



EDED20495 *Special Needs*

Term 3 - 2021

Profile information current as at 05/07/2022 05:34 pm

All details in this unit profile for EDED20495 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 this unit, you will gain awareness of your professional obligations, roles and responsibilities in relation to the Disability Standards for Education and the way these standards inform policy and procedures for meeting the needs of students with disabilities in inclusive school settings. You will 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. You will take a 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. You will 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: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: EDED20493 Diversity and Inclusion

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 3 - 2021

- Online

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 Postgraduate 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 Student Feedback Survey

Feedback

This unit is content heavy and not suited to the condensed delivery of the course.

Recommendation

Ensure essential content is foregrounded during tutorials and highlighted within the Moodle content.

Feedback from Student Feedback Survey

Feedback

It was difficult to ascertain the difference between EDED20495 Special Needs and EDED20493 Diversity and Inclusion. It feels like they covered the same topics.

Recommendation

Make explicit how EDED20495 Special Needs builds upon the skills and knowledge developed in the prerequisite unit EDED20493 Diversity and Inclusion.

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 disabilities
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 demonstrate the Australian Professional Standards for Teachers 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.

Additional Textbook Information

Links to selected textbook readings and other materials will be provided within the online Moodle site.

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

Sandra Wass Unit Coordinator
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Schedule

Week 1: Tutorial 1 - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Terminology Topic 2: Disability Standards for Education	Readings consist of documents within topic Review Chapter Two of set text	

Week 2: Tutorial 2 - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Case studies	Linked readings within topic	

Week 3: Tutorial 3 - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Identification of disability	Linked readings within topic	

Week 4: Tutorial 4 - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Assessment of disability categories	Linked readings within topic Review Chapter Eight, Chapter Ten, Chapter Eleven, Chapter Twelve, Chapter Thirteen and Chapter Fifteen of the set text	

Non-teaching week: Tutorial 5 - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Task 1 due Friday

Topic 6: Communication issues
Linked readings within topic
Review Chapter Thirteen of the set text

Assessment one - Examining the Disability Standards for Education
Due: Vacation Week Friday (10 Dec 2021) 11:59 pm AEST

Week 5: Tutorial 6 - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Educational Adjustment Program Topic 8: Adjustments	Linked readings within topic	

Week 6: No Tutorial - 20 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7: Tutorial 7 - 03 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Instructional Practices	Linked readings within topic	

Week 8: Tutorial 8 - 10 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Assistive Technology Topic 11: Collaboration with social support professionals	Linked readings within topic	

Week 9: Tutorial 9 - 17 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 12: Review

Task 2 due Friday

Assessment two: Case study of a child with disability Due: Week 9 Friday (21 Jan 2022) 11:59 pm AEST

Week 10 - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 07 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Structure of the Term:

Please, note that the content of Term 3 units is delivered in various ways (some in intensive mode over the first 6 weeks of the Term). Each unit's timetable was created to best deliver its unique content and prepare you to complete assessment tasks effectively, as well as allow some 'downtime' prior to the commencement of the placement for Professional Praxis 3 and the commencement of university Term 1 2022.

To allow this to happen, some on-line Zoom Tutorial sessions will be conducted over 6 weeks straight with a class occurring in 'non-teaching week' - That is, Week 1 - 4, Non-Teaching Week & Week 5

Due to the nature of a diverse unit delivery, it is important that you organise your personal diary in order for you to keep up and realise that you should double the usual time allocation to a unit during the intensive mode period for those units.

Please, see the Moodle site for each unit for further information.

Assessment Tasks

1 Assessment one – Examining the Disability Standards for Education

Assessment Type

Written Assessment

Task Description

Your written assignment of no more than 2000 words (The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations) is a response to careful reading of the Disability Standards for Education 2005 (Commonwealth of Australia) and addresses the following points:

- Define each of the following key terms used in the Standards: “on the same basis”, “consultation”, “unjustifiable hardship” and “reasonable adjustment” and provide an example of each key term. In this explanation, you will need to show your understanding of not only this legislative act, but have your examples refer to the administrative and organisational policies and processes required for teachers (APST 7.2).
- Demonstrate your knowledge and understanding of the rights and responsibilities of all stakeholders under the Disability Standards. In doing this you will need to describe a broad range of strategies for involving parents/carers in the educative process (APST 3.7) in an effective, sensitive and confidential way (APST 7.3). You will also need to demonstrate an understanding of the need for continued professional learning and how this impacts on student learning (APST 6.4).
- Describe the obligations of teachers under the Standards, focussing particularly on your knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (APST 1.6).
- Describe how the Disability Standards legislation works to overcome barriers to inclusion. You will need to provide practical examples of strategies that support inclusive student participation and engagement in classroom activities (APST 4.1).

Assessment Due Date

Vacation Week Friday (10 Dec 2021) 11:59 pm AEST

Return Date to Students

Marking and feedback will be returned after moderation in a reasonable time to be considered before assignment two is due.

Weighting

50%

Assessment Criteria

Assessment will be marked against the following criteria:

- Knowledge and understanding of specific key concepts relating to the Disability Standards legislation and how they relate to administrative and organisational policies and processes required for teachers according to school stage (APST 7.2).
- Understanding of potential issues related to the rights and responsibilities of all stakeholders that explicitly relates to effective, sensitive and confidential parent engagement in the educative process and the need for continued professional learning (APST 3.7, 6.4 & 7.3).
- Knowledge and understanding of the obligations of teachers under the Disability Standards legislation and of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (APST 1.6).
- Understanding of how the Disability Standards legislation also works to ensure that schools implement strategies that support inclusive student participation and engagement in classroom activities (APST 4.1).

· Standard of academic writing and the use of academic materials.

Referencing Style

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

Submission

Online

Submission Instructions

Upload via moodle submission

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

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

2 Assessment two: Case study of a child with disability

Assessment Type

Written Assessment

Task Description

This task involves developing a case study of one student for the purposes of providing detailed information in relation to the child, catering for their educational and social needs, to another teacher who will be teaching this student in the future. You are to choose a specific child with disability: you could use one of the case studies presented in this unit or a child that is known to you personally (please remember to apply pseudonyms to all identifying information - this student must NOT be identifiable).

In this case study you will discuss your student in relation to the following aspects:

- Personal details such as age, gender, socio-economic status, ethnic background, language, family background and context and geographical details (but not a specific address) (APST 1.1).
- Any medical history (APST 1.1).
- Description of the specific disability (APST 1.1).
- A review of current literature related to the education of students with disability in general and your student's disability in particular, with reference to where you can access appropriate professional learning (APST 6.2).
- The potential impact of your student's disability on learning, access to and participation in a mainstream classroom (APST 1.1 & 4.1).
- Recommendations for communication strategies for consulting with the student, other students in the classroom, parents/ carers, specialist and community support services that form the student's support network (APST 3.7, 7.3 & 7.4).
- Recommendations for the use of technological aids and accommodations and modifications to learning, assessment and the learning environment to promote your student's learning, social participation and well-being, safety, health and personal care in a mainstream educational setting that would be used by the next teacher in this student's educational

journey (APST 1.5, 2.6, 4.1,4.3, 4.4 & 6.2).

- Ensure that your Appendix contains all learning and behavioural/engagement plans for your student (APST 4.3 & 4.4).

Assessment Due Date

Week 9 Friday (21 Jan 2022) 11:59 pm AEST

Please note that this can be submitted prior to this date.

Return Date to Students

Results will be released after certification of grades

Weighting

50%

Assessment Criteria

Assessment will be marked against the following criteria:

- Knowledge of case study development for the purpose of understanding how physical, social and intellectual development and characteristics of students may affect learning (APST 1.1).
- Knowledge of chosen disability and where to access appropriate professional learning (APST 6.2).
- Understanding of the impacts of disability on learning and social participation for the child with disability (APST 1.1 & 4.1).
- Understanding of accommodations and modification to learning, assessment and participation for the child with disability (APST 1.5, 2.6, 4.1, 4.3 & 4.4).
- Knowledge and understanding of relevant technology aids and other resources to promote learning, engagement and social participation (APST 2.6 & 6.2).
- Application of communication strategies with all stakeholders in effective, sensitive and confidential ways, and with an understanding of how these interactions can also broaden a teacher's professional knowledge and practice (APST 3.7, 7.3 & 7.4).
- Standard of academic writing and use of academic materials.

Referencing Style

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

Submission

Online

Submission Instructions

Upload via moodle submission

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 disabilities
- Interpret research literature and primary data sources to make recommendations that support the needs of students with disabilities.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

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