



Title of Research Project: SUPER-SEN: School-University Partnership in Educational Research: Special Educational Needs

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Summary:

SUPER-SEN was a collaborative project between Scoil Íde and researchers from i-TEACH (Teaching for Inclusion) Lab at the University of Limerick. Scoil Ide is a large primary school based in suburban Limerick, with a staff of 44 full time teachers and over 800 pupils. There has been a strong partnership between the school and i-TEACH for a number of years, which resulted in the development of a school-university partnership, SUPER-SEN. This project aimed to:

1. promote teachers' knowledge of the research behind evidence-based interventions in the area of special educational needs with an emphasis on Autism and ADHD
2. establish contextual guidelines and resources to support teachers to implement evidence based interventions in practice
3. create a community of practice between researchers from the i-TEACH lab and Scoil Ide, and
4. inform practice-based research collaborations between Scoil ide and i-TEACH lab.

During the project (January to June 2019) we completed several activities. Twelve teachers and three lab members participated in bi-weekly network meetings for a total of 10 meetings. The overall goal of these meetings was to explore teachers' use of evidence-based interventions in the classroom. Four

of these meetings comprised a journal club during which research articles were discussed with respect to their methods and implications for practice. Opportunities to upskill in research practices were provided, including an open science workshop facilitated by the Glucksman Library. This workshop was attended by practising teachers (12) and lab members (3). A shared learning session was held for all staff members of Scoil Íde and researchers from the i-TEACH lab on 15 May 2019 and was well attended by over 40 members of staff. The workshop focused on sharing the learnings from the project, including key readings, implementation of evidence-based interventions, current practice issues and dissemination of research relating to Autism and ADHD. Overall, SUPER-SEN helped teachers to identify and implement evidence-based interventions in their practice through the development of a shared community of knowledge and supported teachers to bridge the research-to-practice divide in special education.

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