School of Education

Intellectual Disabilities

Term 3, 2019
Contents
1. LOCATION .......................................................................................................................... 2
2. STAFF CONTACT DETAILS ............................................................................................ 2
3. COURSE DETAILS ............................................................................................................ 2
   STUDENT LEARNING OUTCOMES ................................................................................. 3
   AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS ........................................ 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .......... 4
5. TEACHING STRATEGIES .................................................................................................. 4
6. COURSE CONTENT AND STRUCTURE ............................................................................ 5
7. RESOURCES .................................................................................................................... 11
8. ASSESSMENT ................................................................................................................... 11

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, 2019

2. STAFF CONTACT DETAILS
Course Coordinator: Iva Strnadová
Office Location: Morven Brown G29
Email: i.strnadova@unsw.edu.au
Phone: 9385 3736
Availability: Mondays 1:00pm – 3:00pm (by appointment)

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>EDST5111 Intellectual Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
</tbody>
</table>

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

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

### AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.3</td>
<td>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.</td>
<td>2</td>
</tr>
<tr>
<td>1.6.2</td>
<td>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.6.2</td>
<td>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</td>
<td>2</td>
</tr>
<tr>
<td>3.3.3</td>
<td>Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
<td>1, 2</td>
</tr>
<tr>
<td>4.1.2</td>
<td>Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</td>
<td>2</td>
</tr>
<tr>
<td>7.2.3</td>
<td>Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.</td>
<td>1, 2</td>
</tr>
<tr>
<td>7.3.4</td>
<td>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.</td>
<td>2</td>
</tr>
<tr>
<td>7.4.2</td>
<td>Participate in professional and community networks and forums to broaden knowledge and improve practice.</td>
<td>2</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Module</th>
<th>Workshop Topic</th>
<th>Post-workshop tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Characteristics of people with intellectual disabilities. Social constructions and models of disability. Social history of intellectual disabilities and its relevance for teachers today.</strong></td>
<td></td>
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</tbody>
</table>

**Readings**

**Before lecture - prescribed:**


**After lecture - prescribed:**


**Assessment of intellectual disabilities; Teacher’s role in the assessment process; Assessment for Learning. What causes intellectual disabilities? The most common syndromes.**

**Readings**

**Before lecture - prescribed:**


**After lecture – prescribed:**


- **optional:**


| 3 | Children/students with intellectual disabilities in early and pre-school age. Methods supporting teaching and learning – evidence-based | |
## Readings

### Before lecture - prescribed:
- **Disability Standards for Education (2005)**

### After lecture – prescribed:

### Labour Day


### Readings

#### Before lecture - prescribed:
- **Disability Standards for Education (2005)**

#### After lecture - prescribed:

- **optional:**


**Students with profound and multiple learning disabilities – effective teaching approaches. Self-determination development.**

**Readings**

**Before lecture - prescribed:**

**After lecture - prescribed:**

**- optional:**


**Adolescent students with intellectual disabilities. Individual transition planning and evidence-based practices. Self-determination development.**

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 *Inquiry into school to work transition: Submission to the Standing Committee on Employment Education and Training* – download here.

Use these readings to answer the following questions in the Discussion topic set up on the course Moodle site:

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?

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.

**Before lecture 6 - prescribed:**

**After lecture 6 - prescribed:**

**- optional:**

**Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy, relationships, parenthood, ageing.**

**Guest speaker: Ms. Julie Loblinzk, Self Advocacy Sydney**

**Before lecture 7 - prescribed:**

**- optional:**

**After lecture 7 – prescribed:**

**optional:**


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**Families of people with intellectual disabilities – cooperation with schools and other stakeholders and service providers. Person-centred planning.**

**Readings**

**Before lecture 8 - prescribed:**


**After lecture 8 - prescribed:**

**optional:**

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**People with intellectual disabilities involved with criminal justice systems**

**Guest speaker: Mr. Jonathon Kelleher, IDRS**

**Readings**

**Before lecture 9 - prescribed:**


**After lecture 9 - optional:**

**Intellectual disabilities and mental health issues – impact on schooling and post-school years.**

**Readings**

**Before lecture 10 - prescribed:**

**After lecture 10 - prescribed:**

**- optional:**

See link to 2018 ACOA version containing previous course structure https://acoa.arts.unsw.edu.au/downloads/outlines/EDST5111_2018_2.pdf
7. RESOURCES

**Required Readings and Further Readings**
Please see section 6 of the course outline - Course content and structure

8. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Student Learning Outcomes Assessed</th>
<th>Professional Graduate Teaching Standards</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Essay</td>
<td>3,500 words</td>
<td>50%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Friday 18/10/19 By 5.00pm</td>
</tr>
<tr>
<td>Assessment 2: Information Booklet</td>
<td>15 – 20 pages</td>
<td>50%</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 4, 6</td>
<td>Friday 22/11/19 By 5.00pm</td>
</tr>
</tbody>
</table>

**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 2010 and 2019).
**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 2010 and 2019), 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 6th edition style**; see the following website for assistance with this:
http://owl.english.purdue.edu/owl/resource/560/01/

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 2010-2019). 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 3,000 words is right. The word count does not include the list of references.

The guide should be **double-spaced and written in APA 6th edition style**; see the following website for assistance with this:
http://owl.english.purdue.edu/owl/resource/560/01/

This must be your original work!
# FEEDBACK SHEET

**EDST5111 INTELLECTUAL DISABILITIES**

**Student Name:**

**Student No.:**

**Assessment Task 1:**

## SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding of the task and its relationship to relevant areas of theory, research and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clarity and accuracy in use of key terms and concepts in the area of intellectual disabilities</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>range of current research literature to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reference specifically to material, research and ideas presented in EDST5111 lectures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organization of response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>appropriateness of overall structure of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clarity and coherence of organisation, including use of section headings and summaries to enhance readability</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## GENERAL COMMENTS

**Lecturer**

**Date**

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

**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**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
</tr>
</thead>
</table>

**Assessment Task 2:**

**SPECIFIC CRITERIA**

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understanding of the task and its relationship to relevant areas of theory, research and practice</td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts in special education/disability studies</td>
</tr>
<tr>
<td>• clear connection between booklet’s topic and provided advise and examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings</td>
</tr>
<tr>
<td>• depth of analysis of information provided to parents introduction on the topic of a booklet</td>
</tr>
<tr>
<td>• provided advice to parents based on evidence-based practice</td>
</tr>
<tr>
<td>• useful examples and tips for parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• familiarity with the booklet’s topic</td>
</tr>
<tr>
<td>• list of related and appropriate resources recommended to parents for further reading</td>
</tr>
<tr>
<td>• list of references that you used in order to create the booklet (use citations and reference pages)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organization of response</th>
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</thead>
<tbody>
<tr>
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<td>• clarity and coherence of organization</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
</tr>
<tr>
<td>• clarity and consistency in presenting the booklet</td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
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</table>

**GENERAL COMMENTS**

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td></td>
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Recommended: /20  (FL PS CR DN HD)

Weighting: 50%

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