



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5107**

**High Incidence Disabilities**

**Term 1, 2020**

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### 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  
EDST5107 High Incidence Disabilities (6 units of credit)  
Term 1, 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: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Methods for Teaching Students with High Incidence Disabilities
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including the completion of online activities, readings, assessment, and follow up activities. You should allow 3 hours to complete each module and its associated activities.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>
Lecture	This is a fully online course 8 Modules completed over Term 1

## 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:

- There is only one part to assignment 1.
- No textbook. Readings will be provided via Moodle.

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate critical appreciation and participate in discussion of seminal issues in education for students with special needs	1
2	Develop understanding of laws, policies, and ethical principles regarding education of students with special needs	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
	<b>Advanced disciplinary knowledge and practices</b>	
1	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
	<b>Research-based learning</b>	
2	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
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem-solving skills	1, 2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	<b>International outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1
	<b>Ethical and responsible professional practice</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities	2
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements	1, 2
2.5.2	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement	2
3.3.4	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking	2
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice	1, 2

#### 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

You will:

- read and/or listen to audio-visual materials to foster interest and support learning.
- engage in critical reflection on issues raised in the course and on others' ideas.
- have opportunities for peer and instructor interactions via forums to demonstrate your capacity to communicate, question, and problem solve.
- complete online modules and activities to permit flexible interaction with course materials.
- complete quizzes to self-assess your 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/Week	Module Topics
1 17th February – 23 <sup>rd</sup> February	Foundations of Special Education <u>Readings:</u> See Moodle
2 24th February – 1st March	Intellectual Disability: Causes, characteristics, Australian context <u>Readings:</u> See Moodle
3 2nd March – 8th March	Students with Specific Learning Disabilities: Causes, characteristics, Australian context <u>Readings:</u> See Moodle
4 9th March – 15th March	ADHD/Other Health Impairments: Causes, characteristics, Australian context <u>Readings:</u> See Moodle
5 16th March – 22nd March	Emotional Disturbance: Causes, characteristics, Australian context <u>Readings:</u> See Moodle
6 23rd March – 29th March	Professional Partnerships: Colleagues, paraprofessionals, outside agencies. Skills and knowledge for effective partnerships Building Family Partnerships <u>Readings:</u> See Moodle
7 30 <sup>th</sup> March – 5 <sup>th</sup> April	Learning and Teaching/ Instructional Practices: Literacy <u>Readings:</u> See Moodle
8 6 <sup>th</sup> April – 14 <sup>th</sup> April	Learning and Teaching/ Instructional Practices: Numeracy <u>Readings:</u> See Moodle

## 7. RESOURCES

### Required Readings

Disability Standards for Education (2005)  
See Moodle

### Further Readings

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.**

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards Assessed	Due Date
Research Paper	3000 words	50%	1, 2, 3, 4	1.6.2 5.4.3	Monday 16 <sup>th</sup> March 2020 5:00 PM
Resource Guide	3000 words	50%	1, 2, 3, 4	1.5.4, 1.6.2, 2.5.2, 3.3.4, 5.4.3	Tuesday 14 <sup>th</sup> April, 2020 5:00 PM

### **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. Research Paper. 50%

You are to submit a research paper of 3000 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). You will need to explain the context of the issue, the importance of addressing the issue that you have identified, and discuss how the issue may be addressed.

The research paper should also include the following:

- Title of your research paper
- Abstract
- Introduction
- Body
- Conclusion

The research paper should be written in APA 7th edition style, and contain at least 10 current (within the last 10 years, between 2011 and 2020) peer-reviewed journal articles.

### Assessment 2: Resource Guide. 50%

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 resource guide 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 include in Part 1 above:

- 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 resource guide should be written in APA 7th edition style, be 3000 words in length, and contain at least 10 current (within the last 10 years, between 2011 and 2020) peer-reviewed journal articles.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5107: Methods for Teaching Students with High Incidence Disabilities

Student Name:

Student No.:

**Assessment 1: Research Paper**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of special education and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory,</li> <li>• research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in special education</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 special education principles, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>• Clarity and significance of the problem</li> <li>• depth of analysis of specific disabilities and strategies</li> <li>• clarity and depth of implications/recommendations</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• range of research and professional literature on special education; resources are current and relevant</li> </ul>					
<b>Structure and organization of project</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of lesson</li> <li>• clarity and coherence of organisation, including use of section headings</li> <li>• and summaries to enhance readability</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>• clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS</b>					

Lecturer

Date

Recommended:            /20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5107: Methods for Teaching Students with High Incidence Disabilities

Student Name:

Student No.:

**Assessment 2: Resource Guide**

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of special education and the key concepts involved</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 special education</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 special education principles, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>• depth of analysis of specific disabilities and strategies, and reasons for the inclusion of each resource</li> <li>• clarity and depth of implications/recommendations</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• range of research and professional literature on special education; resources are current and relevant</li> </ul>					
<b>Structure and organization of resource guide</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of resource guide</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability</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>• clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Date**

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

**Weighting: 50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**