



# Inclusive Education at Trinity College Dublin

Fintan Sheerin

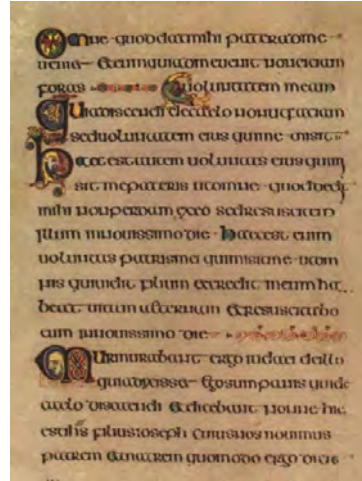
Lecturer in Intellectual Disabilities

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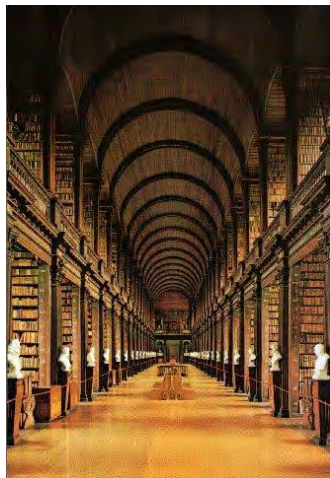
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# The Book of Kells



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# The National Institute for Intellectual Disability

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## History of the NIID

- **1994** Trinity approached by parent advocates to provide education for people with intellectual disabilities
- **1995** Feasibility study funded by Government, National Institute for Study of Learning Difficulties (NISLD) recommended
- **1998** NISLD approved by University Council and Board
- **2003** NISLD officially launched  
Support from Atlantic Philanthropies, Special Olympics and the Ireland Funds  
Office and classroom space development

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# History of the NIID

- **2004** Three NISLD committees created - Management Committee, Education and Research Committee and Policy and Human Rights Committee  
First director Prof. Patricia O'Brien appointed
- **2005** Pilot programme for people with intellectual disabilities  
Certificate in Contemporary Living (CCL) launched  
College moves to new School structure, NIID hosted by School of Social Work and Social Policy
- **2006** Certificate in Contemporary Living approved by University Council  
Name changed to National Institute for Intellectual Disability

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# History of the NIID

- **2007** First CCL commencement (graduation) ceremony
- **2008** Five year grant from Atlantic Philanthropies  
Grant from HEA's Strategic Innovation Fund to share CCL materials and expertise with other third level institutions.

## *Research Work Develops*

Two EU funded research grants- Marie Curie Transfer of Knowledge project, inclusive research involving people with intellectual disabilities

Grant from Irish Research Council for Humanities and Social Science to develop electronic archive of the life stories of people with intellectual disabilities

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# History of the NIID

- **2009** First NIID Summer School, national and international speakers and attendees  
Business Partners Network established – work placements and financial support
- **2010** Second director Dr. Joan Murphy appointed  
MSc. In Disability Studies approved by University council and launched  
Five partner third level institutions offering the CCL through the Roll Out Project

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# History of the NIID

- **2011** Third director Dr. Christine Linehan appointed  
Grant on hold  
First MSc in Disability commencement (graduation) ceremony  
NDA grant for National Anti Bullying Advocacy Group to conduct inclusive research on bullying and prepare accessible guide
- **2012** Acting director Dr. Fintan Sheerin appointed  
Criminal Justice (Withholding of Information on Offences Against Children and Vulnerable Persons) Bill 2012
- **2013** External review of the Institute

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## The History of the Institute

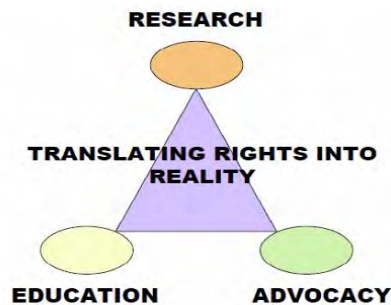
- The Institute has three core roles
  - Lifelong Education
  - Policy and Advocacy
  - Research



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## Strategic Approach

- Integration of education, research and advocacy
- Person-centeredness
- Bringing stakeholders together



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# Certificate in Contemporary Living (CCL)

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## Objectives of the CCL

- To promote lifelong learning for individuals with intellectual disabilities.
- To promote inclusion in the third level environment for individuals with intellectual disabilities.
- To develop skills for modern society for individuals with intellectual disabilities.
- To develop social skills of individuals with intellectual disabilities through peer interaction.
- To fulfill personal educational interests for individuals with intellectual disabilities.
- To broaden the horizons for individuals with intellectual disabilities.
- To enhance individual employability
- To promote full citizenship and self determination

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## Outline of the CCL

- 10 modules
  - 8 mandatory and 2 elective
  - Transferable skills
  - Humanities
  - Expressive arts
- 2 year course that runs 3 days a week
- 4 hours classes per day
- As part of the course the students:
  - may work with various departments within the College
  - complete 2 work placements



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## Modules

### Elective Modules

- Dance and Drama
- Art and Design
- Creative Arts Appreciation and/or Performance
- Music Appreciation
- Special Topic

### Mandatory Modules

- Written and Oral Communication
- Mathematics and Financial Management
- Information and Communication Technology
- Personal Effectiveness
- Inclusive Studies and Research
- Career Development
- Social Sciences: an International Perspective
- Work Placement

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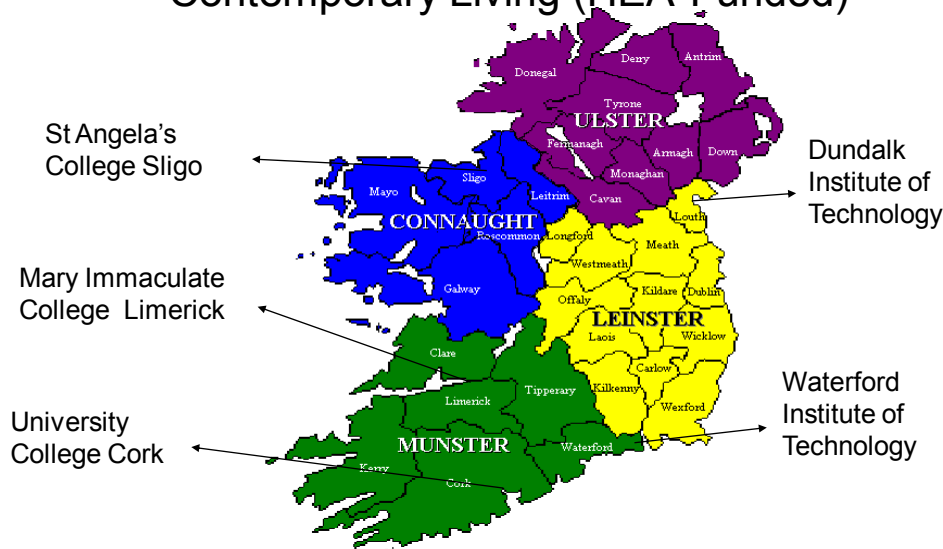


## Course Assessment

- Presentations (oral/visual/written)
- Feedback sheets
- Written work (worksheets/statement descriptions)
- Audio/visual formats (photos, performance, demonstrations and PowerPoint, artifacts)

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## National Rollout of the Certificate in Contemporary Living (HEA-Funded)



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## CCL Student Work Experience

- Student identifies work areas of interest
- Completes two work placements over the two years
- Enables engagement with business community
- Students as ambassadors for change



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## Attending undergraduate lectures

- The students choose and study an undergraduate subject that they are interested in outside of the CCL modules.
- With the support of a mentor the students attend lectures on this topic.



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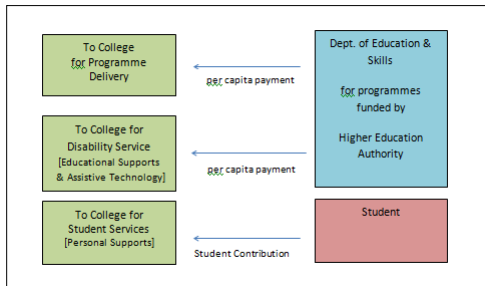
# Challenges

- There needs to be clarity of vision
  - Parents/friends'
  - Educators'
  - College's
  - Students'
- We need to consider who is driving the initiative?
  - Parents/friends
  - Educators
  - College
  - Students

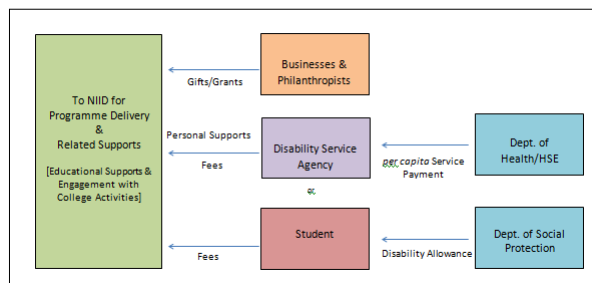
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## Challenges - Money

Funding Module for Students on HEA Funded Programmes



Funding Model for Students on the Certificate in Contemporary Living



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# Lessons Learned

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# Lessons Learned

- To promote **lifelong learning** for individuals with intellectual disabilities.
- To promote **inclusion** in the third level environment for individuals with intellectual disabilities.
- To develop **skills** for modern society for individuals with intellectual disabilities.
- To develop **social skills** of individuals with intellectual disabilities through peer interaction.
- To fulfill personal **educational interests** for individuals with intellectual disabilities.
- To broaden the **horizons** for individuals with intellectual disabilities.
- To enhance individual **employability**
- To promote full **citizenship** and **self determination**

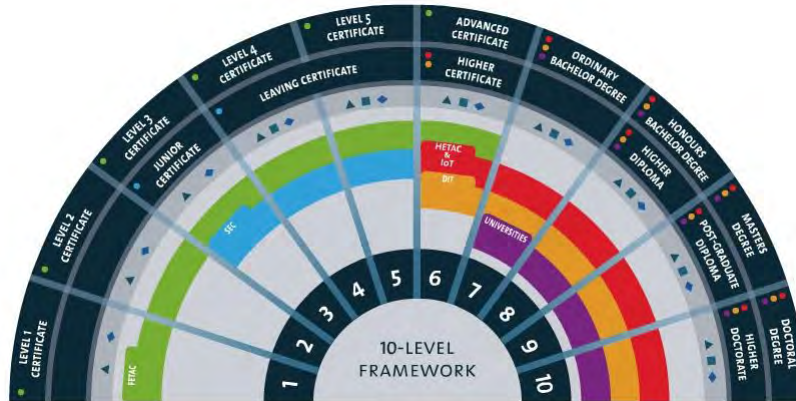
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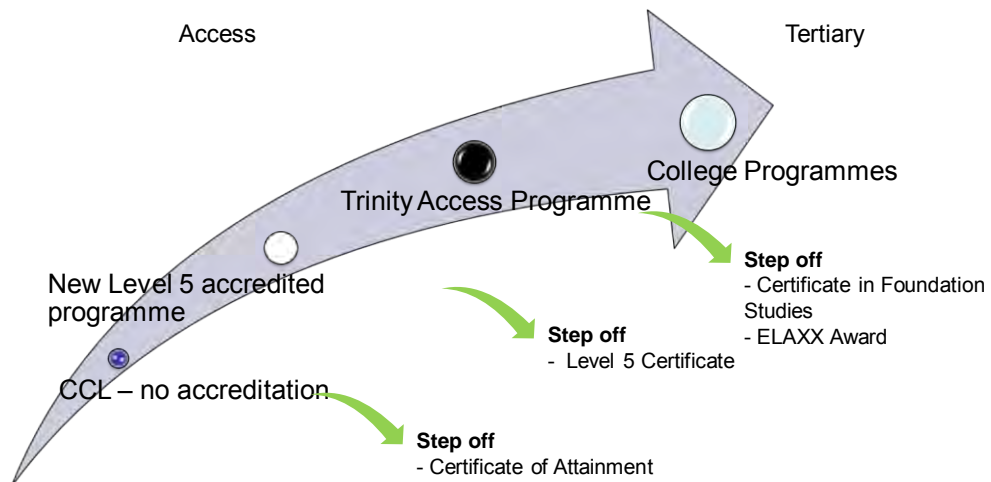
# National Framework for Qualifications



National Qualifications Authority of Ireland 2009

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## One Proposed Way Forward



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## Lessons Learned

- If your students need support, be sure that this will be available to them before they start the programme.
- Be honest in what you are able to provide...don't promise the sun, moon and stars!
- Non-integrated programmes can be stigmatising.
- Non-integrated programmes without support can create a 'service agency' culture.
- Relationships may be challenging!
- There is no *one way* to do this!

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## Lessons Learned

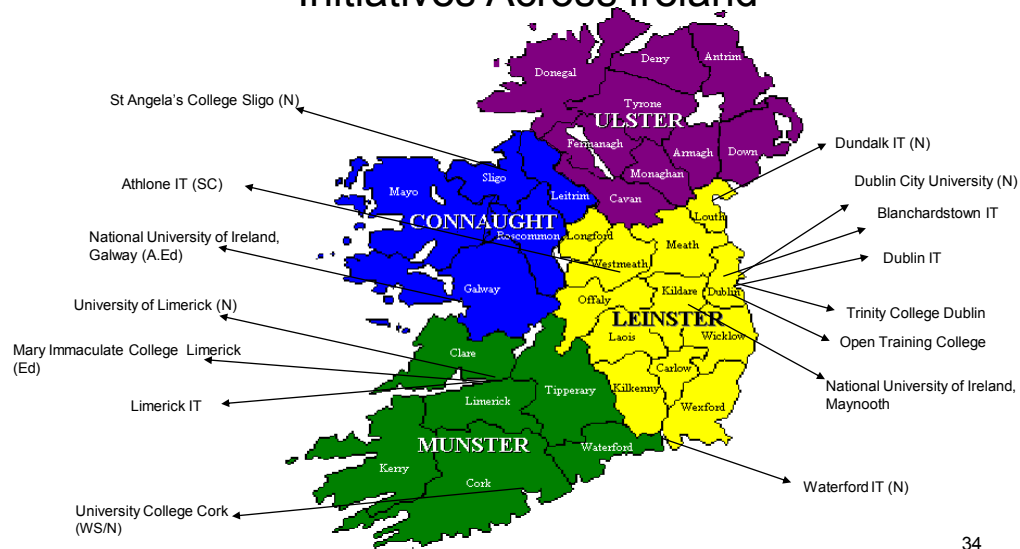
- Ask the questions:
  - Why are we doing this?
  - Is this the right place to do this?
  - Have we planned properly by embedding the discussions in the college or is this a small project on the edge of the college (like in a research institute)?
  - Have we consulted with the key stakeholders?
  - Is the model sustainable?

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# Looking to the Future

## Higher Education Inclusive Education Initiatives Across Ireland



## Plans...*Education*

- Develop a college-wide approach to inclusive education based on the principle of 'one person at a time'
- Develop an Irish Network for Inclusive Education in Intellectual Disabilities (this is underway, led by NUI, Maynooth)
- Develop and deliver a stand-alone Bridge to Work transition module to support increased employment outcomes for graduates with an intellectual disability (the school is partnering with *Walkways*)

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# Thank you!

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