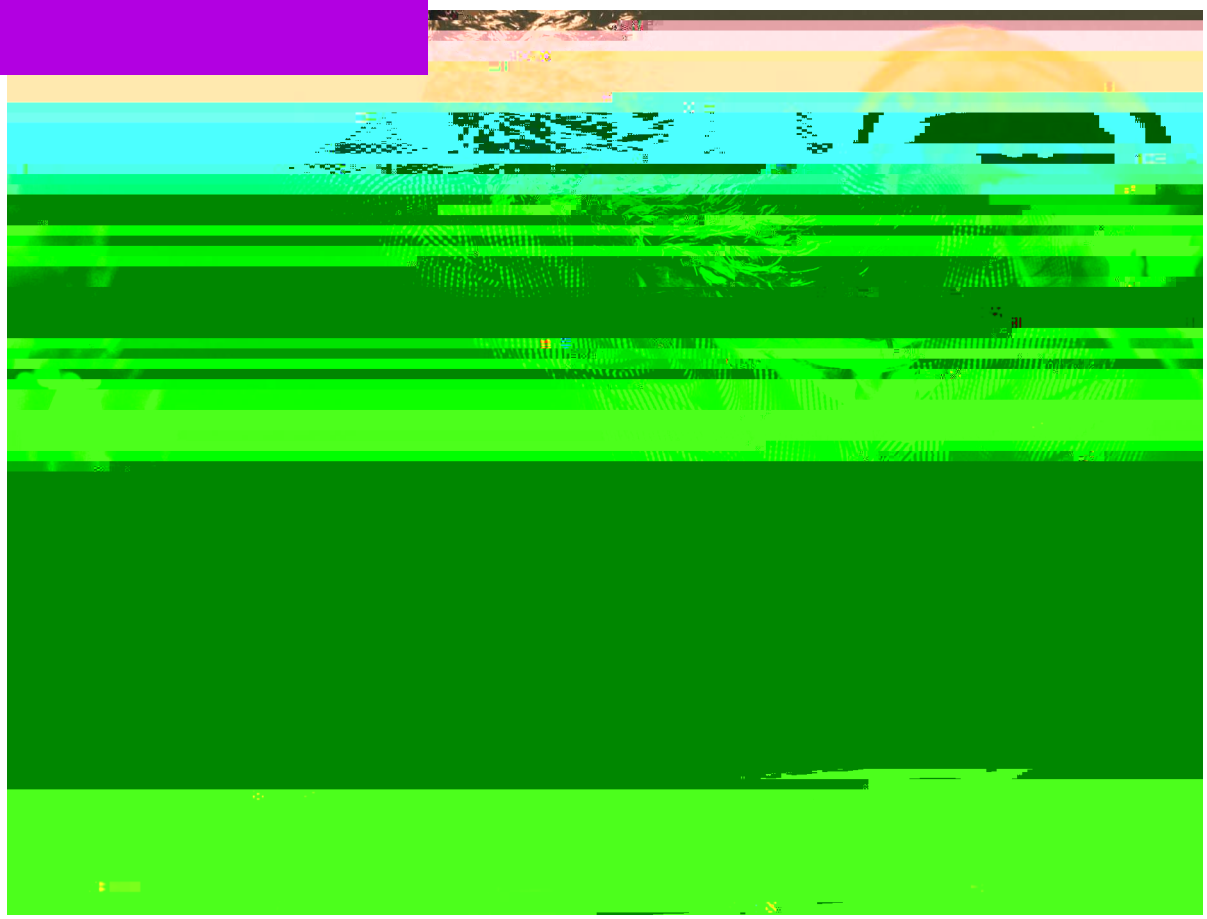


EDST5111

Intellectual Disabilities

Semester Two // 2018

School of Education // UNSW Arts and Social Sciences

EDST5111 Semester 2, 2018 published at 01-08-2018 // © University of New South Wales, 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Iva Strnadová	i.strnadova@unsw.edu.au	Mondays 1:00pm – 3:00pm, Thursdays 14:30pm – 16:30pm (by appointment)	John Goodsell Building, Rm. 129	0426 959 172

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the 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 use assessment for educational intervention. You will learn about effective evidence-based practices used 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. 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.

At the conclusion of this course the student will be able to

1. Critically engage with the theories underlying the prevailing attitudes towards people with intellectual disabilities.
2. Apply knowledge and understanding of legislation and government policies related to education and life of people with intellectual disabilities in professional judgements and decisions.
3. Articulate current issues and trends in regards to the field of intellectual disabilities to relevant stakeholders.
4. Perform curriculum adjustments to assist students with intellectual disabilities to meet educational outcomes.

Teaching Strategies

RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

You will learn different 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 current issues connected with dignity for people with intellectual disabilities, such as possibilities of employment, independent living, and free time activities and also needs of aging people with intellectual disabilities. Last but not the least; you will become familiarized with 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 ‰ 7 ro te rg

Australian Professional Graduate Teaching Standards

Standard	Description
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.
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.
2.6.2	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.
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.
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice.

Assessment

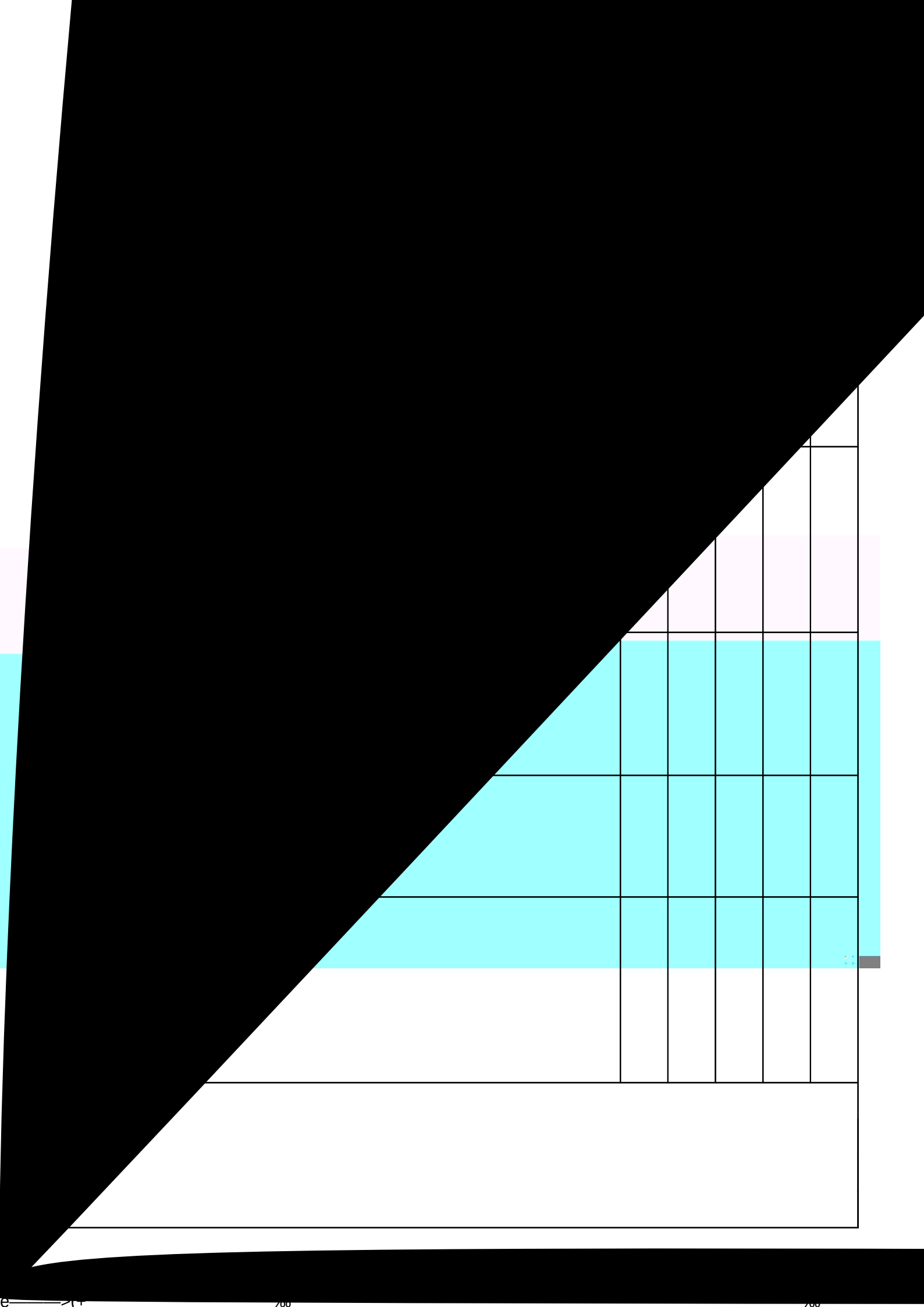
Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Information booklet	50%	2,3,4	1.5.3,1.6.2,2.6.2,3.3.3,4.1.2,7.2.3,7.3.4, 7.4.2	27/08/2018 05:00 PM
Essay	50%	1,2,3	1.6.2,3.3.3,7.2.3	15/10/2018 05:00 PM

Please refer to *?sqrp_jg_l Npmdcqqgml_j Qr_lb_pbq dmp Rc_afcpq* on the previous page

Assessment Details

Assessment 1: Information booklet



Specific Criteria	(-)——————————>(+)

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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,

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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. 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.

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

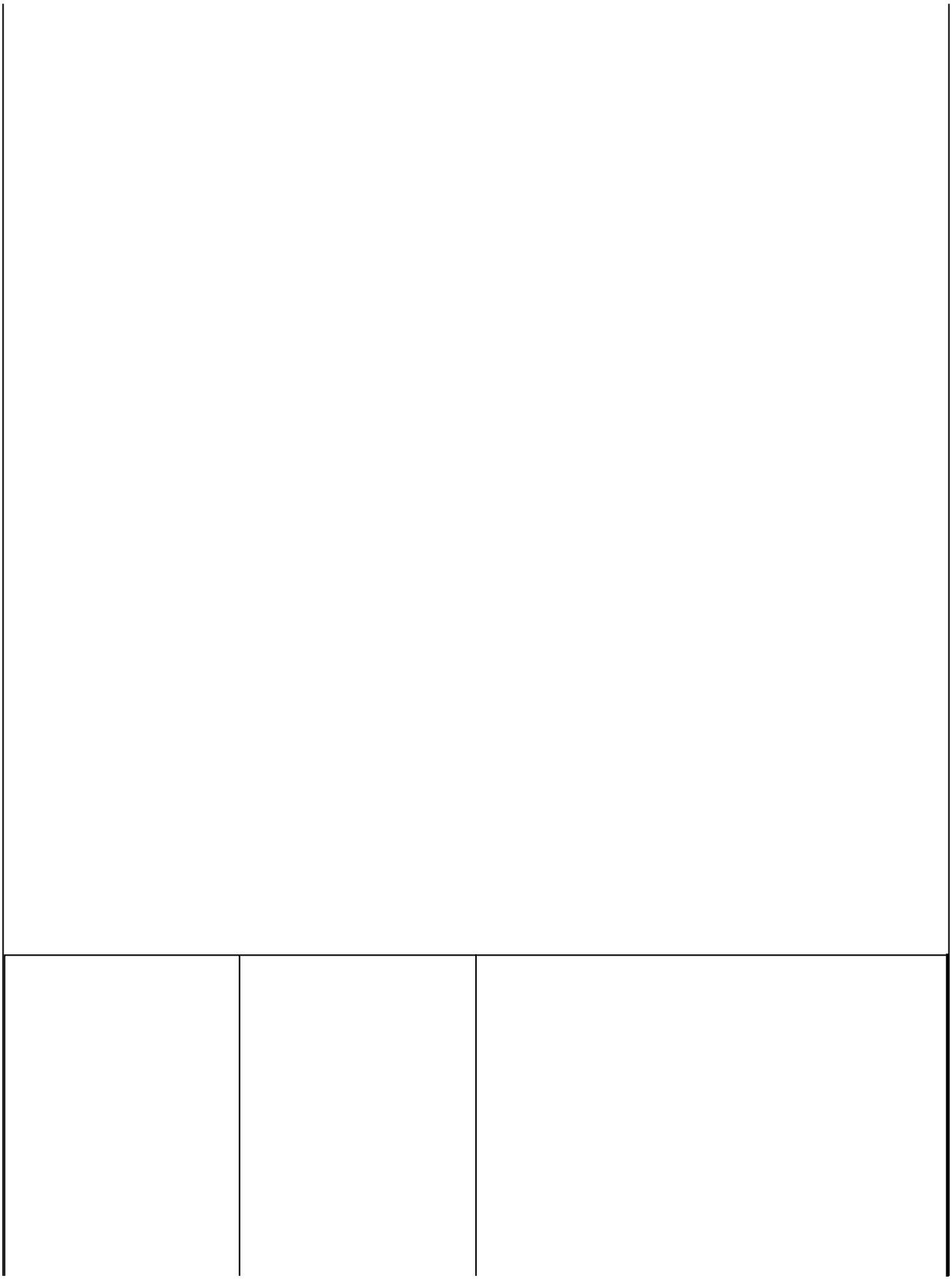
Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to 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 before the due date, or for the purpose of them plagiarising at any time, 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.

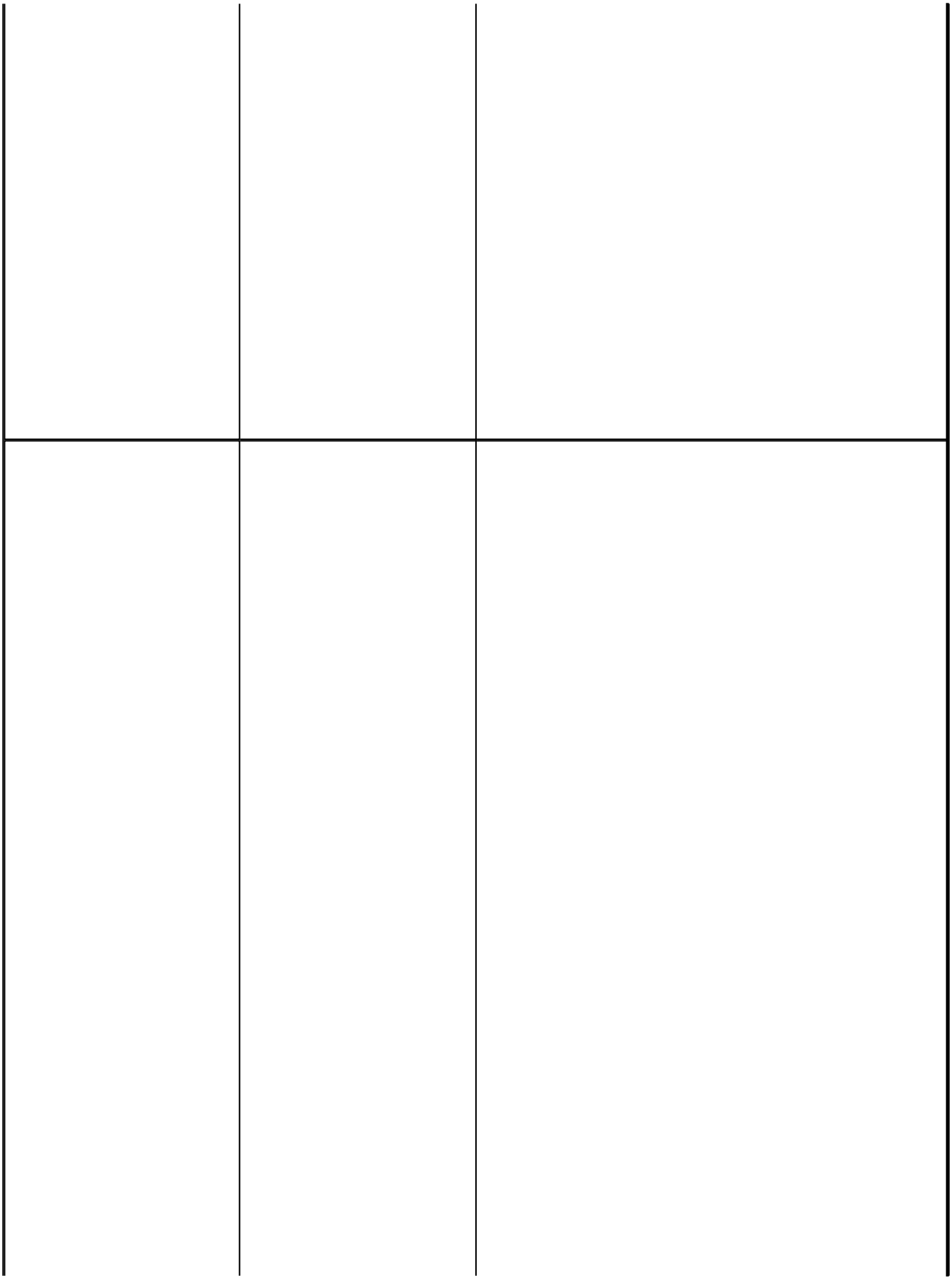
Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously

Course Schedule



		students with intellectual disability. *Rc_afg l e Cvacnrgm l_j A fgjbpc l* * *25*(5), 272. Kleinert, H. L., Jones, M. M., Sheppard-Jones, K., Harp, B., & Harrison, E. M. (2012). Students with intellectual disabilities going to college? Absolutely!. *Rc_afg l e Cvacnrgm l_j A fgjbpc l*, *22*(5), 26-35.

		Hudson, M. E., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectual disability access grade-level text. *Rc_afgle Cvacnrgml_j Afgjbpcl*, *23*(3), 14. - optional: 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. *@pgrgqf Hmspl_j md Qncag_j Cbsa_rgml* 2/*(3), 309-327.
Week 7: 3 September - 9 September	Lecture	Adolescent students with intellectual disabilities; Transitions to post-schooling options; Person-centred planning Before lecture 7 - prescribed: Gothart, J. (2011). School's out: The right and rites of passage. In Gothart, J. (2011). *Epc_rcp cvncar_rgmlq, Jgtgle ugrf Bmul qwlbpmkcgl rfc 0/qrAclrspw,* Fremantle Press. Wehmeyer, M.L. (2007). Student involvement in educational planning. Chapter 11. In Wehmeyer, M.L. *Npmkmrgle qcjd+bcrcpkgl_rgml gl qrsbclrq ugrf bctcjmnkclr_j bgq_`gjgrgcq,* The Guilford Press. After lecture 7 - 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. *?sqrp_jg_l Hmspl_j md Cbsa_rgml* 36*(3), 318-336.
Week 8: 10 September - 16 September	Lecture	Adults with intellectual disabilities في adult education opportunities, employment, self-advocacy. *Guest speaker: Ms. Julie Loblinzk, Self Advocacy Sydney*



		system. Chapter 12. In Luiselli, J.K. (ed.) (2012). *Rfc f_lb`mmi md fgef+pgqi af_jjcleglе `cf_tgmspqgl ncmnjc ugrf glrcjjcars_j_lb bctcjmnkclr_j bgq_`gjgrgcq,* Paul Brookes Publishing. After lecture 11 - optional: Cumming, T.M., Strnadová, I., & Dowse, L. (2014). At-risk youth in Australian schools and promising models of intervention. *Glrcpl_rgml_j Hmsplj md Qncag_j Cbsa_rgml* 07*(3), 16-25*,*
Week 12: 15 October - 21 October	Lecture	Intellectual disabilities and Mental Health issues ني impact on schooling and post-school years. Readings Before lecture 12 - prescribed: Evans, E., Howlett, S., Kremser, T., Simpson, J., Kayess, R., & Trollor, J. (2012). Service development for intellectual disability mental health: a human rights approach. *Hmsplj md Glrcjjcars_j Bgq_`gjgrw Pcqc_paf*, *34*(11), 1098-1109. After lecture 12 - optional: McCarron, M., McCallion, P., Fahey-McCarthy, E., & Connaire, K. (2011). The role and timing of palliative care in supporting p † † †

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Resources

Prescribed Resources

Please see the weekly outline of the course.

Recommended Resources

Please see the weekly outline of the course.

Course Evaluation and Development

I will conduct mid-semester student evaluation of the course to see what aspects of the course they enjoy and what aspects could be improved. I will report to them the outcomes of the mid-semester evaluation, and what I intend to do with their feedback. I will also include examples how I used feedback from previous student cohorts.

Image Credit

Synergies in Sound 2016

CRICOS

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