

EDST5134

Addressing Special Needs

Term 3, 2021



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Joanne Danker	j.danker@unsw.edu.au	Email for an appointment	Room G42, Ground Level, Morven Brown	NA

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: <https://www.arts.unsw.edu.au/education>

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course you will survey the characteristics, training, and educational needs of students with disabilities, gifts and talents, and culturally and linguistically diverse backgrounds, emphasising accommodating students with diverse needs in inclusive settings, including: legal mandates and regulations, characteristics and educational needs of students with diverse needs, and practical, research-based instructional techniques which can be used with these students in the general education classroom.

Course Learning Outcomes

1. Explain current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse student needs in NSW
2. Explain differentiated teaching and learning
3. Apply research-based decision making to select appropriate programming options and strategies for students with diverse needs
4. Develop strategies to implement Board of Studies (BOS) syllabus documents including literacy, multi-literacies, Indigenous support and ESL support

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	1, 2
C	Information and Communication Technologies	3, 4, 5, 12	1, 2
D	Literacy and Numeracy	5, 7	2
E	Students with Special Educational Needs	1	2
F	Teaching Students from Non-English-Speaking Backgrounds	7	2

Teaching Strategies

Rationale:

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.

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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Annotated Bibliography	40%	21/09/2021 05:00 PM	1, 2
2. Differentiated Lesson Plan	60%	06/10/2021 05:00 PM	1, 3, 4

Assessment 1: Annotated Bibliography

Due date: 21/09/2021 05:00 PM

Task 1 - Annotated Bibliography - 2000 words

Students will receive quantitative and qualitative feedback within 10 working days of submission

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

Additional details

Write an annotated bibliography on sources/references to support professional learning for yourself or other teachers of students with the following disabilities:

- students with intellectual disability
- students on the autism spectrum
- students with specific learning disabilities
- students with ADHD

Select 4 current peer-reviewed journal articles (published between 2011 – 2021) focusing on evidence-based practices that are beneficial to the engagement (e.g., academic, social, behavioural) of all students listed above.

Provide an *introductory paragraph outlining and justifying your selected four sources of literature*. In the introductory paragraph, briefly explain the following:

1. how the sources you have selected support professional learning for teachers, and
2. how using the strategies link to/relate/meet legislative requirements such as those stated in the Disability Standards for Education.

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. Analyse and evaluate them in terms of their value and relevance in enhancing the engagement (e.g., academic, social, behavioural) of students listed above.
4. Explain how the evidence-based teaching strategy link to/relate/meet legislative requirements such as those stated in the Disability Standards for Education and how the article you have selected support professional learning for teachers

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

Assessment 2: Differentiated Lesson Plan

Due date: 06/10/2021 05:00 PM

Task 2 - Differentiated Lesson Plan - 4000 words

Students will receive quantitative and qualitative feedback within 10 working days of submission

This is the final assessment.

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

Additional details

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, 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 Turnitin in a single document:

- Your original lesson plan from your methods courses or from the website <https://www.australiancurriculumlessons.com.au/> (clearly labelled).
- The revised lesson clearly indicating the changes you have made (e.g., highlight, different font colour) to address the needs and enhance the engagement of the students in the sample class
- 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.
- An appendix of sample worksheets, contracts, assessment criteria, or other supporting materials.

The lesson plan should be written in APA 7th edition style.

RUBRIC/FEEDBACK SHEET

EDST5134 ADDRESSING SPECIAL NEEDS

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Annotated Bibliography

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Appropriateness of the response. • Provided an introductory paragraph to the bibliography • Created an Annotated Bibliography of sources to use in own teaching and to support professional learning for self and other teachers. • Summarised sources, briefly describing the content, issues or key concepts in a few sentences 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising). • Analysed, evaluated and synthesised the source's value and/or relevance for the topic and student population. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Detailed and appropriate references used. • Used research-based sources that are the most relevant. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Level of structure and organisation of response • Appropriateness of overall structure of response 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Readability with logical sequencing/flow of ideas. • Appropriate academic and linguistic conventions. • Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length). • Used APA (7th ed.) referencing conventions and formatting. 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

RUBRIC/FEEDBACK SHEET

EDST5134 ADDRESSING SPECIAL NEEDS

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Differentiated Lesson Plan

Specific Criteria	(-)—————>(+)				
<p>Understanding 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 disability studies clear connection between learning outcomes and lesson activity(ies) • Identified a grade/year level, subject and topic. • Teaching strategies were appropriate for year/grade/subject area. • Appropriateness of strategies for differentiating teaching & learning. • Included an Appendix of sample worksheets, contracts, assessment criteria or other supporting materials. 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of key differentiated instruction principles, concepts and issues explicitly raised during the course and in your follow up readings. • Appropriate use of differentiation so the full range of student abilities and needs are taken into account • Effective use of pre and post assessment to test student knowledge of objectives 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of research and professional literature on behaviour/classroom management; 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Resources are current and relevant • Detailed and appropriate references used. • Used research-based sources that are the most relevant. 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Level of structure and organisation of response • Appropriateness of overall structure of response 					
<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 • Appropriateness of overall structure and coherence of response • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length • Used APA (7th ed.) referencing conventions and formatting. 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date/Module	Type	Content
Wk 1 Module 1: Fully Asynchronous	Online Activity	<p>Special and inclusive education: legislation, policies, principles, definitions</p> <p><i>Disability Standards for Education</i></p> <p>https://www.nccd.edu.au/professional-learning/disability-standards-education-pre-service-teachers</p> <p>(See Moodle for more information)</p>
Wk 1 Module 2: Asynchronous Lecture and Synchronous Tutorial	Blended	<p>Students with intellectual disability</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>(See Moodle for more information)</p>
Wk 1 Module 3: Asynchronous Lecture and Synchronous Tutorial	Blended	<p>Students on the autism spectrum</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>(See Moodle for more information)</p>
Wk 2 Module 4: Fully Asynchronous	Online Activity	<p>Supporting students with dual exceptionalities, specific learning disabilities and ADHD</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>IRIS Module: Differentiated Instruction</p>

		(See Moodle for more information)
Wk 2 Module 5: Asynchronous Lecture and Synchronous Tutorial	Blended	Students with sensory impairments Characteristics, learning needs, instructional strategies, interventions (See Moodle for more information)
Wk 2 Module 6: Asynchronous Lecture and Synchronous Tutorial	Blended	Supporting students with communication disorders and assistive technology Characteristics, learning needs, instructional strategies, interventions <i>Assessment for AAC devices and Assistive Technology</i> (See Moodle for more information)
Wk 3 Module 7: Fully Asynchronous	Online Activity	Supporting Students with a diverse range of disabilities Characteristics, learning needs, instructional strategies, interventions IRIS Module: Universal Design for Learning (See Moodle for more information)
Wk 3 Module 8: Asynchronous Lecture and Synchronous Tutorial	Blended	Supporting mental health Strategies and support for students who have experienced trauma, displacement and loss, including refugee students. Wellbeing and resilience (See Moodle for more information)
Wk 3 Module 9: Asynchronous Lecture and Synchronous Tutorial	Blended	Effective home-school collaboration: Multiple stakeholder relationships School Transitions for students with disabilities (See Moodle for more information)

Resources

Prescribed Resources

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

Print:

<https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780190308452>

Digital:

<https://unswbookshop.vitalsource.com/products/-v9780190311155>

See Moodle for other prescribed and additional readings

Course Evaluation and Development

Student feedback will be gathered via MyExperience.

As a result of student feedback, the structure of the unit has been revised.

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/>

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G