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EDST5107

Teaching Methods for High Incidence Disabilities

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Joanne Danker	j.danker@unsw.edu.au	Fridays 2pm – 4pm (by appointment)	John Goodsell 133	93851785

School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,

see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Summary of the Course

The focus of this course is on students with high-incidence disabilities. In this course, students will be presented with cognitive, perceptual, language, academic learning, and social-emotional characteristics of these populations. Issues in assessment, curriculum and instruction, and placement will also be discussed. This course will provide students with instruction on applying the goals, intervention strategies, and procedures related to psychodynamic, behavioural, biophysical, and ecological approaches to individuals with disabilities.

At the conclusion of this course the student will be able to

1. Demonstrate critical appreciation and participate in discussion of seminal issues in education for students with special needs
2. Develop understanding of laws, policies, and ethical principles regarding education of students with special needs
3. Demonstrate an understanding of research-based strategies for individual curriculum-based assessment, planning, and instruction
4. Conduct independent research into a current topic/issue relevant to learners with learning disabilities, intellectual disabilities, ADHD, autism, or emotional disabilities

Teaching Strategies

Rationale for the inclusion of content and teaching approach

In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students are actively engaged as they discuss current beliefs and learn new things. Course material is designed to be relevant to students' experience and assessment is intended as part of learning. In this course, students are required to take responsibility for their own learning.

Teaching strategies

- Explicit teaching, including reading and/or listening to audio-visual materials to foster interest and support learning.
- Structured occasions for critical reflection on issues raised in the course and on others' ideas.
- Opportunities for peer and instructor interaction via forums, message boards, and chat rooms, allowing you the opportunity to demonstrate your capacity to communicate, to question, and to problem solve.
- Completion of online modules and activities to permit flexible interaction with course materials.
- Use of quizzes at the end of each module/prescribed readings for students to self-assess their understanding of key concepts.

These activities will occur in a climate that is supportive and inclusive of all learners.

Australian Professional Graduate Teaching Standards

Standard	Description
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
2.5.2	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
3.3.4	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Research Project	60%	3,4	1.5.4,1.6.2,2.5.2,3.3.4,5.4.3	16/04/2018 05:00 PM
Essay	40%	1,2	1.6.2,5.4.3	21/05/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Research Project

Start date:

Details: Task 1 - Research project - 3000 words. Students will receive written feedback within two weeks of submission.

Additional details:

Students will conduct research on a topic/issue relevant to learners with high incidence disabilities. A research paper is required. The research paper should be written in APA 6th edition style, be approximately 3,000 words in length, and contain at least 10 current (within the last 10 years, between 2009 and 2018) peer-reviewed journal articles.

Assessment 2: Essay

Start date:

Details: Task 2 - Essay - 2000 words. Students will receive written feedback within two weeks of submission. This is the final task.

Additional details:

As you become more familiar with the types of disabilities and the needs of individual students and their families, you can continue to seek the resources you need to teach students with disabilities and work with other professionals to include the students in the general classroom. This short essay is designed to enable you to begin that process by reflecting on your knowledge thus far, and plan a course of action for your practice with students with mild disabilities. This activity consists of three (3) parts.

Part 1: Instructional Issues: Choose two (2) of the disabilities discussed during the course (ADHD, emotional disturbance, intellectual disability, specific learning disabilities). For both of the disability categories you have chosen: describe or identify one important instructional issue that may be necessary to address in order for you to successfully **teach** a student with that disability in the general education setting. The important instructional issues should not be identical for the two disabilities that you have chosen.

Part 2: Instructional Issues Discussion: For each instructional implication you discuss in Part 1 above, list or discuss Potential Resources (places, experiences, coursework, persons, etc.) that might be utilised to obtain the information or support needed to deal with those instructional issues, **and** Potential Strategies (instruction, modifications, adaptations, etc.) that you might employ to address the challenges presented by that instructional issue.

Part 3: Assessment: Discuss some accommodations and modifications that can be made when assessing the learning of students with these particular disabilities.

The essay should be written in APA 6th edition style, be approximately 2,000 words in length, and contain at least 10 current (within the last 10 years, between 2009 and 2018) peer-reviewed journal articles.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Online Activity	Foundations of Special Education Professional Partnerships: Colleagues, paraprofessionals, outside agencies. Skills and knowledge for effective partnerships Building Family Partnerships Readings: Henley et al., Chapter 1 and 11
Week 2: 5 March - 11 March	Online Activity	Foundations of Special Education Professional Partnerships: Colleagues, paraprofessionals, outside agencies. Skills and knowledge for effective partnerships Building Family Partnerships Readings: Henley et al., Chapter 1 and 11
Week 3: 12 March - 18 March	Online Activity	ADHD/Other Health Impairments: Causes, characteristics, Australian context Emotional Disturbance: Causes, characteristics, Australian context Readings: Henley et al., Chapter 4
Week 4: 19 March - 25 March	Online Activity	ADHD/Other Health Impairments: Causes, characteristics, Australian context Emotional Disturbance: Causes, characteristics, Australian context Readings: Henley et al., Chapter 4
Week 5: 26 March - 1 April	Online Activity	Intellectual Disability: Causes, characteristics, Australian context Readings: Henley et al., Chapter 3
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Online Activity	Intellectual Disability: Causes, characteristics, Australian context Readings: Henley et al., Chapter 3
Week 7: 16 April - 22 April	Online Activity	Students with Specific Learning Disabilities: Causes, characteristics, Australian context

		Readings: Henley et al., Chapter 5
Week 8: 23 April - 29 April	Online Activity	Students with Specific Learning Disabilities: Causes, characteristics, Australian context Readings: Henley et al., Chapter 5
Week 9: 30 April - 6 May	Online Activity	Learning and Teaching/ Instructional Practices: Literacy Readings: Henley et al., Chapter 7
Week 10: 7 May - 13 May	Online Activity	Learning and Teaching/ Instructional Practices: Literacy Readings: Henley et al., Chapter 7
Week 11: 14 May - 20 May	Online Activity	Learning and Teaching/ Instructional Practices: Numeracy Readings: Henley et al., Chapter 8
Week 12: 21 May - 27 May	Online Activity	Learning and Teaching/ Instructional Practices: Numeracy Readings: Henley et al., Chapter 8

Resources

Prescribed Resources

- Disability Standards for Education (2005)
- Henley, M., Ramsey, R.S., & Algozzine, R.F. (2009). *Characteristics and strategies for teaching students with mild disabilities* (6th ed.). USA: Pearson Higher Ed. (In bookshop and on reserve in library.)

Recommended Resources

- Smith, T., Westood, P. (2003). *Commonsense methods for children with special needs* (4th ed.). London: Routledge.
- Website -IRIS Response to Intervention Resources <http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/05/IRIS-3-RTI-Brochure-DL-100513.pdf>

Course Evaluation and Development

Student feedback on the course will be gathered via the MyExperience survey.

Based on past feedback, a stronger focus on literacy and numeracy instructional strategies has been added. The course has been revised to be delivered in an online format.

Image Credit

Synergies in Sound 2016

CRICOS

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