EDED20495 *Special Needs*
Term 3 - 2023

All details in this unit profile for EDED20495 have been officially approved by CQUniversity 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 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. 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 - 2023

- 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 Evaluations

Feedback

Improve the clarity of Criteria/Sheets Rubrics.

Recommendation

UC to review wording of criteria sheet to improve its clarity and ensure it is closely aligned to the wording of the assessment tasks themselves.

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**

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ○ Introductory Level | ● Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Written Assessment - 50%	●	●			
2 - Written Assessment - 50%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○				○
5 - Self-management		○			
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership					
8 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Textbooks
EDED20495

Prescribed

Diversity, Inclusion and Engagement
Edition: 4th (2021)
Authors: Hyde, Mervyn., Shelley. Dole, and Kathleen. Tait.
Oxford University Press
Melbourne , VIC , Australia
ISBN: 9780190329495
Binding: eBook

Additional Textbook Information
This text was also used for Diversity and Inclusion. An e-book if sufficient. Either 3rd or 4th edition is satisfactory.

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
s.j.wass@cqu.edu.au

Schedule

Week 1: Topic 1 and Topic 2 - 06 Nov 2023

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: Topic 3 and Topic 4 - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Identification of Disability Topic 4: Assessment of disability categories	Linked readings within topic Topic 4: Linked readings within topic Review Chapter Eight, Chapter Ten, Chapter Eleven, Chapter Twelve, Chapter Thirteen and Chapter Fifteen of the set text	

Week 3: Topic 5 and Topic 6 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Communication issues Topic 6: Educational Adjustment Program	Linked readings within topic Review Chapter Thirteen of the set text	

Week 4: Topic 7 and Topic 8 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Adjustments Topic 8: Instructional Practices	Linked readings within topic	

Week - Vacation- Topic 9 and Topic 10 - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Assistive Technology Topic 10: Collaboration with social support professionals	Linked readings within topic	Task 1 due Friday 08/12/23 11:45pm **Assessment one – Examining the Disability Standards for Education** Due: Vacation Week Friday (8 Dec 2023) 11:45 pm AEST

Week 5: Topic 11 and Unit Review - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 11- Case Studies	Linked readings within topic	

Week 6: No Tutorial - 18 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 7- No Tutorial - 01 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 8: No Tutorial - 08 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 9: No Tutorial - 15 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Task 2 Due Friday 19/01/24 11:45pm **Assessment Two: Case study of a child with disability** Due: Week 9 Friday (19 Jan 2024) 11:45 pm AEST

Week 10: No Tutorial - 22 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 11: No Tutorial - 29 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 12: No Tutorial - 05 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic

Important note about the structure of this unit:

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 deliver its unique content best 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 2024.

To allow this to happen, some online 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 take a look at the Moodle site for each unit for more information.

Assessment Tasks

1 Assessment one – Examining the Disability Standards for Education

Assessment Type
Written Assessment

Task Description
Your written assignment of 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 also 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 student learning (APST 6.4).

· Describe the obligations of teachers under the Standards, focusing 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).

Please include a brief introduction that outlines how you will be addressing these points, as well as a summary statement at the end of the written response.

Submissions are to be made in Microsoft Word only

Assessment Due Date
Vacation Week Friday (8 Dec 2023) 11:45 pm AEST
Please submit responses in Word format

Return Date to Students

Marking and feedback with 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. Please only submit WORD documents

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 a 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). Document detailed demographic data about the student that includes:
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).
Discuss your student's disability in particular, referring to current literature. Within this discussion refer to where you can access appropriate professional learning to support this child's inclusion (APST 6.2).
Discuss the potential impact of your student's disability on learning, access to and social participation in a mainstream classroom (APST 1.1 & 4.1)
Recommendations for the use of technological aides 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).

Recommendations for communication strategies for consulting with the student, other students in the classroom, parents/ carers, specialists and community support services that form the student's support network (APST 3.7, 7.3 & 7.4).

Assessment Due Date
Week 9 Friday (19 Jan 2024) 11:45 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).
·
Knowledge and understanding of accommodations and modifications to learning, assessment and participation and understanding of relevant technology aids and other resources to promote learning, engagement, social participation, well-being, safety and personal care (APST 1.5 2.6, 4.1, 4.3, 4.4 & 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