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An Chomhairle Náisiúnta um Oideachas Speisialta
National Council for Special Education

An Inventory of Research and Policy Related Publications in the Field of Special Education on the Island of Ireland since 2000:

Report on Updating of Database from 2009-2013

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1. INTRODUCTION

The purpose of this report is to outline the process and findings in updating the National Council for Special Education (NCSE) research and policy online database created in 2010 (Travers, Butler & O' Donnell, 2011a, 2011b, 2011c). The database covers publications in the field of special education on the island of Ireland since January 2000. In 2009 the National Council for Special Education (NCSE) commissioned a team from the Special Education Department, St Patrick's College to conduct an inventory of publications arising from special educational needs (SEN) research and policy activity on the island of Ireland since 2000; and to construct a user friendly, searchable online research and policy database which could be uploaded onto the NCSE website. This was completed and is available on the NCSE website. In 2013 the Council commissioned a team from the Special Education Department to update the database from 2009 to 2013. This report provides an overview of how the updating was undertaken; the range of publications found and additional themes added to the database. There is also a supplementary report listing all the titles in the database (Travers & Savage, 2014).

In the period from 2009 to 2013 the Republic of Ireland has been through a national period of recession and austerity which has had implications for special and inclusive education. While efforts have been made to safeguard front line special education services the sector has not emerged unscathed. The implementation of the Education for Persons with Special Educational Needs Act (Government of Ireland, 2004) was suspended including key provisions in relation to individual education planning. A major policy change occurred in the resource allocation model with a shift from a demand driven system to one where a fixed quantum of resources had to be distributed among all schools. Concerns with the resource model in terms of equity of access and the matching of resources to student need led to the National Council for Special Education issuing new policy advice on resource allocation which is now the subject of consultation and deliberation within the NCSE and Department of Education and Skills (NCSE, 2013).

The resource allocation issues also surfaced in relation to the appointment and deployment of special needs assistants. A value for money review of the service highlighted anomalies in both processes (Department of Education and Skills, 2011a). While there were cutbacks in support for teacher professional development at post graduate level there was welcome progress in the introduction a new four year B.Ed and two year post graduate Masters route into teacher education. These new programmes have an increased emphasis on special and inclusive education. Provision has also significantly increased in the period in some areas of special education particularly autism.

The National Council for Special Education has continued to fund much needed research and has published four policy advice papers in this period. This advice covered the future role of special schools and classes, the education of deaf and hard of hearing children, the education of students with challenging behavioural and supporting students with special educational needs, including resource allocation (NCSE, 2011a, 2011b, 2012, 2013). We have also had the introduction of a national literacy and numeracy strategy, proposals for major overhaul of the Junior Cycle including the introduction of level two courses, a forum on patronage of schools and proposals to change enrolment policies (Department of Education and Skills, 2011b, 2011c, 2012).

In Northern Ireland the policy context has been marked by prolonged consultation on a review of special educational needs and inclusion. The formal consultation document *Every School a Good School: The Way Forward for Special Educational Needs and Inclusion* set out proposals for improvements to the existing framework (Department of Education, 2009). This was followed by a *Summary Report of Responses to the Consultation* published in 2012 and a round of discussions with key stakeholders (Department of Education, 2012). A presentation of revised proposals was then made by the Minister to the Committee for Education in the Northern Ireland assembly.

The proposals aim to standardise supports across the Education and Library boards and schools. It seeks to increase the statutory duty on Boards of Governors of ordinary schools to identify, assess and make appropriate provision for children with special

educational needs in schools. A new statutory duty to ensure children with special educational needs have a personal learning plan with a greater emphasis on targets and outcomes is also proposed. For children with more complex needs a statutory coordinated support plan would be put in place with an annual review. Further legislative changes proposed include appropriate provision for preschool children with SEN. It is recommended that in schools the special educational needs coordinator (SENCO) would be renamed as a Learning Support Coordinator and have a wider remit in educational assessment. It is anticipated that a draft Bill will be introduced to the Assembly during the 2013/14 session with commencement of implementation of the new framework during the 2014/15 school year with a five year transitional period (Department of Education, 2013).

1.1 Function and Purpose of Database

The function of the inventory and searchable database is not to assess the evidence found but to describe and categorise relevant research and policy-related activity in the area of special educational needs over a period of time in Ireland both north and south. The aim is to provide an important information resource to the NCSE, and to researchers, practitioners, policy makers, students and others working in this area. It is important to note, therefore, that the inventory and database form a practical information tool that is descriptive rather than evaluative in nature. Inclusion in the database is not an endorsement of quality as quality analysis was outside the remit of this exercise.

The purposes of this inventory are threefold. First, it aims to provide a valuable online searchable research database for the National Council of Special Education and others conducting research or working in the field of special education. Second, it aims to provide for a more efficient use of research resources as it helps to highlight the evidence base on which to build. Third, the inventory has highlighted gaps in the special education research knowledge base.

Based on the premise that a wide range of research evidence can help inform the development of practice and policy in special education, a broad definition of research

and policy-related material is used in the inventory. It includes doctoral and masters theses, peer and non-peer reviewed journal articles, articles in professional journals, books, book chapters, reports and guidelines from voluntary, government and statutory agencies, legislation and circulars. Undergraduate dissertations, newspaper articles and unpublished conference papers were excluded. This has resulted in 3,188 database references. The report on the database is descriptive with no comments on the quality of any publication included. Neither is there comment on research findings or a meta-analysis of the research areas. As noted earlier, the purpose is to map the range of research in special education in relation to author, year, theme / content areas, type and source of publication, methodology and to identify key lessons about research in the field which have arisen from the exercise.

2. METHODOLOGY

This section outlines the processes through which the database was updated. It describes the search process, search terms, inclusion and exclusion criteria, the different types of reference in the database, the number of references by year, the variety of journals, the types of theses, universities and organisations which produced reports and the country of relevance for the reference.

2.2 Conducting searches: The process

A number of different sources of research were identified: research articles in international journals; articles in Irish journals; masters and doctoral theses from educational institutions; books; book chapters and reports commissioned or conducted by relevant government and non-government organisations. Table 1 describes the research and policy sources and search processes used in constructing the database.

Table 1. Research and policy sources and search processes used in constructing the database

Research sources	Search processes
International journals	Internet databases: ERIC, EBSCO, Google Scholar
Irish journals	Hand searches of *REACH, Oideas, Learn* and *Frontline of Learning Disabilities*
Theses	Searches of university catalogues, contacting relevant departments
Books, book chapters	Google Scholar, St Patrick's College / DCU library catalogue
Reports by government departments, statutory, non-statutory and voluntary agencies	Searches of relevant websites, contacting relevant organisations

2.3 Search terms

Table 2 below details the search terms used for finding relevant material. These were derived from the purpose of the inventory, the categories of special educational needs used on the island and from terms associated with inclusive education, given the thrust of the recent policy and legislative context. The list includes a variety of similar terms

such as SEN / special needs / special educational needs and learning disabilities / learning difficulties in recognition of the fact that a variety of terms is used to describe the population under consideration. For international databases (for example EBSCO, ERIC and Google Scholar), the terms 'Ireland' and / or 'Northern Ireland' were added for all searches to ensure that only research relevant to the island of Ireland was isolated. The three databases mentioned above provide a comprehensive access to a wide variety of journals covering all relevant academic disciplines. In addition, a hand search was conducted of Irish journals: *REACH, Learn, Oideas* and *Frontline of Learning Disabilitie*s for relevant articles.

Table 2. Key search terms

Key Search Terms
Special education
Special educational needs /SEN /special needs
Learning support
Learning disability / difficulty
Intellectual disability
Cognitive disability
Searches for each category of special need (borderline mild general learning disability, mild, moderate, severe and profound general learning disability / difficulty, emotional and behavioural disability, severe emotional and behavioural disability, dyslexia, dyspraxia, autism / Aspergers, specific learning disability, specific speech and language learning disability, hearing impairment, visual impairment, physical disability, multiple disabilities)
Inclusion, inclusive education, integration, access to education, diversity in education
Therapies
Educational provision

2.4 Government and non-government organisations

A search was conducted for research and policy-related activity conducted by government and non-government bodies via their websites, both in the Republic of Ireland and Northern Ireland. A list of relevant bodies, North and South, was arrived at following a discussion with other members of the Special Education Department at St Patrick's College. The list was in turn supplemented by an online search for relevant bodies using a similar set of research terms indicated in Table 2 for the Republic of Ireland and Northern Ireland, as well as umbrella groups in the United Kingdom which

included Northern Ireland. Where possible, websites were searched for relevant publications from the year 2000 onwards. This was followed by contacting each organisation formally by letter and through follow-up phone calls. Finally, letters were also sent to relevant university departments and organisations to ensure that all staff and student research, at masters level and higher, was included in the database (see Appendices I and II for a full list of relevant universities and organisations, respectively).

2.5 Inclusion and exclusion criteria

Following the initial search, all references were analysed before inclusion in the database. Following the use of the exclusion criteria, detailed in Table 3, Table 4 shows the number and type of references included.

Table 3. Exclusion criteria

Research and policy material published before 2000
Research not conducted in Ireland or where the country is given little prominence (for example UK references which touch briefly on Northern Ireland but where no research is carried out there)
Research conducted where special educational needs or disability are not central to the research
Genetic / neuroscientific studies
Newspaper articles
Guidebooks for parents which are not reporting on research

Table 4. Number and type of references in the database

Type of reference	2000-2009	2010-2014	Total
Acts	7	-	7
Article	710	569	1280
Book	43	29	72
Book Chapter	45	102	147
Booklet	-	8	8
Briefing Paper	-	8	8
Circular	18	43	61
Conference Proceedings	-	8	16
Judgement	7	-	7
Pamphlet	-	2	2
Report	309	284	593
Thesis	554	434	987
Total	**1693**	**1488**	**3188**

Table 5 provides a view of the number of references per year. A total of 1,488 additional references have been added to the database. In the report on the 2000-2009 database it stated that there was a lower number of references for 2009 than the previous year, which had seen year on year growth, and that the lower number for 2009 may be partly explained by the fact that many 2009 publications may not actually be published or, in the case of theses, uploaded to library databases until later in 2010 (Travers et al. 2011). Consequently, in completing the searches anew we found an additional 379 references for 2009 and earlier of which 169 were for 2009. In addition to the above reasons some journals may have been behind with publications, search engines have improved and some earlier databases which we drew on were missing references. Douglas et al. (2012) in conducting a literature review on measuring outcomes for children with special educational needs found some surprising omissions from the ERIC database. Finally there are references which the team failed to find first time around. Similar issues arise in relation to the lower number of references for 2013 than for 2012.

Table 5. Number of references by year

Year	2000-2009	2010-2014	Total
2000	130	22	152
2001	124	18	142
2002	124	13	137
2003	147	18	165
2004	178	31	209
2005	210	14	224
2006	194	24	218
2007	238	33	270
2008	189	38	227
2009	132	169	301
2010	-	266	266
2011	-	278	278
2012	-	314	314
2013	-	205	205
2014	-	3	3
No Date	27	50	77
Total	1693	1496	3188

2.6 Reference sources from journal articles

Table 6 shows the different journals in which relevant articles were sourced with the number of references in brackets for each journal. New journals added in the 2009-2013 update are in italics. Research in the field of special education on the island is represented in 265 national and international journals from a variety of disciplines, with the largest number of references coming from the Irish-based journals of *REACH, Learn* and the *Frontline of Learning Disability*. It is important to note, however, that relevant Irish research has appeared in international journals as well as in journals devoted to specific fields. Of the total number of journals 149 are new to the database. Some of these relate to articles pre 2009 and reflect the increasing addition of journals to international databases. The recent inclusion of *REACH* in the EBSCO database is noteworthy. The expanding range of journals featuring Irish scholarship in the area is indicative of the mainstreaming of many special education concerns within a wider educational, social, economic and political context.

Table 6. Journals included in the database 2000-2013

Acta Paediatrica (1)	*Adapted Physical Activity Quarterly (1)*	Adoption & Fostering (1)	*Adult Learner: The Irish Journal of Adult and Community Education (2)*
Advances in Electrical and Electronic Engineering (1)	*Advances in Mental Health in Intellectual Disabilities (1)*	Advances in Rehabilitation (1)	*Ageing International (1)*
Aggressive Behavior (1)	*American Journal of Audiology (1)*	*American Journal on Intellectual and Developmental Disabilities (1)*	*Analysis of Verbal Behavior (1)*
Archives of Disease in Childhood (5)	*Archives of Physical Medicine and Rehabilitation (1)*	Assessment in Education: Principles, Policy and Practice (1)	*Augmentative and Alternative Communication (2)*
Autism Research and Treatment (2)	*Autism Research: Official Journal of the International Society for Autism Research (1)*	*Autism: The International Journal of Research & Practice (2)*	*Behavior and Social Issues (1)*
Behavioral and Brain Functions (1)	Behavioural Interventions (2)	*Behaviour Change (1)*	*BMC Pediatrics (1)*
BMC Public Health (2)	British Journal of Clinical Psychology (1)	*British Journal of Developmental Psychology (1)*	British Journal of Learning Disabilities (34)
British Journal of Nursing (3)	British Journal of Occupational Therapy (2)	British Journal of Social Work (4)	British Journal of Special Education (16)
British Journal of Visual Impairment (3)	*British Journal of Visual Impairment and Blindness (1)*	British Medical Journal (2)	*Bulletin of the Irish Mathematical Society (1)*
Cabhair (17)	Canadian Journal of Urban Research (1)	*CELE Exchange (1)*	Child and Adolescent Mental Health (2)
Child and Family Behavior Therapy (1)	Child and Youth Services (1)	Child Care in Practice (15)	Child Language Teaching & Therapy (3)
Child Psychology and Psychiatry Review (1)	Child: Care, Health and Development (10)	Children & Society (4)	*Clare Education Centre & Limerick Education Centre-Research Journal (1)*
Clinical Child Psychology and Psychiatry (1)	*Clinical Governance: An International Journal (1)*	*Clinical Neuropsychiatry: Journal of Treatment Evaluation (1)*	*Cognitive Linguistics (1)*
Community Dentistry and Oral Epidemiology (1)	*Computers and Education (1)*	*Contemporary Family Therapy (1)*	*Contemporary Management Quarterly (1)*
Counselling and Psychotherapy Research (1)	*Counselling Psychology Review (1)*	*Curam (1)*	Current Opinion in Psychiatry (4)
Dementia (1)	Developmental Medicine and Child Neurology (5)	*Developmental Neurorehabilitation (1)*	Disability & Rehabilitation (9)
Disability & Society (10)	*Disability, CBR, and Inclusive Development (1)*	Down Syndrome Research and Practice (1)	Dyslexia: An International Journal of Research & Practice (2)
Early Child Development and Care (7)	Education Law Journal (1)	*Educational and Child Psychology (1)*	*Educational Assessment, Evaluation and Accountability (1)*
Educational Management and Administration & Leadership (1)	Educational Psychology in Practice (5)	*Educational Review (1)*	*Educational Studies (1)*
Eire-Ireland (1)	Emotional and Behavioural Difficulties (6)	*Engineers Journal (1)*	*Epidemiologic Reviews (1)*
ERA Forum (1)	*European Child & Adolescent Psychiatry (1)*	*European Early Childhood Education Research Journal (1)*	*European Eating Disorders Review (1)*
European Journal of Adapted Physical Activity (1)	*European Journal of Behaviour Analysis (2)*	*European Journal of Paediatric Neurology (1)*	*European Journal of Palliative Care (1)*
European Journal of Social Security (1)	European Journal of Special Needs Education (29)	European Journal of Teacher Education (3)	European Journal of Oncology Nursing (1)
European Physical Education Review (3)	*European Psychiatry (6)*	*Exceptionality Education Canada (1)*	Folia Phoniatrica et Logopaedica (1)
Frontline (200)	*Gifted and Talented International (1)*	Good Autism Practice (4)	*Health and Place (1)*
Health and Social Care in the Community (3)	*Health Economics (1)*	*Health Sociology Review (1)*	Higher Education (1)
IEEE Technology and Society Magazine (1)	*In Touch (2)*	*International Journal of Disability, Development and Education (2)*	International Journal of Early Years Education (1)
International Journal of Educational Research (2)	International Journal of Inclusive Education (20)	International Journal of Language and Communication Disorders (3)	*International Journal of Law and Psychiatry (1)*
International Journal of Leadership in Public Services (2)	*International Journal of Mathematical Education in Science and Technology (1)*	International Journal of Nursing Studies (5)	International Journal of Nursing Terminologies and Classifications (2)
International Journal of Paediatric Otorhinolaryngology (2)	*International Journal of Psychology and Psychological Therapy (1)*	*International Journal of Social Psychiatry (1)*	International Journal of Social Research Methodology: Theory and Practice (1)
International Journal of Special Education (1)	International Journal of Speech Language Pathology (3)	*International Journal of Therapy and Rehabilitation (1)*	*International Journal of Whole Schooling (1)*

Irish Educational Studies (19)	*Irish Journal of Medical Science (4)*	*Irish Journal of Occupational Therapy (1)*	Irish Journal of Psychological Medicine (14)
Irish Journal of Psychology (17)	Irish Journal of Sociology (1)	Irish Medical Journal (5)	Irish Political Studies (1)
Irish Psychologist (3)	*Journal for the Education of the Gifted (1)*	Journal of Adolescence (2)	Journal of Adolescent and Adult Literacy (1)
Journal of Advanced Nursing (8)	Journal of Applied Behavior Analysis (3)	Journal of Applied Research in Intellectual Disabilities (28)	Journal of Autism and Developmental Disorders (11)
Journal of Behavior Therapy and Experimental Psychiatry (1)	Journal of Child and Family Studies (1)	Journal of Child Psychology and Psychiatry (5)	*Journal of Children and Young People's Nursing (1)*
Journal of Clinical Nursing (2)	*Journal of Community Psychology (1)*	*Journal of Consulting and Clinical Psychology (1)*	*Journal of Education (1)*
Journal of Education for Teaching (3)	Journal of European Social Policy (1)	Journal of Family Therapy (1)	Journal of Gerontological Social Work (1)
Journal of Human Development (1)	Journal of In-Service Education (2)	Journal of Intellectual and Developmental Disability (7)	Journal of Intellectual Disabilities (21)
Journal of Intellectual Disability Research (33)	Journal of Learning Disabilities (14)	*Journal of Mental Health (1)*	*Journal of Mental Imagery (2)*
Journal of Neurodevelopmental Disorders (1)	*Journal of Neurolinguistics (1)*	*Journal of Nonverbal Behavior (1)*	*Journal of Pediatric Psychology (1)*
Journal of Policy and Practice in Intellectual Disabilities (8)	Journal of Positive Behavior Interventions (1)	*Journal of Post-Secondary Education and Disability (1)*	Journal of Precision Teaching and Celeration (1)
Journal of Psychiatric and Mental Health Nursing (4)	Journal of Research in Nursing (1)	Journal of Research in Special Educational Needs (13)	Journal of Social Policy (1)
Journal of Social Welfare and Family Law (1)	Journal of Social Work (2)	*Journal of Speech, Language, and Hearing Research (1)*	Journal of Speech-Language Pathology and Applied Behavior Analysis (1)
Journal of Substance Use (1)	*Journal of the American Academy of Child and Adolescent Psychiatry (1)*	*Journal of the Canadian Academy of Child and Adolescent Psychiatry (1)*	*Journal of the Statistical and Social Inquiry Society of Ireland (1)*
Le Cheile Journal of the National Association of Principals and Deputy Principals (1)	Learn, Journal of the Irish Learning Support Association (139)	Learning Disability Practice (19)	*Learning Disability Today (1)*
Level 3 - Dublin Institute of Technology's Online Journal (1)	*Literacy (1)*	*Management in Education (1)*	*Mental Health Care (1)*
Midwifery (2)	*Molecular Autism (1)*	*National Association of Primary Care (NAPC) Review (1)*	Neuropsychologia (4)
Neuropsychology (1)	*New Review of Academic Librarianship (1)*	*Nursing Enquiry (1)*	Nursing Standard (3)
Occupational Therapy in Mental Health (2)	Oideas (8)	*Open Medicine (1)*	Ophthalmic and Physiological Optics (3)
Ophthalmic Epidemiology (1)	Oxford Review of Education (1)	*Paediatric and Perinatal Epidemiology (1)*	*Paediatric Nursing (1)*
Palaestra (1)	*Palliative and Supportive Care (1)*	*Palliative Medicine (1)*	Pedagogy, Culture & Society (1)
Pediatric Research (1)	*Pediatrics (2)*	*Perception 35 ECVP (1)*	Physical Review (1)
Physical Therapy Reviews (1)	Physiotherapy (1)	*Plos One (Public Library of Science, NUI Galway) (2)*	*PMLD Link (1)*
Procedia Social and Behavioral Sciences (3)	*Professional Development in Education (1)*	Psychiatric Bulletin (1)	*Psychological Medicine (3)*
Psychological Record (6)	*Psychology Health & Medicine (1)*	*Psychopathology (1)*	*Professional Development in Education (1)*
Quarterly Economic Commentary (1)	REACH Journal of Special Needs Education in Ireland (140)	Reading News (1)	*Reflective Practice: International and Multidisciplinary Perspectives (1)*
Research in Autism Spectrum Disorders (14)	Research in Comparative and International Education (1)	Research in Developmental Disabilities (13)	*Research Papers in Education (1)*
Research Report Series (1)	Scandinavian Journal of Occupational Therapy (1)	*Science Education International (1)*	*Scientific Studies of Reading (1)*
Seminars in Pediatric Neurology (1)	*Sexuality and Disability (1)*	*Sign Language and Linguistics (1)*	SLD Experience (3)
Social Psychiatry and Psychiatric Epidemiology (1)	Social Science and Medicine (5)	*Society and Leisure (1)*	*Special (NASEN) (3)*
Special Olympics International (1)	*Sport in Society (1)*	Support for Learning (20)	Teacher Development (1)
Teaching Exceptional Children (2)	*Technology and Design, Special (1)*	*Telematics and Informatics (1)*	*The European Journal of Health Economics (1)*
The International Journal of Educational and Psychological Assessment (1)	*The International Journal of Mental Health Promotion (1)*	*The Irish Library (1)*	*The Irish Review of Community Economic Development Law and Policy (1)*
The Lancet (1)	The Psychologist (1)	*Tizard Learning Disability Review (1)*	*Transportation Research Record (1)*
Trinity Education Papers (11)	Visual Impairment Research (1)	World of Irish Nursing and Midwifery (2)	

2.7 Reference sources from theses / dissertations

Tables 7 and 8 outline the types of postgraduate degree programmes contributing to research in special education and the names of the accrediting institutions. Most salient in Table 7 is the large number of masters theses as well as PhDs and a growing number of doctor of education theses. Table 8 outlines the wide range of institutions supporting this research activity with a few contributing substantially to research in this area.

Table 7. Number of theses by type since 2000

Thesis Type	2000-2009	2010-2013	Total
Details not known	1	-	1
Doctor in Counselling Psychology (DPsych)	-	3	3
Doctor of Clinical Psychology (DClinPsych)	22	2	24
Doctor of Education (EdD)	17	12	29
Doctor of Philosophy (DPhil)	-	3	3
Doctor of Philosophy (PhD)	43	92	135
Doctor of Psychological Science (DPsychSc)	-	10	10
Doctorate in Dental Surgery (DChDent)	-	2	2
Doctorate in Education (DEd)	-	3	3
Master in Arts (MA)	63	92	155
Master in Business Administration (MBA)	4	-	4
Master in Business Studies (MBS)	4	-	4
Master in Education (MEd)	196	164	360
Master in Equality Studies (MEqSt)	4	1	5
Master in Learning Support (MLS)	5	-	5
Master in Literature (MLitt)	1	8	9
Master in Philosophy (MPhil)	3	10	13
Master in Science (MSc)	82	18	100
Master of Engineering (MEng)	-	1	1
Master of Social Sciences (MSocSc)	-	2	2
Master of Studies (MSt)	10	-	10
Masters in Special Educational Needs (MSEN)	62	45	107
Medical Doctor (MD)	-	2	2
Total	**517**	**470**	**987**

Table 8. Number of theses by institution since 2000

Institution(s)	2000-2009	2010-2013	Total
Cardiff University	1	0	1
Church of Ireland College of Education	5	8	13
Dublin City University	3	12	15
Dublin Institute of Technology	1	12	13
Froebel College of Education	15	0	15
Hibernia College		11	11
Institute of Technology Blanchardstown	1	0	1
Limerick Institute of Technology	1	0	1
Mary Immaculate College of Education	18	102	120
National University of Ireland, Galway	15	25	40
National University of Ireland, Maynooth	20	17	37
Open University	7	0	7
Queen's University, Belfast	41	26	67
Royal College of Surgeons	5	0	5
St Angela's College, Sligo	16	48	64
St Mary's University College, Belfast	17	6	23
St Patrick's College, Dublin	90	64	154
Stranmillis University College, Belfast	23	4	27
Trinity College, Dublin	97	33	130
University College, Cork	11	8	19
University College, Dublin	75	49	124
University of Birmingham	1	0	1
University of Cape Town, South Africa	1	0	1
University of Hull	1	0	1
University of Limerick	18	26	44
University of Lincoln			1
University of Ulster	32	18	50
Unknown Institution	2	0	2
Total	**517**	**469**	**987**

2.8 Reference sources from reports

Table 9 gives an overview of the different organisations that have produced relevant reports over the period 2000-2013. New additions to the database from 2009 are in italics. Many publications come from the Departments of Education, both North and South. Beyond this, the National Council for Special Education, the National Disability Authority (NDA) in the Republic has produced a range of reports looking at different

aspects of special educational needs, as has the National Council for Curriculum and Assessment (NCCA), whose main focus has been the production of curriculum guidelines at primary and post-primary level. Irish data also appears in a number of publications from the European Agency for Development in Special Needs Education (EADSNE).

Table 9. Organisations from which reports were sourced

AHEAD and DAWN	Alliant International University
Archways	Association for Higher Education Access and Disability (AHEAD)
Autism Northern Ireland	Barnardos Northern Ireland
Belfast Education and Library Board	*Belfast Policing and Community Safety Partnership small grant scheme*
CEA Rewarding Learning	*Centre for Autism*
Centre for Disability Studies, UCD	Centre for Early Childhood Development & Education
Centre for Independent Living	Centre for Studies of Developmental Disabilities
Children's Research Centre	*Church of Ireland College of Education*
Comhairle	Contact a Family
Cooperation and Working Together	COPE
Curriculum Development Unit (CDU)	Department for Employment and Learning
Department of Education and Science (DES)	Department of Education and Skills (DES)
Department of Education Northern Ireland (DENI)	Department of Health
Department of Health, Social Services and Public Safety	Department of Justice and Equality
Department of Social Protection	Disability Federation of Ireland
Dyspraxia Association of Ireland	Eastern Regional Health Authority
Economic and Social Research Institute (ESRI)	Educational Research Centre
Equality Authority	Equality Commission for Northern Ireland
European Agency for Development in Special Needs Education (EADSNE)	European Network on Independent Living
Foras na Gaeilge	Health and Social Care Board
Health Research Board	Health Service Executive (HSE)
Higher Education Authority (HEA)	Inclusion Ireland
Institute of Nursing Research	Institute of Public Administration (IPA)
Inter Board Numeracy Group	*Irish Association of Teachers in Special Education (IATSE)*
Irish National Teachers' Organisation (INTO)	Irish Primary Principals' Network (IPPN)
Irish Wheelchair Association	Kerry Network of People with Disabilities
Mental Health Services	National Association for Deaf People
National Association of Boards of Management in Special Education (NABMSE)	National Centre for Technology in Education (NCTE)
National Council for Curriculum and Assessment (NCCA)	National Council for Special Education (NCSE)
National Council for the Blind in Ireland	National Disability Authority (NDA)
National Educational Psychological Service (NEPS)	National Federation of Voluntary Bodies
National Parents and Siblings Alliance	National Parents' Council Post Primary (NPCpp)
National Physical and Sensory Disability Database Development Committee, Dublin	*Northern Ireland Assembly*
Northern Ireland Commissioner for Children and Young People	Organisation for Economic Co-operation and Development (OECD)
People with Disabilities in Ireland Ltd (PwDI)	Positive Futures
Praxis Care and Institute for Conflict Research	Psychological Society of Ireland (PSI)
Regional Disability Services Unit	Royal National Institute of Blind People (RNIB)
Sense	South West Regional Authority
Southern Area Children and Young People's Committee	Southern Education and Library Board (SELB)
Special Education Support Service (SESS)	St. Michael's House
Standing Conference on Teacher Education North and South (SCoTENS)	Task Group on Autism
Tizard Centre, University of Kent	Trinity College Dublin
University of Limerick	University of Ulster

While every effort was made to contact relevant organisations and university / college departments a small number did not reply. Of those who did reply, a few were unable to furnish details for every year of the audit. In this context, it is acknowledged that the details in this report may be incomplete. The online database, however, provides a facility whereby additional references can be added and linked to the search fields as appropriate.

2.9 Geographical focus of research

Table 10 shows the number of references specific to the Republic of Ireland, to Northern Ireland, which covered both and which were international. There were a small number of cross-border studies and some international pieces of research for which publications from the OECD and EADSNE are perhaps the most comprehensive in providing large-scale bases for comparison.

Table 10. Geographical focus of research

Geographical Area	2000-2009	2010-2013	Total
Cross-Border	27	22	49
International	76	40	116
Northern Ireland	311	271	582
Republic of Ireland	1258	1161	2420
Not Available	21	-	21
	1693	**1494**	**3188**

2.10 Designing the database and reference information

Having collected references, the next step was to design a database to extract the maximum amount of useful information from them. Three sections of the database were designed to this end:

1. Basic reference information;
2. Research themes;
3. Information on how the research was conducted.

2.10.1 Basic reference information

This particular section was designed to accommodate the different types of reference, for example articles, books, theses and reports. Table 11 outlines the issues for compiling a database, which included different types of reference. For articles, books, reports and theses, unique fields were required. For example, for journals unique fields were required for the journal names, issue and page numbers. For books, unique fields for publishers were needed. For book chapters, unique fields for book editors were needed. For reports, unique fields were required for the commissioning body of the reports. Finally, for theses, unique fields were required for thesis type.

Table 11. Basic format of the database

Data column in the database	Type of reference
Reference type	Article, book, book chapter, report, thesis
Author(s)	Article, book, book chapter, report, thesis
Institution	Article, thesis, book, book chapter
Year	Article, book, book chapter, report, thesis
Title	Article, book, book chapter, report, thesis
Journal title	Article
Journal volume / issue	Article
Book editor	Book chapter
Book title	Book chapter
Book publisher	Book, book chapter, report
Report commissioning body	Report

2.10.2 Research themes

The next section of the database focuses on key themes of the research. The themes were devised as follows: First, any research focusing on specific categories of special educational needs, disabilities or syndromes was categorised according to these. Second, a content analysis of all research titles and, in the case of articles and doctoral theses, abstracts and key words led to the creation of content-focused themes. All references were analysed separately by the researchers who each derived themes. These themes were compared to those used by the Centre for Early Childhood Development and Education (CECDE) in its audit on research in early childhood in relation to SEN. Common themes agreed by the research team were then discussed and accepted.

Additional themes were deliberated on until consensus was reached on all. In some cases this involved merging similar themes or creating new ones to capture different aspects of the research area.

Table 12 illustrates that the most studied categories of special educational needs / disabilities relates to autistic spectrum disorders, dyslexia and general learning disabilities from mild to severe and profound. The category of general learning disability was added to include references where it was not clear what level of disability was been referred to and when it included more than one level. This was clearer in the earlier database as most of the references in this area related to the NCCA curriculum guidelines for students with general learning disabilities which are delineated by level of disability and subject area. It also includes all references to intellectual disability and includes the separate category references for mild, moderate and severe and profound general learning disability. Since 2009 there has been a noted increase in references relating to ADHD and emotional behavioural disorder, autism and general learning disability/intellectual disability.

For a majority of references it was not possible to assign a piece of research to one single category of special educational needs, largely due to the general nature of the research being carried out, which did not necessarily focus on a single category of need.

Table 13 outlines the variety of themes that arose in the content analysis of titles, key words and abstracts. New themes are in italics and new additions to existing themes are also in italics and broken down by reference type. In examining the themes, issues around inclusive education not surprisingly have received increased attention, with over a 100% increase in publications in this area in the period 2010-2013 over the 2000-2009 period. Notable changes in emphases include more research focussing on adolescents with special educational needs and post primary provision reflecting the move of many children into this area of education from primary education.

Many of the master's studies have a focus on evaluating teaching interventions and it is important that this work is disseminated. The interaction of mental health issues and education is also receiving more attention albeit from a low base.

Increased research activity is also noted around services and assessment. There is still a very low research focus on ethnic minority issues and special educational needs in the Irish and Northern Irish context. Curriculum issues outside of literacy, communication and social skills, which have experienced a large increase, have received little attention overall. Research on funding models and resource allocation is also low.

Table 12. Categories of SEN covered in the audit

Category of SEN	2000-2009	2010-2013	Total
Attention Deficit Hyperactivity Disorder (ADHD)	20	40	60
Autistic Spectrum Disorder	142	197	339
Down Syndrome	23	9	32
Dyscalculia	1	1	2
Dyslexia	63	41	104
Dyspraxia	10	11	21
Emotional Behavioural Disorder	18	51	69
Exceptionally able	5	15	20
General Learning Disability (includes next three categories)	104	213	317
Mild GLD	33	18	51
Moderate GLD	27	5	32
Severe and Profound GLD	44	9	53
Hearing Impairment	15	23	38
Multiple Disabilities	2	2	4
Other	33	11	44
Physical Disability	12	46	58
Specific Speech and Language	12	15	27
Visual Impairment	19	19	38

Table 13. Themes

Theme	Articles		Books/book chapters		Reports		Theses		Total references		
Acts	-	-	-	-	-	-	-	-	7	-	**7**
Adolescents	4	22	-	6	-	7	-	9	4	44	**48**
Adult	16	25	4	5	10	5	23	18	53	53	**106**
Adult employment	8	3	1	1	13	10	7	1	29	15	**44**
Adult independent living	-	7	-	-	6	11	-	4	6	22	**28**
Advocacy	11	6	-	-	1	3	1	1	13	10	**23**
Ageing	-	11	-	2	-	5	-	3	-	21	**21**
Assessment	29	28	2	6	11	8	29	17	71	59	**130**
Attitudes	19	13	-	-	6	5	22	13	47	31	**78**
Audit	-	2	-	-	4	-	-	-	4	2	**6**
Bereavement	1	7	-	1	-	1	2	-	3	9	**12**
Bullying	4	7	-	-	-	4	-	-	4	11	**15**
Challenging behaviour	29	20	2	1	2	2	13	9	46	32	**78**
Children	10	14	-	2	1	4	4	3	15	23	**38**
Cognitive abilities	12	9	2	1	-	1	7	13	21	24	**45**
Collaboration	7	9	1	2	3	4	17	16	28	31	**59**
Communication	13	22	2	5	-	5	30	26	45	58	**103**
Community	4	10	-	2	1	6	-	-	5	18	**23**
Comparative	27	14	-	2	9	4	18	7	54	27	**81**
Curriculum	15	1	1	2	10	10	9	6	35	19	**54**
Disadvantage	6	6	5	3	8	5	8	26	27	40	**67**
Drama	-	1	-	-	-	-	3	-	3	1	**4**
Drugs	3	1	-	-	1	-	-	1	4	2	**6**
Dual enrolment	-	-	-	-	-	-	1	-	1	-	**1**
Early intervention	5	10	1	4	9	3	4	5	19	22	**41**
Educability	-	-	-	-	-	-	1	-	1	-	**1**
Educational provision	19	12	-	4	29	11	39	11	87	38	**125**
Educational psychology	2	-	-	1	-	-	4	2	6	3	**9**
Emotional	18	12	3	3	4	9	15	9	40	33	**73**
Ethnic Minority	1	-	-	-	-	-	1	2	2	2	**4**
Evaluation	14	11	-	-	19	20	26	11	59	42	**101**
Funding	1	4	-	1	-	13	-	1	1	19	**20**
Healthcare	30	43	3	6	10	9	11	7	54	65	**119**
Healthcare – nurses	20	3	1	-	1	2	7	-	29	5	**34**
Human Rights	-	14	-	5	-	5	-	1	-	25	**25**
Inclusion	92	64	12	49	43	49	87	75	234	237	**471**
Individual Education Plan (IEP)	7	3	-	3	1	1	5	4	13	11	**24**

Theme	Articles		Books/book chapters		Reports		Theses		Total references		
Information Communication Technology (ICT)	13	19	4	2	3	4	19	28	39	53	**92**
Intervention	8	52	1	8	1	14	21	36	31	110	**141**
Irish language	-	1	-	3	1	1	6	2	7	7	**14**
Judgements	-	-	-	-	-	-	-	-	-	-	**7**
Leadership	2	4	-	5	1	1	-	2	3	12	**15**
Learning Support and Resource Teaching	12	9	-	2	1	-	24	31	37	42	**79**
Legal	24	9	5	2	23	1	10	-	62	12	**74**
Lifestyle	4	3	-	1	3	1	-	1	7	6	**13**
Links	4	-	-	-	1	-	6	-	11	-	**11**
Literacy	33	40	1	13	4	8	33	71	71	132	**203**
Literature review	8	5	2	2	8	11	-	-	18	18	**36**
Mathematics	9	16	-	2	5	2	11	27	25	47	**72**
Mental health	7	55	1	13	11	20	3	21	22	109	**131**
Methodological	14	34	-	4	10	4	4	4	28	46	**74**
Motivation	-	-	-	-	-	-	1	2	1	2	**3**
Music therapy	5	-	-	-	-	-	2	5	7	5	**12**
Outcomes	9	9	-	-	3	5	3	2	15	16	**31**
Parents, caregivers, siblings and family	69	39	4	3	23	17	36	22	132	81	**213**
Personality	1	-	-	-	-	-	1	-	2	-	**2**
Perspectives	26	31	4	3	4	10	60	20	94	64	**158**
Perspectives of children	12	27	-	12	7	2	11	25	30	66	**96**
Perspectives of parents	10	20	-	1	1	2	6	14	17	37	**54**
Perspectives of teachers	-	18	-	4	-	6	6	44	6	72	**78**
Physical Education	-	12	-	4	1	1	2	4	3	21	**24**
Policy	40	23	14	7	54	36	19	13	127	79	**206**
Policy guidelines	-	1	-	-	22	28	-	2	22	31	**53**
Post-primary	20	15	2	4	11	16	41	41	74	76	**150**
Preschool	8	5	1	1	9	-	5	-	23	6	**29**
Prevalence	8	4	-	-	10	1	5	-	23	5	**28**
Principals	4	2	-	-	2	-	8	2	14	4	**18**
Quality of life	2	25	-	2	2	10	6	4	10	41	**51**
Religion	-	1	-	1	-	-	2	1	2	3	**5**
Resources	1	2	-	2	1	3	1	-	3	7	**10**
Reviews	5	8	3	1	3	23	-	-	11	32	**43**
Self-esteem	1	2	-	-	-	1	6	2	7	5	**12**
Services	84	80	2	1	22	48	21	18	129	147	**276**
Sexuality	3	12	-	-	-	4	4	3	7	19	**26**

Theme	Articles		Books/book chapters		Reports		Theses		Total references		
Social	20	31	8	10	4	5	29	32	61	78	139
Special class	2	3	1	-	3	4	8	5	14	12	26
Special Education Needs Coordinator (SENCO)	1	-	-	-	-	-	3	1	4	1	5
Special Needs Assistant (SNA)	12	7	-	3	-	1	21	5	33	16	49
Special Olympics	1	2	-	1	-	-	-	-	1	3	4
Special schools	31	6	2	3	8	8	33	13	74	30	104
Statistics	1	2	11	1	4	5	-	-	16	8	24
Stress	5	3	-	-	1	-	4	-	10	3	13
Teacher collaboration	8	4	-	4	1	-	12	5	21	13	34
Teacher education	26	21	-	11	3	10	9	6	38	48	86
Teaching	29	4	2	-	4	-	38	3	73	7	80
Teaching interventions	49	17	1	3	6	3	42	65	98	88	186
Teaching strategies	-	14	-	8	-	9	5	10	5	41	46
Theory	7	3	-	-	-	-	4	2	11	5	16
Therapy	6	1	-	-	-	-	6	-	12	1	13
Third level and further education	12	13	2	5	22	9	14	10	50	37	87
Transition	3	11	-	5	-	8	15	14	18	38	56
	1086	**1139**	**111**	**274**	**505**	**564**	**1020**	**919**	**2729**	**2896**	**5625**

3. COMMENTARY AND RECOMMENDATION

The number of entries in the database of 3,188 represents just short of a 100% increase in entries in the period 2010-2013 over the period 2000-2009. This is a welcome development and shows the continued interest, commitment and endeavour in the field of special and inclusive education. In the previous commentary in the 2000-2009 report a number of initiatives were outlined which had contributed to the volume of entries in the database. These will be outlined briefly here along with noting continued gaps in the research database and recommendations.

3.11 Drivers of research

Firstly, in the previous report the development of masters programmes in special education across many institutions was referenced as a major stimulus for research (Travers, Butler & O'Donnell, 2011). This has been added to by the development of professional doctoral programmes in education and psychology and structured PhDs in many institutions. This has resulted in nearly a third of the database consisting of theses in the field. Issues highlighted in this regard in the last report included the nature of this research (small scale, single author); the purposes of this research and problems around dissemination and impact. The following recommendations were offered:

- *Institutions could select the best of this research over a three- to five-year period and publish it as an edited book;*
- *Some students should be encouraged to co-author with their supervisor for a journal;*
- *Institutions should move to putting all thesis abstracts online and, where possible, the full thesis. If unlimited access is not possible, inter-library loans could be facilitated by electronic access to the theses on request;*
- *Online databases (the current database and resources such as the Index of Theses) should be regularly updated* (Travers, Butler & O' Donnell, 2011, p.45).

There is evidence from the updated database of some of these recommendations being implemented across institutions. Edited books of teacher research and co- authored

journal articles based on master's and doctoral theses feature more prominently in the database.

Secondly, the role of the National Council for Special Education was also referred to as research is a core function of the body. The increase in the number of research reports in the database and journal articles based on NCSE funded research is notable in this regard. There may be a role for the Council in encouraging more cross disciplinary research in addressing some of the gaps identified in the database in the future.

Thirdly, the contribution of Irish-based special educational / disability journals such as *REACH Journal of Special Needs Education in Ireland*, *Learn Journal of the Irish Learning Support Association* and the *Frontline of Learning Disability* as vehicles for the dissemination of research findings and policy analysis while also giving a voice to practitioners and parents in the field was recognised. The inclusion of *REACH* in the EBSCO research database is a very significant development in the dissemination of Irish research in the field of special and inclusive education to a world-wide audience.

3.12 Gaps in the knowledge base

In the previous report gaps identified included teacher education for special and inclusive education at all levels; empirically validated pedagogy; leadership for inclusion; interagency and collaborative work; partnerships between special and mainstream schools; statistical information and reliable databases on prevalence and outcomes; the application of technology in special education; involving persons with special educational needs in the research process; the interaction of special educational needs and ethnic, cultural and linguistic diversity; the needs of pupils with special educational needs in Gaelscoileanna and Gaeltacht areas; quality assurance and indicators of effective education; early intervention; and multi-disciplinary research of key issues. Other areas that could be added to this list include resource allocation and funding models for special and inclusive education and curriculum development for students with moderate, severe and profound general learning disabilities especially at post primary level and beyond.

In relation to types of research mention was made of the absence of longitudinal studies in the area. The opportunity to track children with special educational needs through the *Growing Up in Ireland* study represents a welcome development in this area, though it is not without methodological difficulties.

3.13 Future research

The previous report argued that

> *At present, there seems to be a risk of unnecessary small-scale duplication and insufficiently considered replication. The development of the NCSE research strategy presents an opportunity for greater co-ordination of research activity to maximise its impact at policy and practice levels* (Travers, Butler & O' Donnell, p.48).

It further pointed out how sources of funding for research in special and inclusive education are narrow and need to be expanded. It is noteworthy that the research budget and role of the NCSE in this regard has been protected thus far. This will continue to be a vital source of funding in building capacity for research in the area of special education / inclusive education in the system and helping to develop evidence based and evidence informed policy.

In conclusion, the aims of the database are first, to provide a valuable research database for the National Council of Special Education and others conducting research in the field of special education. Second, to provide for a more efficient use of research resources by helping to highlight the evidence base on which to build. And finally, to identify gaps in research which can be addressed in the formulation of research strategies. The recommendations made in the earlier report to help fulfil these aims are restated below. In examining the extent of implementation it is noteworthy that the database has been updated, that access to theses' databases in institutional libraries has improved; that there is more dissemination of findings but with a long way to go; and that *REACH* now has full online access.

3.14 Recommendations

1. *The database should be updated formally every two years;*

2. *Gaps in the research knowledge should be addressed in the drawing up of research strategies across relevant bodies;*

3. *Dissemination of findings and access to theses should be improved across all third level institutions by making more theses available online as appropriate (given quality and closed access considerations);*

4. *There is a need for multidisciplinary research across the disciplines and areas of special education to gain a wider understanding of key issues;*

5. *The influence of the Irish journals, REACH Journal of Special Needs Education in Ireland, LEARN Journal of the Irish Learning Support Association and the Frontline of Learning Disability in particular, would be greatly enhanced through full-text online access. Measures to support this should be examined;*

6. *The practice of some organisations not to date much of their online publications should be discontinued.* (Travers, Butler & O' Donnell, 2011, p.48-49).

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5. APPENDICES

Appendix I – List of Universities and Colleges Contacted

Athlone Institute of Technology
Carlow Institute of Technology
Church of Ireland College of Education
Cork Institute of Technology
Dublin City University
Dublin Institute of Technology
Dun Laoghaire Institute of Art, Design and Technology
Dundalk Institute of Technology
Froebel College of Education
Galway Mayo Institute of Technology
Hibernia College
Institute of Technology Blanchardstown
Letterkenny Institute of Technology
Marino Institute of Education
Mary Immaculate College of Education
Mater Dei Institute of Education
National University of Ireland, Maynooth
National University of Ireland, Galway
Open University
Queen's University Belfast
St Angela's College, Sligo
St. Mary's University College, Belfast
Stranmillis University College, Belfast
Tallaght Institute of Technology
Tralee Institute of Technology
University College Cork
University College Dublin
University of Dublin, Trinity College
University of Limerick
University of Ulster
Waterford Institute of Technology

Appendix II – List of Organisations Contacted

Archways
Aspire – The Aspergers Syndrome Association of Ireland
Association for Higher Education Access and Disability (AHEAD)
Association of Community and Comprehensive Schools
Association of Northern Ireland Colleges
Association of Secondary Teachers in Ireland (ASTI)
Association of Teachers / Education Centres in Ireland
Autism Northern Ireland
Belfast Education and Library Board (BELB)
Brothers of Charity Service
Catholic Institute for Deaf People
Catholic Primary School Management Association
Central Remedial Clinic
Centre for Disability Studies
Centre for Excellence in Universal Design
Centre for Independent Living (CIL)
Centre for Studies of Developmental Disabilities
Children in Northern Ireland
Children's Act Advisory Board
Children's Research Centre
Church of Ireland Board of Education
City of Dublin Vocational Education Committee
Co Action West Cork
Comhairle
Compass Advocacy
Conferences of Religious of Ireland
Contact a Family (CAF)
Co-operation and Working Together (CAWT)
COPE Foundation
Council for Curriculum, Examinations and Assessment (NI)
Curriculum Development Unit, MICE
Daughters of Charity Service
Department for Employment and Learning
Department of Education and Science (DES)
Department of Education Northern Ireland (DENI)
Department of Health and Children
Department of Health, Social Services and Public Safety
Department of Justice, Equality and Law Reform

Department of Social and Family Affairs
Disability Action
Disability Federation of Ireland
Disability Sport – Northern Ireland
Dochas
Down Syndrome Ireland
Down's Syndrome Association Northern Ireland
Dyslexia Association of Ireland
Dyslexia Centre Northern Ireland
Dyspraxia Association of Ireland
Economic and Social Research Institute (ESRI)
Educate Together
Education and Library Boards Northern Ireland
Education Guidance Services Adult (EGSA)
Education Studies
Educational Research Centre
Enable Ireland
Epilepsy Association
Equality Authority
Equality Commission of Northern Ireland
European Agency for Development in Special Needs Education (EADSNE)
European Network on Independent Living
Families in Contact
Foras na Gaeilge
Foras Patrúnachta na Scoileanna Lán Ghaeilge
Further Education and Training Awards Council
General Teaching Council for Northern Ireland
Health Research Board
Health Service Executive Head Office
Health Service Executive Northern Ireland
Higher Education Authority (HEA)
Home School Liaison Service
Hyperactivity Attention Deficit Disorder Family Support Group
IMPACT
Inclusion Ireland – National Association for People with an Intellectual Disability
Inspectorate, Department of Education and Science
Institute of Public Administration (IPA)
Irish Association of Teachers in Special Education (IATSE)
Irish Autism Action
Irish Deaf Society
Irish Learning Support Teachers' Organisation (ILSA)

Irish National Teachers' Organisation (INTO)
Irish National Teachers' Organisation Northern Ireland
Irish Nurses' Organisation
Irish Primary Principals' Network
Irish Society for Autism
Irish Vocational Education Association
Irish Wheelchair Association
Joint Epilepsy Council of UK and Ireland
Joint Managerial Body for Secondary Schools, Ireland
Leadership Development for Schools
Mencap Northern Ireland
Middletown Autism Centre
National Association of Boards of Management in Special Education (NABMSE)
National Association of Head Teachers
National Association of Principals and Deputy Principals
National Association of Schoolmasters Union of Women Teachers (NASUWT)
National Centre for Guidance in Education
National Centre for Technology in Education (NCTE)
National Council for Curriculum and Assessment (NCCA)
National Council for the Blind of Ireland
National Disability Authority (NDA)
National Education Welfare Board
National Educational Psychological Service (NEPS)
National Federation of Voluntary Bodies
National Institute for Intellectual Disability
National Learning Network, Disability Support Service
National Parents Council (NPC)
National Parents Council Post Primary (NPCpp)
North Eastern Education and Library Board
Northern Ireland Audit Office
Northern Ireland Commissioner for Children and Young People
Northern Ireland Council for Integrated Education
Northern Ireland Council for Voluntary Action
Northern Ireland Curriculum
Northern Ireland Department of Education and Training Inspectorate
Northern Ireland Dyslexic Association
NØW project
Ombudsman for Children
Organisation for Economic Co-operation and Development (OECD)
People with Disabilities in Ireland (PwDI)
Phab NI Inclusion Matters

Positive Futures
Praxis Care Group
Primary Curriculum Support Programme
Primary Professional Development Service
Principals' Support Network for Pupils with a Mild General Learning Difficulty
Principals' Support Network for Pupils with a Moderate / Severe GLD
Principals' Support Network for Pupils with a Physical Disability
Psychological Society of Ireland (PSI)
Regional Disability Services Unit
Rehabcare
Royal National Institute of Blind People (RNIB)
School Development Planning Initiative
School Development Planning Support
School of Education and Lifelong Learning
School of Education, Dublin City University
Second Level Support Service
Secondary Education Committee (Protestant Schools)
SENSE
Skill Northern Ireland
Skill Northern Ireland National Bureau for Students with Disabilities
South Eastern Education and Library Board
South West Regional Authority, Cork
Southern Area Children and Young People's Committee
Southern Education and Library Board (SELB)
Special Education Support Services (SESS)
St John of God Hospitaller Services
St Michael's House
Standing Conference on Teacher Education North and South (SCoTENS)
Teacher's Union of Ireland (TUI)
Teaching Council
Union of Secondary Students
Visiting Teacher Service
Western Education and Library Board
Youth Encounter Project Schools
Youthreach