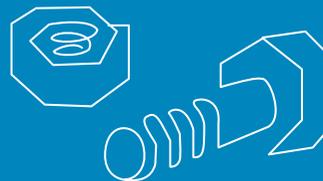
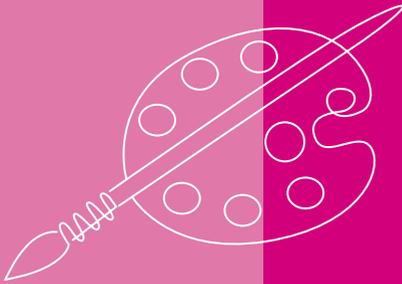


Guidelines

**for Teachers of Students with
General Learning Disabilities**

Overview



NCCA 

National Council for Curriculum and Assessment
An Chomhairle Náisiúnta Curaclaim agus Measúnachta

Guidelines for Teachers of Students with General Learning Disabilities

These guidelines have been developed to assist teachers and others in meeting the needs of students with general learning disabilities. They can be used in mainstream primary and special primary schools, post-primary schools, and other educational settings. They are intended for use by all teachers and should also be accessible to a range of other personnel directly involved with the student's education. These include Special Needs Assistants, therapists, management staff, parents, guidance counsellors, carers, advisory support services and professionals from health, social services and the voluntary sector.

Treoiríníte do Mhúinteoirí Daltaí le Míchumais Ghinearálta Foghlama

Ceapadh na treoiríníte seo chun cuidiú le múinteoirí agus le daoine eile atá ag iarraidh freastal ar dhaltaí le míchumais ghinearálta foghlama. Tá siad oiriúnach do bhunscoileanna príomhshrutha agus do bhunscoileanna speisialta, d'iarbhunscoileanna agus do shuímh oideachais eile. Ceapadh iad do na múinteoirí uile agus ba cheart go mbeidís oiriúnach chomh maith do phearsanra eile atá bainteach go díreach le hoideachas na ndaltaí sin. Orthu seo tá Cúntóirí Riachtanas Speisialta, teiripeoirí, foireann bhainistíochta, gairmchomhairleoirí, cúramóirí, seirbhísí tacaíochta comhairleacha agus gairmithe ó na seirbhísí sláinte agus sóisialta agus ón earnáil deonach.

Drawing on the most recent research and current good practice in Ireland and abroad, the guidelines seek to support schools and teachers in developing curriculum experiences for students with general learning disabilities that are broad, balanced, relevant, differentiated, progressive and continuous. This support includes:

- offering advice on school and classroom planning
- emphasising a student-centered collaborative approach
- assisting planning for individual educational needs
- outlining how learning can be differentiated
- suggesting a variety of teaching approaches and methods
- providing examples of good practice.

Tá na treoirlínte bunaithe ar an taighde is déanaí agus ar an gcleachtas is fearr in Éirinn agus thar lear, agus féachann siad le tacú le scoileanna agus le múinteoirí chun eispéiris churaclaim a fhorbairt a bheidh leathan, cothromaithe, ábhartha, éagsúlaithe, forásach agus leanúnach do dhaltaí le míchumais ghinearálta foghlama. Áirítear ar an tacaíocht seo

- comhairle a thairiscint maidir le pleanáil scoile agus pleanáil seomra ranga
- béim a chur ar chur chuige comhoibritheach dalta-lárnach
- cuidiú le pleanáil do riachtanais oideachasúla aonair
- léiriú a thabhairt ar bhealaí leis an bhfoghlaim a éagsúlú
- raon cur chuige agus modhanna teagaisc a mholadh
- samplaí de dhea-chleachtas a sholáthar.

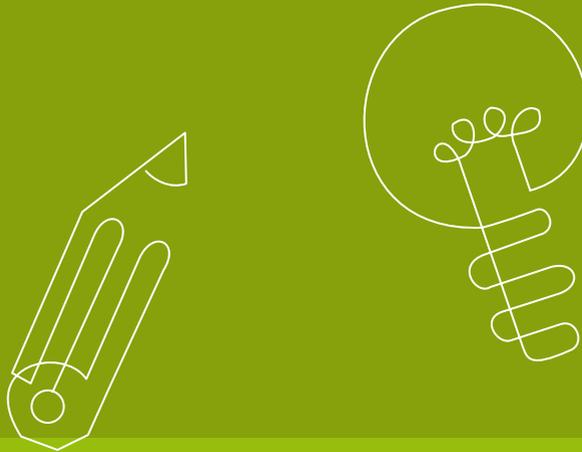
Legislation, both nationally and internationally, increasingly underpins inclusive policies and practices in the area of Special Education. Inclusive education involves schools developing their culture, management, organisation, content and approaches to teaching and learning, to accommodate the educational needs of all students to the greatest possible extent. Schools face many challenges and opportunities in striving to be truly inclusive and it is intended that these guidelines will support schools and teachers in this task.

“ The ideas and approaches included in these guidelines will act as a springboard for further development of appropriate educational strategies for students with general learning disabilities. ”

Tá reachtaíocht, idir reachtaíocht náisiúnta agus reachtaíocht idirnáisiúnta, ag éirí níos coitianta i gcónaí mar bhonn le beartais agus cleachtais cuimsitheacha i réimse an Oideachais Speisialta. Is é atá i gceist le hoideachas cuimsitheach ná go bhforbródh scoileanna a gcultúr, a modhanna bainistíochta, a n-eagraíocht, a n-ábhair agus na cineálacha cur chuige a úsáideann siad i leith an teagaisc agus na foghlama chun gur féidir leo freastal ar riachtanais oideachasúla na ndaltaí ar fad chomh fada agus is féidir. Is iomaí dúshlán a bhíonn le sárú ag scoileanna agus iad ag iarraidh a bheith cuimsitheach go hiomlán agus tá sé ceaptha go dtacóidh na treoirínte seo le scoileanna agus le múinteoirí san obair seo.

“ Beidh na smaointe agus na cineálacha cur chuige atá sna treoirínte mar chatalaíoch d’fhorbairt bhreise ar straitéisí oiriúnacha oideachasúla do dhaltaí le míchumais ghinearalta foghlama. ”

It is envisaged that the ideas and approaches included in the guidelines will act as a springboard for further development of appropriate educational strategies for students. Above all, it is hoped that they will contribute to the exciting and challenging process of enabling students with general learning disabilities to acquire the knowledge, concepts, skills and values that are relevant to their present and future lives.



Meastar go mbeidh na smaointe agus na cineálacha cur chuige atá sna treoirínte mar chatalaíoch d'fhorbairt bhreise ar straitéisí oiriúnacha oideachasúla do dhaltáí. Thar aon ní eile, tá súil go gcuideoidh siad leis an bpróiseas spreagúil agus dúshlánach atá i gceist le cur ar chumas daltaí le míchumais ghinearálta foghlama an t-eolas, na coincheapa, na scileanna agus na luachanna a bheidh uathu ina saol anois agus feasta a ghnóthú.



Using the guidelines

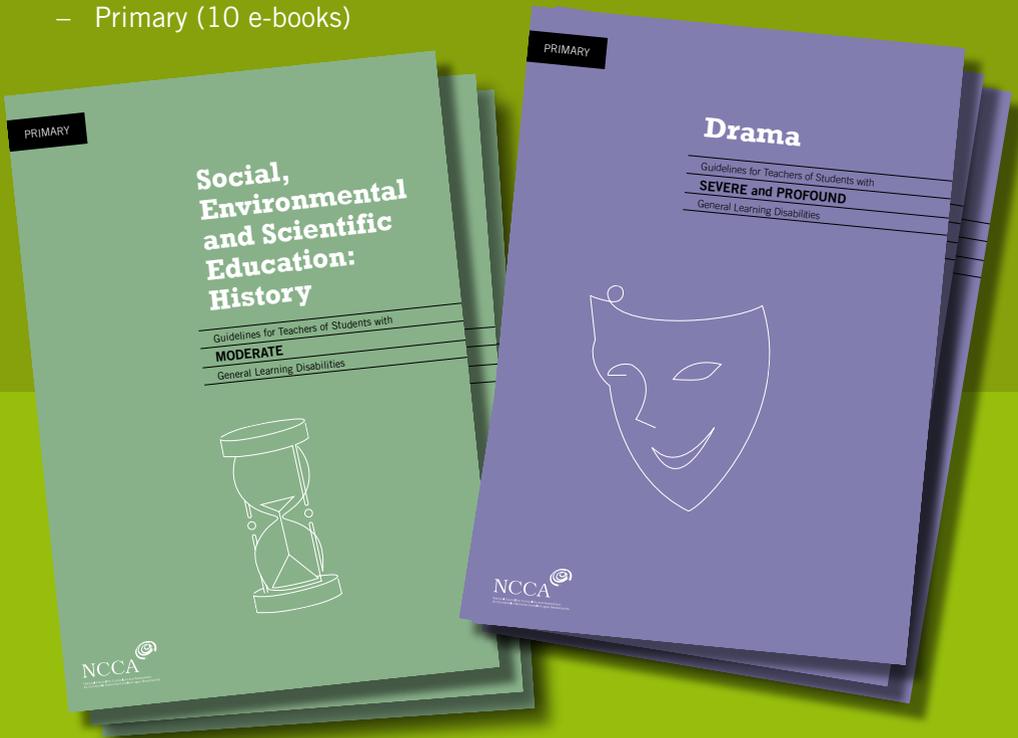
Students with general learning disabilities have many common needs. Teachers can select material from the guidelines that is appropriate to each student's personal strengths and learning needs.



Ag úsáid na dtreoirlínte

Is iomaí riachtanas atá i bpáirt ag daltaí le míchumais ghinearálta foghlama. Féadfaidh múinteoirí rogha a dhéanamh as na treoirlínte de réir mar a oireann do neart pearsanta agus riachtanais foghlama gach dalta.

- Guidelines for teachers of students with mild general learning disabilities
 - Post-Primary (13 e-books)
 - Primary (11 e-books)
- Guidelines for teachers of students with moderate general learning disabilities
 - Primary (10 e-books)
- Guidelines for teachers of students with severe and profound general learning disabilities
 - Primary (10 e-books)



- Treoirínte do mhúinteoirí daltaí le mion-mhíchumais ghinearálta foghlama
 - Iarbhunscóil (13 r-leabhar)
 - Bunscoil (11 r-leabhar)
- Treoirínte do mhúinteoirí daltaí le meán-mhíchumais ghinearálta foghlama
 - Bunscoil (10 r-leabhar)
- Treoirínte do mhúinteoirí daltaí le dian-mhíchumais agus trom-mhíchumais ghinearálta foghlama
 - Bunscoil (10 r-leabhar)

Students with mild general learning disabilities

Students with mild general learning disabilities are not easily distinguishable from their peers. Their learning needs are often difficult to define, due to the multiplicity of factors that can contribute to their leaning disability. Their difficulties are often only identified after starting school, when they show a slower pace of learning progress than others of their age group. Like their peers who do not have learning disabilities, they have a wide range of learning styles, varied interests and the same need for affirmation and success.

“ The guidelines offer support to teachers in differentiating curriculum areas and subjects at primary and junior cycle level. **”**

Daltaí le mion-mhíchumais ghinearálta foghlama

Is deacair uaireanta daltaí le mion-mhíchumais ghinearálta foghlama a idirdhealú óna bpiaraí. Bíonn a riachtanais foghlama deacair a mhíniú, i ngeall ar na tosca iomadúla a fhéadann tionchar a bheith acu orthu. Go minic is tar éis teacht ar scoil dóibh a aithnítear na deacrachtaí atá acu, nuair a léiríonn siad luas níos moille foghlama ná páistí eile ina n-aoisghrúpa. Mar is ionann lena bpiaraí nach bhfuil faoi mhíchumas foghlama, bíonn raon leathan stíleanna foghlama acu, mar aon le spéiseanna éagsúla agus leis an ngá céanna le hathdhearbhú agus rath.

“ Soláthraíonn na treoirí seo tacaíocht do mhúinteoirí chun réimsí agus ábhair an churaclaim a éagsúlú ag leibhéal na bunscoile agus na sraithe sóisearaí. **”**

A supportive learning environment will help students to develop their own learning strategies in relation to their interests and capabilities. They need to be involved in their own learning and have opportunities to discuss their own difficulties. The guidelines offer support to teachers in differentiating curriculum areas and subjects at primary and junior cycle level.

Challenges faced by students with mild general learning disabilities may include some or all of the following:

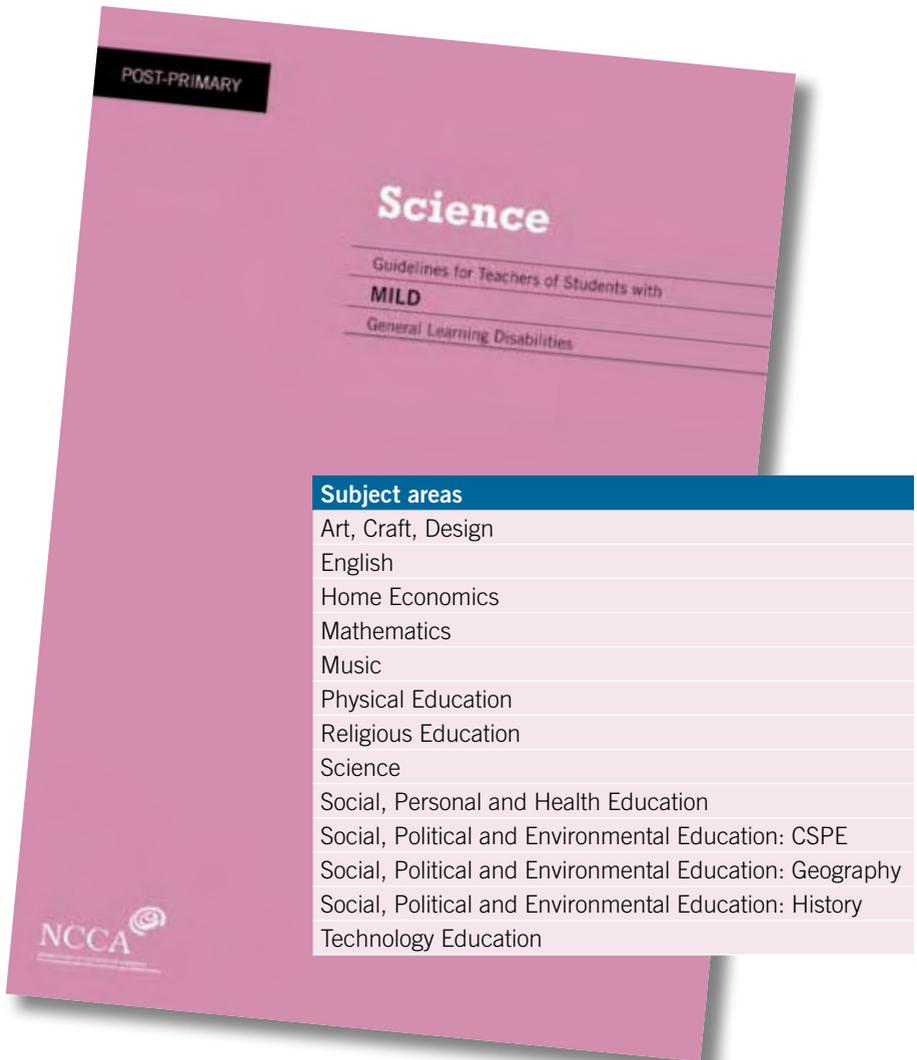
- delayed conceptual development and limited ability to generalise
- difficulty expressing ideas and feelings in words
- limited attention span and retention
- clumsiness and difficulties with motor skills
- underdeveloped sense of spatial awareness
- difficulty adapting to new situations.

Cabhróidh timpeallacht tacaíoch foghlama le daltaí a gcuid straitéisí foghlama féin a fhorbairt bunaithe ar a spéiseanna agus a gcumas féin. Ní mór dóibh a bheith bainteach lena bhfoghlaim féin agus ní mór dóibh deiseanna a fháil chun a ndeacrachtaí féin a phlé. Soláthraíonn na treoirí seo tacaíocht do mhúinteoirí chun réimsí agus ábhair an churaclaim a éagsúlú ag leibhéal na bunscoile agus na sraithe sóisearaí.

Ar na dúshláin a bhíonn le sárú ag daltaí le mion-mhíchumais ghinearálta foghlama bheadh cuid díobh seo a leanas nó iad ar fad:

- forbairt coincheapúil moillithe agus cumas teoranta chun ginearálú a dhéanamh
- deacracht maidir le smaointe agus mothúcháin a chur i bhfocail
- cumas teoranta díriú ar ábhar agus an fhoghlaim a choimeád
- amascaíocht agus deacracht le scileanna luaile
- braistint tearcfhorbartha ar fheasacht spásúil
- deacrachtaí le dul i dtaithe ar dhálaí nua.

Guidelines for Teachers of Students with **MILD** General Learning Disabilities: **Post-Primary**



Treoiríníte do Mhúinteoirí Daltaí le **MION**-Mhíchumais
Ghinearálta Foghlama: **Iarbhunscóil**

Sample pages:

Guidelines for Teachers of Students with **Mild** General Learning Disabilities / **Science** / POST-PRIMARY

Guidelines **Mild** General Learning Disabilities / **Science** / POST-PRIMARY

Exemplar 2: Science

Syllabus topic: Biology 1A: Human Biology	Enzyme action and the breathing system
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Primary School Curriculum (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate School Programme
<p>Science Strand: Living things Strand units: Plant and animal life, Processes of life</p> <p>SPHE Strand: Myself Strand units: Taking care of my body, <i>Food and nutrition</i> Safety and protection, <i>Personal safety</i></p>	<p>1A3 Enzymes OB8 Investigate the action of amylase on starch; identify the substrate, product and enzyme. OB5 Investigate the conversion of chemical energy in food to heat energy.</p> <p>1A4 Aerobic respiration OB9 Describe the process of aerobic respiration by means of a word equation and understand that aerobic respiration requires the presence of oxygen. OB10 Demonstrate the products of aerobic respiration. OB11 Carry out qualitative tests to compare the CO₂ levels of inhaled and exhaled air. OB12 Describe how oxygen is taken into the bloodstream from the lungs and how carbon dioxide is taken into the lungs to form the blood stream during gaseous exchange and how these processes are affected by smoking.</p>	<p>The Human Body</p> <p>Describe some of the major systems of the human body and explain their links with health.</p>

Time scale: The full range of learning and assessment presented in this exemplar will take eight class periods devoted to *Food as a source of energy*, comprising

- energy conversion from chemical energy to heat energy—2 periods
- human breathing system and breathing rate—2 periods
- investigating the action of amylase on starch—2 periods
- the effects of smoking—2 periods.

31

32

Leathanaigh shamplacha:

Threoirínte do Mhúinteoirí Daltai le **Mion**-Mhíchumais Ghinearálta Foghlama / **Eolaíocht** / IARBHUNSCOIL

Sample pages:

Guidelines for Teachers of Students with **Mild** General Learning Disabilities / **Science** / POST-PRIMARY

Exemplar 2: Science

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of these activities the student should be enabled to</p> <ul style="list-style-type: none"> explain that food is a fuel and that it provides heat energy explain that the chemical fuel of food can be burned and heat given off use the term breathing rate and explain what changes it complete worksheets/models on parts of the human breathing system name the gases exchanged in the lungs demonstrate the test for the presence of carbon dioxide, showing that exhaled air contains more carbon dioxide than inhaled air compose the word equation for aerobic respiration give an example of a starch-containing food name the tests for starch and CO₂ 	<ul style="list-style-type: none"> Group discussions, involving asking questions, listening and explaining. Planning investigations. Conducting investigations. Reporting on investigations. Matching words with their correct meanings. 	<p>The teacher observes whether</p> <ul style="list-style-type: none"> students can explain that food is a fuel and that it provides heat and energy students can complete worksheets/models on parts of the human breathing system students can name the gases exchanged in the lungs and compose the word equation for aerobic respiration students can name the tests for starch and CO₂ students can explain how to investigate the action of amylase on starch and name the enzyme and product students can name two effects of smoking on the body and two ways of keeping the body healthy.

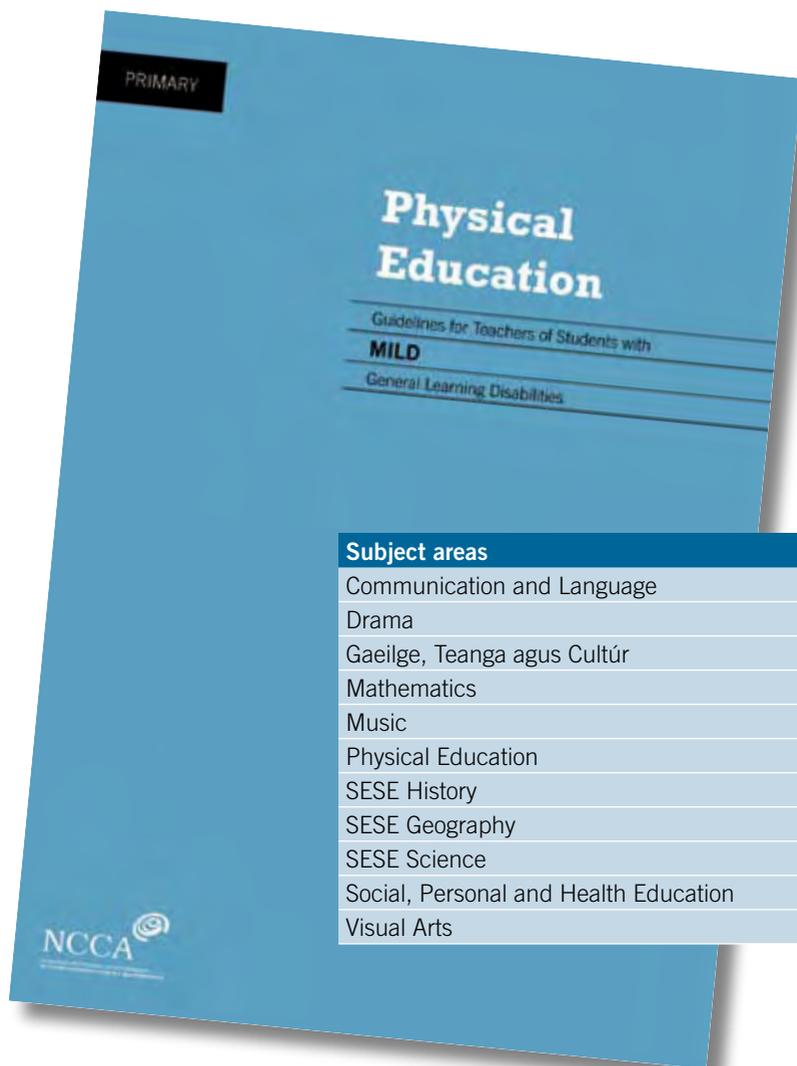
33

34

Leathanaigh shamplacha:

Threoirínte do Mhúinteoirí Daitaí le **Mion**-Mhíchumais Ghinearálta Foghlama / **Eolaíocht** / IARBHUNSCOIL

Guidelines for Teachers of Students with **MILD** General Learning Disabilities: **Primary**



Treoirínte do Mhúinteoirí Daltaí le **MION**-Mhíchumais
Ghinearálta Foghlama: **Bunscoil**

Sample pages:

Guidelines for Teachers of Students with **Mild** General Learning Disabilities / **Physical Education** / PRIMARY

Address potential areas of difficulty for students with mild general learning disabilities

Potential area of difficulty	Implications for learning
▲ Fitness levels	It may prove necessary to set targets to improve fitness.
+ Possible strategies	
<ul style="list-style-type: none">■ Include active warm-ups and drills for skills practice.■ Vary activities in the lesson to include the use of gross motor skills; have regular short periods of exercise daily. Do cooling down exercises. Consult with parents/guardians.	

Potential area of difficulty	Implications for learning
▲ Listening and responding	The students may have difficulty with short-term memory and concentration span.
+ Possible strategies	
<ul style="list-style-type: none">■ Keep instruction clear and simple. Students repeat instructions.■ Give a demonstration of the task; do a verbal analysis of the task; student performs the task; the teacher affirms the task.	

Potential area of difficulty	Implications for learning
▲ Co-ordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.
+ Possible strategies	
<ul style="list-style-type: none">■ Teach a suitable gait for the skill, for example throwing and catching a ball, jumping and landing, balancing.■ Give good visual demonstrations.■ Reaffirm good examples and practices.■ Use additional equipment to suit the needs of the student, for example softer balls, larger targets.■ Provide physical support for students in performing a skill, for example jumping.	

Potential area of difficulty	Implications for learning
▲ Spatial and body awareness	There may be safety issues for students engaging in movement exercises.
+ Possible strategies	
<ul style="list-style-type: none">■ Provide suitable group arrangements, for example restricting the area of movement, planning for the student to engage in follow the leader, using copying and contrasting exercises.■ Use specific body parts in exercises, for example make a shape with the upper part of the body.	

18

19

Leathanaigh shamplacha:

Threoirínte do Mhúinteoirí Daltaí le **Mion**-Mhíchumais Ghinearálta Foghlama / **Corpoideachas** / BUNSCOIL

Sample pages:

Guidelines for Teachers of Students with **Mild** General Learning Disabilities /
Physical Education / PRIMARY

Guidelines **Mild** General Learning Disabilities / **Physical Education** / PRIMARY

Exemplar 2: Physical Education

Sprinting
Students recall sprinting technique.

Differentiation

- Paired tutoring/support from
- Indicators will need to be p
- baton change.
- Some students may need
- A second or third visual d

Throwing
Students recall the over arm leading foot which is 'plant javelin at first.

In suitable pairs, student

- distance—partner ma
- accuracy—using suit

Differentiation

- Paired tutoring may
- Students showing d
- Inaccurate throwing
- inaccurate throwers
- Emphasise and en

Concluding activ
'Hit the target'
A group of four stud
Throwers are oblig
are encouraged to
container is empty.

Cool down and str

Linkage/integ
■ SPHE

Guidelines **Mild** General Learning Disabilities / **Physical Education** / PRIMARY

Exemplar 2: Physical Education

Strand: Athletics **Strand unit:** Running, throwing **Level:** Middle

The student should be enabled to:	Resources	Language
<ul style="list-style-type: none">demonstrate and practise good running techniquepractise reaction sprints, acceleration, and finishing techniquesdemonstrate underarm and overarm throwing techniquesdemonstrate the use of the leading foot as part of the throwing technique.	<ul style="list-style-type: none">Batons or beanbags.A variety of balls.Foam javelins.	Discussion will arise around the difference between a jog and a sprint after the students have experienced both during the lesson. The focus is on making the students aware of the change in the movement of the body and the effort made. Vocabulary such as the fast, pumping, energy of sprinting could contrast with the steady, relaxed pace of jogging.

Warm up activities
See page 58-60

METHODOLOGY

Jogging
Students recall jogging techniques with the assistance of visual demonstrations from a number of students.

Differentiation

- Teacher may draw one technique to the attention of the student with each demonstration, and emphasise one or two words to summarise the movement.
- Students may recall the parts of the body on which to focus by naming them.

Activity
Students jog (non competitively) distances for between 30 seconds and 2 minutes in suitable groups, using shuttle runs.

Differentiation
Students may be appropriately paired, giving one person the responsibility of setting a steady pace over a suitable distance.

22

Leathanaigh shamplacha:

Theoirínte do Mhúinteoirí Daltaí le **Mion**-Mhíchumais Ghinearálta Foghlama /
Corpoideachas / BUNSCOIL

Students with moderate general learning disabilities

Students with moderate general learning disabilities have varied learning needs unique to each individual. As with all students, their learning potential should be recognised and developed as fully as possible. While some students with moderate general learning disabilities may follow the same developmental path as others in various aspects of human development, the rate may be slower and the level reached is generally lower than that attained by their peers. They are not a homogeneous group, and even those of the same apparent developmental age will not progress through the stages of development at the same rate.

Daltaí le meán-mhíchumais ghinearálta foghlama

Bíonn riachtanais foghlama na ndaltaí le méán-mhíchumais ghinearálta foghlama éagsúil ó dhalta go dalta. Mar is amhlaidh i gcás gach dalta, ní mór a gcumas foghlama a aithint agus a fhorbairt ar an gcaoi is iomláine is féidir. Cé go bhféadfadh sé go leanfadh roinnt daltaí le méán-mhíchumais ghinearálta foghlama an cosán forbraíoch céanna le daltaí eile i ngnéithe éagsúla d'fhorbairt an duine, d'fhéadfadh an luas a bheith níos moille agus de ghnáth bíonn an leibhéal a shroictear níos ísle ná an leibhéal a shroicteann a bpiaraí. Ní grúpa aonchineálach iad agus beidh éagsúlacht fiú sa luas ina rachaidh daltaí a bhfuil an aois forbraíoch dhealraitheach céanna acu trí chéimeanna éagsúla na forbartha.

Challenges faced by students with moderate general learning disabilities may include some or all of the following:

- limited concentration
- passivity
- delayed oral language development
- difficulty in adapting to their environment
- limited ability to generalise
- difficulties in problem solving.

“ Students with moderate general learning disabilities have varied learning needs unique to each individual. ”

Ar na dúshláin a bhíonn le sárú ag daltaí le méan-mhíchumais ghinearálta foghlama bíonn cuid díobh seo a leanas nó iad ar fad:

- cumas teoranta díriú ar ábhar
- éighníomhaíocht
- forbairt mhall ar theanga ó bhéal
- deacracht maidir le hiad féin a chur in oiriúnt dá dtimpeallacht
- cumas teoranta ginearálú a dhéanamh
- deacrachtaí fadhbréitigh.

“ Bíonn riachtanais foghlama na ndaltaí le méan-mhíchumais ghinearálta foghlama éagsúil ó dhalta go dalta. ”

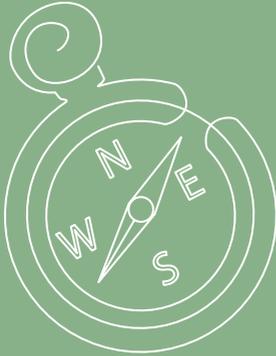
The material in the guidelines for teachers of students with moderate learning disabilities is laid out in the three broad bands called Phase 1, Phase 2, and Phase 3. The bands provide a framework within which teachers can identify and plan a suitable programme of work commensurate with the student's level of functioning. While bands are not age related, it is extremely important to keep age-appropriateness in mind when structuring activities.

The initial, Phase 1, suggests activities which are appropriate for the early learner. Because students with a moderate general learning disability will move along the continuum at very different rates, suggestions are offered in Phases 2 and 3 on how older students who have not yet mastered the early learning outcomes can continue to work on these skills with different, more age-appropriate materials.

Tá an t-ábhar sna treoirlínte do mhúinteoirí daltaí le meán-mhíchumais ghinearálta foghlama leagtha amach i dtrí bhanda leathana ar a dtugtar Céim 1, Céim 2 agus Céim 3. Soláthraíonn na bandaí creat ar féidir le múinteoirí clár oiriúnach oibre a bheidh oiriúnach do leibhéal feidhmíochta na dalta a cheapadh agus a phleanáil laistigh de. Cé nach bhfuil gaol ag an bandaí le haois, tá sé fíorthábhachtach go gcoimeádfaí aois-oiriúnacht i gcuimhne nuair a bhíonn gníomhaíochtaí á gceapadh.

Moltar sa chéad chéim, Céim 1, gníomhaíochtaí a bheadh oiriúnach don bhfoghlaiméir luath. Toisc go ngluaisfidh daltaí le meán-mhíchumais ghinearálta foghlama ar feadh an chontanaim ar luasanna an-difriúla, cuirtear moltaí ar fáil i gCéimeanna 2 agus 3 ar conas is féidir leis na daltaí is sine nach bhfuil na torthaí luathfhoghlama bainte amach fós acu leanúint ar aghaidh ag obair ar na scileanna seo le hábhair dhifriúla a bheidh níos oiriúnaí dá n-aois.

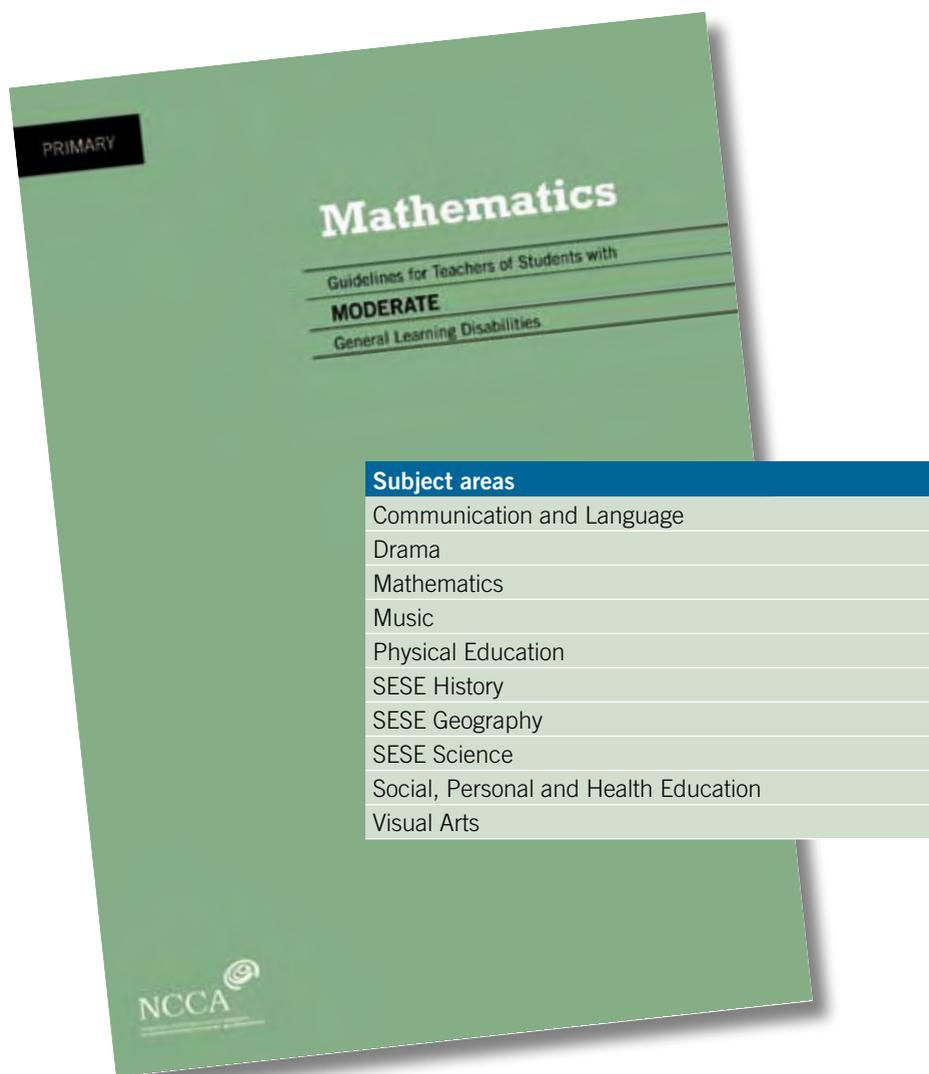
The overall aim is to provide all students with relevant and appropriately challenging work at each stage of their development. The activities that are outlined have a practical life-skills orientation that addresses both the present and the future needs of the students. A spiral approach to learning is recommended, where the student's learning is supported through constant revision of and building on concepts already learned.



An aidhm san iomlán ná obair dhúshlánach atá ábhartha agus oiriúnach a sholáthar do dhaltáí ag gach céim dá bhforbairt. Tá treoshuíomh praiticiúil ó thaobh scileanna beatha de ag na gníomhaíochtaí a dtugtar srac-chuntas orthu anseo, rud a fhreastalóidh ar riachtanais na ndaltáí inniu agus a dhéanfaidh soláthar dá riachtanais amach anseo. Moltar cur chuige bíseach i leith na foghlama, mar a dtugtar tacaíocht d'fhoghlaim an dalta trí shíorathbhreithniú a dhéanamh ar na coincheapa atá foghlama cheana féin agus míreanna nua foghlama a bhunú orthu.



Guidelines for Teachers of Students with **MODERATE** General Learning Disabilities: **Primary**



Treoirínite do Mhúinteoirí Daltaí le **MEÁN**-Mhíchumais Ghinearálta Foghlama: **Bunscoil**

Sample pages:

Guidelines **Moderate** General Learning Disabilities / **Mathematics** / PRIMARY

The student should be enabled to
follow the correct sequence of events.

Phase 1
Wash face and hands under the supervision of an adult: *roll up sleeves, put the plug in the sink, turn on the cold water tap, turn on the hot water.*

The student should be enabled to
correctly sequence pictures.

Phase 1
Put three pictures in the correct order, with physical and verbal prompting from an adult: *pictorial stories.*

The student should be enabled to
use familiar 2D and 3D objects of different sizes.

Phase 1
Use pegs and pegboard patterns.

Guidelines **Moderate** General Learning Disabilities / **Mathematics** / PRIMARY

The student should be enabled to
become aware of the patterns in daily routines.

Phase 1	Phase 2	Phase 3
Indicate awareness of pattern in daily routines: <i>indicate what comes next, show awareness of wrong sequencing by expression, gesture or vocalisation.</i>	Use a pictorial timetable that illustrates daily events: <i>assembly, circle time, activities, break, swimming, dinner, etc.</i>	Use the class weekly timetable to plan ahead and anticipate events: <i>communicate with friends about television programmes and tell times and days that they're on.</i>
Anticipate an outcome from a preceding event: <i>anticipate lunch after hearing the rattle of dinner plates, become excited or alarmed when a routine is broken unexpectedly.</i>	Remember learned responses over increasing periods of time and begin to anticipate known events: <i>collecting coats and bags at the end of the school day.</i>	Predict a swimming lesson after having been told to bring swimming towel/trunks from home.
Remember learned responses over more extended periods: <i>remember how to activate a pop-up object from a previous lesson.</i>		

31

The student should be enabled to
correctly sequence two or three events.

Phase 1	Phase 2	Phase 3
Put jumper over head, put arms in sleeves and pull down.	Copy and anticipate everyday sequence patterns in self help routines: <i>dressing, teeth cleaning, washing.</i>	Put water in the kettle, plug in the kettle, turn on the kettle.
	Take off coat, hang up coat, put bag away.	Choose a meal in a coffee shop, pay for it, and then look for a table.

The student should be enabled to
demonstrate an understanding of 'first', 'next', 'last' (verbally/by signing/by action).

Phase 1	Phase 2	Phase 3
Indicate what comes next in an activity or story.	Communicate about patterns in his/her work: <i>'Red is first and blue is next.'</i>	Use and understand first, second and third in everyday situations: <i>ask to be first/next/last in a game.</i>

Leathanaigh shamplacha:

Threoirínte do Mhúinteoirí Daitaí le **Meán**-Mhíchumais Ghinearálta Foghlama / **Matamaitic** / BUNSCOIL

Sample pages:

Guidelines for Teachers of Students with **Moderate** General Learning Disabilities / **Mathematics** / PRIMARY

Guidelines **Moderate** General Learning Disabilities / **Mathematics** / PRIMARY

Exemplar 4: Mathematics

Strand: A thematic approach to mathematics	Preparing and cooking a meal for visitors or parents
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Learning outcomes

- Themes and topics provide meaningful contexts for teaching mathematics. Students can learn to work together on joint projects, with each student engaging in tasks suited to his/her own level of ability.

Methodology

Planning the meal

→ Students discuss and plan what meal to cook. Learning experiences may include:

- identifying ingredients Which are in store? Which will need to be bought?
- making a list (with assistance if necessary) indicating the quantity of each item required, and writing it or printing it out on computer
- allocating different tasks to each student
- estimating final costs
- learning how to determine freshness in fruit, vegetables, bread, and meat
- discussing healthy and unhealthy diets
- exploring how fruit and vegetables are weighed in shops using a scales or by visiting a local supermarket.

Shopping

→ Learning experiences may include:

- walking to the local supermarket or using public transport
- identifying the correct bus number
- identifying the required shop and exploring the layout of the shop
- learning to go around the shop in a logical way, checking the list with items in the basket, comparing prices and bringing the baskets to the check-out
- using appropriate social skills and behaviour while shopping, for example waiting in a queue, asking for help, being polite
- paying for groceries using appropriate amounts of money and putting receipts and change away carefully
- unpacking the goods and storing groceries in appropriate places in the kitchen.

Preparing the meal

→ Students collect all the ingredients together and a plan of work involving all the students is prepared. Tasks can be organised at an appropriate level for each student. Tasks can include

- setting the table and writing out place names and menus for each table
- preparing ingredients for the main course while another group takes charge of dessert.

→ The importance of safety in both food preparation and cooking is emphasised. The students work independently and co-operatively following verbal instructions from an adult or using lists that illustrate the sequence of an activity (in written form for more able students or in pictorial form for others).

→ Once the meal is cooked and the visitors arrive, students are involved in the serving of the meal and waiting on tables. Once again, the importance of interacting appropriately will be emphasised. The final activity will be to wash up afterwards and put dishes and equipment away safely and appropriately.

74

75

ACTIVITIES
of pots, ingredients
of pots, knives
of pots, orders to

ERENCE
ing out

Leathanaigh shamplacha:

Threoirlínte do Mhúinteoirí Daltaí le **Meán**-Mhíchumais Ghinearálta Foghlama / **Matamaitic** / BUNSCOIL

Students with severe and profound general learning disabilities

Students with severe and profound general learning disabilities have the same general needs as any other student and will be similarly impacted by significant life changes. Their learning needs will be affected by previous life experiences, culture, personality traits and individual preferences. The guidelines focus on developing students' enabling skills and on building their strengths in order to facilitate their participation in learning activities.

“ Students with severe and profound general learning disabilities have the same general needs as any other student and will be similarly impacted by significant life changes. ”

Daltaí le dian-mhíchumais agus trom-mhíchumais ghinearálta foghlama

Féadfaidh na riachtanais ghinearálta chéanna a bheith ag daltaí le dian-mhíchumais agus trom-mhíchumais ghinearálta foghlama is a bhíonn ag dalta ar bith eile agus rachaidh athruithe móra ina saol i gcion orthu ar an mbealach céanna. Beidh tionchar ag a dtaithí ar an saol go dtí seo, a gcultúr, tréithe a bpearsantachta agus a roghanna aonair ar a riachtanais foghlama. Díríonn na treoirínte ar scileanna cumasúcháin agus neart na ndaltaí a fhorbairt ionas gur féidir leo a bheith rannpháirteach i ngníomhaíochtaí foghlama.

“ Féadfaidh na riachtanais ghinearálta chéanna a bheith ag daltaí le dian-mhíchumais agus trom-mhíchumais ghinearálta foghlama is a bhíonn ag dalta ar bith eile agus rachaidh athruithe móra ina saol i gcion orthu ar an mbealach céanna. ”

Encouraging students to move from a passive to a responsive and interactive role in which they initiate activities and communication will also be a crucial element of each learning activity. Opportunities for choice and control are essential.

“ The material in the guidelines for teachers of students with severe and profound general learning disabilities is laid out in three broad bands: Attending, Responding and Initiating. ”

Gné chriticiúil de gach gníomhaíocht foghlama ná daltaí a mhisniú chun tiontú ó ról éighníomhach go ról freagrúil agus idirghníomhúil inarb iadsan a chuireann tús le gníomhaíochtaí agus le cumarsáid. Beidh deiseanna le haghaidh rogha agus rialú fóorthábhachtach.

“ Tá an t-ábhar sna treoirlínte do mhúinteoirí daltaí le dian-mhíchumais agus trom-mhíchumais ghinearálta foghlama leagtha amach i dtrí cinn de bhandaí leathana: I Láthair, Ag Freagairt agus Ag Cur Tús. ”

The material in the guidelines for teachers of students with severe and profound general learning disabilities is laid out in three broad bands: Attending, Responding and Initiating.

Attending	Responding	Initiating
The Attending band focuses on students who are in the very early stages of awareness of the immediate environment.	The Responding band focuses on students who are taking an interest in their environment, but who are still dependent on adult prompting to initiate activities and communication.	The Initiating band focuses on students who are beginning to control their environment, develop curiosity, and initiate activities and communication.

Tá an t-ábhar sna treoirínte do mhúinteoirí a bhfuil daltaí le dian-mhíochumais agus trom-mhíochumais ghinearálta foghlama acu leagtha amach i dtrí cinn de bhandaí leathana: I Láthair, Ag Freagairt agus Ag Cur Tús.

I Láthair	Ag Freagairt	Ag Cur Tús
Díríonn an banda 'I Láthair' ar dhaltaí atá ag céim an-luath feasachta maidir lena ngarthimpeallacht.	Díríonn an banda 'Ag Freagairt' ar dhaltaí atá ag cur spéise ina dtimpeallacht, ach atá fós ag brath ar leideanna ó dhaoine fásta chun tús a chur le gníomhaíochtaí agus le cumarsáid.	Díríonn an banda 'Ag Cur Tús' ar dhaltaí atá ag tosú ar smacht a fháil ar a dtimpeallacht, a léiríonn fiosracht, agus a chuireann tús le gníomhaíochtaí agus le cumarsáid.

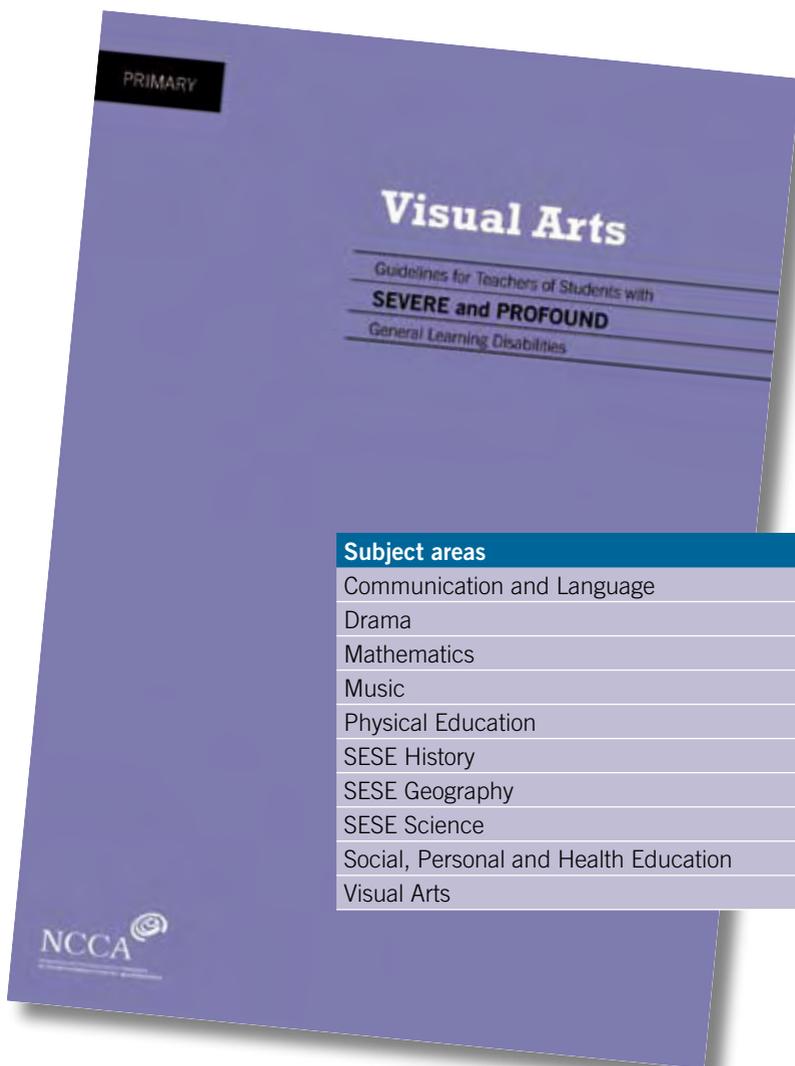
The learning needs of students with severe and profound general learning disabilities may include some or all of the following:

- learning targeted at a very early developmental level
- consideration of additional motor and/or sensory difficulties
- basic self-care needs
- significant needs in the area of communication, with strategies for non-verbal communication being critical
- significant emotional and/or behavioural needs that affect learning and social interaction
- specific help in generalising concepts and skills to enable them to accommodate to a change of context.

Féadfaidh cuid de na rudaí seo a leanas, nó iad ar fad, a bheith ar riachtanais foghlama na ndaltaí le dian-mhíchumais agus trom-mhíchumais ghinearálta foghlama:

- foghlaim a bheidh dírithe ar leibhéal forbraíoch an-luath
- breithniú ar dheacrachtaí breise luaile agus/nó céadfacha
- bunriachtanais féinchúraim
- riachtanais thábhachtacha i réimse na cumarsáide, le béim ar leith ar straitéisí do chumarsáid neamhfhoclach
- riachtanais mhóra mothúchánacha agus/nó iompraíochta a théann i gcion ar a n-idirghníomhú foghlama agus sóisialta
- cabhair ar leith chun coincheapa a ghinearálú agus na scileanna a fháil a chuideoidh leo dul i dtaithí ar chomhthéacsanna atá tar éis athrú.

Guidelines for Teachers of Students with **SEVERE AND PROFOUND** General Learning Disabilities: **Primary**



Treoirínite do Mhúinteoirí Daltaí le **DIAN**-Mhíchumais agus **TROM**-Mhíchumais Ghinearálta Foghlama: **Bunscoil**

Sample pages:

Guidelines for Teachers of Students with **Severe and Profound** General Learning Disabilities / **Visual Arts** / PRIMARY

Guidelines **Severe and Profound** General Learning Disabilities / **Visual Arts** / PRIMARY

Attending

The student should be enabled to

- participate in decorating flat shapes and solid forms
 - observe and participate with physical assistance (See Initiating)
- participate with full physical help and observe clay for they are manipulated with fingers to suggest a subject
 - watch and feel how clay is manipulated to suggest animal/person/object

Guidelines **Severe and Profound** General Learning Disabilities / **Visual Arts** / PRIMARY

Clay
Developing form in clay

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop a tolerance for handling clay and other modelling materials <ul style="list-style-type: none"> – have opportunities to handle soft Play-Doh/Plasticine/fluorescent and other modelling materials – become accustomed to the texture and temperature of clay (clay may need to be warmed slightly for students who are tactile-defensive or who have a tendency towards muscular spasm) ■ participate in changing the shape of clay and other modelling materials <ul style="list-style-type: none"> – carry out activities suggested in Responding with physical help ■ attend to the difference between shapes that lie flat and solid forms that stand up on their own <ul style="list-style-type: none"> – help to make/feel/look at flat and solid shapes – participate in balancing solid shapes so that they stand ■ participate with physical help in making pinch pots and coil pots <ul style="list-style-type: none"> – cooperate with physical assistance – attend to the process of making the pots – look at and feel the finished product. 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop his/her ability to handle clay and other modelling materials <ul style="list-style-type: none"> – engage with decreasing assistance in rolling/squeezing/pinching/pulling/squashing/prodding balls of clay or other substances – imitate actions being carried out with clay by an adult/another student ■ begin to distinguish between shapes that lie flat and solid forms that stand up on their own <ul style="list-style-type: none"> – make and help to sort shapes into flat and solid forms – begin to imitate forming and balancing solid shapes so that they stand up ■ make pinch pots and coil pots with decreasing assistance <ul style="list-style-type: none"> – make with some physical assistance – follow gestural and verbal guidance – show interest in the finished product. 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ explore and discover the possibilities of clay and other modelling material as a medium for imaginative expression <ul style="list-style-type: none"> – experiment independently and creatively with activities suggested in Responding, communicate about the effects he/she creates ■ experiment with creating and decorating flat shapes <ul style="list-style-type: none"> – independently roll/pat out clay to form a flat shape and decorate it with marks made by fingers/implements ■ experiment with creating and balancing solid forms <ul style="list-style-type: none"> – make solid forms independently and balance them so that they stand on their own ■ experiment with making pinch pots or coil pots <ul style="list-style-type: none"> – make a good attempt to create pots – ask for help when needed – copy a prepared model independently or follow pictorial guidelines – seek to communicate about finished product.

Leathanaigh shamplacha:

Threoirínte do Mhúinteoirí Daltaí le **Dian**-Mhíchumais agus **Trom**-Mhíchumais Ghinearálta Foghlama /

Na hAmharcealaíona / BUNSCOIL

Sample pages:

Guidelines **Severe and Profound** General Learning Disabilities / **Visual Arts** / PRIMARY

Exemplar 1: Visual Arts

Strands: Printing with small leafy branches	Print
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The student should be enabled to	Resources
<ul style="list-style-type: none">gather small branches with leaves attacheddip the branches in trays of paintattend to the visual, aural and tactile elements of the printing processassociate the finished product with the branches that made the marks.	Small branches with leaves, large trays, paint, paper (preferably A3 sheets or larger).

Lesson Preparation

A trip is taken to gather small branches with leaves still attached. This task could be done over the weekend if the student's family wishes to be involved. Students are encouraged to look at and feel the branches and leaves. This could be linked in with an autumn or spring theme but can also be done at any time of the year. The students practise slapping the branches on a flat surface and can have fun listening to the noises they make.

Doing the printing

If an autumn or spring theme is being considered, colours are chosen accordingly. Otherwise, any colour or colours may be selected. Students should play an active part in choosing colours for their work. The branches are dipped into the large tray of paint, using a gentle slapping action. They are then slapped three or four times on the page, moving across the page if possible to avoid a muddled effect. A maximum of three colours is advised, otherwise the effect is lost.

After the printing

Each student's name is put on his/her print or prints, and the prints and branches are allowed to dry. Digital cameras are very useful for helping students to identify their own print, as a photograph can be taken of the student and his/her finished work and then used in a session where each student's work is identified. With or without photographs, a follow-up exercise can be carried out whereby the student examines his/her piece of art and then looks again at the branch that created the marks. Prints are best displayed on a complementary or contrasting background.

Other subjects involved

- Science
- Geography
- Communication and language.

30

31

Leathanaigh shamplacha:

Theoirínte do Mhúinteoirí Daltai le **Dian**-Mhíchumais agus **Trom**-Mhíchumais Ghinearálta Foghlama /

Na hAmharcealaíona / BUNSCOIL

How the guidelines were developed

The Education Act (1998) refers to particular reference to the role of the NCCA in advising the Minister for Education and Science on the curriculum for students with a disability or other special educational needs. In 2002, to fulfill this remit, the NCCA developed draft guidelines for teachers of students with general learning disabilities.

To gain insights into the value of the guidelines to teachers, schools and parents, the NCCA embarked on a series of consultations during the period 2002-2004. The findings of this consultation process resulted in the development of these revised and new guidelines for primary and post-primary education.

An chaoi ar ceapadh na treoirlínte

Tagraíonn an tAcht Oideachais (1998) go speisialta don ról atá ag an gComhairle Náisiúnta Curaclaim agus Measúnachta maidir le comhairle a chur ar an Aire Oideachais agus Eolaíochta i dtaobh churaclam do dhaltá le míchumas nó a bhfuil riachtanais speisialta oideachais acu. Sa bhliain 2002, chun na téarmaí tagartha seo a chomhlíonadh, cheap an CNCM dréacht-threoirlínte do mhúinteoirí daltaí le míchumais ghinearálta foghlama.

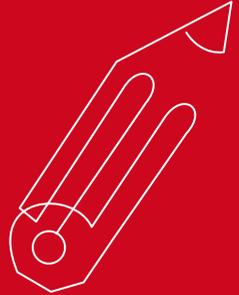
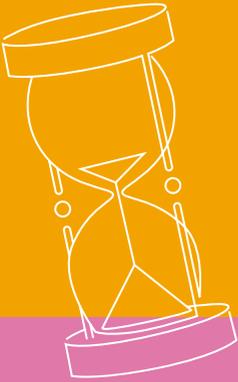
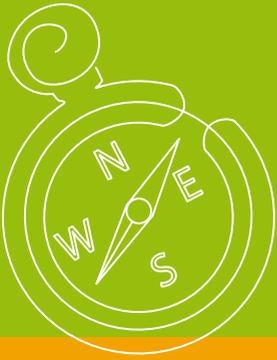
Chun léargas a fháil ar luach na dtreoirlínte sin do mhúinteoirí, do scoileanna agus do thuismitheoirí, thug an CNCM faoi shraith chomhairlithe le linn na tréimhse 2002-2004. Ba de bharr tátail an phróisis chomhairliúcháin sin a ceapadh na treoirlínte athbhreithnithe agus nua seo do lucht bhunoideachais agus iarbhunoideachais araon.

The guidelines were developed in collaboration with the partners in education, including parents, teachers, boards of management, colleges of education, psychologists and the Department of Education and Science.



Ceapadh na treoiríní sin i gcomhar leis an páirtithe oideachais, lena n-áirítear tuismitheoirí, múinteoirí, boird bhainistíochta, coláistí oiliúna, síceolaithe agus an Roinn Oideachais agus Eolaíochta.





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