



**UNSW**  
SYDNEY

**Arts & Social Sciences**

School of Education

**EDST5134**  
**Addressing Special Needs**

**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 .....	6
8.	ASSESSMENT.....	7

### 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  
EDST5134 Addressing Special Needs (6 units of credit)  
Term 2 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Joanne Danker  
Office Location: Morven Brown G42  
Email: [j.danker@unsw.edu.au](mailto:j.danker@unsw.edu.au)  
Phone: 9385 1785  
Availability: Via email

## 3. COURSE DETAILS

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<b>Course Name</b>	EDST5134 Addressing Special Needs
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T2.html">http://classutil.unsw.edu.au/EDST_T2.html</a>

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## SUMMARY OF THE COURSE

Survey of the characteristics, training, and educational needs of students with disabilities, gifts and talents and indigeneity, emphasizing the accommodation of students with diverse needs through differentiation in inclusive settings. This unit also reviews the legal mandates and regulations, characteristics and educational needs of students with diverse needs, and related practical, research-based instructional techniques which can be used with these students in the general education classroom.

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

- The structure of the unit has been revised

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Explain current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse student needs in NSW	1, 2
2	Explain differentiated teaching and learning	1, 2
3	Apply research-based decision making to select appropriate programming options and strategies for students with diverse needs	1, 2
4	Develop strategies to implement NSW Education Standards Authority (NESA) documents including literacy, multi-literacies, Indigenous support and ESL support	1, 2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1
1.4	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
1.5	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	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3.	Include a range of teaching strategies	1, 2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge	1

## NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
B Classroom Management	1, 2	1b, 2, 3
C Information and Communication Technologies	3, 4, 5, 12	1b,2,3
D. Literacy and Numeracy	5, 7	1b,3
E Students with Special Educational Needs	1	1b, 3
F Teaching Students from Non-English-Speaking Backgrounds	7	3

#### **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 will emulate strategies that they will be expected to use in their own teaching to enhance the learning of students with diverse needs. Course material is designed to be relevant to students' experience and assessment is intended as part of learning. Students will be actively engaged in a variety of groupings, using a variety of strategies as they discuss current beliefs on educational diversity and differentiation. Strategies will be modelled, practiced and evaluated as preludes to the students applying strategies for diverse student populations in their teaching. As it is important to develop choice, autonomy and independent learning opportunities for students with diverse learning needs, students will be guided through the course content and learning processes, taught new skills and are required to take responsibility for their own learning.

#### **5. TEACHING STRATEGIES**

- Reflect the needs of the diverse student population
- Flexible grouping, with individual, paired and 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 varying teaching and learning goals;
- Explicit teaching including lectures and a range of teaching strategies to foster interest, engagement and support learning;
- Structured occasions for reviewing prior knowledge and understandings;
- Practicing new skills and strategies;
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies;
- Reflection on learning to allow students to critically analyse and evaluate practices and issues discussed.

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

## 6. COURSE CONTENT AND STRUCTURE

Week	Lecture & Tutorial Topics	Readings (Chapters in Required Text)
1 Wednesday 3 <sup>rd</sup> June Asynchronous	<p><b>Special and inclusive education: legislation, policies, principles, definitions</b></p> <p><i>Disability Standards for Education</i></p> <p><a href="https://www.nccd.edu.au/professional-learning/disability-standards-education-pre-service-teachers">https://www.nccd.edu.au/professional-learning/disability-standards-education-pre-service-teachers</a> (3hrs)</p> <p><b>IRIS Module: What are Evidence-based practices</b> (2hrs)</p>	Chapter 1 & 2 in Diversity, Inclusion and Engagement.  See Moodle for Additional Readings
2 Wednesday 3 <sup>rd</sup> June, 1pm – 4pm	<p><b>Students with high incidence disabilities - Intellectual disability</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p>	Chapter 10 in Diversity, Inclusion and Engagement.  See Moodle for Additional Readings
3 Wednesday 10 <sup>th</sup> June, 9am – 12pm	<p><b>Students with autism spectrum disorder</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p>	Chapter 13 in Diversity, Inclusion and Engagement.  See Moodle for Additional Readings
4 Wednesday 10 <sup>th</sup> June, Asynchronous	<p><b>Supporting students with dual exceptionalities, specific learning disabilities and ADHD</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>IRIS Module Differentiated Instruction (2hrs)</p> <p>Post on Discussion Forums (2hrs)</p>	Chapter 6, 7, & 14 in Diversity, Inclusion and Engagement.  See Moodle for Additional Readings
5 Wednesday 17 <sup>th</sup> June, 9am – 12pm	<p><b>Supporting students with communication disorders through assistive technology</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>Assessment for AAC devices and Assistive Technology</p>	Chapter 9 in Diversity, Inclusion and Engagement.  See Moodle for Additional Readings

6 Wednesday 17 <sup>th</sup> June, 1pm – 4pm	<p><b>Assessment 1 Preparation:</b> Evidence-based teaching strategies to engage students with intellectual disability, autism spectrum disorder, specific learning disabilities, ADHD, and communication disorders</p> <p>Pre-lecture preparation (1.5hrs)</p>	What really works in Special and Inclusive Education, 3 <sup>rd</sup> Edition
7 Wednesday 24 <sup>th</sup> June, <i>Asynchronous</i>	<p><b>Supporting Students with a diverse range of disabilities</b> Physical impairment, Epilepsy, Complex Health Issues, Multiple Impairments</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p><b><i>IRIS Module: Universal Design for Learning (3hrs)</i></b></p>	<p>Chapters 15 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
8 Wednesday 24 <sup>th</sup> June, 1pm – 4pm	<p><b>Students with sensory impairments</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p><b>Supporting students with mental health issues</b></p> <p>Strategies and support for students who have experienced trauma, displacement and loss, including refugee students. Wellbeing and resilience</p>	<p>Chapters 11, 12, &amp; 16 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
9 Wednesday 1 <sup>st</sup> July, 9am – 12pm	<p><b>Effective home-school collaboration: Multiple stakeholder relationships</b></p> <p><b>School Transitions for students with disabilities</b></p>	<p>Chapter 18 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
10 Wednesday 1 <sup>st</sup> July, 1pm – 4pm	<p><b>Assessment 2 Preparation:</b> Differentiating lesson plan</p> <p>Pre-lecture preparation (1.5hrs)</p>	See Moodle for Additional Readings

## 7. RESOURCES

### ***Required Readings***

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

See Moodle for additional readings

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Assessment 1: Annotated Bibliography	2000 words	40%	1, 2, 3, 4	1.5.1, 3.1.1, 3.2.1, 3.3.1, 4.1.1	A, B, D, E, F	Week 4 Monday 22 <sup>nd</sup> June, 5pm
Assessment 2: Differentiated Lesson Plan	4000 words	60%	1, 2, 3, 4	1.1.1, 1.2.1, 1.4.1, 1.5.1, 1.6.1, 3.3.1, 4.1.1, 7.3.1, 7.4.1	A, B, C, D, E, F	Week 7 Monday 13 <sup>th</sup> July, 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: Annotated Bibliography, 40%

Select 4 evidence-based teaching strategies listed in the book *What Really Works in Special and Inclusive Education* (3<sup>rd</sup> edition) by David Mitchell and Dean Sutherland. The evidence-based teaching strategies that you have selected must be beneficial to the engagement of all students listed below:

- students with intellectual disability
- students with specific learning disabilities
- students with ADHD
- students with autism spectrum disorder

Given that you are only choosing 4 evidence-based teaching strategies, you may wish to select those that may be useful for most students (for example – cooperative group teaching/cooperative learning).

Locate one current peer-reviewed journal article (published between 2011 – 2020) for each of the 4 evidence-based teaching strategies that you have selected. There should be a total of 4 articles. Provide an *introductory paragraph* outlining and justifying your selected four sources of literature.



For each article, you must:

1. Use the scaffold provided in Moodle.
2. Provide the full reference for the article that you have located at the start of each review using APA style (7th ed.).
3. You need to analyse and evaluate them in terms of their value and relevance in enhancing the engagement (e.g., academic, social etc.) of students listed above.
4. Explain how the evidence-based teaching strategy link to/relate/meet the legislative requirements relevant to the students listed above.

You may wish to refer to the example provided under the section Resources for assessment 1 in Moodle.

### **Assessment 2: Differentiated Lesson Plan, 60%**

Identify one lesson plan from your methods courses or from the website

<https://www.australiancurriculumlessons.com.au/>

Based on the lectures, tutorials and literature/readings, identify how your lesson plan can be enhanced to respond and cater to the needs of the students in the sample class provided below. Revise your selected lesson plan and rewrite it to respond to the students in the sample class. Ensure you include evidence-based practices as identified in the lectures, tutorials and literature/readings.

*Your class is comprised of 29 students. In this class you have 1 student who has a Specific Learning Disability with an impairment in reading, 1 student with ADHD (hyperactivity), 3 gifted students—one who also has Autism (with no intellectual impairment), and 2 students who are also from an Indigenous background. One of your students is from a refugee background.*

The assessment should include the following and be uploaded to Moodle in a single document:

- a) Your original lesson plan from your methods courses or from the website <https://www.australiancurriculumlessons.com.au/> (clearly labelled).
- b) The revised lesson plan including ways you have differentiated approaches based on the students in the sample class.
- c) A summary outlining the changes you have made to your revised lesson plan and an explanation of how those changes could address the needs and enhance the engagement of the students in the sample class.
- d) An appendix of sample worksheets, contracts, assessment criteria, or other supporting materials.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5134 ADDRESSING SPECIAL NEEDS

Student Name: Annotated Bibliography  
 Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question</b> <ul style="list-style-type: none"> <li>• Appropriateness of the response.</li> <li>• Provided an introductory paragraph to the bibliography clearly outlining and justifying the chosen topic/s and student population.</li> <li>• Created an Annotated Bibliography of sources to use in own teaching and to support professional learning for self and other teachers.</li> <li>• Summarised sources, briefly describing the content, issues or key concepts in a few sentences</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising).</li> <li>• Analysed, evaluated and synthesised the source's value and/or relevance for the topic and student population.</li> <li>• Made clear links with your teaching and professional experience</li> </ul>					
<b>Familiarity with and relevance of professional and research literature used to support response</b> <ul style="list-style-type: none"> <li>• Detailed and appropriate references used.</li> <li>• Used APA (6th ed.) referencing conventions and formatting.</li> <li>• Used research-based sources that are the most relevant.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Level of structure and organisation of response</li> <li>• Appropriateness of overall structure of response</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Readability with logical sequencing/flow of ideas.</li> <li>• Appropriate academic and linguistic conventions.</li> <li>• Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

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

**Date**

**Weighting:**                     40%

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  
 EDST5134 ADDRESSING SPECIAL NEEDS

Student Name:  
 Assessment Task 2: Differentiated Lesson Plan

Student No.:

SPECIFIC CRITERIA	(-) ←	→	(+)
<b>Understanding of the question</b> <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 disability studies clear connection between learning outcomes and lesson activity(ies)</li> <li>Identified a grade/year level, subject and topic.</li> <li>Teaching Strategies were appropriate for year/grade/subject area.</li> <li>Appropriateness of strategies for differentiating teaching &amp; learning. Included an Appendix of sample worksheets, contracts, assessment criteria or other supporting materials.</li> </ul>			
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Depth of understanding of key differentiated instruction principles, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>Appropriate use of differentiation so the full range of student abilities and needs are taken into account</li> <li>Effective use of pre and post assessment to test student knowledge of objectives</li> </ul>			
<b>Familiarity with and relevance of professional and research literature used to support response</b> <ul style="list-style-type: none"> <li>Range of research and professional literature on behaviour/classroom management;</li> <li>Resources are current and relevant</li> <li>Detailed and appropriate references used.</li> <li>Used APA (6<sup>th</sup> ed.) referencing conventions and formatting.</li> <li>Used research-based sources that are the most relevant.</li> </ul>			
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Level of structure and organisation of response</li> <li>Appropriateness of overall structure of response</li> </ul>			
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <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>Appropriateness of overall structure and coherence of response</li> <li>Clarity and consistency in presenting tables and diagrams</li> <li>Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>			

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

**Date**  
**Weighting:**                60%

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.**