School of Education

Intellectual Disabilities
Term 3, 2019

Contents

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 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
EDST5111 Intellectual Disabilities (6 units of credit)
Term 3, 2019

2. **STAFF CONTACT DETAILS**

Course Coordinator: Iva Strnadová
Office Location: Morven Brown G29
Email: i.strnadova@unsw.edu.au
Phone: 9385 3736
Availability: Mondays 1:00pm – 3:00pm (by appointment)

3. **COURSE DETAILS**

Course Name	EDST5111 Intellectual Disabilities
Credit Points	6 units of credit (uoc)
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

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 legislative requirements, and how to us

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 regard to the field of intellectual disabilities to relevant stakeholders.	1, 2
4	Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.	2

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

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		

4.

30/09/19	**practices. Self-determination development.** <u>Readings</u> **Before lecture - prescribed:** Disability Standards for Education (2005) Guralnick, M. J. (2017). Early intervention for children with intellectual disabilities: An update. *Journal of Applied Research in Intellectual Disabilities, 30*, 211-229. doi: 10.1111/jar.12233 **After lecture – prescribed:** Kemp, C. (2017). Chapter 10. Inclusion in early childhood. In Foreman, P., & Arthur-Kelley, M. *Inclusion in Action* (pp. 434-481). 5th edition. Cengage Learning. **- optional:** van der Schuit, M., Segers, E., van Balkom, H., & Verhoeven, L. (2011). Early language intervention for children with intellectual disabilities: a neurocognitive perspective. *Research in developmental disabilities*, *32*(2), 705-712. doi: 10.1016/j.ridd.2010.11.010
4 **07/10/19**	**Labour Day** **School-aged children/students with intellectual disabilities. Methods supporting teaching and learning – evidence-based practices. Self-determination development. Sexuality and sexual identity education.** <u>Readings</u> **Before lecture - prescribed:** Disability Standards for Education (2005) Faragher, R., & Van Ommen, M. (2017). Conceptualising educational quality
5 **14/10/19**	

students and young people with intellectual disabilities?

Your answer needs to be posted on Monday 28th October. You are also asked to respond to one other post by another student by Wednesday 30th October. I will post my comments to selected posts.

Before lecture 6 - prescribed:
Gothart, J. (2011). School's out: The right and rites of passage. In Gothart, J. (2011). *Greater expectations. Living with Down syndrome in the 21st Century.* Fremantle Press.
Leonard, H. et al. (2016). Transition to adulthood for young people with intellectual disability: The experiences of their families. *European Child Adolescent Psychiatry, 25*, 1369–1381. doi: 10.1007/s00787-016-0853-2

After lecture 6 - prescribed:
Gauthier-Boudreaulta, C., Gallagherb, F., & Couture, M. (2017). Specific needs of families of young adults with profound intellectual disability during and after transition to adulthood: What are we missing? *Research in Developmental Disabilities, 66*, 16-26. doi: 10.1016/j.ridd.2017.05.001
- 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. *Australian Journal of Education, 58*(3), 318-336. doi: 10.1177/0004944114543603

Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy, relationships,

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04/11/19

Policy and Practice in Intellectual Disabilities, 16(1), 58-66. doi: 10.1111/jppi.12273.

- optional:

Shpigelman, C. N., & Gill, C. J. (2014). How do adults with intellectual disabilities use Facebook? *Disability & Society, 29*(10), 1601-1616. doi: 10.1080/09687599.2014.966186

Strnadová, I. (2015). "My sister won't let me": issues of control over own life as experienced by older women with intellectual disabilities. In Shakespeare, T. (Ed.). (2015). *Disability Research Today: International Perspectives* (pp. 166-181). London: Routledge.

Families of people with intellectual disabilities – cooperation with schools and other stakeholders and service providers. Person-centred planning.

Readings

Before lecture 8 - prescribed:

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. *Journal of Intellectual Disability Research, 56*(1), 87-101. doi: 10.1111/j.1365-2788.2011.01393.x

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Young, S., Shakespeare-Finch, J., & Obst, P. (2019). Raising a child with a disability: A one-year qualitative investigation of parent distress and personal growth. *Disability & Society*, doi:

11/11/19

10.1080/09687599.2019.1649637

After lecture 8 - prescribed:

Cramm, J. M., & Nieboer, A. P. (2012). Longitudinal stu   d

The essay

Student Name: Student No.:
Assessment Task 1:

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 the area of intellectual disabilities					
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 　　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 　　range of current research literature to support response 　　　　　　　　　　　　　　　　ideas					
se 　　　　　　　　　　　　g use of section 　　　　　　　　　　ity					
e academic					