



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

Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Caroline Basckin
Office Location: John Goodsell TBC
Email: c.basckin@unsw.edu.au
Phone: 0422 026 608
Availability: Please email to arrange an appointment

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 19:00-21:00 (w1-7,8-12, Law 388)

Summary of Course

There is an increasing number of students with high-incidence disabilities in mainstream classrooms today. The diversity of these students' needs presents a number of challenges to both students and their teachers. You will engage with current knowledge about cognitive, perceptual, language, academic learning, and social-emotional characteristics of these students. You will also learn about issues arising in assessment, curriculum and instruction, as well as the use of evidence-based practices in an inclusive setting. You will become acquainted with instructional strategies and interventions, with focus on developing literacy and numeracy skills.

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

The order in which the course content is covered has been re-arranged, with additional focus on literacy and numeracy.

Student Learning Outcomes

Outcome		Assessment/s
1	Critically engage with seminal issues in education for students with high-incidence disabilities.	1
2	Apply legislation and policy related to the education of students with high-incidence disabilities.	1, 2
3	Perform 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, ADHD, 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 literacy, learning and behaviour. This course provides an introduction to applied behaviour analysis as it relates to teaching and managing students with high-incidence 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	Lecture Topic
1 27 th February	<p>Preparing to teach students with high incidence disabilities: Inclusive practices</p> <p><u>Readings:</u> Henley et al., Chapter 2 Disability Standards for Education 2005 Moodle readings</p>
2 6 th March	<p>Knowing Students with Mild and Moderate Disabilities</p> <p><u>Readings:</u> Henley, et al., Chapter 5 Moodle readings</p>
3 13 th March	<p>This week we will explore the concept of shared responsibility in education of students with high incidence disabilities.</p> <p>PLEASE NOTE THAT you will complete your lecture and assessment online by going through one Iris training module. [Therefore there will be NO LECTURE on Monday 13th March from 7-9pm.]</p> <p>The Iris training module that you will complete is:</p> <p>Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement</p> <p>http://iris.peabody.vanderbilt.edu/module/esp/</p> <p>Your lecture attendance will be counted based on submission of completed Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement assessment - items 1, 2, 3:</p> <p>http://iris.peabody.vanderbilt.edu/module/esp/cr_assess/#content</p> <p>Please make sure you email the completed assessment to your lecturer PRIOR to the following lecture.</p>
4 20 th March	<p>Mild Intellectual Disabilities, Autism, and other disabilities</p> <p><u>Readings:</u> Henley, et al., Chapter 3 Moodle readings</p>
5 27 th March	<p>Specific Learning Disabilities</p> <p>Readings: Moodle Readings</p>
6 3 rd April	<p>Research Presentations</p> <p><u>Readings:</u> Moodle Reading</p>
7 10 th April	<p>Professional partnerships and the inclusive classroom</p> <p><u>Readings:</u> Henley, et al., Chapters 6 Moodle readings</p>
Mid-semester break	

8 24 th April	Literacy: Learning to read, reading to learn and dyslexia <u>Readings</u> : Moodle Reading
9 1 st May	Learning and Teaching/ Instructional Practices Part 1 Henley, et al., Chapters 7 & 8 Moodle readings
10 8 th May	Learning and Teaching/ Instructional Practices Part 2 <u>Readings</u> : Henley, et al., Chapter 9 Moodle readings
11 15 th May	Teaching Literacy and Numeracy <u>Readings</u> : Moodle Readings
12 22 nd May	Classroom Management/Building Family Partnerships <u>Readings</u> : Henley, et al., Chapter 11 Moodle Readings

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Research Project	3,000 words + poster presentation	60%	1, 2, 3, 4	1-6	Week 6, Monday 3 rd April 5:00 PM
Essay	2,000 words	40%	1, 2, 3, 4	1-4, 6	Week 11, Monday 15 th May 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.

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 double-spaced, in 12p font, and written in APA, 6th edition format and referencing, be approximately 3,000 words in length, and contain at least 10 current (within the last 10 years; i.e., between 2008 and 2017) peer-reviewed references. For assistance with the APA, please see the following website for assistance with this: <http://owl.english.purdue.edu/owl/resource/560/01/>

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 paper may be presented to the class in lecture format, video, guest lecture, 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 utilised 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 (+)				
<p>Understanding of special education 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 					
<p>Depth of analysis and/or critique in response to the task</p> <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 					
<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 special education; resources are current and relevant 					
<p>Structure and organization of project</p> <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. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <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

Recommended: /20 (FL PS CR DN HD)

Date

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	Monday, 17 th April
Two: Short Essay	Written via Turnitin	Monday, 29 th May

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

Westood, P. (2015). *Commonsense methods for children with special needs (7th ed)*. Oxon: 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.**