



School of Education

EDST5107

Methods for Teaching Students with High
Incidence Disabilities

Summer 2019

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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.

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	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, or emotional disabilities.	2

Program Learning Outcomes

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices 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
2	Research-based learning 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
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	International outlook Demonstrate an understanding of international perspectives relevant to the educational field	1
6	Ethical and responsible professional practice 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
1.5.4	2
1.6.2	1, 2
2.5.2	2
3.3.4	2
5.4.3	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. Today's classrooms are increasingly diverse, thus teachers must have the practical

knowledge to be able to design instruction that meets the needs of all of the learners in their classrooms.

5.

6. COURSE CONTENT AND STRUCTURE

Module

Module

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards Assessed	Due Date
Defining a Research Problem	1,000 words	20%	1, 2, 3, 4	1.6.2 5.4.3	Thursday 3 rd January, 2019 5:00 PM
Research Paper	2,000 words	35%	1, 2, 3, 4	1.6.2 5.4.3	Monday 14 th January, 2019 5:00 PM
Essay	2,500 words	45%	1, 2, 3, 4	1.5.4, 1.6.2, 2.5.2, 3.3.4, 5.4.3	Friday 25 th January, 2019 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. Students 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

The research paper should be written in APA 6th edition style, and contain at least 10 current (within the last 10 years, between 2010 and 2019) peer-reviewed journal articles.

Assessment 2: Short Essay. 45%

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 three (3) parts.

Part 1: Instructional Issues: Choose two (2) of the disabilities discussed during the course (ADHD, d

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FEEDBACK SHEET

EDST5107: Methods for Teaching Students with High Incidence Disabilities

Student Name:

Student No.:

Assessment 1, Part 1: Defining a Research Problem

SPECIFIC CRITERIA	(-) ————— h (+)
Understanding of special ed2 Tm [j4 (ent)-1.1 (s0.5 (i)4.9)5.8 (5.8 (r)	

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FEEDBACK SHEET

EDST5107: Methods for Teaching Students with High Incidence Disabilities

Student Name:

Student No.:

Assessment 2:

Feedback

Assessment	Feedback Mechanism	Feedback Date
<i>One, Part One: Defining a Research problem</i>	<i>Written via Turnitin</i>	<i>Friday 11th January</i>
<i>One, Part Two: Research Paper</i>	<i>Written via Turnitin</i>	<i>Thursday 24th January</i>
<i>Two: Short Essay</i>	<i>Written via Turnitin</i>	<i>Friday 8th February</i>

8. RESOURCES

Required Readings

Disability Standards for Education (2005)

Hunt, N., & Marshall, K. (2012). *Exceptional Children and Youth* (5th ed.). USA: Wadsworth, Cengage Learning (In bookshop and on reserve in library.)

Further Readings

See moodle

Website

IRIS Response to Intervention Resources

<http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/05/IRIS-3-RTI-Brochure-DL-100513.pdf>