



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5107

Methods for Teaching Students with High
Incidence Disabilities

Semester 1

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS	2
3. COURSE DETAILS.....	2
<i>Aims of the Course</i>	2
<i>Student Learning Outcomes</i>	3
<i>Graduate Attributes</i>	Error! Bookmark not defined.
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	3
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE	4
7. ASSESSMENT	5
<i>Assessment Details</i>	5
8. RESOURCES	9
<i>Further Readings</i>	9

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 Bidjigal 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 5107 Methods for Teaching Students with High Incidence Disabilities (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Terry Cumming
Office Location: John Goodsell 129
Email: t.cumming@unsw.edu.au
Phone: 9385 1944
Availability: Mondays 4:00-6:00; Thursdays 10:00-12:00

3. COURSE DETAILS

Course Name	Methods for Teaching Students with High Incidence 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	Mon (w1-4,5-12, Law 389)

Summary of Course

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

Aims of the Course

The aims of this course are to provide students with an overview of the nature and characteristics of students with mild disabilities, including students with mild intellectual disabilities, learning disabilities, attention-deficit-hyperactivity disorders, autism, and students with emotional or behavioural disorders. The course will also provide students with specific strategies and interventions for teaching students with each of these disabilities.

The main ways in which the course has changed since last time as a result of student feedback:

A stronger focus on literacy and numeracy instructional strategies has been added. Individual oral presentations have been changed to a poster presentation format.

This course aims to:

1. provide students with an overview of the nature and characteristics of students with mild disabilities, including students with mild intellectual disabilities, learning disabilities, attention-deficit-hyperactivity disorders, autism, and students with emotional or behavioural disorder The

course focuses on teaching new skills and managing inappropriate behaviour, both academic and social.

2. provide students with specific strategies and interventions for teaching students with each of these disabilities.

Student Learning Outcomes

Outcome		Assessment/s
1	Have critical appreciation of discussion of seminal issues in education for students with special needs	1
2	Develop understanding of laws, policies, and ethical principles regarding education of students with special needs	1, 2
3	Demonstrate an understanding of research-based strategies for individual curriculum-based assessment, planning, and instruction	1, 2
4	Conduct independent research into a current topic/issue relevant to learners with learning disabilities, intellectual disabilities, ADHD, autism, or emotional disabilities	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
	Research-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
	International outlook	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1
	Ethical and responsible professional practice	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The Disability Standards for Education 2005 (DEST, 2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. One of the biggest roadblocks to full participation that students with disabilities face is the impact that their disabilities has on their behaviour. This course provides an introduction to applied behaviour analysis as it relates to teaching and managing students with special needs.

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 29 th February	Foundations of Special Education Readings: Henley, et al., Chapter 1
2 7 th March	Aperger's, ADHD/Other Health Impairments: Causes, characteristics, Australian context Readings: Henley, et al., Chapter 2
3 14 th March	Other Health Impairments- Pain and learning: Guest speaker Dr Alex Smith Readings: Henley, et al., Chapter 3
4 21 st March	Intellectual Disability: Causes, characteristics, Australian context Emotional Disturbance: Causes, characteristics, Australian context Readings: Henley, et al., Chapter 4
28 th March	Semester Break
5 4 th April	Students with Specific Learning Disabilities: Causes, characteristics, Australian context Readings: Henley, et al., Chapter 5
6 11 th April	Research Presentations *RESEARCH PROJECT DUE! Readings: Moodle Reading
7 18 th April	Professional Partnerships: Colleagues, paraprofessionals, outside agencies. Skills and knowledge for effective partnerships Readings: Henley, et al., Chapters 6
8 25 th April	No Class- Anzac Day Please complete the IRIS module on collaboration http://iris.peabody.vanderbilt.edu/module/esp/ No need to submit anything- for discussion next week
9 2 th May	Learning and Teaching/ Instructional Practices Part 1

	Henley, et al., Chapters 7 & 8
10 9 th May	Learning and Teaching/ Instructional Practices Part 2 Readings: Henley, et al., Chapter 9
11 16 th May	Teaching Literacy and Numeracy Readings: Moodle Readings
12 23 rd May	Classroom Management/Building Family Partnerships Readings: Henley, et al., Chapter 11 *ESSAYS DUE

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Research Project	3,000 words + poster presentation	60%	1, 2, 3, 4	1-6	Week 7 18/4/16 5:00 PM
Essay	2000 words	40%	1, 2, 3, 4	1-5	Week 12 23/5/14 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 Details

Research Project. Students will conduct research on a topic/issue relevant to learners with high incidence disabilities. A research paper and a class presentation are required. The research paper should be written in APA format, be approximately 3,000 words in length, and contain at least 10 current (within the last 10 years) references. The paper may be presented to the class in lecture format, video, guest speakers, class activity, poster presentation, or a combination of formats. Group/class discussion and involvement is encouraged.

Short Essay. 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 short essay 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 two (2) parts. **Part 1: Instructional Issues:** Choose two (2) of the disabilities discussed during the course (MR, LD, E/BD, AUTISM, and AD/HD. For both of the disability categories you have chosen: describe or identify one important instructional issue that may be necessary to address in order for you to successfully **teach** a student with that disability in the general education setting. The important instructional issues should not be identical for the two disabilities that you have chosen. **Part 2: Instructional Issues Discussion:** For each instructional implication you discuss in Part 1 above, list or 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.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

EDST5107: Methods for Teaching Students with High Incidence Disabilities

Student Name:

Student No.:

Assessment task 1: Research Project

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of special education 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 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • 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 specific disabilities and strategies, and reasons for the inclusion of each resource • clarity and depth of implications/recommendations • Presentation: appropriate format, presented well, information 					
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 on special education; resources are current and relevant 					
Structure and organization of project <ul style="list-style-type: none"> • appropriateness of overall structure of lesson • 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 writing conventions • clarity and consistency in the format of the plan • clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation and word length 					
GENERAL COMMENTS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

EDST5107: Methods for Teaching Students with High Incidence Disabilities

Student Name:

Student No.:

Assessment task 2: Short Essay

SPECIFIC CRITERIA	(-) → (+)				
Understanding of special education 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 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • 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 specific 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 <ul style="list-style-type: none"> • range of research and professional literature on special education; resources are current and relevant 					
Structure and organization of essay <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • clarity, consistency and appropriateness of writing conventions • clarity and consistency in the format of the plan • clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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.**

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
One: Research Project	Written via Turnitin	Sunday, 8 th May
Two: Short Essay	Written via Turnitin	Sunday, 12 th June

8. RESOURCES

Required Readings

Disability Standards for Education (2005)

Henley, M., et al. (2008). Characteristics and strategies for teaching students with mild disabilities. USA: Pearson Higher Ed. (In bookshop and on reserve in library.)

Further Readings

Smith, T., Westood, P. (2003). *Commonsense methods for children with special needs (4th ed)*. London: Routledge.

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.**