School of Education

EDST5107

Methods for Teaching Students with High Incidence Disabilities

Summer 2019

Contents

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 and Gadigal 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
EDST 5107 Methods for Teaching Students with High Incidence Disabilities (6 units of credit)
Summer 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Joanne Danker
Office Location: John Goodsell 133
Email: j.danker@unsw.edu.au
Phone: 9385 1785
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Methods for Teaching Students with High Incidence Disabilities
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. You should allow 4 hours to complete each module and its associated activities. Additional time will be required to complete the reading and assessment tasks.
Schedule Lecture	This is a fully online course 6 Modules completed over the Summer semester

Summary of Course

There is an increasing number of students with high-incidence disabilities in mainstream classrooms today. The diversity of these students' needs presents a number of challenges to both students and their teachers. You will engage with current knowledge about cognitive, perceptual, language, academic learning, and social-emotional characteristics of these students. You will also learn about issues arising in assessment, curriculum and instruction, as well as the use of evidence-based practices in an inclusive setting. You will become acquainted with instructional strategies and interventions, with focus on developing literacy and numeracy skills.

The main ways in which the course has changed since last time as a result of student feedback:

The first assessment task has now been set in two parts.

Important Information
Assessment: You must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

Engagement: You are expected to give priority to your university study commitments and engage with the content on the course's website. **Failure to complete at least 80% of the learning activities may result in a fail for this course.**

Student Learning Outcomes

Outcome		Assessment/s
1	Critically engage with seminal issues in education for students with high-incidence disabilities.	1
2	Apply legislation and policy related to the education of students with high-incidence disabilities.	1, 2
3	Demonstrate an understanding of research-based strategies for individual curriculum-based assessment, planning, and instruction.	1, 2
4	Conduct independent research into a current topic/issue relevant to learners with learning disabilities, intellectual disabilities, ADHD, or emotional disabilities.	2

Program Learning Outcomes

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	**Research-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1, 2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	**International outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1
6	**Ethical and responsible professional practice** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)

Standard	Assessment/s
1.5.4	2
1.6.2	1, 2
2.5.2	2
3.3.4	2
5.4.3	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The Disability Standards for Education 2005 (DEST, 2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. Today's classrooms are increasingly diverse, thus teachers must have the practical

knowledge to be able to design instruction that meets the needs of all of the learners in their classrooms.

5. TEACHING STRATEGIES

- Explicit teaching, including reading and/or listening to audio-visual materials to foster interest and support learning.
- Structured occasions for critical reflection on issues raised in the course and on others' ideas.
- Opportunities for peer and instructor interaction via forums, message boards, and chat, allowing you the opportunity to demonstrate your capacity to communicate, to question, and to problem solve.
- Completion of online modules and activities to permit flexible interaction with course materials.
- Use of quizzes at the end of each module/prescribed readings for students to self-assess their understanding of key concepts.

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

6. COURSE CONTENT AND STRUCTURE

Module	Module Topics
1 3rd January – 9th January	Foundations of Special Education Professional Partnerships: Colleagues, paraprofessionals, outside agencies. Skills and knowledge for effective partnerships Building Family Partnerships <u>Readings:</u> Hunt & Marshall, Chapter 1 and 4
2 3rd January – 9th January	Intellectual Disability: Causes, characteristics, Australian context <u>Readings:</u> Hunt & Marshall, Chapter 6
3 10th January – 16th January	Students with Specific Learning Disabilities: Causes, characteristics, Australian context <u>Readings:</u> Hunt & Marshall, Chapter 5
4 10th January – 16th January	ADHD/Other Health Impairments: Causes, characteristics, Australian context Emotional Disturbance: Causes, characteristics, Australian context <u>Readings:</u> Hunt & Marshall, Chapter 8 and 13
5 17th January – 25th January	Learning and Teaching/ Instructional Practices: Literacy <u>Readings:</u> See Moodle
6 17th January – 25th January	Learning and Teaching/ Instructional Practices: Numeracy <u>Readings:</u> See Moodle

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards Assessed	Due Date
Defining a Research Problem	1,000 words	20%	1, 2, 3, 4	1.6.2 5.4.3	Thursday 3rd January, 2019 5:00 PM
Research Paper	2,000 words	35%	1, 2, 3, 4	1.6.2 5.4.3	Monday 14th January, 2019 5:00 PM
Essay	2,500 words	45%	1, 2, 3, 4	1.5.4, 1.6.2, 2.5.2, 3.3.4, 5.4.3	Friday 25th January, 2019 5:00 PM

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 no longer need to use a cover sheet. 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.

Assessment Details

Assessment 1, Part 1. Pre-course Assignment: Defining a Research Problem. 20%
Students are to submit a brief report of approximately 1000 words in length which includes the following:
- An issue relevant to learners with high incidence disabilities (choose from one of the following high incidence disabilities: ADHD, emotional disturbance, intellectual disabilities, specific learning disabilities)
- Explanation of the context of the issue, and the importance of addressing the issue that you have identified.

The report should be written in APA 6th edition style and contain at least 5 current (within the last 10 years, between 2010 and 2019) peer-reviewed journal articles.

This assignment will set the foundation for your assessment task 2 for this course.

Assessment 1, Part 2. Research Paper. 35%
Students are to submit a research paper of approximately 2000 words in length on an issue relevant to learners with high incidence disabilities (choose from one of the following high incidence disabilities: ADHD, emotional disturbance, intellectual disabilities, specific learning disabilities) and discuss how the issue may be addressed. You may wish to focus on the issue that you have identified in assessment 1.

The research paper should include the following:
- Title of your research paper
- Abstract
- Introduction
- Body
- Conclusion

The research paper should be written in APA 6th edition style, and contain at least 10 current (within the last 10 years, between 2010 and 2019) peer-reviewed journal articles.

Assessment 2: Short Essay. 45%
As you become more familiar with the types of disabilities and the needs of individual students and their families, you can continue to seek the resources you need to teach students with disabilities and work with other professionals to include the students in the general classroom. This short essay is designed to enable you to begin that process by reflecting on your knowledge thus far, and plan a course of action for your practice with students who have mild disabilities. This activity consists of three (3) parts.

Part 1: Instructional Issues: Choose two (2) of the disabilities discussed during the course (ADHD, emotional disturbance, intellectual disabilities, specific learning disabilities).
For both of the disability categories you have chosen:
* describe or identify one important instructional issue that may be necessary to address in order for you to successfully **teach** a student with that disability in the general education setting. The important instructional issues should not be identical for the two disabilities that you have chosen.

Part 2: Instructional Issues Discussion: For each instructional implication you discuss in Part 1 above:
* list or discuss Potential Resources (places, experiences, coursework, persons, etc.) that might be utilized to obtain the information or support needed to deal with those instructional issues, **and** Potential Strategies (instruction, modifications, adaptations, etc.) that you might employ to address the challenges presented by that instructional issue.

Part 3: Assessment: Discuss some accommodations and modifications that can be made when assessing the learning of students with these particular disabilities.

The essay should be written in APA 6th edition style, be approximately 2,500 words in length, and contain at least 10 current (within the last 10 years, between 2010 and 2019) peer-reviewed journal articles.

EDST5107: Methods for Teaching Students with High Incidence Disabilities

Student Name: Student No.:

Assessment 1, Part 1: Defining a Research Problem

SPECIFIC CRITERIA	(-)					(+)
Understanding of special education 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						
Depth of analysis and/or critique in response to the task • reasoning of the arguments • clarity and significance of the problem						
Familiarity with and relevance of professional and/or research literature used to support response • range of research and professional literature on special education; resources are current and relevant						
Structure and organization of project • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings • summaries to enhance readability						
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 • clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation and word length						
GENERAL COMMENTS						

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

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.**

EDST5107: Methods for Teaching Students with High Incidence Disabilities

Student Name: Student No.:

As**sessment 1, Part 2: Research Paper**

SPECIFIC CRITERIA	(-) ————————➤ (+)				
Understanding of special education 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					
Depth of analysis and/or critique in response to the task • depth of understanding of key special education principles, concepts and issues explicitly raised during the course and in your follow up readings. • depth of analysis of specific disabilities and strategies, and reasons for the inclusion of each resource • clarity and depth of implications/recommendations					
Familiarity with and relevance of professional and/or research literature used to support response • range of research and professional literature on special education; resources are current and relevant					
Structure and organization of project • appropriateness of overall structure of lesson • clarity and coherence of organisation, including use of section headings • and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation and word length					
GENERAL COMMENTS					

Lecturer   **Date**

Recommended: /20   (FL PS CR DN   HD)   Weighting: 35%

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.**

Student Name: Student No.:

Assessment 2: Short Essay

SPECIFIC CRITERIA	(-) ──────────➤ (+)				
Understanding of special education 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					
Depth of analysis and/or critique in response to the task • depth of understanding of key special education principles, concepts and issues explicitly raised during the course and in your follow up readings. • depth of analysis of specific disabilities and strategies, and reasons for the inclusion of each resource • clarity and depth of implications/recommendations					
Familiarity with and relevance of professional and/or research literature used to support response • range of research and professional literature on special education; resources are current and relevant					
Structure and organization of essay • appropriateness of overall structure of essay • clarity and coherence of organisation, including use of section headings and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, of 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.**

Feedback

Assessment	Feedback Mechanism	Feedback Date
One, Part One: Defining a Research problem	*Written via Turnitin*	*Friday 11th January*
One, Part Two: Research Paper	*Written via Turnitin*	*Thursday 24th January*
Two: Short Essay	*Written via Turnitin*	*Friday 8th February*

8. RESOURCES

Required Readings

Disability Standards for Education (2005)

Hunt, N., & Marshall, K. (2012). *Exceptional Children and Youth* (5th ed.). USA: Wadsworth, Cengage Learning (In bookshop and on reserve in library.)

Further Readings
See moodle

Website
IRIS Response to Intervention Resources

http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/05/IRIS-3-RTI-Brochure-DL-100513.pdf

***All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.**