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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 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 5111 Intellectual Disabilities (6 units of credit)
Semester 2, 2015

2. STAFF CONTACT DETAILS

Course Coordinator: Iva Strnadová
Office Location: John Goodsell 129
Email: i.strnadova@unsw.edu.au
Phone: 9385 3736
Availability: Mondays 2:00pm – 4:00pm, Thursdays 1:00pm – 3:00pm

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Intellectual Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Lecture: Monday (5:00 – 7:00), Old Main Building 144</td>
</tr>
</tbody>
</table>

Summary of Course

The main areas that will be addressed in the course are characteristics of intellectual disabilities (including issues of definition), assessment for educational intervention, educational practices (highlighting evidence-based practices), and curricular models, possibilities of employment and independent living, and aging. The area of social and community inclusion, peer and partner relationships of people with intellectual disabilities, as well as society attitudes towards people with intellectual disabilities and also attitudes of these people towards society will be explored.

Aims of the Course

This course aims to:

- identify characteristics of people with intellectual disabilities,
- introduce Disability Standards for Education (2005) and also new National Curriculum,
- describe possible curriculum adjustments for individual students with intellectual disabilities, following by implementation of corresponding evidence-based educational strategies,
- promote human rights and the quality of life of people with intellectual disabilities
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will be able to critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.</td>
</tr>
<tr>
<td>2</td>
<td>Students will be ready to apply knowledge and understanding of legislation and government policies related to the education and life of people with intellectual disabilities in their professional judgments and decisions.</td>
</tr>
<tr>
<td>3</td>
<td>Students will demonstrate understanding of key terms related to intellectual disabilities (adaptive behaviour, etc.). They will also be able to articulate the current issues and trends in regards to the field of intellectual disabilities during lectures and through written assignments.</td>
</tr>
<tr>
<td>4</td>
<td>Students will develop understanding of curriculum adjustments, which they will be able to perform in order to assist students with intellectual disabilities to meet educational outcomes.</td>
</tr>
</tbody>
</table>

### Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advanced disciplinary knowledge and practices &lt;br&gt; 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.</td>
</tr>
<tr>
<td>2</td>
<td>Enquiry-based learning &lt;br&gt; 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.</td>
</tr>
<tr>
<td>3</td>
<td>Cognitive skills and critical thinking &lt;br&gt; Demonstrate advanced critical thinking and problem solving skills</td>
</tr>
<tr>
<td>4</td>
<td>Communication, adaptive and interactional skills &lt;br&gt; Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
</tr>
<tr>
<td>5</td>
<td>Global outlook &lt;br&gt; Demonstrate an understanding of international perspectives relevant to the educational field</td>
</tr>
<tr>
<td>6</td>
<td>Ethics &lt;br&gt; Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 27th July</td>
<td>Introduction to intellectual disability (ID); social constructions and social models; models of service delivery</td>
<td></td>
</tr>
<tr>
<td>2 3rd August</td>
<td>Etiology of intellectual disability; the most common syndromes</td>
<td></td>
</tr>
<tr>
<td>3 10th August</td>
<td>Assessment of intellectual disability; Teacher’s role in the assessment process; Assessment for Learning</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 17th August| Children/students with intellectual disabilities in early, pre-school and school age. Methods supporting teaching and learning – evidence-based approaches. | **Before lecture 4 - prescribed:**
|            |                                                                     | **After lecture 4 - prescribed:**
|            |                                                                     | Disability Standards for Education (2005) |
| 24th August| Positive Behaviour Support for people with intellectual disabilities | **Before lecture 5 - prescribed:**
| 31st August| Students with profound and multiple learning disabilities – effective teaching approaches | **Before lecture 6 - prescribed:**
|            |                                                                     | **After lecture 6 - prescribed:**
| 7th September| Adolescent students with intellectual disability; Transitions to post-schooling options; Person-centred planning | **Before lecture 7 - prescribed:**
|            |                                                                     | **After lecture 7 - optional:**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 14th September 8 | Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy, relationships and parenthood. | **Before lecture 8 - prescribed:**  
**After lecture 8 - optional:**  
| 21st September 9 | Ageing with intellectual disabilities.                                  | **Before lecture 9 - prescribed:**  
**After lecture 9 - optional:**  
| Mid-semester break |                                                                      |                                                                                                                                                                                                          |
| 5th October 10 | Public holiday                                                          |                                                                                                                                                                                                          |
| 12th October 11 | Families of people with intellectual disabilities – cooperation with schools and other service providers | **Readings**  
**Before lecture 11 - prescribed:**  
**After lecture 11 – optional:**  
| 19th October 12 | People with intellectual disabilities in Criminal Justice systems        |                                                                                                                                                                                                          |
Readings
**Before lecture 12 - prescribed:**

**After lecture 12 - optional:**

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**13th October**

**Readings**

**Before lecture 13 - prescribed:**

**After lecture 13 - optional:**


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7. RESOURCES

**Required Readings and Further Readings**

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

8. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>3,500 words</td>
<td>50%</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 5, Monday, 24th August</td>
</tr>
<tr>
<td>Information booklet for parents about intellectual disability</td>
<td>15 – 20 pages</td>
<td>50%</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 4, 6</td>
<td>Week 11, Friday 16th October</td>
</tr>
</tbody>
</table>

**Assessment Details**

**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 2006 and 2015)**. 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/](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 2006 and 2015)**.

**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

EDST5111 Intellectual Disabilities, UNSW 2015  8
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.

Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: Essay</td>
<td>Written</td>
<td>Monday, 14th September</td>
</tr>
<tr>
<td>Two: Information booklet for parents about intellectual disability</td>
<td>Written</td>
<td>Friday 6th November</td>
</tr>
</tbody>
</table>
**UNSW SCHOOL OF EDUCATION**  
**FEEDBACK SHEET**  
**EDST5111 INTELLECTUAL DISABILITIES**

Student Name:              Student No.:  
Assessment Task: Essay

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understanding of the task and its relationship to relevant areas of theory, research and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts in the area of intellectual disabilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• range of research and professional literature to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reference specifically to material, research and ideas presented in EDST5111 lectures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appropriateness of overall structure of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME


Lecturer        Date  
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 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.
## 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/disability studies
- clear connection between booklet’s topic and provided advise and examples

### Depth of analysis and/or critique in response to the task
- 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
- 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
- appropriateness of overall structure of response
- clarity and coherence of organization

### 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 consistency in presenting the booklet
- clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length

## GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME