EDST5107

Teaching Methods for High Incidence Disabilities

Summer, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

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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

The focus of this course is on students with high-incidence disabilities. In this course, students will be presented with cognitive, perceptual, language, academic learning, and social-emotional characteristics of these populations. Issues in assessment, curriculum and instruction, and placement will also be discussed. This course will provide students with instruction on applying the goals, intervention strategies, and procedures related to psychodynamic, behavioural, biophysical, and ecological approaches to individuals with disabilities.

Course Learning Outcomes

1. Discuss seminal issues in education for students with special needs
2. Explain laws, policies, and ethical principles regarding education of students with special needs
3. Use research-based strategies for individual curriculum-based assessment, planning, and instruction
4. Conduct independent research into a current topic/issue relevant to learners with learning disabilities, intellectual disabilities, ADHD, or emotional disabilities

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

Teaching Strategies

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.

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 rooms, 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.

Assessment

Please see Moodle for the assessment rubrics.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Research Paper	50%	11/01/2022 05:00 PM	1, 2, 3
2. Resource Guide	50%	27/01/2022 05:00 PM	2, 3, 4

Assessment 1: Research Paper

Due date: 11/01/2022 05:00 PM

Assessment description: **Assessment 1: Research Paper**

Length: 2000 words

Feedback process: Students will receive written feedback within 10 days of submission.

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

Additional details

Assessment 1. Research Paper. 50%

You are to submit a research paper of 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 disability, 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 2022) peer-reviewed journal articles.

Assessment 2: Resource Guide

Due date: 27/01/2022 05:00 PM

Assessment description: **Assessment 2: Resource Guide**

Length: 3000 words

Feedback process: Students will receive written feedback within 10 days of submission.

This is the final task.

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

Additional details

Assessment 2: Resource Guide. Worth 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 parts.

Part 1: Instructional Issues

Choose two 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 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 instructional issues should not be identical for the two disabilities that you have chosen.

Part 2: Instructional Issues Discussion

For each instructional issue 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 2022) peer-reviewed journal articles.

RUBRIC/FEEDBACK SHEET
EDST5107 TEACHING METHODS FOR HIGH INCIDENCE DISABILITIES
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Research Paper

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue 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 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. • Clarity and significance of the problem • depth of analysis of specific disabilities and strategies • 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 organisation of response • appropriateness of overall structure of lesson • clarity and coherence of organisation, including use of section headings and summaries to enhance readability					

Specific Criteria	(-)—————————>(+)				
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:					

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 contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

RUBRIC/FEEDBACK SHEET
EDST5107 TEACHING METHODS FOR HIGH INCIDENCE DISABILITIES
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Resource Guide

Specific Criteria	(-)—————————>(+)				
Understanding of the question or issue 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 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 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 and references are current and relevant					
Structure and organisation of response • 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					

Specific Criteria	(-)——————————>(+)				
• 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:					

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 contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

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.1. 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
Module 1: 4th January – 9th January	Module	Foundations of Special Education **Readings:** See Moodle
Module 2: 4th January – 9th January	Module	Intellectual Disability: Causes, characteristics, Australian context **Readings:** See Moodle
Module 3: 10th January – 16th January	Module	Students with Specific Learning Disabilities: Causes, characteristics, Australian context **Readings:** See Moodle
Module 4: 10th January – 16th January	Module	ADHD/Other Health Impairments: Causes, characteristics, Australian context Emotional Disturbance: Causes, characteristics, Australian context **Readings**: See Moodle
Module 5: 17th January – 23rd January	Module	Professional Partnerships: Colleagues, paraprofessionals, outside agencies. Skills and knowledge for effective partnerships Building Family Partnerships **Readings:** See Moodle
Module 6: 17th January – 23rd January	Module	Learning and Teaching/ Instructional Practices: Literacy

| | | Learning and Teaching/ Instructional Practices: Numeracy

Readings: See Moodle |

Resources

Prescribed 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.

Course Evaluation and Development

Student feedback on the course will be gathered via the MyExperience Survey. Based on feedback gathered in the previous year, the word limit for assessment 1 has been reduced.

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.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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