EDED13435 *Students with Special Needs*
Term 3 - 2023

Profile information current as at 23/06/2025 04:59 pm

All details in this unit profile for EDED13435 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 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 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 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 Email, forum and survey

Feedback
Guest speakers were excellent.

Recommendation
Continue to invite guest speakers from a range of backgrounds.

Feedback from Forum and phone conversations.

Feedback
Assignments combined theoretical with practical application.

Recommendation
Continue to emphasise how the theoretical and practical knowledge combine in the assignments.

Feedback from Survey and drop-in sessions.

Feedback
Assignment feedback.

Recommendation
Continue to ensure markers provide feedback and feed-forward.

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

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 - Communication	●		●		
2 - Problem Solving		●	●	●	●
3 - Critical Thinking	●		●	●	●
4 - Information Literacy	●		●		●
5 - Team Work			●	●	●
6 - Information Technology Competence			●		●
7 - Cross Cultural Competence		●	●		
8 - Ethical practice	●	●	●	●	●
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	●	●	●	●				●		
2 - Written Assessment - 50%	●	●	●	●	●	●	●	●		

Textbooks and Resources

Textbooks

EDED13435

Prescribed

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

Additional Textbook Information
This textbook is available in an e-book version from the CQU library.

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 - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Stats and facts about different abilities Topic 2: Our professional obligations	**Honeybourne (2018, chapter 2)** **Australia's children: In brief (2019)** **Australian Network on Disability website** 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 2 - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Identification and assessment Topic 4: Taking a team approach	Student diversity section of ACARA's website (2010-2021) Nationally Consistent Collection of Data on school students with disability(NCCD) website - What is the NCCD? (2022) About giftedness (AAEGT, 2021) Inclusive education policy (Department of Education (2021) or equivalent from your State Education Department) Roy & Armstrong (2019) Koch (2020) Mofield (2020)	

Week 3 - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Formal adjustments Topic 6: Informal adjustments	**Support for students with disability (Department of Education (2023) or equivalent from your State Education Department** **Cumming (2017)** **Selecting the level of adjustment - NCCD document (Australian Government Department of Education, 2022)** CAST Universal Design for Learning guidelines graphic (2018) Salinger (2020)	

Week 4 - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Students with academic needs Topic 8: Students with communication or sensory needs	Faragher & Clarke (2020) What is ADHD? fact sheet (2019) Jarvis (2018) Alloway & Carpenter (2020) Australian Dyslexia Association (2023) Cain & Fanshawe (2019) Pruitt & Morini (2021) Autism Australia's website	

Vacation Week - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Students with wellness needs Topic 10: Students with physical needs	Gilmour (2021) Australia's children web report - Health section (2022) Ronald McDonald Learning Program (2018) Cerebral Palsy Alliance website (2018) Tait (2018) Pinquart & Behle (2021)	Assessment Task 1 Drop-in Session. 6pm Tuesday in class Zoom Room.

Week 5 - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic

Topic 11: Students with multiple or complex needs Topic 12: Review of the unit	**Clark & Wormald (2018)** **Maes et al. (2020)**	Assessment Task One Due 15th December 11:59pm **Information Product (1500-2000 words)** Due: Week 5 Friday (15 Dec 2023) 11:59 pm AEST

Week 6 - 18 Dec 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Vacation Week - 25 Dec 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 7 - 01 Jan 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 8 - 08 Jan 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assessment Task 2 Drop-in Session. 9 am Tuesday in class Zoom Room.

Week 9 - 15 Jan 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assessment Task Two Due 19th January 2024 11:59pm **Informed interactions in the classroom** Due: Week 9 Friday (19 Jan 2024) 11:59 pm AEST

Week 10 - 22 Jan 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 11 - 29 Jan 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 12 - 05 Feb 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 12 Feb 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

 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 university in 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.

1 Information Product (1500-2000 words)

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 Harley, Hassan or Frank's stories found inside the *Resources and Tools* portal of the *NCCD's website*. The audience will be the stakeholders at your selected student's next school in your own State/Territory.

a) Using your selected student's story, extrapolate appropriate transition strategies best suited to their psychological well-being, behaviour, accessibility and learning needs. Justify the strategies.

b) Outline the interrelated responsibilities of key stakeholders relevant to the new setting including parents/carers. Explain, with examples, how engagement with these stakeholders could enhance your selected student's participation in learning opportunities on the same basis as their peers.

c) Summarise legislation and systemic policies plus teaching and learning resources that may assist with the successful inclusion of your selected student. Defend your choices.

d) Recommend professional development avenues for stakeholders in the new setting. Discuss the relevance and positive impact of each avenue on the selected student's well-being and learning.

Please note:

• Report style formatting is recommended including the use of sub-headings and dot points.

- **Tone of the report should be a professional conversation rather than an academic discussion.**

- **Each section has equal weighting.**

- **References from unit content are expected in every section.**

- **No appendices are to be included.**

Weighting: 50%

APST Descriptors demonstrated: 1.1, 1.5, 1.6, 3.7, 4.1, 6.4, 7.2, 7.3, 7.4

Assessment Due Date
Week 5 Friday (15 Dec 2023) 11:59 pm AEST

Assignments are due by 11:59 pm on Friday 15th December, 2023

Return Date to Students

Assignments are returned once the moderation process has been completed.

Weighting
50%

Assessment Criteria

- Selection and justification of relevant transition strategies applicable to the selected student's psychological wellbeing, behaviour, accessibility and learning needs. [APST 1.1 & 4.1]
- Explanation of how interactions with key stakeholders can enhance the selected student's participation. [APST 3.7 & 7.3]
- Defense of selected legislation, policies and resources relevant to the successful inclusion of your selected student. [APST 1.5, 1.6 & 7.2]
- Recommendation and justification of professional development avenues related to the selected student's well-being and learning needs. [APST 6.4 & 7.4]
- Adherence to word count. 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 (1000-1500 words)
Create a profile of two fictitious students drawn from two different student groupings covered this term. For each student:
·Using the current literature, summarise the student's possible academic, biological, and social functioning. Ensure both positive and challenging aspects are considered.
·List assistive aids or other resources the student might use.
·Identify stakeholders and service providers with whom you could collaborate.
Part B (1000-1500 words)
· Using a previously taught lesson and transition as a basis, provide brief contextual information about your cohort, year level, subject and curriculum focus.
· 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. Aim for quality over quantity.
·Using references, justify the appropriateness of these accommodations and modifications.
·Document how you will take ownership of your professional learning and your mental health when interacting with a group of students like your hypothetical class.
Please note:
·Report style formatting is recommended including the use of sub-headings and dot points.
·Where possible, draw on your professional and/or personal experiences with similar students.
·Each section has equal weighting.
·References from unit content are expected in every section.

·No appendices are to be included.

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
Week 9 Friday (19 Jan 2024) 11:59 pm AEST

Assignments are due by 11:59 PM on Friday 19th of January 2024

Return Date to Students

Assignments are released after moderation is completed.

Weighting
50%

Assessment Criteria

- Creation of profiles showing students' individuality. [APST 1.1]
- Compilation of student-friendly aids and resources. [APST 2.6]
- Identification of relevant stakeholders and service providers. [3.7, 7.3, 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]
- Documentation of ways of engaging in professional learning and attending to your own mental health. [APST 6.2]
- Adherence to word count. 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