



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5111
Intellectual Disabilities

Semester 2, 2017

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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 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 5111 Intellectual Disabilities (6 units of credit)
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Joanne Danker
Office Location: John Goodsell 128
Email: j.danker@unsw.edu.au
Phone: 9385 1977
Availability: Mondays 2:00pm – 4:00pm, Thursdays 1:00pm – 3:00pm

3. COURSE DETAILS

Course Name	Intellectual Disabilities	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Monday 5:00 – 7:00pm UNSW Business School 105	Weeks 1-9, 11-13

Summary of 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 legislation 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.

Student Learning Outcomes

Outcome		Assessment/s
1	Critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.	1
2	Apply legislation and government policies related to the education and life of people with intellectual disabilities in their professional judgments and decisions.	1, 2
3	Articulate current issues and trends in regards to the field of intellectual disabilities during lectures and through written assignments.	1, 2
4	Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.	2

Program Learning Outcomes

Standard		Assessment/s
	Advanced disciplinary knowledge and practices	
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
	Enquiry-based learning	
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
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	Global outlook	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1
	Ethics	
6	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
1.5.3	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.	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
2.6.2	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	2
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	1, 2

4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	2
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	1, 2
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.	2
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course has two main purposes. The first one is to introduce students to characteristics of people with intellectual disabilities. Students 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. Students will become acquainted with the Disability Standards for Education (2005) and learn the instructional and curriculum-based assessment strategies they can use in practice. The second purpose is to introduce students to 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; students will become familiarized with challenges faced by parents and siblings of people with intellectual disabilities.

5. 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

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

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
1 24 th July	Introduction to intellectual disability (ID); social constructions and social models; models of service delivery <u>Readings</u> Before lecture 1 - prescribed: 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.
2 31 st July	Etiology of intellectual disability; the most common syndromes <u>Readings</u> Before lecture 2 - prescribed: 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> . 2 nd edition. Open University Press.
3 7 th August	<p>Assessment of intellectual disability; Teacher's role in the assessment process; Assessment for Learning</p> <p><u>Readings</u> Before lecture 3 - prescribed: 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 intellectual disabilities. Historical perspectives, current practices, and future directions</i>. Routledge.</p>
4 14 th August	<p>Children/students with intellectual disabilities in early and pre-school age. Methods supporting teaching and learning – evidence-based practices.</p> <p><u>Readings</u> Before lecture 4 - prescribed: 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: Disability Standards for Education (2005)</p> <p>- optional: 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. 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>
5 21 st August	<p>School-aged children/students with intellectual disabilities. Methods supporting teaching and learning – evidence-based approaches.</p> <p><u>Readings</u> Before lecture 5 - prescribed: Cannella-Malone, H. I., Konrad, M., & Pennington, R. C. (2015). ACCESS! Teaching writing skills to students with intellectual disability. <i>Teaching Exceptional Children</i>, 47(5), 272. 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: Disability Standards for Education (2005)</p> <p>- optional: 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 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>
6 28 th August	<p>Students with profound and multiple learning disabilities – effective teaching approaches</p> <p><u>Readings</u> 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: 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: 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>
7 4 th September	<p>Adolescent students with intellectual disabilities; Transitions to post-schooling options; Person-centred planning</p> <p>Before lecture 7 - prescribed: 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. 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: 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>
8 11 th September	<p>Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy, relationships and parenthood.</p> <p>Before lecture 8 - prescribed: 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: Shpigelman, C. N., & Gill, C. J. (2014). How do adults with intellectual disabilities use Facebook?. <i>Disability & Society</i>, 29(10), 1601-1616.</p>
9 18 th September	<p>Adults with intellectual disabilities –relationships and parenthood; ageing.</p> <p>Before lecture 9 - prescribed: 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. 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: 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. Strnadová, I. (2015). "My sister won't let me": issues of control over own</p>

	life as experienced by older women with intellectual disabilities. In T. Shakespeare (Ed.), Shakespeare, T. (Ed.). (2015). <i>Disability Research Today: International Perspectives</i> (166-181). London: Routledge.
Mid-semester break	
10 2 nd October	Public holiday

<p>11 9th October</p>	<p>Families of people with intellectual disabilities – cooperation with schools and other service providers</p> <p><u>Readings</u> Before lecture 10 - prescribed: Blacher, J., & Baker, B. L. (2007). Positive impact of intellectual disability on families. <i>American Journal on Mental Retardation</i>, 112(5), 330-348. 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: 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>
<p>12 16th October</p>	<p>People with intellectual disabilities in Criminal Justice systems</p> <p><i>Guest speaker: Mitch Mulqueen, Regional Coordinator Sydney, CJSN a Service of the Intellectual Disability Rights Service.</i></p> <p><u>Readings</u> Before lecture 11 - prescribed: Hayes, S.C. (2012). People with intellectual and developmental disabilities in the criminal justice 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: 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>
<p>13 23th October</p>	<p>Intellectual disabilities and Mental Health issues – impact on schooling and post-school years.</p> <p><u>Readings</u> Before lecture 12 - prescribed: 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: 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. 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>

7. RESOURCES

Required Readings and Further Readings

Please see section 6 of the course outline - Course content and structure

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Essay	3,500 words	50%	1, 2, 3	1, 2, 3, 4, 5, 6	Week 6, Monday 28 th August 5:00 PM
Information booklet for parents about intellectual disability	15 – 20 pages	50%	2, 3, 4	1, 2, 3, 4, 6	Week 12, Monday 16 th October 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. Student 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 1 – Essay

This assessment will help you to:

- develop familiarity with the area of intellectual disabilities,
- develop critical thinking skills,
- improve research and evaluation skills, and
- use APA referencing correctly.

The essay needs to be based on **peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2008 and 2017)**. Please note: Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your references.

The essay should be **double-spaced and written in APA 6th edition style**; see the following website for assistance with this: <http://owl.english.purdue.edu/owl/resource/560/01/>

Based on the principles of Universal Design for Learning (UDL) and differentiation, you can decide, which of the following two topics you would like to focus on in your essay – see below.

Topic 1 Challenges encountered by people with intellectual disabilities

This assessment requires you to write an essay on challenges people with intellectual disabilities encounter in their everyday life. In order to do so, you are asked to:

1. Choose a life stage that you will focus on (e.g., childhood, adolescence, adulthood, ageing),
2. Identify and discuss some of the challenges people with intellectual disabilities experience in the life stage you selected,
3. Suggest (through the use of evidence-based practices) how these challenges can be overcome.

This topic of the essay needs to be based on **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2008 and 2017)**.

Topic 2 *Attitudes towards people with intellectual disabilities*

This assessment requires you to write an essay on how society's attitudes towards people with intellectual disabilities are reflected in the media, and how the media in reverse influences society's attitudes towards people with intellectual disabilities. In order to do so, you are asked to:

1. View one of the movies suggested below involving a person with an intellectual disability,
2. Identify the focus of the movie (e.g., parenting with intellectual disabilities – movie "I am Sam"; relationships and people with intellectual disabilities – movie "The Other Sister" or "Charly"; prejudice towards social inclusion for people with intellectual disabilities – movie "Radio")
3. Read **10 peer-reviewed journal articles** in the area of your assignment's focus (e.g., if you selected the movie "I am Sam" and decided to focus on society's attitudes towards people with intellectual disabilities being parents, then read peer-reviewed journal articles on parenting of people with intellectual disabilities),
4. Discuss the following:
 - Was the character with intellectual disabilities portrayed realistically, stereotypically, positively or negatively? Note the date the movie was produced and make comments on the prevailing attitudes towards disability at that time.
 - How were the other characters' reactions to this person portrayed (E.g., reactions/attitudes of siblings, parents, partners, peers, and other society members)?
 - What is the message conveyed by this movie?
 - Based on your reading of 10 peer-reviewed journal articles, is this message consistent with what we know about the topic from research?

Suggested movies (Please note that this is not an exhaustive list. If you are unsure if your preferred movie is suitable for this assessment, please consult your course coordinator):

Buddies

Charly

Forrest Gump

I Am Sam

Of Mice and Men

Radio

Sling Blade

The Other Sister

What's eating Gilbert Grape?

Assessment 2 - Information booklet for parents about intellectual disability

Students will create an information booklet for parents about intellectual disability. The booklet will be focused on one of the following topics:

- Information booklet for parents explaining what is intellectual disability (aimed group: parents whose child has been diagnosed with intellectual disabilities)
- Information booklet for parents deciding about the schooling options for their child with intellectual disability (aimed group: parents whose child is about to begin compulsory education)
- Information booklet for parents about post-schooling options (employment, education, living) for their off-spring with intellectual disabilities
- Information booklet for ageing parents about transition-to-retirement supports and options for their adult off-spring with intellectual disabilities

Each booklet should:

- be written in user-friendly language for parents
- have a clear structure, using headings and subheadings
- have introduction on the topic of the booklet
- provide advice to parents based on NSW context
- provide useful tips for parents
- list of references that you would recommend to parents
- list of resources/references that you used in order to create the booklet.

Please see the Moodle site for this assessment's rubric as well as more detailed instruction. This must be your original work!

The completed Information Booklet for Parents will be submitted by uploading it on the Moodle in week 11.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5111 INTELLECTUAL DISABILITIES

Student Name:
 Assessment Task: Essay

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <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 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • 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 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature to support response • reference specifically to material, research and ideas presented in EDST5111 lectures 					
Structure and organisation of response <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 					
Presentation of response according to appropriate academic and linguistic conventions <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 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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

Date
 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
 EDST5111 INTELLECTUAL DISABILITIES

Student Name:

Student No.:

Assessment Task: Information booklet for parents about intellectual disability

SPECIFIC CRITERIA	(-)	→	(+)
Understanding of the question or issue and the key concepts involved <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 advise and examples 			
Depth of analysis and/or critique in response to the task <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 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • familiarity with the booklet's topic • list of related and appropriate references recommended to parents for further reading • list of resources/references that the group used in order to create the booklet (use citations and reference pages) 			
Structure and organisation or response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organization 			
Presentation of response according to appropriate academic and linguistic conventions <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 			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME			

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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.**