



School of Education

EDST5134  
Addressing Special Needs

Term 3, 2019









## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture & Tutorial Topics	Readings (Chapters in Required Text)
<p>1</p> <p>Face-to-face lecture Wednesday 18<sup>th</sup> Sept, 10am – 12pm</p>	<p><b>Introduction to course, assessments and expectations</b></p> <p><b>Special and inclusive education: legislation, policies, principles, definitions</b></p> <p><i>Disability Standards for Education</i></p> <p><b>Online activity 1 – Disability awareness (see Moodle for more information):</b></p> <p>(Approximately 2 hours)</p>	<p>Chapter 1 &amp; 2 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
<p>2</p> <p>Face-to-face lecture Wednesday 18<sup>th</sup> Sept, 1pm – 3pm</p>	<p><b>Students with high incidence disabilities - Intellectual disability</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p><b>Pre-lecture activity – Evidence-based teaching strategy (see Moodle for more information):</b></p> <p>(Approximately 2 hours)</p>	<p>Chapter 10 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
<p>3</p> <p>Online lecture and tutorial</p>	<p><b>Supporting students with specific learning disabilities and ADHD:</b></p> <p><b>Online activity 1 - Differentiated Instruction (see Moodle for more information)</b></p> <p>(approximately 2 hours)</p> <p><b>Online activity 2</b></p>	

	<p>Assessment for AAC devices and Assistive Technology, Behaviour and Communication Disabilities, Teaching strategies, Response to Intervention</p> <p><b>Pre-lecture activity 1 – Scenario on Autism (see Moodle for more information):</b></p> <p>(Approximately 1 hour)</p> <p><b>Pre-lecture activity 2 – Scenario on communication disorders (see Moodle for more information):</b></p> <p>(Approximately 1 hour)</p>	
<p>5</p> <p>Face-to-face lecture Wednesday 25<sup>th</sup> Sept, 1pm – 3pm</p>	<p><b>Supporting students with diverse learning needs:</b> Assessing and responding to individual student needs.</p> <p><b>Sensory - Hearing and visual impairments</b></p> <p>Characteristics, learning needs, teaching and classroom accommodation</p> <p><b>Pre-lecture activity – Case study on modifying task for student with hearing impairment (see Moodle for more information):</b></p> <p>(Approximately 1 hour)</p> <p><b>Online activity - Accommodations to the Physical Environment (see Moodle for more information):</b></p> <p>(Approximately 1 hour)</p>	<p>Chapters 11 &amp; 12 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
<p>6</p> <p>Online lecture and tutorial</p>	<p><b>Supporting Students with a diverse range of disabilities</b></p> <p>Physical impairment, Epilepsy, Autism, Hearing Impairments</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p><b>Online activity - Universal Design for Learning (see Moodle for more information):</b></p> <p>(Approximately 1 hour)</p>	<p>Chapters 11 &amp; 12 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>

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(Approximately 2 hours)

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**School Transitions for students with disabilities**

Face-to-face lecture  
Wednesday 2<sup>nd</sup> Oct  
1pm – 3pm

**Pre-lecture activity – Students with Disabilities – Transition from  
Primary to High School (see Moodle for more information)**

Chapter 18 in  
Diversity,  
Inclusion and  
Engagement.

(Approximately 2 hours)







## **Assessment 2: Differentiated Lesson Plan: 60%**

Identify one lesson plan taught during PE1. If you are a part-time student and have not completed PE1, you may use a lesson plan from your methods courses or from the website <https://www.australiancurriculumlessons.com.au/>

Based on the lectures, tutorials and literature/readings, identify how your lesson plan can be enhanced to respond and cater to the needs of the students in the sample class provided. Revise your selected lesson plan and rewrite it to respond to the students in the sample class. Ensure you include evidence-based practices as identified in the lectures, tutorials and literature/readings.

*Your class is comprised of 29 students. In this class you have 1 student who has a Specific Learning Disability with an impairment in reading, 1 student with ADHD (hyperactivity), 3 gifted students—one who also has Autism (with no intellectual impairment), and 2 students who are also from an*

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5134 ADDRESSING SPECIAL NEEDS

Student Name: Annotated Bibliography  
Assessment Task 1

Student No.:

**SPECIFIC CRITERIA**

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EDST5134 ADDRESSING SPECIAL NEEDS

Student Name:  
Assessment Task 2: Differentiated Lesson Plan

Student No.:

**SPECIFIC CRITERIA**

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