

EDUC6740: Students with Diverse Needs

Callaghan

Trimester 3 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course introduces Initial Teacher Education Students (ITES) to issues, policies and practices relating to the provision of effective inclusive education that meets the diverse learning needs of all students, including those with disabilities, behaviour disorders and difficulties in learning. During the course students will develop the skills required for collaborating with families and other professionals, for assessing and monitoring student learning, and for making reasonable adjustments to curriculum materials so that all students have access to learning.
Assumed Knowledge	Nil
Contact Hours	Callaghan Online Activity Online 6 hour(s) per Term Full Term Tutorial Face to Face On Campus 24 hour(s) per Term Full Term Tutorial may be offered face-to-face, on-line, or a combination of both and may include scheduled periods of self-directed learning.
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Callaghan Ms Amanda Gray Amanda.Gray@newcastle.edu.au Consultation: Email for appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ul style="list-style-type: none">• Diverse needs, and inclusive practices - Legislation, policy and educational services in NSW schools.• Planning effective teaching strategies• Implementing reasonable adjustments to meet specific learning needs• Understanding learning difficulties• Developing literacy and numeracy skills - Using assessment and monitoring procedures for responsive decision making• Development of skills for collaborating with families and other professionals• Encouraging positive interactions
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Identify and discuss issues, attitudes and concepts relevant to the education of students with diverse needs within the social context of the school.2. Demonstrate knowledge of legislation, educational policies and provisions as well as syllabus documents relating to students with diverse needs including those with a disability.3. Utilise a range of teaching and learning practices designed to maximise the social and learning experiences of students with diverse needs in primary and secondary settings.
Course Materials	<p>Required Reading:</p> <ul style="list-style-type: none">- Australian Curriculum, Assessment and Reporting Authority (ACARA. (n.d.). <i>General capabilities in the Australian Curriculum</i>. https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/- Australian Curriculum, Assessment and Reporting Authority (ACARA). (n.d.) Student diversity. https://www.australiancurriculum.edu.au/resources/student-diversity/ Commonwealth of Australia. (2006). <i>Disability Standards for Education 2005</i>. http://education.gov.au/disability-standards-education <p>Required Text:</p> <ul style="list-style-type: none">- Strnadova, I., Arthur-Kelly M. & Foreman P. (Eds.) (2022). <i>Inclusion in action 6th edition</i>. Cengage Learning Australia Pty. Ltd.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	21 Aug	Course overview The language of disability- Person first Delay, disorder Stages of learning: Acquisition, automaticity/fluency, Maintenance, Generalisation Principles of inclusion Classification of disability	3hr Tutorial Session Assignment 1 detailed Join a group for AT 1 RAP? Contact tutor. Reading: Chapter 1 Inclusion in Action	AT 1: Select topic for presentation. Join a group online.
2	28 Aug	Effective group presentations Discrimination Australian legislation- DDA and DSE, objectives DSE Part 3 – on the same basis, reasonable adjustments, consultation UDL Student diversity ACARA	3hr Tutorial Session AT 1: Group work (30 mins) Work schedule completed Reading: Chapter 2 Inclusion in Action Integrated online learning (1 hour)	AT 1: Work schedule for collaborative group uploaded to Group 'Page'. All members must acknowledge agreement to the schedule. Decide on topic and record decision on schedule.
3	4 Sep	DSE 4 Enrolment DSE 5 Participation DSE 6 Curriculum, development, accreditation, and delivery General capabilities ACARA Disability specific skills	3hr Tutorial Session AT 1: Group work (30 mins) Reading: Chapters 3, 4 Inclusion in Action	AT 1: DRAFT feedback Presentation day and order requests to be emailed to tutor.
4	11 Sep	DSE 7 Support services Learning Support Teams IEP, LSP Inter-disciplinary personnel NCCD levels of adjustments Assistive technology Presentation Q and A and guidance.	3hr Tutorial Session Reading: Chapters 512 (primary), 13 (secondary) Inclusion in Action Integrated online learning (1 hour)	AT 1: Follow group's work schedule. Communicate, negotiate, collaborate. AT1 Powerpoint submission 17 th September, 2020
5	18 Sep	Presentations	2hr Tutorial Session	AT 1: Group Presentations
6	25 Sep	DSE 8 Harassment and Victimisation Social skills General capabilities Functional communication training Revision for Quiz	2hr Tutorial Session Role play- teaching and reinforcing social skills AT 1: Group work (30 mins) Integrated online learning (1 hour) Reading: Chapter 6. 8 Inclusion in Action	
7	2 Oct	Quiz	2hr Tutorial Session	AT2: Quiz

8	9 Oct	ADHD Executive Functioning Case Study SMART goals	2hr Tutorial Session Presentation and Q&A Panel Reading: Chapter 4, 11(primary), 12 (secondary) Inclusion in Action Integrated online learning (1 hour)	
9	16 Oct	Task analysis Adjustments to curriculum, assessment, environment	2hr Tutorial Session Adjust worksheet Collaborative planning: Could, should, must know Reading: Chapters 9,10 Inclusion in Action	
10	23 Oct	Behaviour and classroom management: Positive Behaviour for Learning (PBL) Form and function of behaviour ABC functional behaviour assessment (FBA) Escalation Cycle Behaviour Management Plans	2hr Tutorial Session Integrated online learning (1 hour) Reading: Chapter 6 Inclusion in Action	AT3 Due 29 th October 2023
			Placement	
			Placement	
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Educating students with diverse needs 30%	PowerPoint submitted via Turnitin: due 17 th September 11.59pm Presentations in class week 4	Combination	30%	1, 2
2	Online Quiz 20%	Portal opens: 2 nd October 9am The portal will remain accessible for a period of one (1) hour once opened by the student. In class assessment. Please bring your own device.	Individual	20%	1, 2
3	Project 50%	Due 29 th October 11.59pm	Individual	50%	2, 3

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Educating students with diverse needs 30%

Assessment Type	Case Study / Problem Based Learning
Purpose	The purpose of this assignment is to identify a disability and discuss issues, attitudes and concepts and teaching strategies relevant to the education of students with diverse needs within the social context of the school. Students develop advanced knowledge and specific professional skills of collaborative planning for students with a disability in an inclusive setting.
Description	<p>Students will engage with current research and use their information literacy skills while working in groups (specialist research groups) of up to five peers to prepare and deliver a coherent and professional presentation on a specific disability. Students will provide information about: (1) Definition and diagnosis; (2) characteristics, abilities and challenges; (3) teaching strategies relevant to the primary and/or secondary classroom; (4) resources to support the learning needs of students with that disability, including inter-disciplinary personnel.</p> <p>Students are assessed on their ability to collaborate with other group members in developing a professional presentation suitable for presenting to school staff, on the chosen disability (there will be 7 defined categories for groups to choose). Students are expected to investigate diverse sources and synthesise this knowledge of evidence-based practice.</p> <p>Specialist research groups will take turns in presenting information and participating in a panel who ask the specialists questions that are related to their specialist topic and inclusive classroom practice.</p>
Weighting	30%
Length	approx. 450 words per section, 3 mins per person
Due Date	PowerPoint submitted via Turnitin: due 17 th September 11.59pm Presentations in class week 5
Submission Method	In Class Online- PowerPoint submitted via Turnitin All speaker notes submitted via Turnitin in one Word document or PDF
Assessment Criteria	In Class presentation Tutor assessment: Content of overall presentation- 15 marks (same marks given to all group members). Individual Presentation- 10 marks (each student awarded marks individually according to rubric). Peer assessment: Collaboration- 5 marks awarded according to rubric, averaged
Return Method	In Class
Feedback Provided	Online - .

Assessment 2 - Online Quiz 20%

Assessment Type	Quiz
Purpose	The purpose of this assessment task is to demonstrate the application of a body of knowledge in relation to legislation, educational policies, and provisions for students with diverse needs including understanding learning processes for people with disability.
Description	<p>This includes developing an understanding of the role of families in supporting a child with disability and the role of the teacher as a collaborative participant in developing effective educational programs.</p> <p>Students complete 20 multiple-choice questions about inclusive practice in the context of the 2005 Commonwealth Disability Standards for Education.</p> <p>Students are assessed on their conceptual/theoretical understanding, critical analysis, and their ability to apply the Standards to situations involving the education of students with disability.</p> <p>Students may have a copy of the DSE beside them during the quiz.</p>
Weighting	20%
Length	20 Multiple Choice Questions

Due Date	Portal opens: 2 nd October 9am The portal will remain accessible for a period of one (1) hour once opened by the student. In class assessment. Please bring your own device.
Submission Method	Online
Assessment Criteria	Students select correct answer on 20 multiple choice questions.
Return Method	Online
Feedback Provided	Online - .
Assessment 3 - Project 50%	
Assessment Type	Project
Purpose	The purpose of this assignment is to give students the opportunity to demonstrate awareness of, and a capacity to incorporate into planning, evidence-based teaching and learning strategies designed to optimise academic and social outcomes for students with additional needs in primary and secondary settings. Students are required to write a review of three articles that address both the likely impact of ADHD on classroom performance (learning and behaviour) and the evidence-based strategies that have been shown to minimise barriers to learning that result from these impacts. Students then apply this knowledge from the review into planning to meet the needs of a particular case study student with ADHD
Description	<p>Assessment 3A: Literature Review - 30%</p> <p>Select four (4) peer reviewed references relating to the education of students with ADHD (posted in the Online Readings tab on Canvas).</p> <p>Synthesise and analyse information from these articles to discuss the impact that ADHD can have on classroom performance in relation to difficulties/challenges with academic achievement and behaviour. Discuss some evidenced-based strategies and classroom approaches from the journal articles that teachers can incorporate to minimise barriers to learning that result from these difficulties. These approaches may include strategies for classroom organisation, lesson planning and/or delivery. (1200 words)</p> <p>Assessment 3B: Application of Evidence-based Strategies to Practice - 20%</p> <p>Read the case study profile, a year 6 or year 7 student diagnosed with ADHD. Imagine that this student is in your class. You have discussed the student's progress with the parents who had requested a Learning Support Team Meeting following concerns about the mid-year report and a detention that the student had been given. During this meeting (simulated through group work during the tutorial) you collaboratively develop one academic learning goal and one behavioural/social learning goal based on the student's prioritised needs, to be achieved after ten weeks of intervention.</p> <p>Present and justify these goals in relation to the student's individual strengths, interests and needs as outlined in the profile, and with reference to the typical characteristics of students with ADHD as discussed in the research articles from Part A. Ensure that your goals are presented in SMART format. (The goals for each group member will be exactly the same.)</p> <p>Outline two strategies that you will implement to support achievement of each of these goals. The strategies must allow for full academic and social inclusion of the student, as required by the Disability Standards for Education, 2005. Implementation details must be provided to demonstrate insight into the evidence-based teaching practices from the research articles in Part A. For the purpose of this assignment, no Learning Support Officer (teacher's aide) is available to assist with any strategies or their implementation. (800 words)</p>
Weighting	50%
Length	2000 words
Due Date	29th October 11.59pm
Submission Method	Online Online via Turnitin Use template available on Canvas
Assessment Criteria	<p>Double spaced, font Times New Roman or Comic Sans size 12.</p> <p>Assessment 3A: Literature Review - 30%</p> <p>Definition and characteristics of ADHD /4</p> <p>Impact on academic and behavioural outcomes /6</p> <p>Evidence based strategies and classroom approaches /12</p> <p>Academic literacy /8</p>

Assessment 3B: Application of Evidence-based Strategies to Practice - 20%
SMART goals /2
Justification of goals based on literature, student's needs and strengths /8
Evidence based strategies /4
Implementation details /6
Return Method Online
Feedback Provided Online - . Online rubric

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Attendance record will be marked at the beginning of each tutorial session)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

It is important that you keep up to date with course information and communication from teaching staff. Please ensure you check the course canvas site and your student email regularly.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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CONFIDENTIAL PEER ASSESSMENT rubric EDUC 6740 Assessment task 1: Educating students with diverse needs Tri 3 2023

In group peer assessment: Collaboration- 5 marks, averaged	Novice	Competent	Proficient
Contribution to design, development and content of PowerPoint presentation	0 marks The student did not participate in suggestions or decision making about the design, development and content of the PowerPoint presentation.	1 mark The student contributed adequate suggestions and participated in some decision making about the design, development and content of the PowerPoint presentation.	2 marks The student contributed extensive suggestions and wholeheartedly participated in decision making about the design, development and content of the PowerPoint presentation.
Contribution to research	0 marks The student's research was very limited and did not tend to advance the project.	1 mark The student's research was adequate and advanced some parts of the project.	2 marks The student's research was thorough and comprehensively advanced the entire project.
Communication	0 marks The student participated in a few or no group meetings. Did little or no assigned tasks to meet the agreed schedule.	0.5 mark The student missed some group meetings but usually completed tasks to meet the agreed deadlines in the schedule. The student listened and responded appropriately to some suggestions from others. Sometimes provided helpful feedback to group members.	1 marks The student participated in all group meetings, met all deadlines, listened and responded appropriately to suggestions from others. Provided positive and constructive feedback to group members.
Your name:		Tutorial group and topic: (e.g. Michelle's tute, ASD)	
Group member 1 (name)		Marks:	= /5
Group member 2 (name)		Marks:	= /5
Group member 3 (name)		Marks:	= /5
Group member 4 (name)		Marks:	= /5
Instructions: Give each of the other members of your group a mark for each of the sections in the above rubric. Place the scores next to the name of each student (e.g. John Smith 1,2,1= 4). Please note that group size may differ and the score for each member will be averaged and added to their final grade for Assessment 1. Please return this sheet to your tutor on the day of your presentation, folded to ensure confidentiality.			

Feedback rubric EDUC 6740 Assessment Task 1: Educating students with diverse needs TOTAL 30% (including peer assessment) Tri 3 2023

CRITERIA	Novice	Competent	Proficient
Content of overall presentation- 15 marks (same marks given to all group members).			
PPT coherent and suitable for professional staff development	0 PPT resource lacks coherence and visual appeal.	1 Some aspects of the PPT resource are coherent. Some aspects of the visual resource are designed to engage the audience.	2 All aspects of the PPT resource are coherent. Visual resource is appealing and engages the audience.
Essential content included	1 Only some essential criteria included, with minimal detail. May have some inaccurate information. -Definition and diagnosis -Characteristics, abilities and challenges -Teaching strategies relevant to the primary and/or secondary classroom; -Resources to support the learning needs of students with that disability, including inter-disciplinary personnel.	3 Most essential criteria included, with adequate and accurate detail. -Definition and diagnosis -Characteristics, abilities and challenges -Teaching strategies relevant to the primary and/or secondary classroom; -Resources to support the learning needs of students with that disability, including inter-disciplinary personnel.	5 All essential criteria included with elaboration and accuracy. -Definition and diagnosis -Characteristics, abilities and challenges -Teaching strategies relevant to the primary and/or secondary classroom; -Resources to support the learning needs of students with that disability, including inter-disciplinary personnel.
Research sources	1 Research limited to five sources. Material may be older than 10 years and not peer reviewed.	2 Satisfactory range of research sources (6-10), including peer reviewed literature.	3 Substantial and thorough research consisting of recently (within 10 years) published material from a range of sources (11+), including peer reviewed literature.
Academic literacy	0 APA 7 protocols inconsistently followed. Two essential criteria omitted: -Reference list not included as the end of PPT. -Multi-media sources not referenced.	3 APA 7 protocols mostly accurate. Most essential criteria included: -Reference list included as the end of PPT. -In-text referencing used where needed. -Multi-media sources correctly referenced. May have two or more typing or spelling errors.	5 APA 7 protocols accurately followed. All essential criteria included: -Reference list included as the end of PPT. -In-text referencing used where needed. -Multi-media sources correctly referenced. Free from typing or spelling errors.

Individual Presentation- 10 marks (each student awarded marks individually according to rubric).			
Active listening	0 Did not ask questions, or questions did not contribute to application of theory to practice.	1 Questions posed to the specialists indicate limited engagement and limited application of theory to practice.	2 Questions posed to the specialists indicate active listening, are related to the specialist topic or inclusive classroom practice.
Person first language	0 Two or more instances of not using person first language, and not self-corrected.	1 One instance of not using person first language, and not self-corrected.	2 Person first language maintained at all times, including self-correction.
Ability to speak with minimal notes and engage the audience	0 Student reads all or most of their presentation.	1 Significant use of notes impedes engagement with audience.	2 Minimal palm cards or PPT slides used to prompt speaker who engages audience with consistent use of eye contact.
Communicate key information	0 Oral presentation lacks accuracy, clarity, or may be poorly organised. Voice pitch, pace, articulation or projection may impede communication through the spoken word.	1 Oral presentation is always accurate, mostly logical, well organised and explained. Voice pitch, pace, articulation and projection is usually appropriate, facilitating communication through the spoken word.	2 Oral presentation is always accurate, logical, well organised and explained. Voice pitch, pace, articulation and projection are always appropriate, facilitating communication through the spoken word.
Response to questions	0 Student does not demonstrate adequate understanding of the chosen disability when answering questions from the audience and tutor.	1 Student demonstrates adequate understanding of the chosen disability when answering questions from the audience and tutor.	2 Student demonstrates thorough understanding of the chosen disability when answering questions from the audience and tutor. Able to elaborate or provide examples.

TOPIC: _____ **Tutor:** _____ **Specialist research group members:** _____

1.
2.
3.
4.
5.

Feedback rubric EDUC6740 Assessment Task 3_Tri 1_2023

CRITERIA	Novice	Competent	Proficient
Part A Literature Review (1200 words) 30%			
Definition and characteristics of ADHD /4	2 Definition of ADHD may be inaccurate or over-simplified, and explanation of typical characteristics limited.	4 Accurate definition of ADHD and explanation of typical characteristics	4 Accurate definition of ADHD and explanation of typical characteristics
Impact on academic and behavioural outcomes /6	1 Limited understanding of how and why the characteristics of ADHD may impact on one or both academic & behavioural outcomes for a student with ADHD.	2 Clear understanding of how and why the characteristics of ADHD may result in difficulties in both academic & behavioural outcomes for a student with ADHD.	3 Excellent level of insight, understanding and reflective thought about how and why the characteristics of ADHD may cause difficulties in both academic & behavioural outcomes for a student with ADHD.
	1 Research literature is utilised to justify some points.	2 Research literature is utilised to justify most main points in the discussion.	3 Research literature is utilised to justify all main points.
Evidence based strategies and classroom approaches /12	3 Three or less strategies and classroom practices identified and explained with reference to evidence.	4 Between four to five strategies and classroom practices identified and explained with reference to evidence.	6 At least six strategies and classroom practices identified and explained with reference to evidence.
	1 Basic understanding about how and why these interventions support the learning difficulties of a student with ADHD.	2 Very clear understanding about how and why these interventions support the learning difficulties of a student with ADHD.	3 Excellent level of insight, understanding and reflective thought about how and why the strategies support the learning difficulties of a student with ADHD.
	1 Discussion of some key themes relevant to the topic tends to be a summary of key authors	2 Logical analysis identifies key information relevant to the topic. Synthesis may have been attempted.	3 Substantial and logical analysis and synthesis identifies key information relevant to the topic. Information is well integrated with relevant course readings.
Academic literacy /8	2 Less than four peer refereed pieces of literature, references may not be from course reading list.	4 Four peer refereed pieces of literature from course reading list utilised.	4 Four peer refereed pieces of literature from course reading list utilised.
	0 APA style may be inaccurate and/or incomplete for Reference List and in-	1	2

	text referencing. May include plagiarism or over-reliance on direct quotes. Many statements made without reference to refereed literature to substantiate.	APA style is mostly accurate and/or complete for Reference List and in-text referencing.	APA style is accurate and complete for Reference List and in-text referencing.
	0 Readability of text is impeded by inaccurate or inadequate presentation in terms of grammar, sentence length, punctuation, paragraphing, structure and organisation. Introduction or conclusion may be omitted.	1 Readability of text is assisted by mostly accurate presentation in terms of grammar, sentence length, punctuation, paragraphing, structure and organisation. Headings and sub-headings used to organise themes. Effective introduction and conclusion.	2 Readability of text is assisted by outstanding presentation in terms of grammar, sentence length, punctuation, paragraphing, cohesive structure and organisation. Headings and sub-headings used to represent and clearly categorise relevant themes and sub-themes.

Part B Application of evidence-based strategies to practice (800 words) 20%			
SMART goal: academic	0 Some aspects of SMART protocols accurate, but two or more components are not accurate.	0.5 Some aspects of SMART protocols accurate, but one component is not accurate.	1 SMART protocols accurate
Justification of goal	0 The goal is not appropriate in relation to the case study student's strengths and needs.	1 The goal is appropriate in relation to the case study student's strengths and needs.	2 The goal is appropriate and explicitly linked to the case study student's strengths and needs.
	0 Justification omits or makes limited links to characteristics of ADHD.	1 Justification refers generally to characteristics of ADHD.	2 Justification refers specifically to relevant characteristics of ADHD.
Evidence based strategies	0 One strategy promotes exclusion or is unlikely to achieve achievement of the goal as required by the DSE.	1 Only one strategy facilitates inclusion and achievement of the goal as required by the DSE.	2 Both (2) strategies facilitate inclusion and achievement of the goal as required by the DSE.
Implementation details	0 The case study student's interests are not taken into account.	1 The case study student's interests are taken into account.	1 The case study student's interests are taken into account.
	0 Limited links to evidence-based teaching practices from the research articles in Part A. Implementation may rely on access to additional staff member (e.g. Learning Support Officer)	1 Several links to evidence-based teaching practices from the research articles in Part A demonstrated.	2 Insight into the evidence-based teaching practices from the research articles in Part A demonstrated. Implementation is realistic and achievable in a mainstream inclusive classroom.

SMART goal: behavioural/social	0 Some aspects of SMART protocols accurate, but two or more components are not accurate.	0.5 Some aspects of SMART protocols accurate, but one component is not accurate.	1 SMART protocols accurate
Justification of goal	0 The goal is not appropriate in relation to the case study student's strengths and needs.	1 The goal is appropriate in relation to the case study student's strengths and needs.	2 The goal is appropriate and explicitly linked to the case study student's strengths and needs.
	0 Justification omits or makes limited links to characteristics of ADHD.	1 Justification refers generally to characteristics of ADHD.	2 Justification refers specifically to relevant characteristics of ADHD.
Evidence based strategies	0 One strategy promotes exclusion or is unlikely to achieve achievement of the goal as required by the DSE.	1 Only one strategy facilitates inclusion and achievement of the goal as required by the DSE.	2 Both (2) strategies facilitate inclusion and achievement of the goal as required by the DSE.
Implementation details	0 The case study student's interests are not taken into account.	1 The case study student's interests are taken into account.	1 The case study student's interests are taken into account.
	0 Limited links to evidence-based teaching practices from the research articles in Part A. Implementation may rely on access to additional staff member (e.g. Learning Support Officer)	1 Several links to evidence-based teaching practices from the research articles in Part A demonstrated.	2 Insight into the evidence-based teaching practices from the research articles in Part A demonstrated. Implementation is realistic and achievable in a mainstream inclusive classroom.