



**UNSW**  
SYDNEY

Australia's  
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University



## **EDST4080**

Special Education: Inclusive Strategies

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Iva Strnadová	i.strnadova@unsw.edu.au	Mondays 1:00pm – 3:00pm, Thursdays 14:30pm – 16:30pm (by appointment)	John Goodsell Building, Rm. 129	0426959172

### School Contact Information

School of Education  
Arts and Social Sciences  
Level 1, John Goodsell Building (F20)

**T:** +61 (2) 9385 1977

**E:** education@unsw.edu.au

**W:** education.arts.unsw.edu.au

### 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

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

### Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

### Summary of the Course

Subject Area: *Education*

This course provides an overview of the field of special education. It surveys major special education categories, major issues, and some ways of dealing with special education students in inclusive educational settings. By the end of the course, students will have a broad overview of the field and its key concepts, issues, and the relevant Department of Education policies. They will be conversant with the main categories of special education student, and know some ways of dealing with these students in the inclusive classroom.

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

1. Demonstrate proficiency in the knowledge of the current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse students in NSW.
2. Understanding of differentiated instruction and layered curricula
3. Demonstrate the ability to apply research-based decision making to select appropriate programming options for students with diverse needs.
4. Develop strategies to implement Board of Studies(BOS) syllabus documents including Life Skills outcomes and content, and additional literacy and numeracy support.

### 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

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

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.

## Australian Professional Graduate Teaching Standards

Standard	Description
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.

## National Priority Area Elaborations

Priority Areas	Elaborations
<b>A</b> - Aboriginal and Torres Strait Islander Education	5,6,9,12
<b>B</b> - Classroom Management	2,3,5,9
<b>C</b> - Information and Communication Technologies	2,3,4,11
<b>D</b> - Literacy and Numeracy	4,12,15
<b>E</b> - Students with Special Education Needs	2,3,4,5,6,7,8,9
<b>F</b> - Teaching Students from Non-English Speaking Backgrounds	

## Assessment

### Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Evidence-based practice guide	45	1,3	1.5.1,1.6.1,3.7.1,4.1.1,7.3.1	B: 2,5,9 C: 3,11 D: 4,15 E: 2,3,4,5,8,9	31/08/2018 05:00 PM
Information booklet for high school teachers	55	1,2,3,4	1.3.1,1.4.1,1.5.1,1.6.1,3.1.1,3.7.1,4.1.1,7.3.1	A: 5,6,9,12 B: 2,3,5 C: 2,3,4,11 D: 12,15 E: 2,3,4,5,6,7,8,9	19/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers and National Priority Area Elaborations* on the previous pages

### Assessment Details

#### Assessment 1: Evidence-based practice guide

**Start date:** Not Applicable

**Details:** Task 1 - Evidence-based practice guide - 3000 words Students will receive written feedback within three weeks of submission

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 2: Information booklet for high school teachers

**Start date:** Not Applicable

**Details:** Task 2 - Information booklet - 15 pages Students will receive written feedback within three weeks of submission This is the final assessment

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST4080

### Assessment Task: Evidence-based practice guide

Specific Criteria	(-)—————>(+)				
<p><b>Understand of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in the researched area</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• this assessment contains key information and sources on this topic and will generate a comprehensive Evidence-based Guide</li> <li>• discusses relevant evidence-based practices in depth; the evidence-based practices are relevant to selected area of skills and are well-aligned with each other</li> <li>• well-written, avoids vague statements</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• all sources demonstrate careful consideration of credibility, variety and perspectives</li> <li>• all components of annotation comprehensively addressed for all citations</li> </ul>					
<p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of numbering, referencing</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					





# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST4080

### Assessment Task: Information booklet for high school teachers

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

<b>Specific Criteria</b>	(-)—————>(+)				
use, spelling, punctuation and word length					
<b>General comments/recommendations for next time:</b>					

**Lecturer**

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

**weighting : 20%**

NB: this ticks in the various boxes and 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.**

## 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](mailto: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

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

## 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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**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: 23 July - 29 July	Lecture	<p><b>Special and inclusive education: legislation, policies, principles</b></p> <p><b>Evidence-based practice in education</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 1</b> (“Legislation, policies &amp; inclusive practices”, custom pages 2-37) &amp; <b>Chapter 6</b> (“Curriculum, learning, teaching, &amp; assessment adjustments”, custom pages 138-only up to p.162).</p> <p>AND</p> <p><b>Disability Standards for Education</b></p> <p><b>There is no tutorial in week 1.</b></p>
Week 2: 30 July - 5 August	Lecture	<p><b>Students with learning disabilities and ADHD</b></p> <p>Characteristics, learning needs, strategies to use in a classroom</p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 7</b> (“Designing learning that works for all students”, custom pages 201-236), &amp; <b>Chapter 6</b> (“Curriculum, learning, teaching, &amp; assessment adjustments”, custom pages 162-175).</p>

		<p><b>TUTORIAL 1</b></p> <p><b>Whole-school approach to inclusion (students with disabilities in mainstream education settings)</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 1</b> (“Legislation, policies &amp; inclusive practices”, custom pages 2-37) &amp; <b>Chapter 6</b> (“Curriculum, learning, teaching, &amp; assessment adjustments”, custom pages 138-only up to p.162).</p> <p>AND</p> <p>Disability Standards for Education</p>
<p>Week 3: 6 August - 12 August</p>	<p>Lecture</p>	<p><b>Students with intellectual disabilities</b></p> <p><b>Guest speaker: Ms. Julie Loblinzk, Self Advocacy Sydney, Inc.</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 4</b> (“Introducing Universal Design for Learning”, custom pages 90-114), &amp; <b>Chapter 2</b> (“Collaboration and Cooperative teaching”, custom pages 39-61).</p> <p><b>TUTORIAL 2</b></p> <p><b>Identifying needs and areas of support; Decisions about suitable evidence-based</b></p>



		<p><b>practices</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 7</b> (“Designing learning that works for all students”, custom pages 201-236), &amp; <b>Chapter 6</b> (“Curriculum, learning, teaching, &amp; assessment adjustments”, custom pages 162-175).</p>
Week 4: 13 August - 19 August	Lecture	<p><b>Students with Autism Spectrum Disorder</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 10</b> (“Understanding learner diversity”, custom pages 310-328), &amp; <b>Chapter 6</b> (“Curriculum, learning, teaching, &amp; assessment adjustments”, custom pages 175-200).</p> <p><b>TUTORIAL 3</b></p> <p><b>Identifying learning support team, collaborating with SLSO</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 4</b> (“Introducing Universal Design for Learning”, custom pages 90-114), &amp; <b>Chapter 2</b> (“Collaboration and Cooperative teaching”, custom pages 39-61)</p>
Week 5: 20 August - 26 August	Lecture	<p><b>Students with hearing and vision impairments</b></p>

		<p>Characteristics, learning needs, teaching and classroom accommodations</p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 8</b> (“Diversity in the classroom: Students with low incidence disabilities”, custom pages 238-271).</p> <p><b>TUTORIAL 4</b></p> <p><b>Accommodations for high school students with autism spectrum disorders</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 10</b> (“Understanding learner diversity”, custom pages 310-328), &amp; <b>Chapter 6</b> (“Curriculum, learning, teaching, &amp; assessment adjustments”, custom pages 175-200).</p>
<p>Week 6: 27 August - 2 September</p>	<p>Lecture</p>	<p><b>Differentiated Instruction</b></p> <p><b>Layered Instruction</b></p> <p>This week we will explore the concept of differentiation. PLEASE NOTE THAT <b>you will complete your lecture and assessment online by going through the Iris training module. [Therefore there will be NO LECTURE in Matthews Theatre Bon Wednesday 17th August from 4-6pm.]</b></p> <p>The Iris training module that you will complete is:</p> <p>Differentiated Instruction: Maximizing the Learning</p>

of All

Students

<http://iris.peabody.vanderbilt.edu/module/di/#content>

**Your lecture attendance will be counted based on submission of completed Differentiated Instruction assessment from Iris online training module:**

[http://iris.peabody.vanderbilt.edu/module/di/cr\\_assess/#content](http://iris.peabody.vanderbilt.edu/module/di/cr_assess/#content)

**Please make sure you email the completed assessment to your tutor PRIOR to the following lecture.**

## **TUTORIAL 5**

### **Universal Design for Learning**

In this week's tutorial we will explore the concept of Universal Design for Learning. PLEASE NOTE THAT **you will complete your tutorial and assessment online by going through the Iris training module. [Therefore, there will be NO TUTORIALS this week.]**

The Iris training module that you will complete is:

Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students

<http://iris.peabody.vanderbilt.edu/module/udl/#content>

**Your tutorial attendance will be counted based on submission of completed Differentiated Instruction assessment from Iris online training module:**

[http://iris.peabody.vanderbilt.edu/module/udl/cr\\_assess/#content](http://iris.peabody.vanderbilt.edu/module/udl/cr_assess/#content)

		<p><b>Please make sure you email the completed assessment to your tutor PRIOR to the following tutorial.</b></p>
<p>Week 7: 3 September - 9 September</p>	<p>Lecture</p>	<p><b>Students with mental health issues</b></p> <p><i><b>Guest lecturer: Dr. Terry Taylor, School principal of Hopetown School</b></i></p> <p>The prevalence and characteristics of mental health problems in adolescence; supportive and resilient learning environment; mental health first aid; practical teaching/management strategies; what's new in mental health and schools</p> <p>Readings: see Moodle</p> <p><b>TUTORIAL 6</b></p> <p><b>Planning effective teaching strategies</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 8</b> ("Diversity in the classroom: Students with low incidence disabilities", custom pages 238-271).</p>
<p>Week 8: 10 September - 16 September</p>	<p>Lecture</p>	<p><b>Students with communication disorders. Using assistive technology in high school classrooms.</b></p> <p><i><b>Guest lecturer: Catherine Healey</b></i></p> <p>Assessment for AAC devices and Assistive Technology, Behaviour and Communication</p>

		<p>Disabilities, Teaching strategies, Response to Intervention</p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 3</b> (“Assistive Technologies, &amp; Innovative Learning Tools”, custom pages 62-88).</p> <p><b>TUTORIAL 7</b></p> <p><b>Encouraging positive interactions</b></p> <p>Readings: see Moodle</p>
<p>Week 9: 17 September - 23 September</p>	<p>Lecture</p>	<p><b>Students with physical disabilities, complex health issues, multiple impairments.</b></p> <p><b>Students with complex support needs.</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 5</b> (“Learners with gifts and talents, learners who are culturally &amp; linguistically diverse, and other learners at risk”, p.116-135).</p> <p><b>TUTORIAL 8</b></p> <p><b>Modifying policies, resources and programs to accommodate the speech, language, communication needs of the students with communication disorders</b></p> <p>Readings:</p>

		Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, & Le Cornu (2017). <b>Chapter 3</b> (“Assistive Technologies, & Innovative Learning Tools”, custom pages 62-88).
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Lecture	<p>This Monday is Labour Day (Public holiday). HOWEVER tutorials are still on this week.</p> <p><b>TUTORIAL 9</b></p> <p><b>Implementing accommodations and curriculum adjustments for students with special educational needs</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 5</b> (“Learners with gifts and talents, learners who are culturally &amp; linguistically diverse, and other learners at risk”, custom pages 116-135).</p>
Week 11: 8 October - 14 October	Lecture	<p><b>Identification and misidentification of ESL vs students with special education's needs, Indigenous perspectives (Australian Aborigines and Torres Strait Islanders)</b></p> <p><b>Guest lecturer: Prof. Chris Davison, Head of School, School of Education</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 9</b> (“Creating literacy-rich environments for all learners”, custom pages 272-309).</p> <p><b>TUTORIAL 10</b></p>

		<p><b>Tools for assessment of diverse students' needs</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, D. (2015). <b>Chapter 9</b>("Creating literacy-rich environments for all learners", custom pages 272-309).</p>
Week 12: 15 October - 21 October	Lecture	<p><b>Effective school-home collaboration</b></p> <p>Readings:</p> <p>Foreman, Arthur-Kelly, Gargiulo, Metcalf, Groundwater-Smith, Ewing, &amp; Le Cornu (2017). <b>Chapter 11</b> ("Ethical practice", costume pages 338-359).</p> <p>&amp;</p> <p>Tucker, V., &amp; Schwartz, I. (2013). Parents' perspectives of collaboration with school professionals: Barriers and Facilitators to successful partnerships in planning for students with ASD. <i>School Mental Health</i>, 5, 3-14.</p> <p><b>TUTORIAL 11</b></p> <p><b>Individualized Educational Program (IEP) scenarios: mocking IEP meetings</b></p> <p>Readings:</p> <p>Dempsey, I. (2012). The use of Individual Education Programs for children in Australian schools. <i>Australasian Journal of Special Education</i>, 36(1), 21-31.</p>
Week 13: 22 October - 28 October	Lecture	<p><b>Schooling transitions for students with disabilities</b></p> <p>Readings:</p>

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. *Australian Journal of Education*, 58(3), 318-336.

## **TUTORIAL 12**

### **Transition planning; incorporating transitional skills and activities into subject area classes**

#### Readings:

Fleming-Castaldy, R. P., & Bauck Horning, J. (2013). It's MY Life: A Student's perceptions of her Individualized Transition Program. *Journal of Occupational Therapy, Schools, & Early Intervention*, 6(3), 269-287.



## Resources

### Prescribed Resources

#### [Required Readings](#)

*Disability Standards for Education*(2005)

Foreman, P., Arthur-Kelly, M., Gargiulo, R. M., Metcalf, D., Groundwater-Smith, S., Ewing, R. & Le Cornu, R. (2017). *Inclusive education*. 2<sup>nd</sup> edition. Compiled by Grima-Farrell, C. Melbourne: Cengage.

#### [Recommended Readings](#)

Australian Research Alliance for Children & Youth. (2013). *Inclusive education for students with disability: A review of the best evidence in relation to theory and practice*. Available at: [http://www.aracy.org.au/publications-resources/command/download\\_file/id/246/filename/Inclusive\\_education\\_for\\_students\\_with\\_disability\\_-\\_A\\_review\\_of\\_the\\_best\\_evidence\\_in\\_relation\\_to\\_theory\\_and\\_practice.pdf](http://www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf)

Hyde, M., Carpenter, L., & Conway, R. (2017). *Diversity, Inclusion and Engagement*. 3<sup>rd</sup> edition. South Melbourne, VIC: Oxford University Press.

Mitchell, D. (2014). *What Really Works in Special and Inclusive Education*. 2<sup>nd</sup> edition. Routledge.

Tomlinson, C.A., & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria: VA: Association for Supervision and Curriculum Development.

Woodstock, S., Dixon, R., & Tanner, K. (2013). *Teaching in Inclusive School Environments*. David Barlow Publishing.

#### [Electronic resources](#)

[www.aase.edu.au](http://www.aase.edu.au)– Australian Association of Special Education

[www.adcet.edu.au](http://www.adcet.edu.au)

<http://help4teachers.com>

<https://www.adea.com.au/credentialling/how-to-become-a-cde/the-indigenous-educational-pathways-project/>- The Aboriginal Resources and Pathways project

<https://www.aihw.gov.au/reports/indigenous-australians/aboriginal-and-torres-strait-islander-people-with/contents/table-of-contents>- Aboriginal and Torres Strait Islander people with disability: wellbeing, participation and support

**The following links may also be beneficial**

[www.boardofstudies.nsw.edu.au/special\\_ed/](http://www.boardofstudies.nsw.edu.au/special_ed/) Information on students with special needs and syllabuses

## **Recommended Resources**

### **Course Evaluation and Development**

I will conduct mid-semester student evaluation of the course to see what aspects of the course they enjoy and what aspects could be improved. I will report to them the outcomes of the mid-semester evaluation, and what I intend to do with their feedback. I will also include examples how I used feedback from previous student cohorts.

### **Image Credit**

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### **CRICOS**

CRICOS Provider Code: 00098G