



School of Education

EDST5134
Addressing Special Needs

Term 3, 2019

6. COURSE CONTENT AND STRUCTURE

Module	Lecture & Tutorial Topics	Readings (Chapters in Required Text)
<p>1</p> <p>Face-to-face lecture Wednesday 18th Sept, 10am – 12pm</p>	<p>Introduction to course, assessments and expectations</p> <p>Special and inclusive education: legislation, policies, principles, definitions</p> <p><i>Disability Standards for Education</i></p> <p>Online activity 1 – Disability awareness (see Moodle for more information):</p> <p>(Approximately 2 hours)</p>	<p>Chapter 1 & 2 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
<p>2</p> <p>Face-to-face lecture Wednesday 18th Sept, 1pm – 3pm</p>	<p>Students with high incidence disabilities - Intellectual disability</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>Pre-lecture activity – Evidence-based teaching strategy (see Moodle for more information):</p> <p>(Approximately 2 hours)</p>	<p>Chapter 10 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
<p>3</p> <p>Online lecture and tutorial</p>	<p>Supporting students with specific learning disabilities and ADHD:</p> <p>Online activity 1 - Differentiated Instruction (see Moodle for more information)</p> <p>(approximately 2 hours)</p> <p>Online activity 2</p>	

(Approximately 2 hours)

8

School Transitions for students with disabilities

Face-to-face lecture
Wednesday 2nd Oct
1pm – 3pm

**Pre-lecture activity – Students with Disabilities – Transition from
Primary to High School (see Moodle for more information)**

Chapter 18 in
D 9.910452.14

(Approximately 2 hours)

Assessment 2: Differentiated Lesson Plan: 60%

Identify one lesson plan taught during PE1. If you are a part-time student and have not completed PE1, you may use a lesson plan from your methods courses or from the website <https://www.australiancurriculumlessons.com.au/>

Based on the lectures, tutorials and literature/readings, identify how your lesson plan can be enhanced to respond and cater to the needs of the students in the sample class provided. Revise your selected lesson plan and rewrite it to respond to the students in the sample class. Ensure you include evidence-based practices as identified in the lectures, tutorials and literature/readings.

Your class is comprised of 29 students. In this class you have 1 student who has a Specific Learning Disability with an impairment in reading, 1 student with ADHD (hyperactivity), 3 gifted students—one who also has Autism (with no intellectual impairment), and 2 students who are also from an

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Student Name: Annotated Bibliography
Assessment Task 1

Student No.:

SPECIFIC CRITERIA

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Student Name:
Assessment Task 2: Differentiated Lesson Plan

Student No.:

SPECIFIC CRITERIA

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