



UNSW Course Outline

EDST5111 Intellectual Disabilities - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5111

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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 use assessment for educational

intervention. You will learn about effective evidence-based practices that you can use to assist students with intellectual disabilities accomplish their educational goals. You will learn about curriculum-based strategies and curriculum adjustments and modifications that you can use in your teaching practice. In this course, great emphasis is placed on a life-span approach to people with intellectual disabilities and their families; and why it is important for professionals to have a holistic perspective. Thus, you will also learn about issues related to social and community inclusion, family, peer and partner relationships of people with intellectual disabilities. You will become acquainted with issues and supports relevant to adults with intellectual disabilities. Throughout the course, you will also learn about the importance of diverse transitions in the lives of people with intellectual disabilities and how these can be supported.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.
CLO2 : Apply legislation and government policies related to education and life of people with intellectual disabilities in their professional judgements and decisions.
CLO3 : Articulate current issues and trends in regards to the field of intellectual disabilities to relevant stakeholders.
CLO4 : Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.

Course Learning Outcomes	Assessment Item
CLO1 : Critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.	• Essay
CLO2 : Apply legislation and government policies related to education and life of people with intellectual disabilities in their professional judgements and decisions.	• Information booklet • Essay
CLO3 : Articulate current issues and trends in regards to the field of intellectual disabilities to relevant stakeholders.	• Information booklet • Essay
CLO4 : Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.	• Information booklet

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

You will learn different evidence-based 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. You will become acquainted with the Disability Standards for Education (2005) and learn the instructional and curriculum-based assessment strategies they can use in practice. You will also learn about the Quality-of-Life concept and its implications for the life of people with intellectual disabilities. Attention will also be paid to issues related to social and community inclusion, family, peer, and partner relationships of people with intellectual disabilities, possibilities of employment, independent living, and free time activities. You will also become acquainted with the needs of aging people with intellectual disabilities. Last but not least, you will become familiar with the challenges faced by families of people with intellectual disabilities.

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.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	1, 2
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	2
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies, and processes.	1, 2
7.3.4	Identify, initiate, and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.	2
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice.	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Assessment Format: Individual Short Extension: Yes (7 days)	50%	Start Date: Not Applicable Due Date: See Moodle
Information booklet Assessment Format: Individual Short Extension: Yes (7 days)	50%	Start Date: Not Applicable Due Date: See Moodle

Assessment Details

Essay

Assessment Overview

Essay. 3500 words. Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CLO1 : Critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.
- CLO2 : Apply legislation and government policies related to education and life of people with intellectual disabilities in their professional judgements and decisions.
- CLO3 : Articulate current issues and trends in regards to the field of intellectual disabilities to relevant stakeholders.

Detailed Assessment Description

Assessment 1: Essay

There are two essay topics that you can choose from:

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 lives. 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 one challenge people with intellectual disabilities experience in the life stage you selected.
3. Suggest (through the use of evidence-based practices) how this challenge can be overcome.

The essay needs to be based on a minimum of **12 peer-reviewed journal articles, which were published in the last 5-10 years.**

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. To do so, you are asked to:

1. View one of the movies suggested below involving a person with intellectual disabilities.
2. Identify the focus of the movie (e.g., parenting with intellectual disabilities – *I am Sam*; relationships and people with intellectual disabilities – *The Other Sister* or *Charly*; prejudice towards social inclusion for people with intellectual disabilities – *Radio*).
3. Read a minimum of 10 peer-reviewed journal articles published in the last 5-10 years 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 as parents, then read peer-reviewed journal articles on parenting 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?

Please select a film from Iris: <https://iris.peabody.vanderbilt.edu/resources/films/> (Intellectual/Developmental Disabilities tab)

This assessment task 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.

Other notes:

- The essay should be double-spaced and written in APA 7th edition style; see the course Moodle site for more guidance.
- Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your references.

Assessment Length

3,500 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5111 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Essay• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• Depth of analysis and 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	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Range of current research literature to support response	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of response• Clarity and coherence of organisation, including use of section headings and summaries to enhance readability	
<ul style="list-style-type: none">• 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 appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 50%
<p>• 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.</p>	

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.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Information booklet

Assessment Overview

Information booklet for parents. 4000 words. Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CLO2 : Apply legislation and government policies related to education and life of people with intellectual disabilities in their professional judgements and decisions.
- CLO3 : Articulate current issues and trends in regards to the field of intellectual disabilities to relevant stakeholders.
- CLO4 : Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.

Detailed Assessment Description

Assessment 2: Information booklet

You are invited to create an information booklet for parents about intellectual disabilities. The booklet should be focused on one of the following topics:

- Information booklet for parents deciding about early intervention and pre-school education options (aimed group: parents of pre-school children with intellectual disabilities),
- Information booklet for parents deciding about the schooling options for their child with intellectual disabilities (aimed group: parents whose child is about to begin compulsory

education),

- Information booklet for parents about post-schooling options (employment, education, living) for their child/ren with intellectual disabilities,
- Information booklet for ageing parents about transition-to-retirement supports and options for their adult offspring 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 resources (e.g., peer-reviewed book, journal articles, DVDs, websites) that you would recommend to parents (**minimum of 8** resources),
- list of references that you used in order to create the booklet. The references should be from peer-reviewed journal articles from the last ten years. Articles must be sourced from high-quality peer-reviewed journals. You should include a **minimum of twelve (12)** references.

This must be your original work.

Assessment Length

4,000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5111 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Information booklet• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• 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 advice and examples	
<ul style="list-style-type: none">• Depth of analysis and 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	
<ul style="list-style-type: none">• 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 resources recommended to parents for further reading• List of references that you used in order to create the booklet (use citations and reference pages)	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of response• Clarity and coherence of organization	
<ul style="list-style-type: none">• 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 limit	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 50%
<p>• 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.</p>	

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For more information on Generative AI and permitted use please see [here](#).

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 \(unsw.edu.au\)](#).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	<ul style="list-style-type: none"> • Characteristics of people with intellectual disabilities. • Social constructions and models of disability. • Social history of intellectual disabilities and its relevance for teachers today.
	Reading	<ul style="list-style-type: none"> • Before lecture: Wolfe, M., & Johnson, K. (2010). My own life. In Johnson, K., Walmsley, J., & Wolfe, M. (2010). People with intellectual disabilities. Towards a good life? (pp. 17-29). The Policy Press. • After lecture: Logeswaran, S., Hollett, M., Zala, S., Richardson, L., & Scior, K. (2019). How do people with intellectual disabilities construct their social identity? A review. <i>Journal of Applied Research in Intellectual Disabilities</i>, 32, 533–542. doi: 10.1111/jar.12566.
Week 2 : 16 September - 22 September	Topic	<ul style="list-style-type: none"> • Assessment of intellectual disabilities. • Teacher's role in the assessment process. • Assessment for Learning. • What causes intellectual disabilities? The most common syndromes.
	Reading	<ul style="list-style-type: none"> • Before lecture: Strnadová, I., Loblinz, J., Leach Scully, J., Danker, J., Tso, M., Jackaman, K. M., Dunn, M., Willow, S. A., Sarfaraz, S., Fitzgerald, V., Boyle, J., & Palmer, E. E. (2023). "I am not a number!" Opinions and preferences of people with intellectual disability about genetic healthcare. <i>European Journal of Human Genetics</i>. Open access: https://www.nature.com/articles/s41431-023-01282-3, opens in a new window • After lecture: O'Byrne, C., & Muldoon, O. T. (2019). The construction of intellectual disability by parents and teachers. <i>Disability & Society</i>, 34(1), 46-67. doi: 10.1080/09687599.2018.1509769
Week 3 : 23 September - 29 September	Topic	<ul style="list-style-type: none"> • Children/students with intellectual disabilities in early and pre-school age. • School-aged children/students with intellectual disabilities. • Learning/support needs, methods supporting teaching and learning - evidence-based practices. • Self-determination development.
	Reading	<ul style="list-style-type: none"> • Before lecture: Australian Government (2005). Disability Standards for Education. Nieto, C., & Moriña, A. (2019). The dream school: Mind-changing perspectives of people with intellectual disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i>, 32, 1549-1557. DOI: 10.1111/jar.12650 • After lecture: Wehmeyer, M. L., & Shogren, K. A. (2017). Chapter 15. Problem solving and self-advocacy. In Shogren, K. A., Wehmeyer, M. L., & Singh, N. N. (2017). <i>Handbook of positive psychology in intellectual and developmental disabilities</i> (pp. 217-229). Springer International Publishing AG.
Week 4 : 30 September - 6 October	Topic	<ul style="list-style-type: none"> • Students with profound and multiple learning disabilities - effective teaching approaches. • Self-determination development.
	Reading	<ul style="list-style-type: none"> • Before lecture: Australian Government (2005). Disability Standards for Education. Nind, M., & Strnadová, I. (2020). Changes in the lives of people with profound intellectual and multiple disabilities. In Nind, M. A., & Strnadová, I. (Eds.). <i>Belonging for people with profound intellectual and multiple disabilities: Pushing the boundaries of inclusion</i>. (pp. 1-21). London: Routledge. • After lecture: Feder Kittay, E. (2019). Chapter 1. On what matters/no. In Feder Kittay, E. (2019). <i>Learning from my daughter: The value and care of disabled minds</i> (pp.1-24). Oxford University Press.
Week 5 : 7 October - 13 October	Homework	<ul style="list-style-type: none"> • School-aged children/students with intellectual disabilities. Individualized Learning Plans as a tool of developing self-determination skills. This week we will explore how Individualized Learning Plans can be utilized as effective tools for self-determination skills development in students with intellectual disabilities. Please note that you will complete your lecture and assessment online by going through one Iris training module. Therefore, there will be no lecture on Monday 7th October. • The Iris training module that you will complete is: IEPs: Developing High-Quality Individualized Education Programs https://iris.peabody.vanderbilt.edu/module/iep01/cr_assess/#content • You will also need to read and explore: Australian Government (2005). Disability Standards for Education. Skaff, L., F., Kemp, J. N., Sternesky McGovern, L. A., & Fantacone, J. M. (2016). Educator and parent views of the effectiveness of individualized learning plans for students with disabilities. <i>Career Development and Transition for Exceptional Individuals</i>, 39(2), 68–78. DOI: 10.1177/2165143414546131 • Your lecture attendance will be counted based on submission of completed assessment in the course Moodle - please answer all the questions in relation to students with intellectual disabilities, using

		<p>knowledge gained from the readings as well.</p> <ul style="list-style-type: none"> Please make sure you submit the completed assessment in the course Moodle prior to the following lecture.
	Reading	<ul style="list-style-type: none"> See Resources section and Moodle for details.
Week 6 : 14 October - 20 October	Topic	<ul style="list-style-type: none"> Adolescent students with intellectual disabilities. Individual transition planning and evidence-based practices. Self-determination development. Importance of relationships and sex education.
	Reading	<ul style="list-style-type: none"> Before lecture: Australian Government (2005). Disability Standards for Education. Strnadová, I., Loblinz, J., & Wehmeyer, M. (2021). Transitions in lives of people with intellectual disability. Editorial. British Journal of Learning Disabilities, 49, 263-270. DOI: 10.1111/bld.12413 After lecture: Strnadová, I., Loblinz, J., & Danker, J. (2021). Importance of sex education for a successful post-school transition: Experiences of high school girls with intellectual disability. British Journal of Learning Disabilities, 49(3), 303-315. Doi: 10.1111/bld.12403
Week 7 : 21 October - 27 October	Topic	<ul style="list-style-type: none"> Adults with intellectual disabilities – adult education opportunities, employment, self-advocacy, relationships, parenthood, ageing. Guest speakers: Ms. Julie Loblinz OAM and Skie Sarfaraz, Self-Advocacy Sydney.
	Reading	<ul style="list-style-type: none"> Before lecture: Meltzer, A., Kayess, R., & Bates, S. (2018). Perspectives of people with intellectual disability about open, sheltered and social enterprise employment. Social Enterprise Journal, 14(2), 225-24. doi: 10.1108/SEJ-06-2017-0034 After lecture: Strnadová, I. (2019). Transitions in the lives of older adults with intellectual disabilities: "Having a sense of dignity and independence". Journal of Policy and Practice in Intellectual Disabilities, 16(1), 58-66. doi: 10.1111/jppi.12273.
Week 8 : 28 October - 3 November	Topic	<ul style="list-style-type: none"> Families of people with intellectual disabilities - co-operation with schools and other stakeholders and service providers. Person-centred planning. Guest speakers: Debbie van Hoek and Karen Phillips.
	Reading	<ul style="list-style-type: none"> Before lecture: 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: 10.1080/09687599.2019.1649637 After lecture: Ellem, K., Chenoweth, L., & Edwards, R. (2019). Choosing the harder road: Naming the challenges for families in person-centred planning. Journal of Intellectual Disabilities, 23(3), 397-412. https://doi.org/10.1177/1744629518784154
Week 9 : 4 November - 10 November	Topic	<ul style="list-style-type: none"> People with intellectual disabilities involved with criminal justice systems. Guest speakers: Mr. Benjamin Garcia-Lee and Justen Thomas.
	Reading	<ul style="list-style-type: none"> Before lecture: McNally, P., Taggart, L., & Shevlin, M. (2021). Trauma experiences of people with an intellectual disability and their implications: A scoping review. Journal of Applied Research in Intellectual Disabilities, 34, 927-949. DOI: 10.1111/jar.12872 After lecture: Spivakovsky, C. (2021). Barriers to the NDIS for people with intellectual disability and/or complex support needs involved with the criminal justice systems: The current state of literature. Journal of Intellectual & Developmental Disability, DOI: 10.3109/13668250.2020.1855695
Week 10 : 11 November - 17 November	Topic	<ul style="list-style-type: none"> Intellectual disabilities and mental health issues - impact on schooling and post-school years.
	Reading	<ul style="list-style-type: none"> Before lecture: Whittle, E.L., Fisher, K.R., Reppermund, S., & Trollor, J. (2019). Access to mental health services: The experiences of people with intellectual disabilities. Journal of Applied Research in Intellectual Disabilities, 32, 368-379. doi: 10.1111/jar.12533 After lecture: Cvejic, R. C., & Trollor, J. N. (2018). Transition to adult mental health services for young people with an intellectual disability. Journal of Paediatrics and Child Health, 54, 1127-1130. doi: 10.1111/jpc.14197

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., NESA), 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

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

Required readings

Week 1

- **Before lecture:** Wolfe, M., & Johnson, K. (2010). My own life. In Johnson, K., Walmsley, J., & Wolfe, M. (2010). *People with intellectual disabilities. Towards a good life?* (pp. 17-29). The Policy Press.
- **After lecture:** Logeswaran, S., Hollett, M., Zala, S., Richardson, L., & Scior, K. (2019). How do people with intellectual disabilities construct their social identity? A review. *Journal of Applied Research in Intellectual Disabilities*, 32, 533–542. doi: 10.1111/jar.12566

Week 2

- **Before lecture:** Strnadová, I., Loblinz, J., Leach Scully, J., Danker, J., Tso, M., Jackaman, K. M., Dunn, M., Willow, S. A., Sarfaraz, S., Fitzgerald, V., Boyle, J., & Palmer, E. E. (2023). "I am not a number!" Opinions and preferences of people with intellectual disability about genetic healthcare. *European Journal of Human Genetics*. Open access: <https://www.nature.com/articles/s41431-023-01282-3>
- **After lecture:** O'Byrne, C., & Muldoon, O. T. (2019). The construction of intellectual disability by parents and teachers. *Disability & Society*, 34(1), 46-67. doi: 10.1080/09687599.2018.1509769

Week 3

- **Before lecture:** Australian Government (2005). *Disability Standards for Education*. AND Nieto, C., & Moriña, A. (2019). The dream school: Mind-changing perspectives of people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*, 32, 1549-1557. DOI: 10.1111/jar.12650

- **After lecture:** Wehmeyer, M. L., & Shogren, K. A. (2017). Chapter 15. Problem solving and self-advocacy. In Shogren, K. A., Wehmeyer, M. L., & Singh, N. N. (2017). *Handbook of positive psychology in intellectual and developmental disabilities* (pp. 217-229). Springer International Publishing AG.

Week 4

- **Before lecture:** Australian Government (2005). *Disability Standards for Education*. Nind, M., & Strnadová, I. (2020). Changes in the lives of people with profound intellectual and multiple disabilities. In Nind, M. A., & Strnadová, I. (Eds.). *Belonging for people with profound intellectual and multiple disabilities: Pushing the boundaries of inclusion*. (pp. 1-21). London: Routledge.
- **After lecture:** Feder Kittay, E. (2019). Chapter 1. On what matters/no. In Feder Kittay, E. (2019). *Learning from my daughter: The value and care of disabled minds* (pp.1-24). Oxford University Press.

Week 5

- Australian Government (2005). *Disability Standards for Education*.
- Skaff, L. F., Kemp, J. N., Sternesky McGovern, L. A., & Fantacone, J. M. (2016). Educator and parent views of the effectiveness of individualized learning plans for students with disabilities. *Career Development and Transition for Exceptional Individuals*, 39(2), 68–78. DOI: 10.1177/2165143414546131

Week 6

- **Before lecture:** Australian Government (2005). *Disability Standards for Education*. AND Strnadová, I., Loblinz, J., & Wehmeyer, M. (2021). Transitions in lives of people with intellectual disability. Editorial. *British Journal of Learning Disabilities*, 49, 263-270. DOI: 10.1111/bld.12413
- **After lecture:** Strnadová, I., Loblinz, J., & Danker, J. (2021). Importance of sex education for a successful post-school transition: Experiences of high school girls with intellectual disability. *British Journal of Learning Disabilities*, 49(3), 303-315. Doi: 10.1111/bld.12403

Week 7

- **Before lecture:** Meltzer, A., Kayess, R., & Bates, S. (2018). Perspectives of people with intellectual disability about open, sheltered and social enterprise employment. *Social Enterprise Journal*, 14(2), 225-24. doi: 10.1108/SEJ-06-2017-0034
- **After lecture:** Strnadová, I. (2019). Transitions in the lives of older adults with intellectual disabilities: "Having a sense of dignity and independence". *Journal of Policy and Practice in Intellectual Disabilities*, 16(1), 58-66. doi: 10.1111/jppi.12273.

Week 8

- **Before lecture:** 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: 10.1080/09687599.2019.1649637

- **After lecture:** Ellem, K., Chenoweth, L., & Edwards, R. (2019). Choosing the harder road: Naming the challenges for families in person-centred planning. *Journal of Intellectual Disabilities*, 23(3), 397-412. <https://doi.org/10.1177/1744629518784154>

Week 9

- **Before lecture:** McNally, P., Taggart, L., & Shevlin, M. (2021). Trauma experiences of people with an intellectual disability and their implications: A scoping review. *Journal of Applied Research in Intellectual Disabilities*, 34, 927-949. DOI: 10.1111/jar.12872
- **After lecture:** Spivakovsky, C. (2021). Barriers to the NDIS for people with intellectual disability and/or complex support needs involved with the criminal justice systems: The current state of literature. *Journal of Intellectual & Developmental Disability*, DOI: 10.3109/13668250.2020.1855695

Week 10

- **Before lecture:** Whittle, E.L., Fisher, K.R., Reppermund, S., & Trollor, J. (2019). Access to mental health services: The experiences of people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*, 32, 368-379. doi: 10.1111/jar.12533
- **After lecture:** Cvejic, R. C., & Trollor, J. N. (2018). Transition to adult mental health services for young people with an intellectual disability. *Journal of Paediatrics and Child Health*, 54, 1127–1130. doi: 10.1111/jpc.14197

Recommended Resources

Additional readings (for interest)

- Collings, S., Llewellyn, G., & Grace, R. (2017). Home and the social worlds beyond: Exploring influences in the lives of children of mothers with intellectual disability. *Child: Care, Health and Development*, 43(5), 697-708. doi:10.1111/cch.12456
- Faragher, R., & Van Ommen, M. (2017). Conceptualising educational quality of life to understand the school experiences of students with intellectual disability. *Journal of Policy and Practice in Intellectual Disabilities*, 14(1), 39–50. doi: 10.1111/jppi.12213
- Frawley, P., & Wilson, N. (2016). Young people with intellectual disability talking about sexuality education and information. *Sex Disability*, 34, 469-484. doi: 10.1007/s11195-016-9460-x
- 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](https://doi.org/10.1016/j.ridd.2017.05.001)
- 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.
- Howlett, S., Florio, T., Xu, H., & Trollor, J. (2015). Ambulatory mental health data demonstrates the high needs of people with an intellectual disability: Results from the New South Wales intellectual disability and mental health data linkage project. *Australian and New Zealand*

Journal of Psychiatry, 49(2), 137–144. doi: 10.1177/0004867414536933

- Koolen, J., van Oorsouw Tranzo, W., Verharen, L., & Embregts, P. (2019). Support needs of parents with intellectual disabilities: Systematic review on the perceptions of parents and professionals. *Journal of Intellectual Disabilities*. doi: 10.1177/1744629519829965
- Martin, T., & Alborz, A. (2014). Supporting the education of pupils with profound intellectual and multiple disabilities: The views of teaching assistants regarding their own learning and development needs. *British Journal of Special Education*, 41(3), 309-327. doi: 10.1111/1467-8578.12070
- McCarron, M., McCallion, P., Faheyâ., McCarthy, E., & Connaire, K. (2011). The role and timing of palliative care in supporting persons with intellectual disability and advanced dementia. *Journal of Applied Research in Intellectual Disabilities*, 24(3), 189-198. doi: 10.1111/j.1468-3148.2010.00592.x
- McCarthy, M. (2017). 'What kind of abuse is him spitting in my food?': reflections on the similarities between disability hate crime, so-called 'mate' crime and domestic violence against women with intellectual disabilities. *Disability and Society*, 32(4), 595-600. doi: 10.1080/09687599.2017.1301854
- Moysen, 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
- Richards, S. B., Brady, M. P., & Taylor, R. L. (2015). Chapter 9. Instructional assessment. In Richards, S. B., Brady, M. P., & Taylor, R. L. (2015). *Cognitive and intellectual disabilities. Historical perspectives, current practices, and future directions* (pp. 241-267). Routledge.
- Rowe, S., Dowse, L., Newton, D., McGillivray, J., & Baldry, E. (2019). Addressing education, training, and employment supports for prisoners with cognitive disability: Insights from an Australian Programme. *Journal of Policy and Practice in Intellectual Disabilities*. doi: 10.1111/jppi.12321
- Strnadová, I., Danker, J., & Carter, A. (2021). Sexuality and relationships education for students with intellectual disability and/ or autism: A scoping review. *Sex Education*.
- Strnadová, I., & Nind, M. (2020). Belonging and people with profound intellectual and multiple disabilities: Pushing the boundaries. In Nind, M. A., & Strnadová, I. (Eds.). *Belonging for people with profound intellectual and multiple disabilities: Pushing the boundaries of inclusion*. (pp. 196-209). London: Routledge.
- Williams, V., Swift, P., & Mason, V. (2015). The blurred edges of intellectual disability. *Disability and Society*, 30(5), 704-716. doi: 10.1080/09687599.2015.1040870

Course Evaluation and Development

- Students will complete a mid-term evaluation.
- Students will be encouraged to complete MyExperience.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Iva Strnado vá		Room G23, Morven Brown Building	614269591 72	Tuesdays 4-5pm and/or by 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 externaltelsupport@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 \(unsw.edu.au\)](#).

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
- W: <https://www.arts.unsw.edu.au/education>