

23

Special Needs

Riachtanais Speisialta

23 Special Needs

Understanding of and provision for children with special needs in Ireland has improved in recent years, underpinned now by a policy and legislative framework. However, much remains to be achieved to ensure that each and every child in Ireland receives care and education apposite to her/his needs and abilities in order to reach her/his true potential.

To this end, the theme of Special Needs has formed the focus of much research in recent years and is represented here by 191 publications. Following a process of thematic analysis, the following sub-themes were generated:

- Policy Development and Legislation [32]
- Inclusion and Integration [17]
- Educational Intervention [47]
- School-based Initiatives [42]
- Physical and Sensory Disability [20]
- Intellectual Disability [33]

Policy Development and Legislation

The growth in policy and legislation regarding special needs is evident by the large number of publications within Policy Development and Legislation. The CECDE (2004c) produced a nationwide audit of services for children with special needs in Ireland, similar to other enumeration exercises conducted by the DHC (1997b) and Watson (1996). The development of the Disability Act (Government of Ireland, 2005) has been informed by a number of submissions from a range of individuals and organisations (CECDE, 2004h; Children's Rights Alliance, 2003a; 2003b; INTO, 2003d; Meaney, 2004; National Federation of Voluntary Bodies, 2003). For children of primary school age, a number of policy and legislative documents inform the provision and delivery of services to children with special needs, including the Department of Education (1993) and the DES (1998a; 2000b; 2004). The Department of Equality and Law Reform (1995b) produced a policy document relating to the status of people with disabilities, as well as subsequent reviews of its progress (Commission on the Status of People with Disabilities, 1996; DJELR, 1999a). The Department of Health (1990) published a seminal policy document of the needs of the intellectually disabled. Hughes (1999; 2000) analysed the evolution of Department of

Riachtanais Speisialta

Tá feabhas tagtha ar thuiscint ar leanaí le riachtanais speisialta in Éirinn agus ar an soláthar dóibh le blianta beaga anuas, tacaíthe anois ag creatlach beartais agus reachtaíochta. Mar sin féin, ní mór go leor eile a dhéanamh chun a chinntiú go bhfaigheann gach leanbh in Éirinn cúram agus oideachas a oireann dá riachtanais agus dá (h)inniúlachtaí chun cur ar a c(h)umas a p(h)oitéinseal a bhaint amach.

Chun na críche sin, bhí an téama Riachtanais Speisialta mar fhócas go leor taighde le blianta beaga anuas agus cuimsíonn an téama seo 191 foilseachán. I ndiaidh anailíse téamaí, roinneadh iad sna fo-théamaí seo a leanas:

- Forbairt Beartais agus Reachtaíocht [32]
- Cuimsitheacht agus Comhtháthú [17]
- Idirghabháil Oideachais [47]
- Tionscnaimh Scoilbhunaithe [42]
- Míchumas Fisiciúil agus Céadfach [20]
- Míchumas Intleachtúil [33]

Forbairt Beartais agus Reachtaíocht

Léiríonn an líon mór foilseachán rangaithe faoi Fhorbairt Beartais agus Reachtaíocht an fás atá tagtha ar bheartas agus reachtaíocht i leith riachtanas speisialta. Tháirg an CECDE (2004c) iniúchadh ar sheirbhísí ar fud na tíre do leanaí le riachtanais speisialta in Éirinn, cosúil le cleachtais liostaithe eile déanta ag an DHC (1997b) agus Watson (1996). Chabhraigh roinnt aighneas ó dhaoine agus eagraíochtaí éagsúla (CECDE, 2004h; an Comhaontas um Chearta Leanaí, 2003a; 2003b; INTO, 2003d; Meaney, 2004; Cónaidhm Náisiúnta na gComhlachtaí Deonacha, 2003) le forbairt an Achta Mhíchumais (Rialtas na hÉireann, 2005). Maidir le leanaí ag aois bunscoile, treoraíonn roinnt cáipéisí beartais agus reachtaíochta soláthar agus seachadadh seirbhísí do leanaí le riachtanais speisialta, lena n-áirítear an Roinn Oideachais (1993) agus an DES (1998a; 2000b; 2004). Tháirg an Roinn Comhionannais agus Athchóirithe Dlí (1995b) cáipéis bheartais ar stádas daoine faoi mhíchumas, le cois athbhreithnithe ar a dhul chun cinn (an Coimisiún um Stádas Daoine faoi Mhíchumas, 1996; DJELR, 1999a). D'fhoilsigh an Roinn Sláinte (1990) cáipéis bheartais rithábhachtach ar riachtanais daoine faoi mhíchumas intleachtúil. Rinne Hughes (1999; 2000) anailís ar fhorbairt cáipéisí beartais na Roinne Oideachais a bhain

- Education policy documents related to general learning disabilities from the 1960s. An overview of the policy and legislative position of children with special educational needs in Ireland has been documented by McGough (2001), Meaney (2005) and the National Disability Authority (2005c). Whyte (2003; 2005b) provides insights into the ethical and other issues in researching children with disabilities.
- le míchumas foghlama ginearálta ó na 1960í ar aghaidh. Tugann McGough (2001), Meaney (2005) agus an tÚdarás Náisiúnta Míchumais (2005c) forbhreathnú ar sheasamh beartais agus reachtach leanáí le riachtanais oideachais speisialta in Éirinn. Tugann Whyte (2003; 2005b) léargais ar shaincheisteanna eiticíúla agus eile a bhaineann le taighde a dhéanamh ar leanáí faoi míchumas.
- Centre for Early Childhood Development and Education (2004c). *On Target? An Audit of Provision of Services Targeting Disadvantage and Special Needs among Children from Birth to Six Years in Ireland*. Dublin: Centre for Early Childhood Development and Education.
- Centre for Early Childhood Development and Education (2004h). *Submission to the Oireachtas Joint Committee on Education and Science on the Education for Persons with Disabilities Bill 2003*. Dublin: Centre for Early Childhood Development and Education.
- Children's Rights Alliance (2003a). *Submission to the Department of Education and Science in relation to the Education for Persons with Disabilities Bill 2002*. Dublin: Children's Rights Alliance.
- Children's Rights Alliance (2003b). *Children's Rights Alliance Submission to the Joint Committee on Education and Science in relation to the Education for Persons with Disabilities Bill 2003*. Dublin: Children's Rights Alliance.
- Combat Poverty Agency (1994). *Papers from National Conference on Disability, Exclusion and Poverty*. Dublin: Combat Poverty Agency.
- Commission on the Status of People with Disabilities (1996). *A Strategy for Equality: Report of the Commission on the Status of People with Disabilities*. Report Commissioned by the Department of Equality and Law Reform. Dublin: The Stationery Office.
- Department of Education (1993). *Report of the Special Education Review Committee*. Dublin: The Stationery Office.
- Department of Education and Science (1998a). *A National Educational Psychological Service - Report of the Planning Group*. Dublin: The Stationery Office.
- Department of Education and Science (2000b). *Learning Support Guidelines*. Dublin: The Stationery Office.
- Department of Education and Science (2004). *The Education for Persons with Special Educational Needs Act*. Dublin: The Stationery Office.
- Department of Equality and Law Reform (1995b). *Report of the Commission on the Status of People with Disabilities*. Dublin: The Stationery Office.
- Department of Health (1990). *Needs and Abilities – A Policy of the Intellectually Disabled: Report of a Review Group on Mental Handicap Services*. Dublin: The Stationery Office.
- Department of Health and Children (1997b). *Services to Persons with a Mental Handicap/ Intellectual Disability. Assessment of Need 1997-2001*. Dublin: Department of Health.
- Department of Justice, Equality and Law Reform (1999a). *Progress Report of the Commission on the Status of People with Disabilities – Towards Equal Citizenship*. Dublin: The Stationery Office.
- Department of Justice, Equality and Law Reform (2001d). *The Disability Bill 2001*. Dublin: The Stationery Office.

Fallon, J. (2004a). On Target? Targeting Disadvantage and Special Needs Among Children aged Birth to Six in Ireland (in) Horgan, M. and Douglas, F. (Eds.) (2004a). *Children of the Global Village: Proceedings of the OMEP (Ireland) Conference 2004*. Cork: OMEP (Ireland), pp. 134-152.

Government of Ireland (2003). *Education for Persons with Disabilities Bill 2003*. Dublin: The Stationery Office.

Government of Ireland (2004). *The Disabilities Bill*. Dublin: The Stationery Office.

Government of Ireland (2005). *Disability Act 2005*. Dublin: The Stationery Office.

Hughes, M. (1999). *A Study of Policy Documents Illustrating the Development of Thinking and the Provision of Educational Services for Children with a Mental Handicap/ General Learning Disability from 1960-1998*. M. Ed. Thesis. Maynooth: National University of Ireland, Maynooth.

Hughes, M. (2000). Towards a New Era: A Review of Policy Documents Relating to General Learning Disabilities, 1960-1990. *Reach: Journal of Special Education Needs in Ireland*, Volume 13, No. 2, pp. 66-76.

Irish National Teachers' Organisation (2003d). *INTO Submission to the Joint Committee on Education and Science on the Education for Persons with Disabilities Bill September 2003*. Dublin: Irish National Teachers' Organisation.

McGough, A. (2001). Educational Provision for Preschool Children: A Response to the White Paper. *Reach*, Volume 15, pp. 2-13.

Meaney, M. (2004). Education for Persons with Special Educational Needs Bill. Paper presented at National Disability Authority Conference, *Living Learning and Working with Special Educational Needs*, Dublin, July 2004.

Meaney, M. (2005). Policy, Legislation and Practice for Children with Special Needs in Ireland (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 136-144.

National Disability Authority (2002b). *Submission to Childcare (Preschool Services) Regulations 1996 and (Amendment) Regulations 1997 Review Group*. Dublin: National Disability Authority.

National Disability Authority (2005c). *Education for Persons with Special Educational Needs Act 2004*. Dublin: National Disability Authority.

National Federation of Voluntary Bodies (2003). Response to Education for Persons with Disabilities Bill 2003. Dublin: National Federation of Voluntary Bodies.

National Rehabilitation Board (1994). *Equal Status: Submission to the Commission on the Status of People with Disabilities*. Dublin: National Rehabilitation Board.

Watson, D. (1996). *An Analysis and Evaluation of Statistical Information on People with Disabilities in Ireland: Report for the Commission on the Status of People with Disabilities*. Dublin: Economic and Social Research Institute.

Whyte, J. (2003). Ethical Issues in Research with Children with Disabilities. Paper presented at *Towards Ethical Guidelines for Disability Research*, Second Annual National Disability Authority Research Conference, Dublin, December 2003.

Whyte, J. (2005b). *Research with Children with Disabilities: A Review of Practical and Ethical Concerns - Guidelines and Checklist*. Dublin: Children's Research Centre and National Disability Authority.

The policy of Inclusion and Integration for children with special needs within mainstream settings has generated a considerable range of research into the practice. Carlow CCC (2005b) and Westmeath CCC (2004a) have produced policy documents regarding the provision of inclusive education within their respective jurisdictions. Research into the experiences and progress of children with special educational needs in mainstream ECCE settings has been provided by Daly *et al.* (2006), Devitt (1995), McDonnell (2000) and Walls and O'Connor (2005). Fitzpatrick (1995) and Perrin and Prenderville (1996) provided insights and overviews of inclusive ECCE practice in Ireland. A number of individuals and organisations have documented inclusion policy and practice within primary schools, including Hand (2001), the INTO (1993c; 2000c; 2003c), Mannion (2001), Marley (1996) and Martin and Hickey (1992).

Mar thoradh ar an mbeartas Chuimsitheacht agus Comhtháthú do leanáil le riachtanais speisialta i suímh phríomhshrutha, tá go leor taighde déanta ar an gcleachtas sin. D'eisigh CCC Cheatharlach (2005b) agus CCC na hIarmhí (2004a) cáipéisí beartais a bhaineann le soláthar an oideachais chuimsithigh laistigh dá ndlínsí faoi seach. Chuir Daly *et al.* (2006), Devitt (1995), McDonnell (2000) agus Walls agus O'Connor (2005) taighde ar fáil faoi thaithí agus dul chun cinn leanáil le riachtanais oideachais speisialta i suímh COLO phríomhshrutha. Thug Fitzpatrick (1995) agus Perrin agus Prenderville (1996) léargas agus forbheathnú ar chleachtas cuimsitheach COLO in Éirinn. Rinne roinnt daoine agus eagraíochtaí cur síos ar bheartas agus cleachtas cuimsitheach i mbunscoileanna, lena n-áirítear Hand (2001), an INTO (1993c; 2000c; 2003c), Mannion (2001), Marley (1996) agus Martin agus Hickey (1992).

Brothers of Charity Services (2001). *Going Forward Together - The Brothers of Charity Services Ethos*. Galway: Brothers of Charity Services.

Carlow County Childcare Committee (2005b). *Towards Inclusive Childcare Provision in County Carlow – Additional Needs: A Guide for Early Years' Services*. Carlow: Carlow County Childcare Committee.

Daly, F., Daly, A. and Whyte, J. (2006). *Páistí le Chéile: A Study of Preschool Children with Special Needs in Mainstream Childcare in Co. Roscommon*. Roscommon: Roscommon County Childcare Committee.

Devitt, S. (1995). *Inclusion of Children with Intellectual Disabilities into Mainstream Settings*. Dublin: St. John of God.

Fitzpatrick, L. (1995). *The Social Integration of Children with Learning Difficulties under the Age of 6 into Mainstream Playgroups – An Observational Study*. Dublin: St. John of God.

Hand, B. (2001). *Best Practice in Inclusion: Primary Teacher's Perspectives*. Dublin: MA. Thesis. Dublin: University College Dublin.

Irish National Teachers' Organisation (1993c). *Accommodating Difference – An INTO Policy Document on the Integration of Children with Disabilities into Mainstream National Schools*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (2000c). *Inclusion – Proceedings of Special Education Conference*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (2003c). *Supporting Special Education in the Mainstream School*. Dublin: Irish National Teachers' Organisation.

Mannion, E. (2001). *Autism and the Mainstream Primary School: A Case Study*. M. Ed. Thesis. Dublin: University College Dublin.

Marley, P. (1996). *Changing Teachers Attitudes Towards Inclusive Education: The Effectiveness of a Short In-service Programme*. MA. Thesis. Dublin: University College Dublin.

Martin, M. and Hickey, B. (1992). A Study of the Prevalence of Pupils with Disabilities and Special Needs in Ordinary Classes in Primary Schools (in) Department of Education (1993). *Report of the Special Education Review Committee*. Dublin: The Stationery Office, pp. 243-289.

McDonnell, P. (2000). Inclusive Education in Ireland: Rhetoric and Reality (in) Armstrong, F., Armstrong D. and Barton, L. (Eds.) (2000). *Inclusive Education: Policy, Contexts and Comparative Perspectives*. London: David Fulton, pp. 12-26.

Meehan, S. (1992). *Parents of Special Needs Children: Perceptions of Integrated Education*. M. Ed. Thesis. Cork: University College Cork.

Perrin, H. and Prendiville, A. (1996). *Integrated Education for Students with a Physical Disability: A Survey of the Provisions Being Made*. Dublin: Muscular Dystrophy Ireland.

Walls, M. and O'Connor, M. (2005). Building Blocks to Best Practice - Introducing an "Integrated Holistic Model" of Early Intervention with Children and Families (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 393-409.

Westmeath County Childcare Committee (2004a). *Including Children with Special Needs in Mainstream Childcare*. Westmeath: Westmeath County Childcare Committee.

Intervention and Research

Early intervention for children with special needs is now recognised as essential for optimum development and a large volume of research relates to Intervention and Research in the early years. The importance of early intervention for children in hospital has been documented by the Association for Welfare of Children in Hospital (1993), Bannon (2002), Children in Hospital Ireland (2000; 2002a; 2002b; 2002c) and Children in Hospital Ireland and the Irish Association for Hospital Play Specialists (2000). Cederman (2006a; 2006b) reported on a targeted intervention for children with special needs in ECCE settings. Overviews of policy in relation to early intervention for young children have been provided by Carpenter (1999), Cleary (2001), Dineen (2004; 2005), Duignan (2004d), Fallon and Walsh (2004) and Hayes (1997). Reviews of specific local needs and interventions have been documented by a number of researchers, including Cullen (1998a), Dublin City Childcare Focus Group (2004), Flanagan and Ó Nualláin (2001), Glennane *et al.* (2005), IPPA (2004d), McCormack (1997), Mulrooney *et al.* (1999), North Eastern Health Board (2000), Northern Area Health Board (2003), South Eastern Health Board (1996b; 1999), WESTBIC (2001), Westmeath CCC (2004b) and Whyte *et al.* (2006). Specific emphasis on the need to support the parents and families of children undergoing intervention forms the focus of a number of researchers (DHC, 2002f; Tallaght Partnership, 2001). Kelleher *et al.* (2006a; 2006b) and McGough (2005) reported on the results of a project that documented early years provision in two geographical areas in Ireland. International perspectives on early intervention formed the subject of research by McCausland (2005) and Soriano (1998). The National Disability Authority (2002a; 2005a; 2005b) and the National

Idirghabháil agus Taighde

Aithnítear anois go bhfuil sé riachtanach idirghabháil luath a dhéanamh le leanáil le riachtanais speisialta chun cur ar a gcumas an fhorbairt is fearr a dhéanamh agus baineann líon mór taighde le hidirghabháil agus Taighde sna blianta luatha. Rinne an Association for Welfare of Children in Hospital (1993), Bannon (2002), Children in Hospital Ireland (2000; 2002a; 2002b; 2002c) agus Children in Hospital Ireland agus an Irish Association for Hospital Play Specialists (2000) cur síos ar an tábhacht a bhaineann le hidirghabháil luath do leanáil san ospidéal. Thug Cederman (2006a; 2006b) tuairisc faoi idirghabháil spriocdhírthe do leanáil le riachtanais speisialta i suímh COLO. Thug Carpenter (1999), Cleary (2001), Dineen (2004; 2005), Duignan (2004d), Fallon agus Walsh (2004) agus Hayes (1997) forbhreathnú ar bheartas i ndáil le hidirghabháil luath do leanáil óga. Rinne roinnt taighdeoirí, Cullen (1998a), Fócasghrúpa ar Chúram Leanáil Chathair Bhaile Átha Cliath (2004), Flanagan agus Ó Nualláin (2001), Glennane *et al.* (2005), IPPA (2004d), McCormack (1997), Mulrooney *et al.* (1999), Bord Sláinte an Oirthuaiscirt (2000), Bord Sláinte Cheantar an Tuaiscirt (2003), Bord Sláinte an Oirdheiscirt (1996b; 1999), WESTBIC (2001), CCC na hIarmhí (2004b) agus Whyte *et al.* (2006) ina measc, athbhreithnithe ar riachtanais agus idirghabhálacha áitiúla sonracha. Leagann obair roinnt taighdeoirí béim shonrach ar an ngá tacú le tuismitheoirí agus teaghlaigh na leanáil a bhfuil idirghabháil á déanamh leo (DHC, 2002f; Comhpháirtíocht Thamhlachta, 2001). Thug Kelleher *et al.* (2006a; 2006b) agus McGough (2005) tuairisc faoi thorthaí tionscadail a rinne cur síos ar sholáthar do na blianta luatha in dhá limistéar thíreolaíochta in Éirinn. Bhain taighde le McCausland (2005) agus Soriano (1998) le peirspictíochtaí idirnáisiúnta ar

Disability Authority Research Unit and Research and Evaluation Services (2001) have produced a number of reports on conferences and seminars held in Ireland relating to intervention for children with special needs and on attitudes to disability in Ireland.

idirghabháil luath. Tá roinnt tuairiscí faoi chomhdhála agus seimineáir tionóla in Éirinn a bhaineann le hidirghabháil do leanaí le riachtanais speisialta agus dearcaí faoin míchumas in Éirinn eisithe ag an Údarás Náisiúnta Míchumas (2002a; 2005a; 2005b) agus Aonad Taighde agus Seirbhísí Meastóireachta an Údaráis Náisiúnta Míchumais (2001).

Association for Welfare of Children in Hospital (1993). *Play Facilities for Child Patients in Irish Hospitals*. Dublin: Association for Welfare of Children in Hospital.

Bannon, O. (2002). Play in Hospitals: Pre- and Post- Platt (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference 2002*. Cork: OMEP (Ireland), pp. 316-332.

Carpenter, B. (1999). Supporting Families: The Case for Early Intervention. *Reach*, Volume 12, No. 2, pp. 75-84.

Cederman, K. (2006a). *Synergy – An Exploration of High Quality Early Intervention for Children with Special Needs in Diverse Early Childhood Care and Education Settings*. Dublin: Centre for Early Childhood Development and Education.

Cederman, K. (2006b). *CECDE Research Series 2006 - Synergy – An Exploration of High Quality Early Intervention for Children with Special Needs in Diverse Early Childhood Care and Education Settings: Executive Summary*. Dublin: Centre for Early Childhood Development and Education.

Children in Hospital Ireland (2000). *Guidelines for the Care of Children with Special Needs in Hospital*. Dublin: Children in Hospital Ireland.

Children in Hospital Ireland (2002a). *Update on Play Facilities Report*. Dublin: Children in Hospital Ireland.

Children in Hospital Ireland (2002b). *An Outline Guide for the Care of Children in Hospital*. Dublin: Children in Hospital Ireland.

Children in Hospital Ireland (2002c). *The EACH Charter for Children in Hospital and Annotations 2002*. Dublin: European Association for Children in Hospital.

Children in Hospital Ireland and the Irish Association for Hospital Play Specialists (2000). *The Hospital Playlink*. Dublin: Children in Hospital Ireland.

Cleary, A. (2001). The Child, the Family and Disability (in) Cleary, A., Nic Ghiolla Phádraig, M. and Quin, S. (Eds.) (2001b). *Understanding Children, Volume 2: Changing Experiences and Family Forms*. Dublin: Oak Tree Press, pp. 145-166.

Cullen, B. (1998a). *Special Education Project: St. Vincent's Trust Evaluation Review*. Dublin: The Children's Research Centre, Special Education Project and St. Vincent's Trust.

Dennis, R. (1993). *Quality of Life as Context for Planning and Evaluation of Services for People with Disabilities*. Dublin: Enable Ireland.

Department of Health and Children (2002f). *What do I do Now? The Parents Future Planning Group. A Book to Assist Parents upon Hearing that their Child has Special Needs*. Dublin: Health Promotion Unit.

Dineen, M. (2004). Providing Quality Experience for Children with Special Needs (in) Horgan, M. and Douglas, F. (Eds.) (2004a). *Children of the Global Village: Proceedings of the OMEP (Ireland) Conference 2004*. Cork: OMEP (Ireland), pp. 85-92.

Dineen, M. (2005). *Programme Quality in Early Special Education*. M. Phil. Thesis. Cork: University College Cork.

Dolan, J. (2002). Children...with Disabilities (in) Schonfeld, H. (Ed.) (2002). *Diversity in Early Childhood: A Collection of Essays*. Dublin: Barnardos' National Children's Resource Centre, pp. 82-89.

Dublin City Childcare Focus Group (2004). *Accessible Childcare for All – A Study into Access to Early Years Service for Children and Parents with Additional Needs in Dublin North West Area*. Dublin: Dublin City Childcare Focus Group.

Duignan, M. (2004d). Early Childhood Provision. Paper presented at National Disability Authority Conference, *Student Journeys: The Special Education Routes*, Dublin, December 2004.

Fallon, J. and Walsh, T. (2004). Introduction to the Centre for Early Childhood and Development and Education. Paper presented at National Disability Authority Conference, *Living, Learning and Working with Special Needs*, Dublin, July 2004.

Flanagan, O. and Ó Nualláin, S. (2001). A Study Looking at the Effectiveness of Developmental Screening in Identifying Learning Disabilities in Early Childhood. *Irish Medical Journal*, Volume 94, No. 5, pp. 148-150.

Glennane, R., Morrison, T., Oswell, J. and Timothy, A. (2005). Interdisciplinary Team Assessment: CRC Style (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 320-327.

Harris, P. (1995). Who am I? Concepts of Disability and Their Implications for People with Learning Difficulties. *Disability and Society*, Volume 10, No. 3, pp. 341-351.

Hayes, N. (1997). *Social Exclusion and Irish Policy Regarding Early Interventions*. Paper presented at the 28th Psychological Society of Ireland Conference, Ennis.

IPPA, the Early Childhood Organisation (2004d). *Children with Additional Needs in Early Childhood Services*. Dublin: IPPA, the Early Childhood Organisation.

Kelleher, E., McGough, A. and Ware, J. (2006a). *Early Years Provision for Children from Birth to Six Years with Special Needs in Two Geographical Areas in Ireland*. Dublin: Centre for Early Childhood Development and Education.

Kelleher, E., McGough, A. and Ware, J. (2006b). *CECDE Research Series 2006 - Early Years Provision for Children from Birth to Six Years with Special Needs in Two Geographical Areas in Ireland: Executive Summary*. Dublin: Centre for Early Childhood Development and Education.

McCausland, D. (2005). *International Experience in the Provision of Individual Education Plans for Children with Disabilities*. Dublin: National Disability Authority.

McCormack, B. (1997). *Analysis of Development of Disability Services in Ireland. The Local Support Service*. Dublin: St. Michael's House.

McDonnell, A. (2005). Supporting Quality through Targeted Research on Special Needs and Disadvantage (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 343-351.

McGough, A. (2005). Early Years Provision from Birth to Six Years with Special Needs in Two Geographical Areas in Ireland. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Mulrooney, M., Harrold, M., Rogers, Y. and Van Den Berg, D. (1999). A Survey of Challenging Behaviour in Special National Schools. *Reach: Journal of Special Needs Education*, Volume 12, No. 2, pp. 119-126.

National Disability Authority (2002a). *Disability Related Research in Ireland 1996-2001*. Dublin: National Disability Authority.

National Disability Authority (2005a). *Student Journeys – The Special Education Routes: Summary of Proceedings*. Dublin: National Disability Authority.

National Disability Authority (2005b). *Educating for a Better Future – Summary of Proceedings of the 2004 Seminar Series ‘Living, Learning and Working with Special Educational Needs’*. Dublin: National Disability Authority.

National Disability Authority Research Unit and Research and Evaluation Services (2001). *Attitudes to Disability: Preliminary Findings of a Survey Commissioned by the National Disability Authority*. Dublin: National Disability Authority.

North Eastern Health Board (2000). *Foundations for Diversity – Report of the Pilot Project. Early Intervention Services for Children with Developmental Delay and their Families*. Meath: Meath Community Services.

Northern Area Health Board (2003). *A Consultation Report on Access to Care and Education Services for Pre-School Age Children with a Disability in North County Dublin*. Dublin: Northern Area Health Board.

Rush, M. (2003a). *Including Children: Childcare Audit 2003 – Diversity, Disability and Additional Needs*. Waterford: Waterford County Childcare Committee.

Soriano, V. (Ed.) (1998). *Early Intervention in Europe: Organisation of Services and Supports for Children and their Families, Trends in 17 European Countries*. Denmark: European Agency for Development and Special Needs Education.

South Eastern Health Board (1996b). *Needs Assessment of Children with Special Needs – Waterford*. Kilkenny: South Eastern Health Board.

South Eastern Health Board (1999). *Children with Special Needs*. Kilkenny: South Eastern Health Board.

Sullivan, M., Knutson, J., Scanlon, J. and Cork, P. (1997). Maltreatment of Children with Disabilities: Family Risk Factors and Prevention Implications. *Journal of Child Centred Practice*, Volume 4, No. 1, pp. 33-46.

Tallaght Partnership (2001). *I Don't Know How You Do It – A Small Insight into the Lives and Concerns of Parents of Children with Disabilities*. Dublin: Tallaght Partnership.

WESTBIC (2001). *Research Report into the Needs of People with Disabilities*. Roscommon: Roscommon Partnership Company.

Westmeath County Childcare Committee (2004b). *Directory of Services for Children with Special Needs in Westmeath*. Westmeath: Westmeath County Childcare Committee.

Whyte, J., Daly, F. and Daly, A. (2006). Preschool Children with Special Educational Needs in Co. Roscommon. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

School-based Initiatives

As a significant element of service provision for children with special needs, School-based Initiatives are the subject of a number of research projects. Children with autistic spectrum disorders have formed the subject of research for Balfe (2003) and Mannion (2001). Comparisons of provision for children with special needs in integrated or inclusive settings as opposed to segregated settings have been documented by Butler (2002; 2003). Gash (1997),

Tionscnaimh Scoilbhunaithe

Toisc go mbíonn Tionscnaimh Scoilbhunaithe mar ghné shuntasach den soláthar seirbhíse do leanaí le riachtanais speisialta, baineann roinnt tionscadal taighde leo. Bhain taighde Balfe (2003) agus Mannion (2001) le leanaí le neamhoird ar an speictream uathachais. Rinne Butler (2002; 2003) comparáid idir soláthar do leanaí le riachtanais speisialta i suímh chomhtháite agus chuimsitheacha agus an soláthar dóibh i suímh leithscartha. Dhírigh

Hand (2001), Marley (1996) and McCarthy and Kenny (2006) have focused their research on the attitudes of pupils and teachers to children with special needs and the educational provision made for them. The INTO (1993c; 1994b; 1996a; 2000c; 2003b; 2003c; 2003d) have produced a number of policy documents regarding the provision of education in primary schools for children with special educational needs. The production of Individual Education Plans, which will become more prevalent following the enactment of legislation, has been addressed by Keady (2003), the National Council for Special Education (2006), O'Brien *et al.* (2006) and O'Sullivan (2002). The work of Resource teachers in primary schools has been investigated by Keady (2003) and McCarthy (2001). Martin and Hickey (1992) and O'Malley (1998) enumerated the prevalence of special needs pupils in primary schools and the provision made by schools to meet these needs. The NCCA (1999; 2002) have provided curricular guidance for teachers in relation to all aspects of the curriculum for pupils with mild general learning disabilities, moderate general learning disabilities and severe and profound general learning disabilities.

taighde Gash (1997), Hand (2001), Marley (1996) agus McCarthy agus Kenny (2006) ar dhearcaí daltaí agus múinteoirí faoi leanaí le riachtanais speisialta agus an soláthar oideachais déanta dóibh. Tháirg an INTO (1993c; 1994b; 1996a; 2000c; 2003b; 2003c; 2003d) roinnt cáipéisí beartais i ndáil le soláthar an oideachais i mbunscoileanna do leanaí le riachtanais oideachais speisialta. Thug Keady (2003), an Chomhairle Náisiúnta um Oideachas Speisialta (2006), O'Brien *et al.* (2006) agus O'Sullivan (2002) aghaidh ar tháirgeadh Pleananna Oideachais Aonair, a bheidh níos comónta i ndiaidh achtú na reachtaíochta. Rinne Keady (2003) agus McCarthy (2001) scrúdú ar obair mhúinteoirí Acmhainne i mbunscoileanna. D'áirigh Martin agus Hickey (1992) agus O'Malley (1998) líon na ndaltaí le riachtanais speisialta i mbunscoileanna agus an soláthar déanta ag scoileanna chun freastal ar na riachtanais sin. Chuir an NCCA (1999;2002) treoir churaclaim ar fáil do mhúinteoirí maidir le gnéithe uile an churaclaim do dhaltai faoi mhíchumas foghlama ginearálta éadrom, míchumas foghlama ginearálta meánach agus míchumas foghlama ginearálta trom agus domhain.

Balfe, T. (2003). Children with Autistic Spectrum Disorders: How They Think and Learn. *REACH, Journal of Special Education Needs in Ireland*, Volume 16. No. 2, pp. 118-126.

Butler, J. (2002). The Differences in the Social Competency of Children who Attend Integrated Junior Infant Classes and Children who Attend Segregated Learning Environments (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference 2002*. Cork: OMEP (Ireland), pp. 295-307.

Butler, J. (2003). *The Differences in the Social Competence of Children who Attend Integrated Junior Infant Classes and Children who Attend Segregated Learning Environments*. Ph.D Thesis. Cork: University College Cork.

Gash, H. (1997). Changes in Children's Attitude to Handicap Following Classroom Experience. *Frontline*, Volume 29, pp. 10-14.

Hand, B. (2001). *Best Practice in Inclusion: Primary Teacher's Perspectives*. Dublin: MA. Thesis. Dublin: University College Dublin.

Irish National Teachers' Organisation (1993c). *Accommodating Difference – An INTO Policy Document on the Integration of Children with Disabilities into Mainstream National Schools*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (1994b). *Remedial Education – A Review*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (1996a). *Providing Education for Pupils with Severe and Profound Handicap*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (2000c). *Inclusion – Proceedings of Special Education Conference*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (2003b). *Let the Children Speak: A Report on the Support Services Available to Primary School Children with Speech and Language Difficulties*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (2003c). *Supporting Special Education in the Mainstream School*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (2003d). *INTO Submission to the Joint Committee on Education and Science on the Education for Persons with Disabilities Bill September 2003*. Dublin: Irish National Teachers' Organisation.

Keady, F. (2003). *An Examination of the Process of Development and Application of Individual Education Plans by Resource Teachers for Children with Special Educational Needs in Selected Mainstream Irish Primary Schools*. M. Ed. Thesis. Dublin: St. Patrick's College.

Mannion, E. (2001). *Autism and the Mainstream Primary School: A Case Study*. M. Ed. Thesis. Dublin: University College Dublin.

Marley, P. (1996). *Changing Teachers Attitudes Towards Inclusive Education: The Effectiveness of a Short In-service Programme*. MA. Thesis. Dublin: University College Dublin.

Martin, M. and Hickey, B. (1992). A Study of the Prevalence of Pupils with Disabilities and Special Needs in Ordinary Classes in Primary Schools (in) Department of Education (1993). *Report of the Special Education Review Committee*. Dublin: The Stationery Office, pp. 243-289.

McCarthy, M. (2001). *An Investigation into the Role of the Resource Teacher for Children with Special Needs in Irish Primary Schools*. M. Ed. Thesis. Dublin: St. Patrick's College.

McCarthy, O. and Kenny, M. (2006). *Special Schools in Transition – Concerns and Hopes Among Teachers in the Sector*. Dublin: Irish Association of Teachers in Special Education.

Morgan, M., Shiel, G. and Larney, R. (1998). *Study of Remedial Education in Irish Primary Schools – Summary Report*. Dublin: Educational Research Centre.

National Association for Deaf People (2002). *School Report – Need for Improvement: Improving the Education System for Deaf and Hard of Hearing People*. Dublin: National Association for Deaf People.

National Council for Curriculum and Assessment (1999). *Special Educational Needs – Curricular Needs: Discussion Paper*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities - Drama*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities – English: Communication and Language*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities – Gaeilge: Teanga agus Cultúr*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities - Mathematics*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities - Music*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities – Physical Education*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities – Social, Personal, Health Education*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities – Social, Environmental, Scientific Education*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Mild General Learning Disabilities – Visual Arts*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Moderate General Learning Disabilities. Volume 1: Teacher Guidelines*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Moderate General Learning Disabilities. Volume 2: Communication and Language, Mathematics, SESE*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Moderate General Learning Disabilities. Volume 3: Arts Education, Physical Education and SPHE*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities. Volume 1: Teacher Guidelines*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities. Volume 2: Communication and Language, Mathematics, SESE*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2002). *Draft Curriculum Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities. Volume 3: Arts Education, Physical Education and SPHE*. Dublin: National Council for Curriculum and Assessment.

National Council for Special Education (2006). *Guidelines on the Individual Education Plan Process*. Meath: National Council for Special Education.

O'Brien, P., Kenny, M. and Mahony, K. (2006). *Resources Required for Preparing and Implementing Individual Education Plans under the EPSEN Act*. Report prepared for the National Council for Special Education. (Unpublished).

O'Malley, G. (1998). *Educational Provision for Pupils with Special Needs in Primary Schools in Co. Offaly*. Dublin: M. Ed. Thesis. Dublin: University College Dublin.

O'Sullivan, S. (2002). *Individualised Education Plans in a Mandatory Environment: Perceptions of Teachers in Irish Primary Schools*. M. Ed. Thesis. Dublin: St. Patrick's College.

Rowlette, M. (2003). *An Investigation of Montessori Teachers Working in Special National Schools in Ireland*. M. St. Thesis. Dublin: Trinity College Dublin.

Ward, P. (2001). *Assessing Elementary Mathematics Skills: Developing a Process Suitable for People with Disabilities*. M. Ed. Thesis. Limerick: University of Limerick.

Children with Physical and Sensory Disability in the early years have formed the focus of a number of pieces of research. Dempsey (2002; 2003; 2004), Greaney and Reason (1999) and O’Keeffe (1997) have studied the provision for young children who are visually impaired. The Health Research Board has been responsible for producing an annual report, enumerating the number of children with physical and sensory disabilities in Ireland (Doyle *et al.*, 2006; Gallagher, 2001; Galligan and Mulvany, 2004; Galligan *et al.*, 2005; National Physical and Sensory Disability Database Committee, 2005). The provision of education for children who are deaf and hard of hearing has been documented by Matthews (1996), McGrattan (1998), the National Association for Deaf People (2002), the National Rehabilitation Board (1996) and Ó Baoill and Matthews (2000). Mullin *et al.* (1995), Perrin and Prenderville (1996) and Tubridy (1996) focused on the ECCE provision for children with physical disabilities.

Bhain fócas roinnt píosaí taighde le leanaí sna blianta luatha faoi Mhíchumas Fisiciúil agus Céadfach. Rinne Dempsey (2002; 2003; 2004), Greaney agus Reason (1999) agus O’Keeffe (1997) staidéar ar an soláthar do leanaí óga lagamhairc. Bhí an Bord um Thaighde Sláinte freagrach as tuarascáil bhliantúil a tháirgeadh ag liostú líon na leanaí faoi mhíchumas fisiciúil agus céadfach in Éirinn (Doyle *et al.*, 2006; Gallagher, 2001; Galligan agus Mulvany, 2004; Galligan *et al.*, 2005; Coiste an Bhunachair Shonraí Náisiúnta um Míchumas Fisiciúil agus Céadfach, 2005). Rinne Matthews (1996), McGrattan (1998), Cumann Náisiúnta na mBodhar (2002), an Bord Athshlánaithe Náisiúnta (1996) agus Ó Baoill agus Matthews (2000) cur síos ar sholáthar an oideachais do leanaí bodhra agus faoi lagú éisteachta. Bhain fócas Mullin *et al.* (1995), Perrin agus Prenderville (1996) agus Tubridy (1996) leis an soláthar COLO do leanaí faoi mhíchumas fisiciúil.

Dempsey, R. (2002). An Introduction to Visual Impairment in Preschool Children (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference 2002*. Cork: OMEP (Ireland), pp. 308-315.

Dempsey, R. (2003). *A Study of Pre-school Children with Visual Impairments in the Munster Area*. M. Phil. Thesis. Cork: University College Cork.

Dempsey, R. (2004). A Study of Preschool Children with Visual Impairment in Ireland: Findings and Recommendations (in) Horgan, M. and Douglas, F. (Eds.) (2004a). *Children of the Global Village: Proceedings of the OMEP (Ireland) Conference 2004*. Cork: OMEP (Ireland), pp. 164-173.

Doyle, A., Galligan, K., Barron, S. and Mulvany F. (2006). *National Physical and Sensory Disability Database Committee Annual Report 2005*. Dublin: Health Research Board.

Gallagher, P. (2001). *Report of the National Physical and Sensory Disability Database Development Committee*. Dublin: Health Research Board.

Galligan, K. and Mulvany, F. (2004). *National Physical and Sensory Disability Database: A Preliminary Analysis - June 2004*. Dublin: Health Research Board.

Galligan, K., Doyle, A. and Mulvany F. (2005). *National Sensory and Physical Disability Database Committee Report 2004*. Dublin: Health Research Board.

Greaney, J. and Reason, R. (1999). Phonological Processing and Learning to Read in Braille. *Dyslexia: An International Journal of Theory and Practice*, Volume 5, pp. 215-226.

Kelly, R. (1995). *Changes in Early Intervention Services between 1991 and 1995 for Children with Cerebral Palsy living in Co. Clare*. Clare: Cerebral Palsy Ireland.

Matthews, P. (1996). *The Irish Deaf Community, Volume 1: History of Education, Language and Culture*. Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

McGrattan, M. (1998). *An Evaluation of the Impact of a Music Programme on the Social, Emotional and Cultural Development of Deaf Children*. MA. Thesis. Dublin: University College Dublin.

Mullin, E., Oulton, K. and James, T. (1995). Skills Training with Parents of Physically Disabled Persons. *International Journal of Rehabilitation Research*, Volume 18, pp. 142-145.

National Association for Deaf People (2002). *School Report – Need for Improvement: Improving the Education System for Deaf and Hard of Hearing People*. Dublin: National Association for Deaf People.

National Physical and Sensory Disability Database Committee (2005) *Evaluation of the National Physical and Sensory Disability Database*. Dublin: Health Research Board.

National Rehabilitation Board (1996). *The Epidemiology of Childhood Hearing Impairment in Southeast Ireland: Implications for Service Providers*. Dublin: National Rehabilitation Board.

Ó Baoill, D. and Matthews, P. (2000). *The Irish Deaf Community, Volume 2: The Structure of Irish Sign Language*. Dublin: Institiúid Teangeolaíochta Éireann.

O’Keeffe, M. (1997). *Charting Developments in Educational Provision for Visually Impaired Students in Ireland (1990-1997)*. M. Ed. Thesis. Maynooth: National University of Ireland, Maynooth.

Perrin, H. and Prendiville, A. (1996). *Integrated Education for Students with a Physical Disability: A Survey of the Provisions Being Made*. Dublin: Muscular Dystrophy Ireland.

Senior, J. (2001). *Educational, Medical and Advisory Provision for Children with Epilepsy in the Republic of Ireland*. Ph.D Thesis. Dublin: University College Dublin.

Tubridy, J. (1996). *Pegged Down – Experiences of People in Ireland with Significant Physical Disabilities*. Dublin: Institute of Public Administration.

Intellectual Disability

Intellectual Disability forms the final sub-theme of Special Needs. The Health Research Board has maintained a database of children with intellectual disability in Ireland (Barron and Kelly, 2006; Barron and Mulvany, 2004a; 2004b; 2005; Mulvany, 2000; 2001; 2003; Mulvany and Barron, 2003; National Intellectual Disability Database Committee, 1997). A number of other organisations and individuals have also enumerated the number of children with intellectual disabilities and the services provided to meet these needs (DHC, 1997b; Gash, 1996; McCormack and O’Driscoll, 1998; the National Association for the Mentally Handicapped of Ireland, 1999; O’Connell, 1995; Task Force on Autism, 2001). Devitt (1995) and Mannion (2001) examine provision for children with intellectual disabilities in mainstream settings. The development of literacy and numeracy skills among children with an intellectual disability has been documented by Garvey-Cecchetti (1992), Geaney (2000), Leeson (2001), McEvoy and McConkey (1990; 1991), McGinty-Hastings (1997) and Ward (2001). Greene (1992) produced a video guide for parents of children with Down Syndrome, while McLoughlin (1996) and O’Toole (2005) focused on educational provision for children with Down Syndrome. Children with Autism formed the subject of research by Kinsella (2000) and O’Connell (1995).

Míchumas Intleachtúil

Is é Míchumas Intleachtúil an fo-théama deireanach faoi Riachtanais Speisialta. Choinnigh an Bord um Thaighde Sláinte bunachar sonraí de leanaí faoi mhíchumas intleachtúil in Éirinn (Barron agus Kelly, 2006; Barron agus Mulvany, 2004a; 2004b; 2005; Mulvany, 2000; 2001; 2003; Mulvany agus Barron, 2003; Coiste an Bhunachair Shonraí Náisiúnta um Míchumas Fisiciúil agus Céadfach, 1997). Liostaigh roinnt eagraíochtaí agus daoine eile líon na leanaí faoi mhíchumas intleachtúil agus na seirbhísí a chuirtear ar fáil chun freastal ar na riachtanais sin (DHC, 1997b; Gash, 1996; McCormack agus O’Driscoll, 1998; Cumann Meabhairéislíne Éireann, 1999; O’Connell, 1995; an Tascfhórsa um Uathachas, 2001). Déanann Devitt (1995) agus Mannion (2001) scrúdú ar an soláthar do leanaí faoi mhíchumas intleachtúil i suímh phríomhshrutha. Rinne Garvey-Cecchetti (1992), Geaney (2000), Leeson (2001), McEvoy agus McConkey (1990; 1991), McGinty-Hastings (1997) agus Ward (2001) cur síos ar fhorbairt scileanna litearthachta agus uimhearthachta i measc leanaí faoi mhíchumas intleachtúil. Chruthaigh Greene (1992) treoir fistéipe do thuismitheoirí leanaí le Siondróm Down, agus dhírigh McLoughlin (1996) agus O’Toole (2005) ar an soláthar oideachais do leanaí le Siondróm Down. Bhain taighde Kinsella (2000) agus O’Connell (1995) le leanaí le hUathachas.

- Barron, S. and Kelly, C. (2006). *National Intellectual Disability Database Committee Annual Report 2006*. Dublin: Health Research Board.
- Barron, S. and Mulvany, F. (2004a). *Annual Report of the National Intellectual Disability Database Committee 2003*. Dublin: Health Research Board.
- Barron, S. and Mulvany, F. (2004b). *Annual Report of the National Intellectual Disability Database Committee 2004*. Dublin: Health Research Board.
- Barron, S. and Mulvany F. (2005). *National Intellectual Disability Database Committee Annual Report 2005*. Dublin: Health Research Board.
- Department of Health (1990). *Needs and Abilities – A Policy of the Intellectually Disabled: Report of a Review Group on Mental Handicap Services*. Dublin: The Stationery Office.
- Department of Health and Children (1997b). *Services to Persons with a Mental Handicap/ Intellectual Disability. Assessment of Need 1997-2001*. Dublin: Department of Health.
- Devitt, S. (1995). *Inclusion of Children with Intellectual Disabilities into Mainstream Settings*. Dublin: St. John of God.
- Garvey-Cecchetti, B. (1992). Mayo Screening Test for Early Language Development. Testing a Test. *Health Service News*, Volume 3, No. 1, p. 2.
- Gash, H. (1996). Educational Services for Students with Intellectual Disabilities in Rural and Urban Areas of Republic of Ireland. *Rural Special Education Quarterly*, Volume 15, No. 3, pp. 20-24.
- Ganey, F. (2000). *Special Learning Difficulties/ Dyslexia and the Effects of Parental Separation – A Case Study Involving Two Boys*. MA. Thesis. Dublin: University College Dublin.
- Gray, C. (2003). Learning and Automaticity: An Early Years Perspective (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 128-139.
- Greene, K. (1992). *Brian and Deirdre: A Guide for Parents who have a Preschool Child with Down's Syndrome: Video 1, 2 and 3*. Ireland: St. Michael's House.
- Kinsella, W. (2000). *A Comparative Analysis of Educational Provision for Pupils with Autism in Northern Ireland and the Republic of Ireland*. Dublin: MA. Thesis. Dublin: University College Dublin.
- Leahy, M. (1995). *Disorders of Communication: The Science of Intervention. 2nd Edition*. London: Whurr Publishers Ltd.
- Leeson, L. (2001). *Aspects of Verbal Valency in Irish Sign Language*. Ph.D Thesis. Dublin: Trinity College Dublin.
- Mannion, E. (2001). *Autism and the Mainstream Primary School: A Case Study*. M. Ed. Thesis. Dublin: University College Dublin.
- McCormack, B. and O'Driscoll, D. (1998). *Evaluation of the Department of Education Funded Service to Children with Severe and Profound Learning Difficulty within St. Michael's House*. Dublin: St. Michael's House.
- McEvoy, J. and McConkey, R. (1990). Correspondence Errors in Counting Objects by Children with a Mental Handicap. *Irish Journal of Psychology*, Volume 11, pp. 249-260.
- McEvoy, J. and McConkey, R. (1991). The Performance of Children with a Moderate Mental Handicap on Simple Counting Tasks. *Journal of Mental Deficiency Research*, Volume 35, pp. 446-458.
- McGinty-Hastings, C. (1997). *An Investigation into Aspects of the Mayo Early Language Screening Test*. Galway: Western Health Board.

McLoughlin, W. (1996). *Issues of Principle in Educational Provision for Children with Disabilities with Particular Reference to Children with Down's Syndrome*. MA. Thesis. Dublin: University College Dublin.

Mulvany, F. (2000). *Annual Report of the National Intellectual Disability Database Committee 1998-1999*. Dublin: Health Research Board.

Mulvany, F. (2001). *Annual Report of the National Intellectual Disability Database Committee 2000*. Dublin: Health Research Board.

Mulvany, F. (2003). *Annual Report of the National Intellectual Disability Database Committee 2001*. Dublin: Health Research Board.

Mulvany, F. and Barron, S. (2003). *Annual Report of the National Intellectual Disability Database Committee 2002*. Dublin: Health Research Board.

National Association for the Mentally Handicapped of Ireland (1999). *Directory of Services: The National Association for the Mentally Handicapped of Ireland*. Dublin: National Association for the Mentally Handicapped of Ireland.

National Intellectual Disability Database Committee (1997). *Annual Report 1996*. Dublin: Health Research Board.

O'Connell, P. (1995). *An Evaluation of Educational Provision of Children with Autism in the Republic of Ireland*. M. Ed. Thesis. Dublin: University College Dublin.

O'Halloran, S. (1996). Care Provision for People with Mental Handicap. *An Bord Altranais News*, Volume 8, No. 3, pp. 4-7.

O'Toole, C. (2005). The Relationship between Preverbal Behaviours and Language Development: Investigating Symbolic Play and Language Development in Children with Down Syndrome (in) Centre for Early Childhood Development and Education (Ed.) (2005d). *'Questions of Quality' - Conference Proceedings*. Dublin: Centre for Early Childhood Development and Education, pp. 241-253.

Task Force on Autism (2001). *Educational Provision and Support for Persons with Autistic Spectrum Disorders*. Dublin: Task Force on Autism.

Toomey, S. (1996). *Partnership in Early Intervention for Children with Learning Disabilities*. Limerick: Mid-Western Health Board.

Ward, P. (2001). *Assessing Elementary Mathematics Skills: Developing a Process Suitable for People with Disabilities*. M. Ed. Thesis. Limerick: University of Limerick.