



UNSW
SYDNEY

Arts & Social Sciences

School of Education

Intellectual Disabilities

Term 3 2020

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5111 Intellectual Disabilities (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Prof Iva Strnadová
Office Location: Morven Brown Building, G29
Email: i.strnadova@unsw.edu.au
Availability: Email to make appointment

3. COURSE DETAILS

Course Name	EDST5111 Intellectual Disabilities
Credit Points	6 units of credit (uoc)
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

Students with intellectual disabilities face numerous challenges in educational environments. You will learn about characteristics of students with intellectual disabilities (including issues of definition), relevant legislative requirements, and how to use assessment for educational intervention. You will learn about effective evidence-based practices that you can use to assist students with intellectual disabilities accomplish their educational goals. You will learn about curriculum-based strategies and curriculum adjustments and modifications that you can use in your teaching practice. In this course, I put great emphasis on a life-span approach to people with intellectual disabilities and their families, and why is it important for professionals to have a holistic perspective. Thus, you will also learn about issues related to social and community inclusion, family, peer and partner relationships of people with intellectual disabilities. You will become acquainted with issues and supports relevant to adults with intellectual disabilities. Throughout the course, you will also learn about the importance of diverse transitions in lives of people with intellectual disabilities and how these can be supported.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- The course content and readings have been updated, and new group activities developed.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.	1
2	Apply legislation and government policies related to the education and life of people with intellectual disabilities in their professional judgments and decisions.	1, 2
3	Articulate current issues and trends in regard to the field of intellectual disabilities to relevant stakeholders.	1, 2
4	Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.3	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	2
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.	1, 2
2.6.2	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	2
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking	1, 2
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	2
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	1, 2
7.3.4	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.	2
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice.	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

You will learn different evidence-based practices that can be used not only during the educational process in early, pre-school, primary school and secondary school age of students with intellectual disabilities, but also within ongoing life-long education. You will become acquainted with the Disability Standards for Education (2005) and learn the instructional and curriculum-based assessment strategies they can use in practice. You will also learn about the quality of life concept and its implications for the life of people with intellectual disabilities. Attention will also be paid to issues related to social and community inclusion, family, peer and partner relationships of people with intellectual disabilities, possibilities of employment, independent living, and free time activities. You will also become acquainted with the needs of aging people with intellectual disabilities. Last but not the least; you will become familiarised with challenges faced by families of people with intellectual disabilities.

5. TEACHING STRATEGIES

- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching including lectures and a range of teaching strategies to foster interest and support learning
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate.

6. COURSE CONTENT AND STRUCTURE

Week	Workshop Topic Post-workshop tasks
<p>Week 1 14th September 2020</p>	<p>Characteristics of people with intellectual disabilities. Social constructions and models of disability. Social history of intellectual disabilities and its relevance for teachers today.</p> <p><u>Readings</u> Before lecture - prescribed: Wolfe, M., & Johnson, K. (2010). My own life. In Johnson, K., Walmsley, J., & Wolfe, M. (2010). <i>People with intellectual disabilities. Towards a good life?</i> (pp. 17-29). The Policy Press.</p> <p>After lecture - prescribed: Logeswaran, S., Hollett, M., Zala, S., Richardson, L., & Scior, K. (2019). How do people with intellectual disabilities construct their social identity? A review. <i>Journal of Applied Research in Intellectual Disabilities</i>, 32, 533–542. doi: 10.1111/jar.12566 Williams, V., Swift, P., & Mason, V. (2015). The blurred edges of intellectual disability. <i>Disability & Society</i>, 30(5), 704-716. doi: 10.1080/09687599.2015.1040870</p>
<p>Week 2 21st September 2020</p>	<p>Assessment of intellectual disabilities; Teacher’s role in the assessment process; Assessment for Learning. What causes intellectual disabilities? The most common syndromes.</p> <p><u>Readings</u> Before lecture - prescribed: Oliver, C., Woodcock, K., & Adams, D. (2010). Chapter 10. The importance of aetiology of intellectual disability. In Grant, G., Ramcharan, P., Flynn, M., & Richardson, M. (eds.) (2010). <i>Learning Disability. A life cycle approach</i> (pp. 135-146). 2nd edition. Open University Press. Thompson, T., Coleman, J. M., Riley, K., Snider, L. A., Howard, L. J., Sansone, S. M., & Hessel, D. (2018). Standardized assessment accommodations for individuals with intellectual disability. <i>Contemporary School Psychology</i>, 22, 443–457. https://doi.org/10.1007/s40688-018-0171-4</p> <p>After lecture – prescribed: O’Byrne, C., & Muldoon, O. T. (2019). The construction of intellectual disability by parents and teachers. <i>Disability & Society</i>, 34(1), 46-67. doi: 10.1080/09687599.2018.1509769</p> <p>- optional: Richards, S. B., Brady, M. P., & Taylor, R. L. (2015). Chapter 9. Instructional assessment. In Richards, S. B., Brady, M. P., & Taylor, R. L. (2015). <i>Cognitive and intellectual disabilities. Historical perspectives, current practices, and future directions</i> (pp. 241-267). Routledge.</p>

<p>Week 3 28th September 2020</p>	<p>Children/students with intellectual disabilities in early and pre-school age. Methods supporting teaching and learning – evidence-based practices. Self-determination development.</p> <p><u>Readings</u> Before lecture - prescribed: Disability Standards for Education (2005) Guralnick, M. J. (2017). Early intervention for children with intellectual disabilities: An update. <i>Journal of Applied Research in Intellectual Disabilities</i>, 30, 211-229. doi: 10.1111/jar.12233</p> <p>After lecture – prescribed: Kemp, C. (2017). Chapter 10. Inclusion in early childhood. In Foreman, P., & Arthur-Kelley, M. <i>Inclusion in Action</i> (pp. 434-481). 5th edition. Cengage Learning.</p> <p>- optional: van der Schuit, M., Segers, E., van Balkom, H., & Verhoeven, L. (2011). Early language intervention for children with intellectual disabilities: a neurocognitive perspective. <i>Research in developmental disabilities</i>, 32(2), 705-712. doi: 10.1016/j.ridd.2010.11.010</p>
<p>Week 4 5th October 2020</p>	<p>Labour Day</p>
<p>Week 5 12th October 2020</p>	<p>School-aged children/students with intellectual disabilities. Methods supporting teaching and learning – evidence-based practices. Self-determination development. Sexuality and sexual identity education.</p> <p><u>Readings</u> Before lecture - prescribed: Disability Standards for Education (2005) Faragher, R., & Van Ommen, M. (2017). Conceptualising educational quality of life to understand the school experiences of students with intellectual disability. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 14(1), 39–50. doi: 10.1111/jppi.12213</p> <p>After lecture - prescribed: Rowe, B., & Wright, C. (2017). Sexual knowledge in adolescents with intellectual disabilities: A timely reflection. <i>Journal of Social Inclusion</i>, 8(2), 42-53. Wehmeyer, M. L., & Shogren, K. A. (2017). Chapter 15. Problem solving and self-advocacy. In Shogren, K. A., Wehmeyer, M. L., & Singh, N. N. (2017). <i>Handbook of positive psychology in intellectual and developmental disabilities</i> (pp. 217-229). Springer International Publishing AG.</p> <p>- optional: Cannella-Malone, H. I., Konrad, M., & Pennington, R. C. (2015). ACCESS! Teaching writing skills to students with intellectual disability. <i>Teaching Exceptional Children</i>, 47(5), 272. Frawley, P., & Wilson, N. (2016). Young people with intellectual disability talking about sexuality education and information. <i>Sex Disability</i>, 34, 469-484. doi: 10.1007/s11195-016-9460-x Wood, L., Browder, D. M., & Flynn, L. (2015). Teaching students with intellectual disability to use a self-questioning strategy to comprehend social studies text for an inclusive setting. <i>Research and Practice for Persons with Severe Disabilities</i>, 40(4), 275-293. doi: 10.1177/1540796915592155</p>
<p>Week 6 19th October 2020</p>	<p>Students with profound and multiple learning disabilities – effective teaching approaches. Self-determination development.</p> <p><u>Readings</u> Before lecture - prescribed: Simmons, B., & Watson, D. (2014). Chapter 1. Exploring “PMLD”. In Simmons, B., & Watson, D. (2014). <i>The PMLD Ambiguity: Articulating the Life-Worlds of Children with Profound and Multiple Learning Disabilities</i> (pp. 1-20). Routledge: London.</p>

	<p>After lecture - prescribed: Feder Kittay, E. (2019). Chapter 1. On what matters/no. In Feder Kittay, E. (2019). <i>Learning from my daughter: The value and care of disabled minds</i> (pp.1-24). Oxford University Press.</p> <p>- optional: Hudson, M. E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectual disability access grade-level text. <i>Teaching Exceptional Children</i>, 45(3), 14. Martin, T., & Alborz, A. (2014). Supporting the education of pupils with profound intellectual and multiple disabilities: The views of teaching assistants regarding their own learning and development needs. <i>British Journal of Special Education</i>, 41(3), 309-327. doi: 10.1111/1467-8578.12070</p>
<p>Week 7 26th October 2020</p>	<p>Adolescent students with intellectual disabilities. Individual transition planning and evidence-based practices. Self-determination development.</p> <p>This lecture will be replaced by an “online activity”, therefore please do not come to UNSW today. The activity is as follows: Please read the mandatory readings and the <i>Inquiry into school to work transition: Submission to the Standing Committee on Employment Education and Training</i> – download here.</p> <p>Use these readings to answer the following questions in the Discussion topic set up on the course Moodle site:</p> <ol style="list-style-type: none"> 1) What are the main Inquiry findings? 2) How can the findings of the Inquiry and the experiences of families in the readings be translated into practice, especially in relation to students and young people with intellectual disabilities? <p>Your answer needs to be posted on Monday 28th October. You are also asked to respond to one other post by another student by Wednesday 30th October. I will post my comments to selected posts.</p> <p>Before lecture 6 - prescribed: Gothart, J. (2011). School's out: The right and rites of passage. In Gothart, J. (2011). <i>Greater expectations. Living with Down syndrome in the 21st Century</i>. Fremantle Press. Leonard, H. et al. (2016). Transition to adulthood for young people with intellectual disability: The experiences of their families. <i>European Child Adolescent Psychiatry</i>, 25, 1369–1381. doi: 10.1007/s00787-016-0853-2</p> <p>After lecture 6 - prescribed: Gauthier-Boudreault, C., Gallagher, F., & Couture, M. (2017). Specific needs of families of young adults with profound intellectual disability during and after transition to adulthood: What are we missing? <i>Research in Developmental Disabilities</i>, 66, 16-26. doi: 10.1016/j.ridd.2017.05.001</p> <p>- optional: Strnadová, I. & Cumming, T.M. (2014). Importance of quality transition process for students with disabilities across settings: Learning from the current situation in New South Wales. <i>Australian Journal of Education</i>, 58(3), 318-336. doi: 10.1177/0004944114543603</p>
<p>Week 8 2nd November 2020</p>	<p>Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy, relationships, parenthood, ageing.</p> <p>Guest speaker: Ms. Julie Loblinzk, Self Advocacy Sydney</p> <p>Before lecture 7 - prescribed: McCarthy, M. (2017) 'What kind of abuse is him spitting in my food?': reflections on the similarities between disability hate crime, so-called 'mate' crime and domestic violence against women with intellectual disabilities. <i>Disability & Society</i>, 32(4), 595-600. doi: 10.1080/09687599.2017.1301854</p>

	<p>Meltzer, A., Kayess, R., & Bates, S. (2018). Perspectives of people with intellectual disability about open, sheltered and social enterprise employment. <i>Social Enterprise Journal</i>, 14(2), 225-24. doi: 10.1108/SEJ-06-2017-0034</p> <p>- optional: Collings, S., Llewellyn, G., & Grace, R. (2017). Home and the social worlds beyond: Exploring influences in the lives of children of mothers with intellectual disability. <i>Child: Care, Health and Development</i>, 43(5), 697-708. doi:10.1111/cch.12456</p> <p>After lecture 7 – prescribed: Strnadová, I. (2019). Transitions in the lives of older adults with intellectual disabilities: “Having a sense of dignity and independence”. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 16(1), 58-66. doi: 10.1111/jppi.12273.</p> <p>- optional: Shpigelman, C. N., & Gill, C. J. (2014). How do adults with intellectual disabilities use Facebook? <i>Disability & Society</i>, 29(10), 1601-1616. doi: 10.1080/09687599.2014.966186</p> <p>Strnadová, I. (2015). “My sister won’t let me”: issues of control over own life as experienced by older women with intellectual disabilities. In Shakespeare, T. (Ed.). (2015). <i>Disability Research Today: International Perspectives</i> (pp. 166-181). London: Routledge.</p>
<p>Week 9 9th November 2020</p>	<p>Families of people with intellectual disabilities – cooperation with schools and other stakeholders and service providers. Person-centred planning.</p> <p><u>Readings</u></p> <p>Before lecture 8 - prescribed: Moyson, T., & Roeyers, H. (2012). ‘The overall quality of my life as a sibling is all right, but of course, it could always be better’. Quality of life of siblings of children with intellectual disability: The siblings’ perspectives. <i>Journal of Intellectual Disability Research</i>, 56(1), 87-101. doi: 10.1111/j.1365-2788.2011.01393.x</p> <p>Young, S., Shakespeare-Finch, J., & Obst, P. (2019). Raising a child with a disability: A one-year qualitative investigation of parent distress and personal growth. <i>Disability & Society</i>, doi: 10.1080/09687599.2019.1649637</p> <p>After lecture 8 - prescribed: Cramm, J. M., & Nieboer, A. P. (2012). Longitudinal study of parents’ impact on quality of life of children and young adults with intellectual disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i>, 25(1), 20-28. doi: 10.1111/j.1468-3148.2011.00640.x</p> <p>– optional: Koolen, J., van Oorsouw Tranzo, W., Verharen, L., & Embregts, P. (2019). Support needs of parents with intellectual disabilities: Systematic review on the perceptions of parents and professionals. <i>Journal of Intellectual Disabilities</i>. doi: 10.1177/1744629519829965</p>
<p>Week 10 16th November 2020</p>	<p>People with intellectual disabilities involved with criminal justice systems</p> <p>Guest speaker: Mr. Jonathon Kelleher, IDRS</p> <p><u>Readings</u></p> <p>Before lecture 9 - prescribed: Hayes, S.C. (2012). Chapter 12. People with intellectual and developmental disabilities in the criminal justice system. In Luiselli, J.K. (ed.) (2012). <i>The handbook of high-risk challenging behaviours in people with intellectual and developmental disabilities</i> (pp. 211-228). Paul Brookes Publishing.</p> <p>Rowe, S., Dowse, L., Newton, D., McGillivray, J., & Baldry, E. (2019). Addressing education, training, and employment supports for prisoners with cognitive disability: Insights from an Australian Programme. <i>Journal of Policy and Practice in Intellectual Disabilities</i>. doi: 10.1111/jppi.12321</p>

	<p>After lecture 9 - optional: Cumming, T.M., Strnadová, I., & Dowse, L. (2014). At-risk youth in Australian schools and promising models of intervention. <i>International Journal of Special Education</i>, 29(3), 16-25.</p> <p>Rogers, C. (2019). Just mothers: Criminal justice, care ethics and 'disabled' offenders. <i>Disability & Society</i>. doi: 10.1080/09687599.2019.1655711</p>
<p>Week 11 23rd November 2020</p>	<p>Intellectual disabilities and mental health issues – impact on schooling and post-school years.</p> <p><u>Readings</u></p> <p>Before lecture 10 - prescribed: Evans, E., Howlett, S., Kremser, T., Simpson, J., Kayess, R., & Trollor, J. (2012). Service development for intellectual disability mental health: A human rights approach. <i>Journal of Intellectual Disability Research</i>, 56(11), 1098-1109. doi: 10.1111/j.1365-2788.2012.01636.x</p> <p>Whittle, E.L., Fisher, K.R., Reppermund, S., & Trollor, J. (2019). Access to mental health services: The experiences of people with intellectual disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i>, 32, 368-379. doi: 10.1111/jar.12533</p> <p>After lecture 10 - prescribed: Cvejic, R. C., & Trollor, J. N. (2018). Transition to adult mental health services for young people with an intellectual disability. <i>Journal of Paediatrics and Child Health</i>, 54, 1127–1130. doi: 10.1111/jpc.14197</p> <p>- optional: Howlett, S., Florio, T., Xu, H., & Trollor, J. (2015). Ambulatory mental health data demonstrates the high needs of people with an intellectual disability: Results from the New South Wales intellectual disability and mental health data linkage project. <i>Australian & New Zealand Journal of Psychiatry</i>, 49(2), 137–144. doi: 10.1177/0004867414536933</p> <p>McCarron, M., McCallion, P., Fahey-McCarthy, E., & Connaire, K. (2011). The role and timing of palliative care in supporting persons with intellectual disability and advanced dementia. <i>Journal of Applied Research in Intellectual Disabilities</i>, 24(3), 189-198. doi: 10.1111/j.1468-3148.2010.00592.x</p>

7. RESOURCES

Required Readings and Further Readings

Please see Section 6 – Course Content and Structure.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Assessment 1: Essay	3,500 words	50%	1, 2, 3	1.6.2, 3.3.3, 7.2.3	23 rd October 2020 by 5pm
Assessment 2: Information Booklet	3,500 words (15 – 20 pages)	50%	2, 3, 4	1.5.3, 1.6.2, 2.6.2, 3.3.3, 4.1.2, 7.2.3, 7.3.4, 7.4.2	27 th November 2020 by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1: Essay

There are two essay topics that you can choose from:

Topic 1 Challenges encountered by people with intellectual disabilities

This assessment requires you to write an essay on challenges people with intellectual disabilities encounter in their everyday life. In order to do so, you are asked to:

1. Choose a life stage that you will focus on (e.g., childhood, adolescence, adulthood, ageing),
2. Identify and discuss one challenge people with intellectual disabilities experience in the life stage you selected,
3. Suggest (through the use of evidence-based practices) how this challenge can be overcome.

This topic of the essay needs to be based on **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2011 and 2020).**

Topic 2 Attitudes towards people with intellectual disabilities

This assessment requires you to write an essay on how society's attitudes towards people with intellectual disabilities are reflected in the media, and how the media in reverse influences society's attitudes towards people with intellectual disabilities. In order to do so, you are asked to:

1. View one of the movies suggested below involving a person with intellectual disabilities,
2. Identify the focus of the movie (e.g., parenting with intellectual disabilities – movie “I am Sam”; relationships and people with intellectual disabilities – movie “The Other Sister” or “Charly”; prejudice towards social inclusion for people with intellectual disabilities – movie “Radio”)
3. Read **10 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2011 and 2020)**, in the area of your assignment's focus (e.g., if you selected the movie “I am Sam” and decided to focus on society's attitudes towards people with intellectual disabilities being parents, then read peer-reviewed journal articles on parenting of people with intellectual disabilities),
4. Discuss the following:
 - Was the character with intellectual disabilities portrayed realistically, stereotypically, positively or negatively? Note the date the movie was produced and make comments on the prevailing attitudes towards disability at that time.
 - How were the other characters' reactions to this person portrayed (e.g., reactions/attitudes of siblings, parents, partners, peers, and other society members)?
 - What is the message conveyed by this movie?
 - Based on your reading of 10 peer-reviewed journal articles, is this message consistent with what we know about the topic from research?

Suggested movies (Please note that this is not an exhaustive list. If you are unsure if your preferred movie is suitable for this assessment, please consult your course coordinator):

Buddies
Charly
Forrest Gump
I Am Sam
Of Mice and Men
Radio
Sling Blade
The Other Sister
What's eating Gilbert Grape?

This assessment will help you to:

- develop familiarity with the area of intellectual disabilities,
- develop critical thinking skills,
- improve research and evaluation skills, and
- use APA referencing correctly.

The essay should be **double-spaced and written in APA 7th edition style**; see the course Moodle site for more guidance.

Please note: Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your references.

Assessment 2: Information booklet

You are invited to create an information booklet for parents about intellectual disabilities. The booklet should be focused on one of the following topics:

- Information booklet for parents deciding about early intervention and pre-school education options (aimed group: parents of pre-school children with intellectual disabilities),
- Information booklet for parents deciding about the schooling options for their child with intellectual disabilities (aimed group: parents whose child is about to begin compulsory education),
- Information booklet for parents about post-schooling options (employment, education, living) for their off-spring with intellectual disabilities,
- Information booklet for ageing parents about transition-to-retirement supports and options for their adult off-spring with intellectual disabilities.

Each booklet should:

- be written in user-friendly language for parents
- have a clear structure, using headings and subheadings
- have introduction on the topic of the booklet
- provide advice to parents based on NSW context
- provide useful tips for parents
- list of resources (e.g., peer-reviewed book, journal articles, DVDs, websites) that you would recommend to parents
- list of references that you used in order to create the booklet. The references should be from peer-reviewed journal articles from the last ten years (that is from 2011-2020). Articles must be sourced from high-quality peer-reviewed journals. You should include a minimum of twelve (12) references.

This type of task is very practical, and you will definitely use it in your future practice; however, it is also a type of assessment that is really hard to put number of pages on. If you are struggling with estimating the amount of work required, then about 3,500 words is right. The word count does not include the list of references.

The guide should be **double-spaced and written in APA 7th edition style**; see the course Moodle site for more guidance.

This must be your original work!

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5111 INTELLECTUAL DISABILITIES

Student Name:
Assessment Task 1: **Essay**

Student No.:

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in the area of intellectual disabilities 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural and religious backgrounds of people and the effects of these factors on learning 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of current research literature to support response • reference specifically to material, research and ideas presented in EDST5111 lectures 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS					

Lecturer:
Recommended: /20 (FL PS CR DN HD)

Date:
Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5111 INTELLECTUAL DISABILITIES

Student Name:

Student No.:

Assessment Task 2: **Information booklet**

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in special education/ disability studies • clear connection between booklet's topic and provided advise and examples 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • depth of analysis of information provided to parents introduction on the topic of a booklet • provided advice to parents based on evidence-based practice • useful examples and tips for parents 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • familiarity with the booklet's topic • list of related and appropriate resources recommended to parents for further reading • list of references that you used in order to create the booklet (use citations and reference pages) 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organization 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the booklet • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**