



EDED13435 *Students with Special Needs*

Term 2 - 2022

Profile information current as at 26/04/2024 05:42 am

All details in this unit profile for EDED13435 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In the unit "Students with Special Needs", pre-service teachers gain awareness of their professional obligations, roles and responsibilities in relation to the Disability Standards for Education and the way that these standards inform policy and procedures for meeting the needs of students with disabilities in inclusive school settings. They build knowledge of the definitions and criteria used to categorise disabilities in educational environments and explore the concept of "person first" approaches to meeting the needs of learners with disability in the middle years of schooling. Students take an holistic view of supporting the access and participation of learners with special needs and evaluate specific differentiation, accommodation and management strategies to make recommendations that support inclusion, wellbeing, safety and learning of all students in inclusive mainstream settings. They research and document examples of good practice for consulting with students, parents, specialist services and wider community support agencies and demonstrate knowledge of how to access and facilitate partnerships that improve the educational outcomes for individuals with disabilities.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite:- EDED11457

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2022

- Bundaberg
- Cairns
- Mackay
- Mixed Mode
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE and student emails

Feedback

Broader topics covered in unit.

Recommendation

The broader focus maintained to reflect contemporary classrooms.

Feedback from SUTE and forum posts

Feedback

Exemplars reflective of current task.

Recommendation

As much as possible, offer exemplars that reflect current assignment requirements.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Appraise the roles and responsibilities of educational stakeholders under legislation and policy for students with disabilities
2. Propose processes that overcome barriers to successful inclusion of students with disabilities
3. Evaluate strategies that support the psychological wellbeing, behaviour, accessibility and learning of students with special needs within whole class groups
4. Explain the rationale for accommodations and modifications that support the learning and social needs of students with disability
5. Interpret research literature and primary data sources to make recommendations that support the needs of students with disabilities.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability
- 2.6 Information and Communication Technology (ICT)
- 3.7 Engage parents/carers in the educative process
- 4.1 Support student participation
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 6.2 Engage in professional learning and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Susan Murket Unit Coordinator
s.murket@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Stats and facts about different abilities	Honeybourne (2018, chapter 2) Australia's children: In brief (2019) Australian Network on Disability website	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Our professional obligations	A brief guide to the Disability Discrimination Act (2019) Disability Standards for Education 2005 Act Summary Document - 2020 Review of the Disability Standards for Education 2005 Sharp et al., (2020)	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Student diversity section of ACARA's website (2010-2021)
Nationally consistent collection of data on school students with disability: 2022 guidelines (NCCD guidelines, 2022)
About giftedness (AAEGT, 2021)

Topic 3: Identification and assessment

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Taking a team approach	Inclusive education policy (Department of Education (2021) or equivalent from your State Education Department) Roy & Armstrong (2019) Koch (2020) Mofield (2020)	

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Formal adjustments	Educational Adjustment Program Handbook (Department of Education (2020) or equivalent from your State Education Department) Cumming (2017) Selecting the level of adjustment - NCCD document (Australian Government Department of Education, 2019)	

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Information Product Due: Vacation Week Monday (15 Aug 2022) 11:45 pm AEST

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Informal adjustments	CAST Universal Design for Learning guidelines graphic (2018) Ellis (2015) Salinger (2020)	

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Topic 7: Students with academic needs

Faragher & Clarke (2020)
What is ADHD? fact sheet (2019)
Jarvis (2018)
Allaway & Carpenter (2020)

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Students with communication or sensory needs	Cain & Fanshawe (2019) Lowe et al. (2019) Autism Australia's website	

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Students with wellness needs	Gilmour (2021) <i>Australia's children</i> web report - Health section (2022) Ronald McDonald Learning Program (2018)	

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Students with physical needs	Cerebral Palsy Alliance website (2018) Tait in Hyde et al. (2018, chapter 15) Pinquart & Behle (2021)	

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 11: Students with multiple or complex needs	Clark & Wormald (2018) Maes et al. (2020)	

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review of the unit	No new readings this week	

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Informed interactions in the classroom Due: Review/Exam Week Monday (10 Oct 2022) 11:45 pm AEST

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Information Product

Assessment Type
Written Assessment

Task Description

You are to develop an information product which applies recommendations from

the 2020 Review of the Disability Standards for Education 2005.

The information product is to be based on Mac, McAyla or Richard's stories found inside the [DSE's] *Exemplars of Practice*. The audience will be the stakeholders at your selected student's next education setting.

The product needs to contain the following elements:

a) An introduction to your selected student and an explanation of their psychological wellbeing, behaviour, accessibility and learning needs. (APST 1.1)

b) The roles and responsibilities of all anticipated stakeholders in the new setting and how they may contribute to your selected student participating in learning opportunities on the same basis as their peers. (APST 3.7)

c) An overview of legislation, policies and resources that may assist with the successful inclusion of your selected student. (APST 1.6, 7.2)

d) Suggestions for an effective transition into the new setting including strategies to continue the engagement with your selected student's parents/carers. (APST 4.1 & 7.3)e) Links to quality professional development avenues relevant to the needs of your selected student. (APST 6.4 & 7.4)

Please note:

- **The product can be presented as a document or in a digital format.**
- **A brief introduction and conclusion may be included.**
- **Each section has equal weighting.**
- **Tables, sub-headings and dot points are encouraged.**
- **A coding system for the references inside tables can be used.**
- **No appendices are to be included.**

Weighting: 50%

APST Descriptors demonstrated: 1.1, 1.6, 3.7, 4.1, 6.4, 7.2, 7.3, 7.4

Assessment Due Date

Vacation Week Monday (15 Aug 2022) 11:45 pm AEST

Assignments are due by 11:45 pm on Monday 15th August, 2021

Return Date to Students

Assignments are returned once the moderation process has been completed.

Weighting

50%

Assessment Criteria

- **Explanation of the selected student's psychological wellbeing, behaviour, accessibility and learning needs. (APST 1.1)**
- **Critique of the roles and responsibilities of all anticipated stakeholders in the new educational setting. (APST 3.7)**
- **Outline of legislation, policies and resources relevant to the successful inclusion of your selected student. (APST 7.2)**
- **Proposal of transition approaches and collaborative strategies aimed at enhancing the selected student and their family's engagement in the new setting. (APST 4.1 & 7.3)**
- **Selection of professional development avenues related to the selected student's needs. (APST 6.4 & 7.4)**
- **Application of academic conventions and professional literacy competence.**

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

All assignments must be uploaded via Moodle.

Learning Outcomes Assessed

- Appraise the roles and responsibilities of educational stakeholders under legislation and policy for students with disabilities
- Propose processes that overcome barriers to successful inclusion of students with disabilities

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

2 Informed interactions in the classroom

Assessment Type

Written Assessment

Task Description

Part A (1500-2000 words)

Create a profile of three fictitious students drawn from three different student groupings covered this term. For each student:

- 1. Using the current literature, summarise the student's potential academic, biological and social functioning. Ensure both positive and challenging aspects are considered. (APST 1.1, 6.2)**
- 2. List assistive aids or other resources the student might use. (APST 2.6)**
- 3. Identify stakeholders and service providers with whom you could collaborate. (APST 3.7, 7.3, 7.4)**

Part B (750-1000 words)

- 1. Using a previously taught set of lessons or a 'typical' session as a basis, provide brief contextual information about your cohort, year level, subject/s and curriculum focus.**
- 2. Propose accommodations and modifications to the classroom activities to promote the well-being, learning, social participation and safety for all students in your hypothetical class including these specific students. (APST 1.5, 1.6, 4.3, 4.4)**
- 3. Using references, justify the appropriateness of these accommodations and modifications. (APST 4.1)**

Part C (300-500 words)

Reflect on your thoughts and feelings about interacting with a group of students like your hypothetical class. How will you take ownership of your professional learning and your mental health? (APST 6.4)

Weighting: 50%

APST Descriptors demonstrated: 1.1, 1.5, 1.6, 2.6, 3.7, 4.1, 4.3, 4.4, 6.2, 7.3, 7.4

Assessment Due Date

Review/Exam Week Monday (10 Oct 2022) 11:45 pm AEST

Assignments are due by 11:45 PM on Monday 10th October, 2021

Return Date to Students

Assignments are released after moderation is completed.

Weighting

50%

Assessment Criteria

- Creation of profiles showing students' individuality, possible resources suitable for the students and associated stakeholders. (APST 1.1, 2.6, 3.7, 6.2 & 7.4)**
- Justification of accommodations and modifications of classroom context to enhance interactions of all students within the classroom. (APST 1.5, 1.6, 4.1, 4.3 & 4.4)**
- Reflection on your personal and professional perspectives and obligations. (APST 6.4 & 7.4)**

- **Application of academic conventions and personal literacy competence.**

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

All assignments must be uploaded via Moodle.

Learning Outcomes Assessed

- Appraise the roles and responsibilities of educational stakeholders under legislation and policy for students with disabilities
- Propose processes that overcome barriers to successful inclusion of students with disabilities
- Evaluate strategies that support the psychological wellbeing, behaviour, accessibility and learning of students with special needs within whole class groups
- Explain the rationale for accommodations and modifications that support the learning and social needs of students with disability
- Interpret research literature and primary data sources to make recommendations that support the needs of students with disabilities.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem