UNSW SYDNEY Arts & Social Sciences

School of Education

EDST4080
Special Education: Inclusive Strategies

Term 2 2020

Contents

1. LOCATION 3
2. STAFF CONTACT DETAILS 3
3. COURSE DETAILS 3
STUDENT LEARNING OUTCOMES 4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS 4
NATIONAL PRIORITY AREA ELABORATIONS 4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 5
5. TEACHING STRATEGIES 5
6. COURSE CONTENT AND STRUCTURE 6
7. RESOURCES 9
8. ASSESSMENT 10

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
EDST4080 Special Education: Inclusive Strategies (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Iva Strnadová
Office Location:	Morven Brown G29
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Phone:	9385 3736
Availability:	Via email
Tutor(s):	Joanne Danker
Email:	j.danker@unsw.edu.au
Availability:	Via email

3. COURSE DETAILS

Course Name	Special Education: Inclusive Strategies
Credit Points	6 units of credit (uoc)
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html
Lecture	Wednesday 10am - 12pm online
Tutorials	Wednesday 12pm - 1pm online
	Wednesday 1pm - 2pm online
	Wednesday 4pm - 5pm online
	Wednesday 5pm - 6pm online
	Thursday 11am - 12pm online
	Thursday 12pm - 1pm online
	Thursday 2pm - 3pm online
	Thursday 3pm - 4pm online

SUMMARY OF COURSE

This course provides an overview of the field of special and inclusive education. It surveys the characteristics, training, and educational needs of students with a disability, emphasizing accommodating students with a disability in inclusive settings, including legal mandates and regulations, characteristics and educational needs of students with a disability, and evidenced-based practices, which can be used with these students in the general education classroom.

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 students with a disability and know some ways of accommodating for these students in the inclusive classroom.

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

- New readings are used.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
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.	1, 2
2	Understanding of differentiated instruction and layered curricula	2
3	Demonstrate the ability to apply research-based decision making to select appropriate programming options for students with diverse needs.	1, 2
4	Develop strategies to implement Board of Studies (BOS) syllabus documents including Life Skills outcomes and content, and additional literacy and numeracy support.	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	2
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	2
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	1,2
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process	1,2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1,2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1,2,3,4,5,11,12,13	2
B. Classroom Management	1,2,3,4,5,9,11,12,13	1,2
C. Information and Communication Technologies	5, 6, 9	1,2
D. Literacy and Numeracy	1, 2, 8, 11	1,2
E. Students with Special Educational Needs	1-13	1,2
F. Teaching Students from Non-English-Speaking Backgrounds	11, 12, 13	1

4. 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.

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
- the completion of online modules and activities

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

6. COURSE CONTENT AND STRUCTURE

Module Beginning	Topic	Readings Supplementary readings will be available on Moodle and chapters will be relevant to multiple weeks
Week 1 3 June	**Special and inclusive education: Legislation, policies, principles, evidence-based practices** **Students with learning disabilities** Characteristics, learning needs, strategies to use in a classroom	**Mandatory – prior the lecture:** Hyde, M. (2017). Understanding diversity, inclusion and engagement. Chapter 1. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 3-13). South Melbourne, VIC: Oxford University Press. Conway, R. (2017). Australian schools, policy and legislation in perspective. Chapter 2. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 14-38). South Melbourne, VIC: Oxford University Press.
Week 2 10 June	**Students with Autism** Characteristics, learning needs, instructional strategies, interventions	**Mandatory:** Carpenter, L. (2017). Supporting students with autism spectrum disorder. Chapter 13. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 284-307). South Melbourne, VIC: Oxford University Press.
Week 3 17 June	**Students with Intellectual Disability** Characteristics, learning needs, instructional strategies, interventions	**Mandatory:** Tait, K. (2017). Supporting students with intellectual disabilities. Chapter 10. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 210-239). South Melbourne, VIC: Oxford University Press.
Week 4 24 June	**Students with communication disorders. Using assistive technology in high school classrooms.** Assessment for AAC devices and Assistive Technology, Behaviour and Communication Disabilities, Teaching strategies, Response to Intervention	**Mandatory:** McMillan, J., & Raghavendra, P. (2017). Meeting complex communication needs in the classroom. Chapter 9. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 181-209). South Melbourne, VIC: Oxford University Press.
Week 5 1 July	**Students with mental health issues** ***Guest lecturer: Dr. Terry Taylor, School principal of Hopetown School*** 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	**Mandatory:** McMillan, J., & Jarvis, J. M. (2017). Supporting mental health and well-being: Promotion, prevention, and intervention. Chapter 16. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 365-391). South Melbourne, VIC: Oxford University Press.

Week 6 8 July	**Flexibility week**	
Week 7 15 July	**Identification and misidentification of EALD vs students with special education needs** ***Guest lecturer: Prof. Chris Davison***	**Mandatory:** De Courcy, M., & Farndale, A. (2017). Linguistic and cultural diversity. Chapter 3. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 41-68). South Melbourne, VIC: Oxford University Press.
Week 8 22 July	**Students with hearing and vision impairments** Characteristics, learning needs, teaching and classroom accommodations	**Mandatory:** Palmer, C. (2017). Understanding vision impairment. Chapter 11. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 240-264). South Melbourne, VIC: Oxford University Press. Hyde, M. (2017). Understanding hearing impairment. Chapter 12. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 265-283). South Melbourne, VIC: Oxford University Press. Woolley, G. (2017). Students with literacy difficulties. Chapter 6. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 113-131). South Melbourne, VIC: Oxford University Press.
Week 9 29 July	**Effective school-home collaboration** **Effective collaborations with other professionals, including teacher aides**	**Mandatory:** Mann, G., et al. (2020). Developing productive partnerships with parents and carers. Chapter 14. In Graham, L. (Ed.), *Inclusive education for the 21st Century. Theory, policy and practice* (pp. 336-357). Allen & Unwin. Webster, R., & Blatchford, P. (2020). Rethinking the use of teacher aides. Chapter 16. In Graham, L. (Ed.), *Inclusive education for the 21st Century. Theory, policy and practice* (pp. 382-400). Allen & Unwin.

Week 10 5 August	**Schooling transitions for students with disabilities**	**Mandatory:** Conway, R. (2017). Accommodating transitions across the years. Chapter 18. In M. Hyde, L. Carpenter, & S. Dole (Eds.), *Diversity, inclusion and engagement* (3rd ed., pp. 410-430). South Melbourne, VIC: Oxford University Press. Strnadová, I., Cumming, T., & O'Neill, S. C. (2017). Young people transitioning from juvenile justice to the community: Transition planning and interagency collaboration. *Current Issues in Criminal Justice 29*(1), 19-38.

7. RESOURCES

Course text available in e-book

Required Readings (e-book or hard copy available)

- *Disability Standards for Education* (2005)
- Hyde, M., Carpenter, L., & Dole, S. (Eds.). (2017). *Diversity, inclusion and engagement* (3rd ed.). South Melbourne, VIC: Oxford University Press.

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
- Dixon, R., Woodcock, S., Tanner, K., Woodley, L., & Webster, A. (2017). *Teaching in Inclusive School Environments* (2nd ed.). David Barlow Publishing.
- Mitchell, D., Sutherland, D. (2014). *What Really Works in Special and Inclusive Education* (3rd ed.). Routledge.

Electronic resources

Australian Association of Special Education (AASE):
www.aase.edu.au

Australian Disability Clearing House on Education and Training:
www.adcet.edu.au

Layered Curriculum:
http://help4teachers.com

The following links may also be beneficial

NESA - Information on students with a disability and syllabuses:
www.boardofstudies.nsw.edu.au/special_ed/

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Evidence-based Practice Guide	3,000 words	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	Week 5 Friday 3rd July 5pm
Assessment 2 Information Booklet for High School Teachers	10 - 15 pages	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	Week 10 Friday 7th August 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 – Evidence-based Practice Guide (45%)

This assessment will help you to:

- develop familiarity with the evidence-based practices in special and inclusive education,
- develop critical thinking skills,
- improve research and evaluation skills

Your assessment 1 task is to create an Evidence-based Practice Guide for beginning teachers, in which you demonstrate how selected evidence-based practices (EBPs) could be used in a high school classroom where there are students with special educational needs included. ***Select one area of skills that you wish to address in your guide*** (e.g., communication skills, social skills, literacy, numeracy, self-determination).

Your Evidence-based Practice Guide must contain ***a minimum of 4 evidence-based practices***. Here are a few examples of EBPs that fall under an area of skill, but there is much more out there:

Communication skills
- Picture Exchange Communication System (PECS)
- Technology-aided instruction and intervention
- Functional communication training

Social skills
- Social narratives
- Video modelling
- Social skills training
- Self-management
- Peer-mediated instruction and intervention

Literacy
- Computer-Assisted Instruction (CAI)
- Direct Instruction
- Phonological awareness and phonological processing

Numeracy
- Direct Instruction
- Sequential Instruction
- Constructivist/ inquiry-based approaches

Self-determination
- Self-directed IEP
- "Whose Future Is It Anyway?"

Transitions to post-school life
- Student Participation in the IEP Meeting
- Using Community Based Instruction to teach employment skills

In regard to ***the structure of the assessment***, begin the guide with an introduction that describes the importance of having a solid knowledge base of research-based teaching strategies and interventions. The practices you include can be strategies (proactive) or interventions (reactive). For each strategy/ intervention you include, please be sure to provide:

- a complete description of the practice, including when/why it would be used,
- implementation instructions detailed enough that a beginning teacher could follow the directions and use the strategies,
- a summary of the evidence supporting the practice for the area you decided to focus on.

Please make also sure to acknowledge the population for which an EBP is effective.

The EBPs practices should be well-aligned with each other.

The evidence you provide 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 ten (10) references.

The Evidence-based Practice Guide should be 3,000 words long; the word count does not include the list of references. Please do not include tables, diagrams, bullet points, or "step 1, 2, 3" in this assessment to explain what steps teachers should take when implementing each EBP; instead use a narrative to describe this.

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

Assessment 2 – Developing Information Booklet for High School Teachers (55%)

Each student will develop an information booklet for high school teachers focused on **one** of the following topics:

Topic 1 ***Creating an inclusive learning environment for all in high schools: Responding to the strengths and needs of students with diverse disabilities, students from Aboriginal and Torres Strait Islander backgrounds, and students from diverse linguistics, cultural, religious and socioeconomic backgrounds***

This booklet should explain what inclusive education is, and what schools and teachers can do to be inclusive.

Your booklet should include (but not be limited to) the following:

- strategies for the inclusion of students with diverse disabilities in the educational life of classrooms and schools,
- strategies for the inclusion of Indigenous students in the educational life of classrooms and schools,
- strategies for the establishment of partnerships with parents and community for the education of students with disabilities,
- strategies for the establishment of partnerships with Aboriginal parents and communities for the education of Aboriginal students,
- strategies for the establishment of partnerships with parents and community for the education of students from culturally and linguistically diverse backgrounds.

Topic 2 ***Applying Universal Design for Learning (UDL) in a high school class: Guidelines for mainstream high school teachers***

This booklet should explain the three principles of UDL and how the three UDL principles can be used across the four curricular components.

Your booklet should include (but not be limited to) the following:

- tips how to present the material in a variety of ways in order to engage and teach students of all abilities, including those with disabilities as well as those who are gifted and talented,
- examples from your subject area,
- examples of teaching materials you would use,
- tips for preparing assessment criteria.

For this topic, you can:

- EITHER provide guidelines on applying the Universal Design for Learning in a high school class irrespective of subject area for mainstream high school teachers (but including some examples from your subject area)
- OR you can develop guidelines on applying the Universal Design for Learning in a high school class in your subject area. If you decide to go with this second option, you still need to provide “an introduction”/ “general information” about the Universal Design for Learning. This does not need to be extensive, but needs to provide high school teachers with foundations of the Universal Design for Learning in general.

Each information booklet should:

- be written in user-friendly language for high school teachers,
- have a clear structure, using headings and subheadings (please make sure that you include contents page),
- have introduction on the topic of the information booklet,
- provide advice to teachers based on evidence-based practice,
- provide useful examples and tips for teachers,
- list of resources (e.g., peer-reviewed book, journal articles, DVDs, websites) that you would recommend to high school teachers,
- list of references that you used in order to create the information 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 ten (10) 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 **written in APA 7th edition style;** see the course Moodle site for more guidance.

This must be **your** original work!

The Information Booklet for High School Teachers should be submitted through Turnitin on the course's Moodle website.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST4080 SPECIAL EDUCATION: INCLUSIVE STRATEGIES

Student Name: Student No.:
Assessment Task 1: Evidence-based Practice Guide

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • 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 researched area.					
Depth of analysis and/or critique in response to the task • This assessment contains key information and sources on this topic and will generate a comprehensive Evidence-based Guide. • 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. • Well-written, avoids vague statements.					
Familiarity with and relevance of professional and/or research literature used to support response • All sources demonstrate careful consideration of credibility, variety and perspectives. • All components of annotation comprehensively addressed for all citations.					
Structure and organization of response • Appropriateness of overall structure of response. • Clarity and coherence of organisation, including use of numbering, referencing.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references – APA 7th edition. • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Date**
Recommended: /20 (FL PS CR DN HD) **Weighting: 45%**

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
EDST4080 SPECIAL EDUCATION: INCLUSIVE STRATEGIES

Student Name: Student No.:
Assessment Task 2: Developing Information Booklet for High School Teachers

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • 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/inclusive education/disability studies. • Clear connection between your information booklet's topic and provided advise and examples.					
Depth of analysis and/or critique in response to the task • 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 high school teachers. • Introduction on the topic in your information booklet. • Provided advice to teachers based on evidence-based practice. • Useful examples and tips for teachers.					
Familiarity with and relevance of professional and/or research literature used to support response • Familiarity with the topic of your information booklet. • List of related and appropriate references recommended to high school teachers for further reading. • List of references that you used to create your information booklet.					
Structure and organisation or response • Appropriateness of overall structure of response. • Clarity and coherence of organization.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references - – APA 7th edition. • Clarity and consistency in presenting your information booklet. • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Date**
Recommended: /20 (FL PS CR DN HD) **Weighting: 55%**

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.**