be considered under this category.

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA | DEPARTMENT OF EDUCATION AND SCIENCE

IMLITIR DO BHOIRD BHAINISTÍOCHTA AGUS DO PHRÍOMHOIDÍ SCOILEANNA NÁISIÚNTA

Iarratais ar oidethacaíocht i mbun acmhainní ar bhonn lánaimseartha nó páirtaimseartha chun déileáil le riachtanais speisialta oideachais leanaí faoi mhíchumais

1. Réamhrá

Rinneann an Imlitir seo codanna gnáthaimh ar leith den Imlitir 8/99 a ionadú.

Is post sa bhreis é an post mar Oide i mBun Acmhainní a cheadaítear chun cuidiú le scoil, nó le cnuasach scoileanna, oideachas a sholáthar a oirfeadh do riachtanais leanaí atá measúnaithe mar leanaí faoi mhíchumais. Faoi threoir an Phríomhoide chuí, is é ról an Oide i mBun Acmhainní breis teagaisc thacaíochta a sholáthar do na leanaí sin atá comhtháite go hiomlán istigh i ngnáthscoileanna agus a bhfuil an tacaíocht sin de dhíth orthu. Chomh maith leis sin ba chóir dó/di comhairle a thabhairt d'oidí eile, do thuismitheoirí agus do dhaoine gairmiúla ábhartha, agus caidreamh a dhéanamh leo ar mhaithe leis na leanaí.

Baineann an gnó seo leis an scoil ina iomlán agus ní cóir go mbeadh an t-oide i mbun acmhainní, agus é/í amháin, freagrach as de bhrí go bhfuil na leanaí seo comhtháite go hiomlán i ngnáthscoil agus go mbeidh sé/sí i bhfochair an ghnáthoide an chuid ba mhó dá c(h)uid ama.

2. Ról an Oide i mbun Acmhainní

Cuidíonn Oide i mbun Acmhainní le scoileanna tacaíocht a sholáthar do leanaí le riachtanais speisialta oideachais a eascraíonn as míchumas trí:

(a) Riachtanais agus dul chun cinn leanaí a mheas agus a thaifeadadh

(b) Spriocanna sainiúla agus tréimhse ama a leagadh síos do gach leanbh agus iad a réiteach leis an oide ranga agus leis an bpríomhoide;

(c) Teagasc díreach na leanaí, pé acu i seomra ar leith a dhéantar é nó laistigh den ghnáthrang;

(d) Teagasc foirneach - fad is atá na leanaí lena mbaineann ag baint tairbhe as;

(e) Comhairle a chur ar oidí ranga maidir le hoiriúnú an churaclaim, straitéisí teagaisc, téacsleabhair oiriúnacha, úsáid as Teicneolaíocht na Faisnéise agus as bogearraí oiriúnacha mar aon le raon de ghnéithe gaolmhara eile;

(f) Bualadh le tuismitheoirí agus comhairle a chur orthu, nuair is gá, in éineacht leis an oide ranga, de réir mar is gá;

(g) Cruinnithe gearra le daoine gairmiúla eile a bhaineann leis an ngnó - e.g. síceolaíthe, teiripithe urlabhra agus teanga, múinteoirí cuartaíochta, oidí scoileanna speisialta nó ranganna speisialta.

3. Conas a dháiltear poist mar Oidí i mbun Acmhainní?

Déantar oidí i mbun acmhainní a dháileadh áit a bhfuil líon leanaí agus riachtanais speisialta oideachais uatha a eascraíonn as míchumas agus iad comhtháite go hiomlán istigh i ngnáth-bhunscoileanna agus nach bhfuil leoracmhainní tacaíochta teagaisc eile ar fáil do na leanaí. Déantar tuairiscí ar mheasúnaithe a rinne daoine gairmiúla cuí a mheá d'fhonn teideal an linbh agus géire a riachtanas a bhunú.

Bronntar ualú ar gach leanbh a bhraitheann ar nádúr agus ar ghéire an mhíchumais agus ar an gcóimheas dalta/oide reatha don mhíchumas áirithe sin. Mar shampla d'áireofaí leanbh le mionbhac foghlama ginearálta mar 1/11 de phost teagaisc. D'áireofaí leanbh le mórbhac éisteachta air/uirthi mar 1/6 de phost teagaisc. Déantar na cóimheasanna dalta/oide reatha a liostú do gach míchumas in Aguisín 1.

Ba chóir do scoileanna Aguisín II a léamh má bhíonn siad ag géarchuimhneamh go gníomhach ar cheapachán mar oide i mbun acmhainní a iarraidh.

Féadtar poist mar oidí i mbun acmhainní a cheadú ar bhonn lánaimseartha - i scoil amháin, é sin, nó i gcnuasach scoileanna - má bhíonn go leor leanaí ar a bhfuil riachtanais speisialta oideachais de dhíth orthu a eascraíonn as míchumas chun post lánaimseartha a bharántú. Mar mhalairt air sin, is féidir uaireanta a'chloig páirtaimseartha a cheadú chun teagasc tacaíochta a chur ar fáil do leanaí ar leith áit nach bhfuil go leor leanaí ar a bhfuil riachtanais speisialta oideachais de dhíth orthu chun post lánaimseartha nó an dara post lánaimseartha a bharántú.

4. Conas ar cheart iarratas a dhéanamh ar oidethacaíocht i mbun acmhainní ar bhonn lánaimseartha nó páirtaimseartha?

4.1 Ba chóir na formeacha comhlánaithe **SER1 agus SER2** (cóipeanna faoi iamh) a chasadh go díreach chuig Rannóg Oideachais Speisialta 1, An Roinn Oideachais agus Eolaíochta, Cor na Madadh, Baile Átha Luain, Co. na hIarmhí.

4.2 I gcásanna ar leith, is féidir go mbeadh liúntas tacaíochta ar fáil cheana féin ag scoil ar leith a bheadh ag iarraidh a leithéid d'oidethacaíocht i mbun acmhainní. In a leithéid de chás, ceadóidh an Roinn post lánaimseartha in ionad na liúntas uaire páirtaimseartha atá i bhfeidhm sa scoil ar na coinníollacha a leanas:

(a) áit a bhfuil na huaireanta a'chloig uile atá i gceist ionann le 22 uair a'chloig nó níos mó, na huaireanta atá á lorg ag an bpointe seo san áireamh, agus

(b) nach bhfuil post lánaimseartha, atá roinnte i measc scoileanna eile, freagrach as na huaireanta a'chloig a dáileadh cheana féin don scoil.

4.3 Ar an láimh eile, d'fhéadfadh scoil, atá ag lorg liúntas d'uaireanta páirtaimseartha le haghaidh oidethacaíochta i mbun acmhainní, dul i gcomhairle le scoileanna cóngaracha ar an tuiscint go bhféadfaí post lánaimseartha a bhunú trí na liúntais uaireanta páirtaimseartha a chnuasach. Ceadóidh an Roinn post lánaimseartha in ionad na liúntas uaire páirtaimseartha atá i bhfeidhm sa scoil ar na coinníollacha a leanas:

(a) áit ar ionann le 20 uair a'chloig nó níos mó na huaireanta a'chloig uile atá i gceist, na huaireanta ata á lorg ag an bpointe seo san áireamh,

agus

(b) nach bhfuil post lánaimseartha, atá ag feidhmiú ar bhonn roinnte i measc scoileanna eile, freagrach as na huaireanta a'chloig a dáileadh cheana féin don scoil.

Sa chás go bhfuil sé beartaithe post lánaimseartha a bhunú ar bhonn roinnte trí na huaireanta a'chloig páirtaimseartha i líon ar leith scoileanna a chnuasach, ní mór don Phríomhoide, a bheidh freagrach as an iarratas, iad seo a leanas a chomhlíonadh:

- A dheimhniú go bhfuil údaráis na scoileanna rannpháirteacha ar aon fhocal faoi na heagair roinnte
- An scoil bhunúsach a shainaithint le haghaidh an eagair roinnte agus a dheimhniú go bhfuil údaráis na scoileanna rannpháirteacha ar aon fhocal faoin eagar sin
- Na scoileanna atá rannpháirteach san eagar roinnte a shonrú
- An leibhéal d'oidethacaíocht i mbun acmhainní atá i bhfeidhm faoi láthair i ngach ceann de na scoileanna rannpháirteacha a shonrú ar an tuiscint gur ar na sonraí sin a bhunófar post lánaimseartha ar bhonn roinnte.

4.4 Déanfar éalú as riachtanais 4.2(b) agus 4.3(b) thuas a mheas áit a mbeidh tacaíocht ar leith ina thaobh ar fáil ó na scoileanna sin a bheidh gafa san eagar roinnte reatha agus ar bhonn moltaí malartacha a bheidh droimscríofa ag gach scoil díobh san roinnt.

Ba chóir fiosrúcháin faoin Imlitir seo a chur chuig:

Rannóg Oideachais Speisialta
Uimh. Theileafóin (0902) 74621 nó (01) 873 4700
Uimh. Faics (0902) 76939.

L. Kilroy
Príomhoifigeach **Feabhra 2002**

AGUISÍN I

Míchumas	Cóimheas reatha dalta/ oide	Líon uaireanta a'chloig in aghaidh dalta
Míchumas Coirp	10:1	3
Bac Éisteachta	7:1	4
Bac Amhairc	8:1	3.5
Suaitheadh mothúchánach no Fadhbanna Iompair	8:1	3.5
Dian-suaitheadh mothúchánach	6:1	5
Imeallach / Mionbhac Foghlama Ginearálta	11:1	2.5
Meánbhac Foghlama Ginearálta	8:1	3.5
Dianbhac / Domhainbhac Foghlama Ginearálta	6:1	5
Uathachas/Mi-ord Speictream an Uathachais	6:1	5
Sainéagumas Foghlama	11:1	2.5
Mí-ord Sainiúil Teanga agus Urlabhra	7:1	4
Iolbhaic	6:1	5

- ***Úsáideann an Roinn Oideachais agus Eolaíochta an téarma "bac ginearálta foghlama" seachas "bac meabhrach"***

AGUISÍN II

Gluais Téarmaí

An bhfuil riachtanais speisialta oideachais ag an leanbh seo a eascraíonn as ceann de na míchumais seo?	Sainmhíniú
Míchumas Coirp	Tá míchumais bhuana nó fhadaithe ar na leanaí seo ag éirí as riochtaí mar mhíchumas ó bhreith, bifide cnámh droma, diospraics, diostrópacht mhatámach, pairilis cheirbeach, cnámha sobhriste nó mórghortú de thoradh timpiste. De dheasca lagú a bhfeidhmeanna coirp, bíonn cabhair agus tacaíocht faoi leith de dhíth orthu chun go mbeidh oideachas ar fáil dóibh den leibhéal agus den mhianach a oireann dá riachtanais agus dá gcumais. Bíonn gá ag a lán acu le cathaoir rotha, d'áis ghluaiseachta nó suite nó de thacaíocht theicneolaíoch eile. D'fhéadfadh go mbeadh easpa ar a rialú agus ar a gcomhordú matánach agus deacrachtaí acu cumarsáid a dhéanamh, go háirithe rudaí a rá go soiléir e.g. mar a tharlaíonn le diospraics géar.
Bac Éisteachta	Bíonn míchumas cloisteála ar na leanaí seo atá chomh trom sin go dtagann sé go mór sa bhealach ar a gcumas chun urlabhra daonna a chloisteáil agus a thuiscint, agus sa tslí sin go dtagann sé idir iad agus páirt iomlán a ghlacadh in idirghníomhaíocht ranga agus an tairbhe is gá a bhaint as an teagasc ar scoil. Beidh oideas faighte ag a bhformhór le haghaidh áiseanna cloisteála agus beidh siad ag fáil cabhrach ó Oide Cuartaíochta. ***Níl sé i gceist go n-áireofaí leanaí le mioneaspa éisteachta san aicme seo.***
Bac Amhairc	Bíonn bac amhairc ar na leanaí seo atá chomh trom sin go dtagann sé go mór sa bhealach ar a gcumas feiceála agus sa dóigh sin go dtagann sé idir iad agus agus ábhair a chuirtear os a gcomhair lena bhfeiceáil mar shampla pictiúir, léaráidí agus an focal scríofa. Beifear tar éis roinnt acu a aithint go proifisiúnta mar leanaí a bhfuil daille chomhbheirthe orthu, nó cataraicht, nó ailbíneachas nó reitiníteas pigmentosa. Beidh gá ag a bhformhór le háiseanna ísealradhairc agus beidh siad ag fáil cabhrach ó Oide Cuartaíochta. ***Níl sé i gceist go n-áireofaí leanaí ar féidir a ndeacrachtaí amhairc a cheartú go sásúil le caitheamh spéaclaí nó lionsaí tadhaill san aicme seo.***
Suaitheadh mothúchánach nó Fadhbanna Iompair	Tá cóir leighis **á cur** ag síciatraí nó ag síceolaí ar na leanaí seo le haghaidh riochtaí mar néaróis, siocóis linbh, hipirghníomhaíocht, mí-ord easpa aire, hipirghníomhaíocht ag gabháil le mí-ord easpa aire agus mí-oird iompraíochta. ***Níl sé i gceist go n-áireofaí leanaí ar féidir déileáil lena ndeacrachtaí iompair nó iompraíochta go torthúil de réir nósanna imeachta aontaithe araíonachta san aicme seo.***
Mionbhac Foghlama Ginearálta	Beidh na leanaí seo measúnaithe ag síceolaí mar leanaí a bhfuil mionbhac foghlama ginearálta orthu.

Iimeallach/Mionbhac Foghlama Ginearálta	Beidh na leanaí seo measúnaithe ag síceolaí mar leanaí atá ar mionbhac imeallach ginearálta foghlama. Tig le síceolaí moladh a dhéanamh go bhfaigheadh leanaí mar seo breis tacaíochta sa teagasc nó iad a chur i rang speisialta i ngeall ar fhadhb speisialta fhoghlama mar: • Mion-suaitheadh mothúchánach a éiríonn as teip leanúnach sa ghnáthrang (níor leor iompar treampánach ann féin mar bhun le leanbh a chur i rang speisialta nó breis tacaíochta sa teagasc a chur ar fáil); • Iompraíocht shóisialta anabaí; • Easpa forbartha teanga i gcomparáid leis an gcumas intleachtach i gcoitinne. Sula moltar go gcuirfí leanbh i rang speisialta nó go gcuirfí acmhainní teagaisc sa bhreis ar fáil don scoil faoina c(h)oinne ba cheart go gcuirfí san áireamh a mhéad atá dul chun cinn á dhéanamh ag an leanbh sa timpeallacht foghlama ina bhfuil sé/sí faoi láthair agus pé tacaíocht eile atá ar fáil dó/di sa scoil.
Meánbhac Foghlama Ginearálta	Beidh na leanaí seo measúnaithe ag síceolaí mar leanaí a bhfuil meánbhac foghlama ginearálta orthu.
Dianbhac/Domhainbhac Foghlama Ginerálta	Beidh na leanaí seo measúnaithe ag síceolaí mar leanaí a bhfuil dianbhac nó domhainbhac foghlama ginearálta orthu. Chomh maith le sin, d'fhéadfadh go mbeadh míchumais choirp ar na leanaí sin.
Uathachas/Mí-oird Speictream an Uathachais	Beidh síciatraí nó síceolaí tar éis na leanai seo a mheas agus iad a rangú mar leanaí a bhfuil uathachas nó neamhoird speictream an uathachais orthu de réir chritéir DSM-IV nó ICD-10.
Sainéagumas Foghlama	De réir mheasúnú síceolaí tá na leanaí seo: 1. Ar mheánéirim nó níos airde; agus 2. Faoi éagumas áirithe foghlama chomh fada is a bhaineann le ceann amháin de na gnéithe seo go sainiúil, bunscileanna léitheoireachta, scríbhneoireachta nó matamaitice sa chaoi go bhfuil siad ag an dara peircintíl nó faoina bhun ar thrialacha caighdeánaithe, oiriúnacha, normthagartha. ***Leanaí nach sásaíonn na critéir seo, agus a bhfuil sainéagumas foghlama orthu, i dtuairim an tsíceolaí is mó a thiteann a gcúram ar an oide feabhais nó ar an oide ranga.***
Leanaí ag a bhfuil riachtanais speisialta oideachais ag eirí as siondróm meansúnaithe	Cinnfear ar an leibhéal tacaíochta sa bhreis a sholáthrófar le haghaidh leanaí a bhfaightear siondróm ar leith orthu, e.g. Siondróm Down, Siondróm William agus Siondróm Tourette, tar éis tuairiscí síceolaíocha agus tuairiscí saineolaithe eile a shonróidh nádúr agus leibhéal riachtanas speisialta an linbh.
Mó-ord Sainiúil Teanga agus Urlabhra	Ba cheart go gcomhlíonfadh na leanaí seo **gach ceann** de na critéir seo a leanas: Measúnú ag síceolaí ar thriail chaighdeánaithe éirime agus an leibhéal gníomhúcháin nó neamhbhriatharha bheith laistigh den ghnáthréimse nó os a chionn: Measúnú ag teiripí urlabhra ar thriail chaighdeánaithe san fhorbairt teanga agus an gníomhúchán dá réir i gceann nó níos mó de na mórlimistéir urlabhra agus teanga a bheith ag dhá dhiall chaighdeánacha nó níos mó faoi bhun an mheáin, nó a iontamhail go ginearálta; Nach de dheasca bac éisteachta atá deacrachtaí ag an leanbh; áit a bhfuil cur isteach éigin ag an mbac éisteachta ar an leanbh, ba cheart go mbeadh tairseach cloisteála na miníochtaí a bhaineann le hurlabhra ag 40Db; Nach meastar go bhfuil mí-oird mhothúcháin nó iompraíochta nó éagumas coirp ina mbunchúiseanna. Ná cuirtear san áireamh leanaí a bhfuil moilleacha agus deacrachtaí urlabhra agus teanga orthu faoin aicme seo.