Description: Teaching Students with Learning Disabilities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
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<tr>
<td>EDU</td>
<td>3321</td>
<td>31026</td>
<td>1, 2004</td>
<td>ONC</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070113

STAFFING
Examiner: Patrick O'Brien
Moderator: Barry Fields

REQUISITES
Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BEPR

RATIONALE
With the broad acceptance of inclusive education as the guiding principle for the delivery of education in early childhood settings and primary classrooms, educators are faced with the challenge of reviewing, and, where necessary, modifying their practices to ensure that all students in their classes are provided with an appropriate education. While the need for adaptive responses is not new, the demands of providing a truly inclusive curriculum require a more insightful and flexible approach to how education is planned, organised and delivered.

SYNOPSIS
In this course preservice educators are guided through the process of reviewing curriculum content, educational methods and strategies in early childhood settings and primary classrooms, with the view to determining what adaptations and modifications are necessary to accommodate students from diverse backgrounds and with a wide variety of social and learning needs. Particular attention is given to helping students expand their educational repertoires to better enable them to respond to the demands of teaching in heterogeneous educational environments. While the course will emphasise adaptations and strategies for students with high incidence disabilities (students with learning disabilities /difficulties, AD/HD and mild intellectual impairment), this will be done in the context that educators will need to demonstrate the flexibility necessary to address the full range of student diversity they will inevitably be confronted.
OBJECTIVES

On completion of this course students will be able to:

- devise a framework for the review of curriculum, management and educational practices aimed at identifying areas where adaptations and modifications are necessary to accommodate the needs of diverse groups of students;
- acquire a knowledge and understanding of a variety of educational strategies and methods known to be effective with students experiencing learning problems and related adjustment difficulties; and
- respond to a series of case studies and scenarios of student diversity with appropriate curriculum, organisational and educational plans aimed at catering for the variety of student needs presented.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Student diversity and heterogeneity</td>
<td>5.00</td>
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<tr>
<td>2. A framework for providing inclusive education</td>
<td>10.00</td>
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<tr>
<td>3. The challenge of curriculum adaptations and modifications</td>
<td>10.00</td>
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<tr>
<td>4. Organisation and management in educational settings</td>
<td>10.00</td>
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<tr>
<td>5. Methods and strategies for students with disabilities (LD, AD/HD &amp; II) and special needs</td>
<td>50.00</td>
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<tr>
<td>6. Responding flexibly: case studies and scenarios</td>
<td>15.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>14.00</td>
</tr>
<tr>
<td>Directed Study</td>
<td>60.00</td>
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<tr>
<td>Lectures</td>
<td>14.00</td>
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<tr>
<td>Private Study</td>
<td>60.00</td>
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<tr>
<td>Tutorials or Workshops</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>40.00</td>
<td>40.00</td>
<td>02 Mar 2004</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
<td>02 Mar 2004</td>
</tr>
</tbody>
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NOTES:
1. The course examiner will advise the due dates for all assessment items.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

5. Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
9  Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
10 All assessment items must be submitted and passed.
11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS
1  Students will require access to e-mail and Internet access to USQConnect for this course.
2  Students are to use a recognised referencing system a specified by the course examiner.