



## UNSW Course Outline

# EDST5107 Teaching Methods for High Incidence Disabilities - 2024

Published on the 17 Dec 2023

## General Course Information

Course Code : EDST5107

Year : 2024

Term : Summer

Teaching Period : U1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Online

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

The focus of this course is on students with high-incidence disabilities. In this course, students will be presented with cognitive, perceptual, language, academic learning, and social-emotional characteristics of these populations. Issues in assessment, curriculum and instruction, and

placement will also be discussed. This course will provide students with instruction on applying the goals, intervention strategies, and procedures related to psychodynamic, behavioural, biophysical, and ecological approaches to individuals with disabilities.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Discuss seminal issues in education for students with special needs
CLO2 : Explain laws, policies, and ethical principles regarding education of students with special needs
CLO3 : Use research-based strategies for individual curriculum-based assessment, planning, and instruction
CLO4 : Conduct independent research into a current topic/issue relevant to learners with learning disabilities, intellectual disabilities, ADHD, or emotional disabilities

Course Learning Outcomes	Assessment Item
CLO1 : Discuss seminal issues in education for students with special needs	• Research Paper
CLO2 : Explain laws, policies, and ethical principles regarding education of students with special needs	• Resource Guide • Research Paper
CLO3 : Use research-based strategies for individual curriculum-based assessment, planning, and instruction	• Resource Guide • Research Paper
CLO4 : Conduct independent research into a current topic/ issue relevant to learners with learning disabilities, intellectual disabilities, ADHD, or emotional disabilities	• Resource Guide

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

Rationale

In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students are actively engaged as they discuss current beliefs and learn new things. Course material is designed to be relevant to students' experience and assessment is intended as part of learning. In this course, students are required to take responsibility for their own learning.

## Teaching strategies

- Explicit teaching, including reading and/or listening to audio-visual materials to foster interest and support learning.
- Structured occasions for critical reflection on issues raised in the course and on others' ideas.
- Opportunities for peer and instructor interaction via forums, message boards, and chat rooms, allowing you the opportunity to demonstrate your capacity to communicate, to question, and to problem solve.
- Completion of online modules and activities to permit flexible interaction with course materials.
- Use of quizzes at the end of each module/prescribed readings for students to self-assess their understanding of key concepts.

These activities will occur in a climate that is supportive and inclusive of all learners.

## Other Professional Outcomes

### AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs 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
2.5.2	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	2
3.3.4	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.	2
5.4.3	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice.	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Research Paper Assessment Format: Individual	50%	Due Date: 10/01/2024 05:00 PM
Resource Guide Assessment Format: Individual	50%	Due Date: 25/01/2024 05:00 PM

## Assessment Details

### Research Paper

#### Assessment Overview

Research Paper. 2000 words. Students will receive written feedback within 10 days of submission.

#### Course Learning Outcomes

- CL01 : Discuss seminal issues in education for students with special needs
- CL02 : Explain laws, policies, and ethical principles regarding education of students with special needs
- CL03 : Use research-based strategies for individual curriculum-based assessment, planning, and instruction

#### Detailed Assessment Description

Assessment 1. Research Paper. 50%

You are required to submit a research paper of 2000 words in length relevant to learners with high-incidence disabilities. Please choose one of the following high-incidence disabilities: Attention Deficit and Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), emotional disturbance, intellectual disability, or specific learning disabilities. In your paper, you should include the following sections:

**Introduction:** Initiate with a brief introduction, outlining the chosen high-incidence disability for context.

**Diagnostic Criteria:** Explore specific diagnostic and assessment criteria for accurate identification.

**Learning, Behavioral, and Emotional Characteristics:** Examine detailed manifestations of learning, behavioral, and emotional characteristics unique to the selected disability.

**Major Challenges in the Classroom Setting:** Analyse distinctive instructional and classroom management challenges posed by the disability, suggesting practical strategies.

**Reflections and Conclusion:** Share personal thoughts, reflections, and insights, emphasising the critical importance of understanding and addressing the chosen high-incidence disability in diverse educational settings.

The research paper should be written in APA 7th edition style, and contain at least 10 current (within the last 10 years) peer-reviewed journal articles.

**Assessment Length**

2000 words

## Assessment information

### RUBRIC/FEEDBACK SHEET

EDST5107 UNSW SCHOOL OF EDUCATION

#### Assessment Task 1: Research Paper

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"><li>• understanding of the task and its relationship to relevant areas of theory, research, and practice</li><li>• clarity and accuracy in use of key terms and concepts in special education</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• depth of understanding of key special education principles, concepts and issues explicitly raised during the course and in your follow up readings</li><li>• clarity and significance of the problem</li><li>• depth of analysis of specific disabilities and strategies</li><li>• clarity and depth of implications/recommendations</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• range of research and professional literature on special education</li><li>• resources are current and relevant</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• appropriateness of overall structure of lesson</li><li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li><li>• clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation, and word length</li></ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## **Resource Guide**

### Assessment Overview

Resource Guide. 3000 words. Students will receive written feedback within 10 days of submission.

### Course Learning Outcomes

- CL02 : Explain laws, policies, and ethical principles regarding education of students with special needs
- CL03 : Use research-based strategies for individual curriculum-based assessment, planning, and instruction
- CL04 : Conduct independent research into a current topic/issue relevant to learners with learning disabilities, intellectual disabilities, ADHD, or emotional disabilities

### Detailed Assessment Description

Assessment 2: Resource Guide. Worth 50%

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 resource guide 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 parts.

### **Part 1: Instructional Issues**

**\*Instructional issues refer to challenges and considerations related to the teaching and learning processes tailored to meet the unique needs of students who experience various disabilities. These issues can encompass a range of factors that impact the effectiveness of instruction for**

students with disabilities. Examples include accessibility, differentiated instruction, assessment accommodations, Universal Design for Learning (UDL), behavioral supports, and communication support, among others.\*

Choose two of the disabilities discussed during the course (ADHD, ASD, emotional disturbance, intellectual disabilities, specific learning disabilities).

For both of the disability categories you have chosen:

- Describe 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 instructional issues should not be identical for the two disabilities that you have chosen.

## Part 2: Instructional Issues Discussion

For each instructional issue you include in Part 1 above:

- Discuss potential resources (places, experiences, coursework, persons, etc.,) that might be utilized 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.

## Part 3: Assessment

- Discuss some accommodations and modifications that can be made when assessing the learning of students with these particular disabilities.

The resource guide should be written in APA 7th edition style, be 3000 words in length, and contain at least 10 current (within the last 10 years) peer-reviewed journal articles.

### Assessment Length

3000 words



## Assessment information

### RUBRIC/FEEDBACK SHEET

EDST5107 UNSW SCHOOL OF EDUCATION

#### Assessment Task 2: Resource Guide

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"><li>• understanding of the task and its relationship to relevant areas of theory, research, and practice</li><li>• clarity and accuracy in use of key terms and concepts in special education</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• depth of understanding of key special education principles, concepts and issues explicitly raised during the course and in your follow up readings</li><li>• depth of analysis of disabilities and strategies, and reasons for the inclusion of each resource</li><li>• clarity and depth of implications/recommendations</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• range of research and professional literature on special education</li><li>• resources and references are current and relevant</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• appropriateness of overall structure of essay</li><li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li><li>• clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation, and word length</li></ul>	
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## General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/sed/policies-procedures).

### Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Seminar 1: 2 January	Seminar	• Special Topic: Special Education & Inclusion
Module 1: 2nd January - 8th January	Module	• Foundations of Special Education
Module 2: 2nd January - 8th January	Module	• Intellectual Disability: Causes, Characteristics, Australian Context
Seminar 2: 9 January	Seminar	• Special Topic: Autism Spectrum Disorder
Module 3: 9th January - 15th January	Module	• Students with Specific Learning Disabilities: Causes, Characteristics, Australian Context
Module 4: 9th January - 15th January	Module	• ADHD/Other Health Impairments: Causes, Characteristics, Australian Context • Emotional Disturbance: Causes, Characteristics, Australian Context
Seminar 3: 16 January	Seminar	• Special Topic: Attention Deficit and Hyperactivity Disorder
Module 5: 16th January - 22nd January	Module	• Professional Partnerships: Colleagues, Paraprofessionals, Outside Agencies • Skills and Knowledge for Effective Partnerships • Building Family Partnerships
Module 6: 16th January - 22nd January	Module	• Learning and Teaching/ Instructional Practices: Literacy • Learning and Teaching/ Instructional Practices: Numeracy

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

## General Schedule Information

- Readings for each module of the course will be posted on Moodle.
- This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

## Course Resources

### Prescribed Resources

\*\*\* All students are expected to access the course Moodle site on a regular basis for course readings, materials, information, and announcements \*\*\*

#### Required Readings

- Disability Standards for Education (2005)

#### Further Readings

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

## Course Evaluation and Development

- Student feedback on the course will be gathered via the MyExperience Survey

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Kean Poon		Ground Floor Morven Brown Building, Room G12		Email for an appointment	No	Yes

# Other Useful Information

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new

whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where

unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

### School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>