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EDST5111

Intellectual Disabilities

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	0426 959 172

School Contact Information

School of Education
Arts and Social Sciences
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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

Students with intellectual disabilities face numerous challenges in educational environments. You will learn about characteristics of students with intellectual disabilities (including issues of definition), relevant legislative requirements, and how to use assessment for educational intervention. You will learn about effective evidence-based practices used to assist students with intellectual disabilities accomplish their educational goals. You will learn about curriculum-based strategies and curriculum adjustments and modifications that you can use in your teaching practice. You will also learn about issues related to social and community inclusion, family, peer and partner relationships of people with intellectual disabilities. You will become acquainted with issues and supports relevant to adults with intellectual disabilities.

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

1. Critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.
2. Apply knowledge and understanding of legislation and government policies related to education and life of people with intellectual disabilities in professional judgements and decisions.
3. Articulate current issues and trends in regards to the field of intellectual disabilities to relevant stakeholders.
4. Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.

Teaching Strategies

[RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH](#)

You will learn different practices that can be used not only during the educational process in early, pre-school, primary school and secondary school age of students with intellectual disabilities but also within ongoing life-long education. You will become acquainted with the Disability Standards for Education (2005) and learn the instructional and curriculum-based assessment strategies they can use in practice. You will also learn about the quality of life concept and its implications for the life of people with intellectual disabilities. Attention will also be paid to current issues connected with dignity for people with intellectual disabilities, such as possibilities of employment, independent living, and free time activities and also needs of aging people with intellectual disabilities. Last but not the least; you will become familiarized with challenges faced by families of people with intellectual disabilities.

[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.

Australian Professional Graduate Teaching Standards

Standard	Description
1.5.3	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.
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.
2.6.2	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.
7.3.4	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Information booklet	50%	2,3,4	1.5.3,1.6.2,2.6.2,3.3.3,4.1.2,7.2.3,7.3.4,7.4.2	27/08/2018 05:00 PM
Essay	50%	1,2,3	1.6.2,3.3.3,7.2.3	15/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Information booklet

Start date: Not Applicable

Details: Information booklet for parents - 3000 words Students will receive written feedback within 10 business days of submission This is the final assessment

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

Assessment 2: Essay

Start date: Not Applicable

Details: Essay - 3000 words Students will receive written feedback within 10 business days of submission

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

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5111

Assessment Task: Information booklet

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • 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 area of intellectual disabilities 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural and religious backgrounds of people and the effects of these factors on learning 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • range of current research literature to support response • reference specifically to material, research and ideas presented in EDST5111 lectures 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
<p>General comments/recommendations for next time:</p>					

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5111

Assessment Task: Essay

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • 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/ disability studies • clear connection between booklet's topic and provided advice and examples 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • 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 parents -introduction on the topic of a booklet • provided advice to parents based on evidence-based practice • useful examples and tips for parents 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • familiarity with the booklet's topic • list of related and appropriate resources recommended to parents for further reading • list of references that you used in order to create the booklet (use citations and reference pages) 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organization 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the booklet • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					

Specific Criteria	(-)—————>(+)
General comments/recommendations for next time:	

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. 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>Introduction to intellectual disabilities (ID); social constructions and social models; models of service delivery</p> <p>Readings</p> <p>Before lecture 1 - prescribed:</p> <p>Wolfe, M., & Johnson, K. (2010). My own life. In Johnson, K., Walmsley, J., & Wolfe, M. (2010). <i>People with intellectual disabilities. Towards a good life?</i> The Policy Press.</p>
Week 2: 30 July - 5 August	Lecture	<p>Etiology of intellectual disabilities; the most common syndromes</p> <p>Readings</p> <p>Before lecture 2 - prescribed:</p> <p>Oliver, C., Woodcock, K., & Adams, D. (2010). The importance of aetiology of intellectual disability. Chapter 10. In Grant, G., Ramcharan, P., Flynn, M., & Richardson, M. (eds.) (2010). <i>Learning Disability. A life cycle approach</i>. 2nd edition. Open University Press.</p>
Week 3: 6 August - 12 August	Lecture	<p>Assessment of intellectual disabilities; Teacher's role in the assessment process; Assessment for Learning</p> <p>Readings</p> <p>Before lecture 3 - prescribed:</p> <p>Richards, S.B., Brady, M.P., & Taylor, R.L. (2015). Instructional assessment. In Richards, S.B., Brady, M.P., & Taylor, R.L. (2015). <i>Cognitive and</i></p>

		<i>intellectual disabilities. Historical perspectives, current practices, and future directions.</i> Routledge.
Week 4: 13 August - 19 August	Lecture	<p>Children/students with intellectual disabilities in early and pre-school age. Methods supporting teaching and learning – evidence-based practices.</p> <p>Readings</p> <p>Before lecture 4 - prescribed:</p> <p>Guralnick, M. J. (2017). Early intervention for children with intellectual disabilities: An update. <i>Journal of Applied Research in Intellectual Disabilities</i>, 30, 211-229.</p> <p>After lecture 4 - prescribed:</p> <p>Disability Standards for Education (2005)</p> <p>- optional:</p> <p>Dodd, H. F., Porter, M. A., Peters, G. L., & Rapee, R. M. (2010). Social approach in pre-school children with Williams syndrome: the role of the face. <i>Journal of Intellectual Disability Research</i>, 54(3), 194-203.</p> <p>van der Schuit, M., Segers, E., van Balkom, H., & Verhoeven, L. (2011). Early language intervention for children with intellectual disabilities: a neurocognitive perspective. <i>Research in developmental disabilities</i>, 32(2), 705-712.</p>
Week 5: 20 August - 26 August	Lecture	<p>School-aged children/students with intellectual disabilities. Methods supporting teaching and learning – evidence-based approaches.</p> <p>Readings</p> <p>Before lecture 5 - prescribed:</p> <p>Cannella-Malone, H. I., Konrad, M., & Pennington, R. C. (2015). ACCESS! Teaching writing skills to</p>

		<p>students with intellectual disability. <i>Teaching Exceptional Children</i>, 47(5), 272.</p> <p>Kleinert, H. L., Jones, M. M., Sheppard-Jones, K., Harp, B., & Harrison, E. M. (2012). Students with intellectual disabilities going to college? Absolutely!. <i>Teaching Exceptional Children</i>, 44(5), 26-35.</p> <p>After lecture 4 - prescribed:</p> <p>Disability Standards for Education (2005)</p> <p>- optional:</p> <p>Rivera, C. J., & Baker, J. N. (2013). Teaching students with intellectual disability to solve for x. <i>TEACHING Exceptional Children</i>, 46(2), 14-21.</p> <p>OR</p> <p>Wood, L., Browder, D. M., & Flynn, L. (2015). Teaching students with intellectual disability to use a self-questioning strategy to comprehend social studies text for an inclusive setting. <i>Research and Practice for Persons with Severe Disabilities</i>, 40(4), 275-293.</p>
<p>Week 6: 27 August - 2 September</p>	<p>Lecture</p>	<p>Students with profound and multiple learning disabilities – effective teaching approaches</p> <p>Readings</p> <p>Before lecture 6 - prescribed:</p> <p>Beirne-Smith, M., Patton, J.R., & Kim, S.H. (2006). Characteristics of persons with severe intellectual disabilities. Chapter 9. In Beirne-Smith, M., Patton, J.R., & Kim, S.H. <i>Mental retardation. An introduction to intellectual disabilities</i>. 7th edition. Pearson.</p> <p>After lecture 6 - prescribed:</p>

		<p>Hudson, M. E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectual disability access grade-level text. <i>Teaching Exceptional Children</i>, 45(3), 14.</p> <p>- optional:</p> <p>Martin, T., & Alborz, A. (2014). Supporting the education of pupils with profound intellectual and multiple disabilities: The views of teaching assistants regarding their own learning and development needs. <i>British Journal of Special Education</i>, 41(3), 309-327.</p>
Week 7: 3 September - 9 September	Lecture	<p>Adolescent students with intellectual disabilities; Transitions to post-schooling options; Person-centred planning</p> <p>Before lecture 7 - prescribed:</p> <p>Gothart, J. (2011). School's out: The right and rites of passage. In Gothart, J. (2011). <i>Greater expectations. Living with Down syndrome in the 21st Century</i>. Fremantle Press.</p> <p>Wehmeyer, M.L. (2007). Student involvement in educational planning. Chapter 11. In Wehmeyer, M.L. <i>Promoting self-determination in students with developmental disabilities</i>. The Guilford Press.</p> <p>After lecture 7 - optional:</p> <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. <i>Australian Journal of Education</i>, 58(3), 318-336.</p>
Week 8: 10 September - 16 September	Lecture	<p>Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy.</p> <p>Guest speaker: Ms. Julie Loblinzk, Self Advocacy Sydney</p>

		<p>Before lecture 8 - prescribed:</p> <p>Dempsey, I., & Ford, J. (2009). Employment for people with intellectual disability in Australia and the United Kingdom. <i>Journal of Disability Policy Studies</i>, 19(4), 233-243.</p> <p>After lecture 8 - optional:</p> <p>Shpigelman, C. N., & Gill, C. J. (2014). How do adults with intellectual disabilities use Facebook?. <i>Disability & Society</i>, 29(10), 1601-1616.</p>
<p>Week 9: 17 September - 23 September</p>	<p>Lecture</p>	<p>Adults with intellectual disabilities – relationships and parenthood; ageing.</p> <p>Before lecture 9 - prescribed:</p> <p>Mayes, R., Llewellyn, G., & McConnell, D. (2008). Active negotiation: Mothers with intellectual disabilities creating their social support networks. <i>Journal of Applied Research in Intellectual Disabilities</i>, 21(4), 341-350.</p> <p>Wark, S., Hussain, R., & Edwards, H. (2014). The training needs of staff supporting individuals ageing with intellectual disability. <i>Journal of Applied Research in Intellectual Disabilities</i>, 27(3), 273-288.</p> <p>After lecture 9 - optional:</p> <p>McDermott, S., & Edwards, R. (2012). Enabling Self-determination for Older Workers with Intellectual Disabilities in Supported Employment in Australia. <i>Journal of Applied Research in Intellectual Disabilities</i>, 25(5), 423-432.</p> <p>Strnadová, I. (2015). “My sister won’t let me”: issues of control over own life as experienced by older women with intellectual disabilities. In T. Shakespeare (Ed.), Shakespeare, T. (Ed.).</p>

		(2015). <i>Disability Research Today: International Perspectives</i> (166-181). London: Routledge.
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Lecture	<p>Families of people with intellectual disabilities – cooperation with schools and other service providers</p> <p>Guest speaker – Ms. Sylvana Mahmic, Plumtree</p> <p>Readings</p> <p>Before lecture 10 - prescribed:</p> <p>Blacher, J., & Baker, B. L. (2007). Positive impact of intellectual disability on families. <i>American Journal on Mental Retardation</i>, 112(5), 330-348.</p> <p>Moyson, T., & Roeyers, H. (2012). 'The overall quality of my life as a sibling is all right, but of course, it could always be better'. Quality of life of siblings of children with intellectual disability: the siblings' perspectives. <i>Journal of Intellectual Disability Research</i>, 56(1), 87-101.</p> <p>After lecture 10 – optional:</p> <p>Cramm, J. M., & Nieboer, A. P. (2012). Longitudinal study of parents' impact on quality of life of children and young adults with intellectual disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i>, 25(1), 20-28.</p>
Week 11: 8 October - 14 October	Lecture	<p>People with intellectual disabilities in Criminal Justice systems</p> <p>Readings</p> <p>Before lecture 11 - prescribed:</p> <p>Hayes, S.C. (2012). People with intellectual and developmental disabilities in the criminal justice</p>

		<p>system. Chapter 12. In Luiselli, J.K. (ed.) (2012). <i>The handbook of high-risk challenging behaviours in people with intellectual and developmental disabilities</i>. Paul Brookes Publishing.</p> <p>After lecture 11 - optional:</p> <p>Cumming, T.M., Strnadová, I., & Dowse, L. (2014). At-risk youth in Australian schools and promising models of intervention. <i>International Journal of Special Education</i>, 29(3), 16-25.</p>
Week 12: 15 October - 21 October	Lecture	<p>Intellectual disabilities and Mental Health issues – impact on schooling and post-school years.</p> <p>Readings</p> <p>Before lecture 12 - prescribed:</p> <p>Evans, E., Howlett, S., Kremser, T., Simpson, J., Kayess, R., & Trollor, J. (2012). Service development for intellectual disability mental health: a human rights approach. <i>Journal of Intellectual Disability Research</i>, 56(11), 1098-1109.</p> <p>After lecture 12 - optional:</p> <p>McCarron, M., McCallion, P., Fahey-McCarthy, E., & Connaire, K. (2011). The role and timing of palliative care in supporting persons with intellectual disability and advanced dementia. <i>Journal of Applied Research in Intellectual Disabilities</i>, 24(3), 189-198.</p> <p>Oliver, C., Kalsy, S., McQuillan, S., & Hall, S. (2011). Behavioural excesses and deficits associated with dementia in adults who have Down syndrome. <i>Journal of Applied Research in Intellectual Disabilities</i>, 24(3), 208-216.</p>
Week 13: 22 October - 28 October		

Resources

Prescribed Resources

Please see the weekly outline of the course.

Recommended Resources

Please see the weekly outline of the course.

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

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G