

# iatse *Update*

Spring Update

Spring 2012

## 50th Anniversary of the Graduate Diploma in Special Educational Needs

This academic year marks the 50th Anniversary of the Graduate Diploma in Special Educational Needs in St. Patrick's College of Education, Drumcondra (1961/2 – 2011/12). The programme was established in 1961 and has been funded by the state since then. The recognition by the state of the need for professional development for teachers who were teaching children with SEN is noteworthy, particularly considering the educational context at the time. While the title and structure of the programme has changed over the years, the basic *raison d'être* has remained the same and is enshrined in the mission statement of the Special Education Department in St. Patrick's College - to enhance the provision of appropriate education for children and young people with special educational needs through further developing the skills and expertise of their teachers. In 1961 the programme was open to teachers in special schools mainly for children with physical and learning disabilities. Today, teachers from the full range of special schools, special class teachers and learning support/resource teachers in primary and post-primary schools are eligible to access the programme.

This historic educational milestone is being commemorated in a number of ways both within and outside the college. One key aspect of the commemoration is the publication of a booklet tracing the development of the programme over the last half century. To that end we are calling on past students to help in the development of this booklet. If you can contribute in any of the following ways we would be delighted to hear from you.

We need photographs which illustrate a particular moment in time in relation to the programme e.g. a photo of some or all of the participants in your class.

Commentary on your memories, experiences, observations of the programme in terms of participating on the programme itself, impact on your teaching and so on.

Any other relevant documentation or material that would add to the construction of a history of the development of the programme.

You can send material in any of the following ways:

**By post to: Ann Marie Farrell, Special Education Department, St Patrick's College, Dublin 9**

**By e-mail to: [sped.dip50@spd.dcu.ie](mailto:sped.dip50@spd.dcu.ie)**

If you are sending photographs or any other material by post that you would like returned, please ensure that you include your address. Scanned photographs can be e-mailed to the address above. Please e-mail queries to the address above.

We look forward to hearing from you

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**Córfheile Na Scoileanna**, one of the country's biggest music festivals was held at the National Basketball Arena in Tallaght from 5th-9th March 2012. This non-competitive choral and instrumental festival offers opportunity to children both in mainstream and special schools to perform in an inclusive and supportive atmosphere. *Córfheile na Scoileanna* was officially opened by Uachtarán na hEireann, Michael D. Higgins, on 5th March. On that evening the President was treated to a number of glittering choral and instrumental performances including a performance by St. Augustines Special School in Blackrock. This co-educational school which caters to approximately 155 students with mild intellectual disability wowed the audience with a dexterous bodhran performance conducted by teacher Sylvia Cunningham. 'The beauty of the *Córfheile*', says Siobhan Keane teacher at the Central Remedial Clinic School for pupils with Physical disability, 'is that students are warmly supported by fellow students from other schools. This support gives a huge boost to their confidence'. This year 5,000 children took part in the Festival. Further information on the *Córfheile* may be obtained from [www.corfheile.ie](http://www.corfheile.ie)

# Good Ideas for Teachers: Behaviour Management

**Any positive Management policy should be seen as:**

- Positive
- Fair
- Non-escalatory
- Consistent

**It is important that within a behaviour management policy there are well defined school rules, which are...**

- Positive (not a list of “do nots”)
- Clear
- Few in number
- Frequently reinforced with pupils
- Known to parents

**It is natural that if there are rules there must also be sanctions. These should be:**

- Fair
- Immediate
- Applied consistently
- Correctly targeted
- Applied with clear reference to the reason
- Short and sharp

## **Strategies for Behaviour Management**

These will vary according to the school, staff and client group: Here are a few basic strategies for consideration:

- A reward based system of positive reinforcement
- Appropriate curriculum for all
- Individual learning needs addressed
- Early intervention
- Set targets
- Praise public and/or private
- Involvement of parents

## **Dos and Don'ts of Behaviour Management:**

### **Dos**

- Know and respect your pupils
- Provide an appropriate curriculum for all
- Set limits
- Have a routine
- Be organised
- Be consistent
- Praise positive behaviour
- Have a “fresh start” policy-every day is a new beginning

### **Don'ts**

- Seek confrontation
- Escalate a situation
- Talk before pupils are ready/paying attention
- Be afraid to seek help
- Make a threat unless prepared to follow through
- Raise your voice inappropriately

### **Modifying disruptive behaviour:**

The following are only a few of the possible strategies for modifying the most common disruptive behaviours:

### **Looses his/her temper:**

Time out: Isolate in class: Ignore if possible or appropriate: At a later, non-crisis time, give the pupil alternative strategies e.g. count to ten

### **Attempts to manipulate situations:**

Be consistent: Always give clear guidelines and refuse to discuss as this can lead to confrontation

### **Does not follow teacher's instructions:**

Ensure instructions are clear: Break instructions down into small steps if required

### **Shouts out inappropriately, interrupts teacher:**

Ignore if possible reinforced class rules: Wait for silence: Give opportunity to answer when appropriate behaviour is displayed

### **Exhibits poor concentration:**

Give short appropriate tasks: Vary type of tasks: Frequently forgets/looses books etc.

### **Frequently forgets/loses books etc.:**

Keep equipment in school: Emphasise responsibility for equipment: Keep school diary for communication:

### **Abuses others verbally/physically:**

It is a whole class issue: Reduce opportunities: Inform Parent(s)

### **Enters room noisily:**

Meet at door and settle before entering class: Where possible ignore noisy entrances and praise quiet ones

**Adapted from: The Scottish Support for Learning Association, 1998**



# iatse

Irish Association of Teachers in Special Education

## Conference 2012

### Exploring Behaviours That Challenge

7, 8 & 9 June, 2012. St. Patrick's College, Drumcondra, Dublin 9.

## Irish Association of Teachers in Special Education presents their spring regional seminars:

Date: Saturday 21st of April 2012  
Venue: The Clayton Hotel, Galway City

Presentations:

\* **Examples of Effective Literacy Strategies  
in Practise in our school**  
– **Caroline Quinn**

\* **Developing numeracy strategies in the classroom**  
– **Siobhán Fitzgerald**

Registration:	9-15 – 9:30
Session 1:	9:30 – 10:45
Tea / Coffee Break:	10:45 – 11:15
Session 2:	1:15 – 12:30

This seminar is open to primary, post-primary, special class/school teachers, SNA's, parents and all other professionals working in the area of special education – a great way to use some Croke Park hours!

\*Free to IATSE members      \*€5 for all other participants

To register: please contact [membership@iatse.ie](mailto:membership@iatse.ie) or [aidinnil@hotmail.com](mailto:aidinnil@hotmail.com)

# Brilliant Ideas for Using ICT in the Inclusive Classroom

Teachers in special education will welcome this new book, published in association with NASEN, which is full of ideas for using technology in the inclusive classroom. The book focuses on children learning, rather than on technology per se and explains everything in a clear and non-tech way. It has been specifically designed to help develop key skills, such as problem solving, developing concepts and communication, while being grounded in the practicalities of working with students with special needs.

The book is divided into two parts. The first part covers 50 classroom ideas, presented in the form of short case studies, each with a clear rationale and explanation offered by the teachers concerned. The second section concentrates on simple starter tutorials to get us up and running with some popular programs such as Clicker, PowerPoint, GarageBand and I Can Animate.

For each 'brilliant idea', the authors show why and how a particular resource was used and show how similar techniques can be implemented to open up the curriculum to learners. This section covers ideas that we may have used before, such as comics or PhotoStory, and many that may be new or unfamiliar, such as data logging, iPads and visualisers. One of the most rewarding things for me was to see how another teacher used a familiar piece of technology in a

creative and inclusive way. I am sure that there will be new ideas here for even the most tech-savvy teachers. It is gratifying to note that most of the technologies showcased in the book are either free or available at a reasonable cost. The ideas which I found particularly interesting included:

Creative use of Text to Home services

Creating a communication-friendly environment with symbols

Using Fizzbooks in the classroom

Accessible Music using the Skoog

ICT Supporting Role Play

eBooks

Turn-taking using the Wii

Dance Mats in PE

The two authors are well known in the SEN technology field. Sally McKeown runs an interesting blog at <http://sallymckeown.co.uk/blog/> and Angie McGlashon has an excellent web site at <http://edit-training.co.uk> which has lots of downloadable resources.

More information about Skoog, the new award-winning musical instrument for children with SEN, is available here: <http://www.skoogmusic.com/>

## Presidential Inauguration



On November 11th 2011 a group of fifteen students from Stewarts School attended the inauguration of new President Michael D. Higgins at Dublin Castle. We travelled by bus into the city centre and we received a Garda escort into Dublin Castle. Once inside we were quickly directed to a downstairs room where we watched the inauguration proceedings on a big screen. In total, there were about 300 students gathered in the room from schools around the country. While waiting to meet the President we were treated to refreshments. It rained so much that the staff at Dublin Castle had to provide us with plastic raincoats to help keep ourselves dry. Finally, after a long time we went outside and waited behind the barriers for the President and his wife to come around to greet all of the school children.

When President Higgins came outside he immediately greeted one of the students from our school – Chloe. Chloe had been selected to give flowers to the President's wife Sabina. The President's wife was very nice and chatty. Some of us shook hands with Michael D and we all cheered and waved our flags.

The army band played in the courtyard as the President got ready to leave Dublin Castle. He had a big Garda escort to help him on his way. When the President had left to go to Áras an Uachtarán we went back inside and had some sausages, chips and pizza before getting on the bus again. It was a lovely occasion and we got to see ourselves on TV later in the evening! We had a great day - despite all the rain!