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CASE STUDY 1: SÉAN

Sean is a Sixth Year student following the Leaving Certificate Applied programme in a DEIS post-primary school. Sean accesses the ASD Special Class in his school and integrates to a high level in mainstream classes with Special Needs Assistant support. Sean is the youngest of three boys, all of whom have a diagnosis of



Autistic Spectrum Disorder. Sean also has a diagnosis of Borderline Mild General Learning Disability. Sean's caregiver at home is his mother, Marie, who parents the boys alone and is their full-time carer. Sean's main hobby is computer games and building computers at home.

Sean loves computers and all things ICT related. He often assists other students with digital skills and the completion of tasks in LCA. Sean prefers structure in his day and his favourite subjects in LCA are ICT, Hotel and Catering. Sean is finding it difficult to decide what he would like to do after school. He has never left his hometown without his mother and has never used public transport regularly. He has never stayed a night away from home. On a visit to his nearest Further Education Centre in the next town, Sean spoke with the course leader of the Games and Apps Development and thought he would love to do this course.

Sean's school is working on his Transition Plan.



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CASE STUDY 2: ROSE

Rose is a 3rd Year Student and a member of the travelling community. She is living in Co. Tipperary with her parents and five siblings. She is considering leaving school when she completes her Junior Cycle. Her two older sisters did not progress to the senior cycle of their education and instead got married following their parents' wishes. Rose feels pressure to abide by her parent's beliefs but also would like to have a career of her own. She would love to become a member of An Garda Síochána. Staying away from home as an unmarried female is not supported by her parents.



As a student she is very capable and in her CAT4 testing she scored above average in Verbal Reasoning. Her abilities in quantitative, non-verbal, and spatial awareness were within the average range for her age and gender. Leaving Certificate subjects identified to compliment her aptitude in verbal reasoning include English, Home Economics, History and Business. In line with this her academic tracking suggests that she is performing well in school assessments. In particular, she has an aptitude for English and Business. The main issue in her education is her punctuality and absenteeism. She has responsibilities minding her younger siblings at home. She also has difficulty accessing online learning or homework that is posted on Microsoft Teams. Rose has the option to continue with her education by doing the Leaving Certificate or Leaving Certificate Applied in her school.



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CASE STUDY 3: MARIA

Maria is a Sixth Year student in Leaving Certificate Established in a voluntary secondary school. Her subjects are Gaeilge, English, Mathematics, German, Home Economics, Biology and Business Studies.



Maria has suffered with high levels of anxiety throughout her life as she was involved in a serious car accident as a child of five. Maria recovered from her injuries but attended CAMHS (Child and Adolescent Mental Health Service) to manage debilitating anxiety up to the age of sixteen years and now attends Adult Psychiatric Services for ongoing support. Maria has a diagnosis of trichomania and at times of severe anxiety or transition or change this condition has intensified and Maria has experienced bald patches which worsen her anxiety symptoms. When bald patches develop, Maria finds it very difficult to leave home.

Maria has a cognitive ability measured in the Exceptionally Able Range. In her school Maria is part of a small cohort of students who access additional support for Exceptionally Able students and throughout Covid participated online in the Walton Club in Trinity College, Dublin - a group for secondary students who have a particular interest and aptitude in STEM subjects.

Maria initially wanted to study Actuary in UCD but is unsure if she should change her mind because of the impact that her anxiety condition has had on her ability to attend and participate in school.

The Guidance Counsellor is working on a Transition Plan for Maria.



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CASE STUDY 4: ASAM

Asam has been living in Ireland with his family for the past three years. He originated from Syria where he spent several months displaced and living in a refugee camp before embarking on his journey to Ireland. He is



currently doing the Transition Year Programme in school in Mayo. He suffers from post-traumatic stress, and this results in panic attacks which happen at times he is under academic pressure or presenting in front of his class.

His cognitive ability is average however his language barrier has posed problems in academic progression in the Irish Education system. He is supported through Additional Education Needs classes in the areas of Mathematics and English. He is exempt from the study of Irish. His interest in Business and financial studies stems from his father's former occupation in Syria as a Project Manager. Asam has expressed interest in studying in Europe when he completes his Leaving Certificate but worries about his studies in mathematics. He has a strong aptitude for languages and is fluent in Arabic.

Asam's main issue is finance and since coming to Ireland, both of his parents are unemployed. He has also found it difficult to settle into school socially. He has attended his Guidance Counsellor and is also supported by his tutor and year head.

Asam will be looking at options for transition into Senior Cycle very soon.



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CASE STUDY 5: LIAM

Liam is a Fifth Year student in Leaving Certificate Applied, Year One. Liam did not opt for Transition Year and instead progressed directly into Senior Cycle. Liam has a Specific Learning Difficulty in Reading (dyslexia). Liam has a Hearing Impairment since birth and Developmental Language Disorder



(DLD Language). Liam loves school and uses the Radio Aid Assistive Technology and has a laptop for his individual use. In his base (tutor) classroom, a sound field system is installed, and this is helpful to Liam in his classes in this room.

Liam would like to pursue a career as a Special Needs Assistant or to work directly with young people who have experienced hearing loss. Liam is accomplished in Sign Language and would also like to advocate for the Hearing-Impaired Community at regional, national and EU level.

In preparing a Transition Plan for Liam, careful consideration of his needs is important.



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CASE STUDY 6: SUSAN

Susan is a Second Year student in a co-educational school which has DEIS status. In her Entrance Assessment (CAT 4), Susans results in verbal and numerical abilities indicate a very high performance.

When Susan's parents and primary school were planning her transition to secondary school, the primary school contacted the HSCL in the post-primary school to work collaboratively to plan for Susan's transition. It was noted with the post-primary school, Susan's aptitude for learning and cognitive abilities.

Susan has a diagnosis of ataxic cerebral palsy since birth. Susan can walk unassisted some of the time but has access to a walking aid when her balance and coordination proves a challenge to her steady movement. Susan also has significant difficulty with handwriting; both in terms of speed and legibility. Susan finds all tasks which require quick movements difficult.

Susan has access to an SNA for her practical subjects in school; she loves Home Economics, and her SNA supports her in the practical aspects of this subject. Susan recently successfully completed the Cognitive Screener test for DCU Centre for Talented Youth and is very much looking forward to participating in the activities and her mother is available to bring her to DCU some weekends if needed.

Susan also suffers with anxiety at times of transition and change. She would like to attend university to study for an Arts Degree particularly in the area of Psychology and Social Studies. Susan's Mother has begun to link with the Guidance Counsellor about the possible routes for Susan as she finds a change in her location very difficult - this became clear when Susan transitioned from primary to secondary school.





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GROUP WORK DISCUSSION

In considering your individual case study, please address the following questions:

Name on Case Study:			
Question 1	Question 2	Question 3	Question 4
Who could the Guidance Counsellor collaborate with in supporting this student?	List the strengths, interests, and abilities of this student?	What challenges is the Guidance Counsellor faced with in supporting this student?	What additional supports could be accessed to support this student?
Answer 1	Answer 2	Answer 3	Answer 4