

EDUC6088: Teaching Methods and Techniques in Special and Inclusive Education

Callaghan and Online
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description Provides an introduction to the range of instructional strategies available to educators working with students with special needs. Issues considered include the translation of research into practice, the relationship of emerging approaches to integration and inclusion; individualised, small and large group instruction, and the contribution of efficacy studies to the field.

Contact Hours

Callaghan Lecture
Blended Mode inclusive of Face to Face On Campus attendance, - dates/times to be advised by Course Coordinator
1 hour(s) per Week for Full Term

Tutorial
Face to Face On Campus
1 hour(s) per Week for Full Term

Online Integrated Learning Session
Online
2 hour(s) per Week for Full Term

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

CONTACTS

Course Coordinator **Callaghan and Online**
Ms.Amanda Gray
amanda.gray@newcastle.edu.au

Consultation: Please email for an appointment

Teaching Staff Ms.Amanda Gray
amanda.gray@newcastle.edu.au

School Office **School of Education**
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SYLLABUS

Course Content The Context of Special Education:

1. Inclusive Curriculum
2. Response to Intervention
3. Universal Design for Learning
4. Evidence-Based Practice in Special Education
5. Progress Monitoring: Curriculum Based Assessment and Curriculum-Based Measurement

Issues in the delivery of teaching and learning

1. Using Technology to meet diverse needs
2. Teaching for Generalisation and the importance of feedback

Stimulus Control and Consequential Approaches

1. Applied Behaviour Analysis
2. Explicit Teaching, Direct Instruction and Mastery Learning

Cognitive and Metacognitive Approaches

1. Strategy Instruction

Social Emphasis Approaches

1. Reciprocal Teaching, Peer Tutoring, Co-operative Learning

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Explore the theory, research and implementation of a range of teaching approaches used in special education, in the context of other variables such as educational settings, resourcing issues and emerging policy directions in the area.
2. Discuss the theoretical basis for and current research directions around the demonstrated evidence-based practice or teaching strategy used in special education and related fields, and the concomitant relationships between theory and practice.
3. Evaluate the role and impact of secondary variables that influence program delivery in special education, such as inclusion policies and resourcing issues.

Course Materials **Recommended Reading:**
As provided on Canvas and as a follow up to personal reading.

Required Reading:
Mitchell, D. & Sutherland, D. (2020). *What really works in special and inclusive education*. Routledge.

Course Manual and follow up readings as provided in listing on Canvas

SCHEDULE

| Week | Week Begins | Topic | Learning Activity | Assessment Due |
|-----------------------|-------------|---|--|--|
| 1 | 26 Feb | Theory, practice and praxis... Chapter 1: Introduction, Part I: Foundations (Chapter 2 Evidence-based education, Chapter 3 Neuroscience, Chapter 4 Inclusive education, Chapter 5 Ecological Model, Chapter 6 A learning and teaching model), Part III Conclusion Chapter 36 From research to practice | See topic listing and Canvas Zoom meeting | |
| 2 | 4 Mar | The big picture... Chapter 34 Response to intervention (Strategy 28) Chapter 35 Universal design for learning (Strategy 29) (& Implementation Science; see Fixsen et al, 2009 paper on Canvas) | as above | |
| 3 | 11 Mar | One-in all-in... Chapter 15 Collaborative teaching (Strategy 9) Chapter 16 Family engagement and support (Strategy 10) Chapter 11 School-wide positive behaviour support (Strategies 5) Chapter 17 School culture (strategy 11) Chapter 25 Comprehensive reading programmes (Strategy 19) Chapter 20 Inter-agency cooperation (Strategies 14.1, 14.2, 14.3) | as above Zoom meeting | |
| 4 | 18 Mar | Neuroscience beckons... Chapter 21 Cognitive strategy instruction (Strategy 15) Chapter 22 Self-regulated learning (Strategy 16) Chapter 23 Memory strategies (Strategy 17) Chapter 8 Review and practice (Strategy 2) | as above | |
| 5 | 25 Mar | Taking a social emphasis... Chapter 12 Cooperative group teaching (Strategy 6) Chapter 13 Peer tutoring and peer influences (Strategy 7) Chapter 14 Social skills training (Strategy 8) Chapter 19 Social and emotional learning (Strategy 13) | as above Zoom meeting | |
| 6 | 1 Apr | Chapter 24 Reading Comprehension (Strategy 18) Chapter 26 Phonological awareness and processing (Strategy 20) Assignment 1 preparation | as above | Assignment 1 due 11:59pm Sunday Week 6 |
| 7 | 8 Apr | Behaviour & behavioural approaches... Chapter 7 Behavioural assessment and approaches (Strategy 1) Chapter 27 Cognitive behavioural therapy (Strategy 21) | as above Zoom meeting | |
| Mid Term Break | | | | |
| Mid Term Break | | | | |

| | | | | |
|---------------------------|----------|--|--------------------------|---|
| 8 | 29 Apr | 'ICT'... Chapter 28 Assistive technology (Strategy 22) Chapter 29 Augmentative and alternative communication (Strategy 23) Chapter 31 Visual learning and communication (Strategy 25) | as above | |
| 9 | 6 May | Data speaking... Chapter 9 Direct instruction (Strategy 3) Chapter 10 Formative assessment and feedback (Strategy 4) | as above Zoom meeting | |
| 10 | 13 May | A week to synthesise where we are up to.... | as above | |
| 11 | 20 May | Bits and pieces... Chapter 18 Classroom climate (Strategy 12) Chapter 30 Quality of the physical environment (Strategy 24) Chapter 32 Early intervention (Strategy 26) Chapter 33 Transition from school to post-school environments (Strategy 27) | as above Zoom meeting | |
| 12 | 27 May | The sum of the parts... Bringing it all together | as above | |
| 13 | 3rd June | Assignment 2 preparation | | Assignment 2 due 11.59pm Sunday Week 13 |
| Examination Period | | | | |
| Examination Period | | | | |

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|------------------|--|-------------|-----------|-------------------|
| 1 | Assignment 1 50% | 11.59pm Sunday 7 th April, 2024 | Individual | 50% | 1, 2, 3 |
| 2 | Assignment 2 50% | 11.59pm Sunday 9 th June, 2024 | Individual | 50% | 1, 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 - The theory of Inclusion 50%

Assessment Type Purpose

Written Assignment

1. To critique research studies around a range of intervention strategies used in disability support, special education and related fields, in the context of their development and conceptual basis.
2. To discuss the theoretical basis for, and current research directions around, a number of intervention strategies widely used in disability support, special education, and the concomitant relationships between theory and practice.
3. To evaluate the role and impact of secondary variables that influence program delivery in disability support, special education, such as inclusion policies and resourcing issues.

Description

This assignment is focused on inclusive whole-school or whole-service approaches introduced in this course.

1. Explain inclusive approaches (for example, inclusive education, see Chapter 4 of your textbook) and the theory underlying these approaches. Identify contextual factors that make it work or limit its effectiveness (500 words).
2. Describe a setting or service in which you work, with a focus on the contextual factors impacting inclusive practice (500 words).
3. Select two inclusive approaches or strategies from the topics we have covered (or beyond – by consultation with your lecturer), illustrating how they can be implemented in your setting. Evaluate the implementation of these approaches in the context of the theory of inclusion, recent relevant research and relevant contextual factors (1000 words).

The purpose of this course is to understand evidence-based practice so ensure that you support all your discussion with research.

| | |
|----------------------------|--|
| Weighting | 50% |
| Length | 2000 words |
| Due Date | 11.59pm Sunday 7 April 2024 |
| Submission Method | Online |
| Assessment Criteria | Marking Criteria as per assignment rubric. |
| Return Method | Online |
| Feedback Provided | Online - Within 3 weeks of submission. |

Assessment 2 - Individualised support 50%

Assessment Type Written Assignment

Purpose

1. To critique research studies around a range of intervention strategies used in disability support, special education and related fields, in the context of their development and conceptual basis.
2. To discuss the theoretical basis for, and current research directions around, a number of intervention strategies widely used in disability support, special education, and the concomitant relationships between theory and practice.
3. To evaluate the role and impact of secondary variables that influence program delivery in disability support, special education, such as inclusion policies and resourcing issues.

Description

This assignment is focused on specialised or individualised approaches introduced in this course.

1. Select either the **neuroscience approach**, the **ecological model** or the **teaching and learning model** as presented in your textbook. Explain your selected model and the theory underlying it (500 words max).
2. Select two approaches or strategies from the topics we have covered that are linked to the model you have chosen. Describe a participant / student / client for whom your strategies would be relevant and describe the (educational) context in which you will be using the strategies (500 words max).
3. Illustrate how you would implement your chosen strategies for the participant / student / client in your setting. Critique the implementation of these strategies in the context of the model you have selected, recent relevant research and relevant contextual factors (1000 words max).

The purpose of this course is to understand evidence-based practice so ensure that you support all your discussion with research.

| | |
|----------------------------|--|
| Weighting | 50% |
| Length | 2000 words |
| Due Date | 11.59pm Sunday 9 th June, 2024 |
| Submission Method | Online |
| Assessment Criteria | Marking criteria as per assignment rubric. |
| Return Method | Online |
| Feedback Provided | Online - Within 3 weeks of submission. |

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).

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.

Email: Despoina.damianidou@newcastle.edu.au

Canvas : Discussion Forums or Blog

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

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:

1. the assessment item is a major assessment item; or
2. 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; or

4. the course has a compulsory attendance requirement.

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>

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

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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EDUC6088 Semester 1 2024

Assignment 1 EDUC6088 Marking Rubric

| Criteria | Ratings | | | | Pts |
|---|--|--|--|--|------------------|
| <p>Synthesis of research and discussion of inclusive theory</p> | <p>7 to >0 Pts Not Acceptable Limited, old or irrelevant research. Summary of points rather than synthesis of research.</p> | <p>10 to >7 Pts Acceptable Adequate discussion of inclusive theory, with some summary, from mostly relevant, recent research.</p> | <p>13 to >10 Pts Generally Well Developed Cohesive discussion of theory underlying inclusion through synthesis of information from mostly recent, relevant research.</p> | <p>15 to >13 Pts Highly Developed Evidence of deep and sustained understanding of the theory underlying inclusive practice through synthesis of recent, relevant research.</p> | <p>15</p> |
| <p>Analysis of contextual factors impacting inclusion</p> | <p>4 to >0 Pts Not Acceptable Little connection between the described context, inclusion and factors impacting inclusion.</p> | <p>6 to >4 Pts Acceptable Adequate evidence of knowledge about context issues impacting inclusion in a specific setting.</p> | <p>8 to >6 Pts Generally Well Developed Consistent evidence of knowledge about context issues impacting inclusion in a specific setting.</p> | <p>10 to >8 Pts Highly Developed Evidence of deep and sustained knowledge of context issues impacting inclusion in a specific setting.</p> | <p>10</p> |
| <p>Application and evaluation of inclusive practice</p> | <p>10 to >0 Pts Not Acceptable Implementation of approaches inaccurately described. Approaches chosen are not consistent with inclusive theory. Evaluation of approaches show a limited or lack of understanding of the link between theory, practice and contextual factors when implementing evidence-based practice.</p> | <p>14 to >10.0 Pts Acceptable Implementation of approaches adequately described. Approaches chosen are not always consistent with inclusive theory. Evaluation of the approaches show only an adequate understanding of the link between theory, practice and contextual factors when implementing evidence-based practice.</p> | <p>16 to >14.0 Pts Generally Well Developed Implementation of approaches mostly clearly and accurately described. Approaches chosen are mostly consistent with inclusive theory. Evaluation of approaches shows a consistent understanding of the link between theory, practice and contextual factors when implementing evidence-based practice.</p> | <p>20 to >16.0 Pts Highly Developed Implementation of approaches clearly and accurately described. Approaches chosen are consistent with inclusive theory. Evaluation of approaches shows a deep understanding of the link between theory, practice and contextual factors when implementing evidence-based practice.</p> | <p>20</p> |
| <p>Academic literacy and inclusive language</p> | <p>2 to >0 Pts Not Acceptable Poorly presented with errors in the areas of expression, referencing and inclusive language</p> | <p>3 to >2 Pts Acceptable Satisfactory overall but consistent errors in several areas</p> | <p>4 to >3 Pts Generally Well Developed Generally well presented with only occasional errors throughout</p> | <p>5 to >4 Pts Highly Developed The paper is error-free with respect to expression, referencing, structure and inclusive language</p> | <p>5</p> |
| | | | | | |

Assignment 2 EDUC6088 Marking Rubric

| Criteria | Ratings | | | | Pts |
|--|---|---|---|---|-----------|
| Synthesis of research and discussion of selected model | 7 to >0 Pts Not Acceptable Limited, old or irrelevant research. Summary of points rather than synthesis of research. | 10 to >7 Pts Acceptable Adequate discussion of the chosen model, with some summary, from mostly relevant, recent research. | 13 to >10 Pts Generally Well Developed Cohesive discussion of theory underlying the chosen model through synthesis of information from mostly recent, relevant research. | 15 to >13 Pts Highly Developed Evidence of deep and sustained understanding of the theory underlying the chosen model through synthesis of recent, relevant research. | 15 |
| Selection and discussion of student/client and context | 4 to >0 Pts Not Acceptable Very limited understanding of factors influencing the selection of strategies relevant to specific individuals with disabilities in a specific context. OR No specific individual or context identified. | 6 to >4 Pts Acceptable Evidence of adequate knowledge of factors influencing the selection of strategies relevant to specific individuals with disabilities in a specific context. | 8 to >6 Pts Generally Well Developed Evidence of appropriate knowledge of factors influencing the selection of strategies relevant to specific individuals with disabilities in a specific context. | 10 to >8 Pts Highly Developed Evidence of deep and sustained knowledge of factors influencing the selection of strategies relevant to specific individuals with disabilities in a specific context. | 10 |
| Application and evaluation of inclusive practice | 10 to >0 Pts Not Acceptable Implementation of approaches inaccurately described. Approaches chosen are not consistent with inclusive theory. Evaluation of approaches show a limited or lack of understanding of the link between theory, practice and contextual factors when implementing evidence-based practice. | 14 to >10.0 Pts Acceptable Implementation of approaches adequately described. Approaches chosen are not always consistent with the model chosen. Evaluation of the approaches show only an adequate understanding of the link between theory, practice and contextual factors when implementing evidence-based practice. | 16 to >14.0 Pts Generally Well Developed Implementation of approaches mostly clearly and accurately described. Approaches chosen are mostly consistent with selected model. Evaluation of approaches shows a consistent understanding of the link between theory, practice and contextual factors when implementing evidence-based practice. | 20 to >16.0 Pts Highly Developed Implementation of approaches clearly and accurately described. Approaches chosen are consistent with selected model. Evaluation of approaches shows a deep understanding of the link between theory, practice and contextual factors when implementing evidence-based practice. | 20 |
| Academic literacy and inclusive language | 2 to >0 Pts Not Acceptable Poorly presented with errors in the areas of expression, referencing and inclusive language | 3 to >2 Pts Acceptable Satisfactory overall but consistent errors in several areas | 4 to >3 Pts Generally Well Developed Generally well presented with only occasional errors throughout | 5 to >4 Pts Highly Developed The paper is error-free with respect to expression, referencing, structure and inclusive language | 5 |