School of Education

Intellectual Disabilities
Term 3 2020

Contents

1. **LOCATION**

   Faculty of Arts and Social Sciences
   School of Education
   EDST5111 Intellectual Disabilities (6 units of credit)
   Term 3 2020

2. **STAFF CONTACT DETAILS**

   Course

STUDENT LEARNING OUTCOMES

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

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

After lecture 9 - optional:

Cumming, T.M., Strnadová, I., & Dowse, L. (2014). At-risk youth in Australian schools and promising models of intervention. *International Journal of Special Education, 29*(3), 16-25.

Rogers, C. (2019). Just mothers: Criminal justice, care ethics and offenders. *Disability & Society*. doi: 10.1080/09687599.2019.1655711

Intellectual disabilities and mental health issues   impact on schooling and post-school years.

<u>Readings</u>
Before lecture 10 - 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. *Journal of Intellectual Disability Research*, *56*(11), 1098-1109.

**Week 11
23rd
November
2020**

7. RESOURCES

Required Readings and Further Readings

Please see Section 6   Course Content and Structure.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Assessment 1: Essay	3,500 words	50%	1, 2, 3	1.6.2, 3.3.3, 7.2.3	23rd October 2020 by 5pm
Assessment 2: Information Booklet	3,500 words (15 20 pages)	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	27th November 2020 by 5pm

Submission of assessments

instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to

Topic 2 Attitudes towards people with intellectual disabilities

attitudes towards people with intellectual disabilities. In order 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
    relationships and people with intellectual disabilities
    prejudice towards social inclusion for people with intellectual disabilities
3. Read **10 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2011 and 2020),**

    being parents, then read peer-reviewed journal articles on parenting of 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.

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 off-spring with intellectual disabilities,
>
> Information booklet for ageing parents about transition-to-retirement supports and options for their adult off-spring 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
>
> 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 (that is from 2011-2020). Articles must be sourced from high-quality peer-reviewed journals. You should include a minimum of twelve (12) references.

This type of task is very practical, and you will definitely use it in your future practice; however, it is also a type of assessment that is really hard to put number of pages on. If you are struggling with estimating the amount of work required, then about 3,5

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Student Name: Student No.:
Assessment Task 2: