School of Education

EDUC6740: Students with Diverse Needs
Callaghan
Trimester 1 - 2024

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.

Academic Progress Requirements Nil

Assumed Knowledge Nil

Contact Hours **Callaghan**

Online Activity
Online
6 hour(s) per term starting Week 1

Tutorial
Face to Face On Campus
24 hour(s) per 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.

CONTACTS

Course Coordinator	**Callaghan** Ms Amanda Gray Amanda.Gray@newcastle.edu.au (02) 4921 6287 Consultation: via email and canvas
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

- 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

On successful completion of this course, students will be able to:

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

Required Reading:

- Australian Curriculum, Assessment and Reporting Authority (ACARA. (n.d.). General capabilities in the Australian Curriculum. 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). *Disability Standards for Education 2005*. http://education.gov.au/disability-standards-education

Required Text:

- Strnadova, I., Arthur-Kelly M. & Foreman P. (Eds.) (2022). *Inclusion in action 6th edition*. Cengage Learning Australia Pty. Ltd.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	29 Jan	Course overview The language of disability- Person first Diagnosis and Classification of disability Stages of learning and diagnosis (RTI): Acquisition, automaticity/fluency, Maintenance, Generalisation	2hr 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	5 Feb	Effective group presentations Principles of inclusion Australian legislation- DDA and DSE, objectives	2hr 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 work developed. All members must acknowledge agreement to the schedule. Decide on topic and record decisions on schedule.
3	12 Feb	Core themes of DSE On the same basis Reasonable adjustments, Consultation Universal Design for Learning UDL Student diversity ACARA	2hr Tutorial Session AT 1: Group work (30 mins) Reading: Chapter 3 Inclusion in Action	
4	19 Feb	DSE 4 Enrolment DSE 5 Participation DSE 6 Curriculum, development, accreditation, and delivery General capabilities ACARA – Literacy, numeracy capabilities Disability specific skills Task analysis	2hr Tutorial Session Reading: Chapter 4 Inclusion in Action Integrated online learning (1 hour)	AT 1: Follow group's work schedule. Communicate, negotiate, collaborate.
5	26 Feb	DSE 7 Support services Learning Support Teams IEP, LSP Inter-disciplinary personnel NCCD levels of adjustments Introduction to SMART goal General Capabilities ACARA – ICT capabilities (assistive technology)	2hr Tutorial Session Share ICT resource for your subject AT 1: Group work (30 mins) Reading: Chapter 5 Inclusion in Action	Follow group's work schedule. Communicate, negotiate, collaborate.
6	4 Mar	DSE 8 Harassment and Victimisation Positive Behaviour for Learning	2hr Tutorial Session Role play- teaching and reinforcing social skills AT 1: Group work (30 mins)	AT 1: Blog post and videos submitted via Turnitin

			General capabilities – personal and social capabilities, Presentation Q and A and guidance.	Integrated online learning (1 hour) Reading: Chapter 8 Inclusion in Action	
7	11 Mar	Disability Presentations		2hr Tutorial Session	AT 1: Interactive presentations
8	18 Mar	Disability Presentations		2hr Tutorial Session Reading: Chapter 9, 10 Inclusion in Action Integrated online learning (1 hour)	AT 1: Interactive presentations
9	25 Mar	Revision for quiz Understanding ADHD and executive functioning Introduction to Functional Behaviour Assessment		2hr Tutorial Session Adjust worksheet Collaborative planning: Could, should, must know Online quiz practice Reading: Chapter 7 Inclusion in Action	
10	1 Apr	AT 3 discussion Setting your classroom up for success (PBL, recognising and managing triggers)		2hr Tutorial Session NEED: Bring your own personal device that can fully access Canvas (needs to be a pad or laptop – phone will not suffice)Integrated online learning (1 hour) Reading: Chapter 6 Inclusion in Action	AT 2: Quiz DSE in class.
11	8 Apr	AT3 SMART goals Case study Behaviour plans		2hr Tutorial Session IEP meeting role play- navigating competing priorities to develop SMART goals Reading: (Primary) Chapter 12 Inclusion in Action (Secondary) Chapter 13 Inclusion in Action	
12	15 Apr	Escalation cycle Managing the most difficult behaviours		2hr Tutorial Session AT 3 Workshop (30 mins) Integrated online learning (1 hour)	AT 3: Project due 21April 11:59 pm
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	Blog post submitted via Turnitin: due 8th March 11:59 pm. Post Blog to Discussion board: due 10th March 11.50pm. Interactive presentations in class weeks 7,8. QandA responses on discussion board by 22nd March 11.59pm	Combination	30%	1, 2
2	Online Quiz	Portal opens In Class The portal will remain accessible for a period of one (1) hour once opened by the student. Tuesday 2nd April.	Individual	20%	1, 2
3	Project	21st April 11:59 pm	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

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 school. Students develop advanced knowledge and specific professional skills of collaborative planning for students with a disability in an inclusive setting.

Description   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.

Students are assessed on their ability to collaborate with other group members in developing a professional blog suitable for presenting to school staff on the chosen disability (there will be 7 defined categories from which groups choose). Students are expected to investigate diverse sources and synthesise this knowledge of evidence-based practice, and engage authentically with the information provided by other groups. A reference list must be included.

Weighting   30%
Length   450 words per section, video or vlog entries no longer than 3 mins per person total.
Due Date   Blog and any videos submitted via Turnitin: due 8th March 11:59 pm
Blog posted in relevant discussion board: Due 10th March 11.59pm.
Interactive presentations in class weeks 7,8. Q&A responses on discussion board by 22nd March 11.59pm
Submission Method   Online via Turnitin and discussion board

Assessment Criteria   In class participation.
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 – 5 marks

Return Method	Online
Feedback Provided	Online.

Assessment 2 - Online Quiz

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.

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. |
| **Description** | Students complete 20 multiple-choice questions about inclusive practice in the context of the 2005 Commonwealth Disability Standards for Education.

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. |
Weighting	20%
Length	20 multiple choice questions.
Due Date	Portal opens In Class. The portal will remain accessible for a period of one (1) hour once opened by the student.
Submission Method	Online
Assessment Criteria	Students select correct answer on 20 multiple choice questions
Return Method	Online
Feedback Provided	Online.

Assessment 3 - Project

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	Assessment 3A: Literature Review - 30%

Before starting, read the case study profile of the year 6/7 student diagnosed with ADHD provided for this assignment. The relevant characteristics of ADHD and strategies discussed in your literature review will be applied to the case study in Part B.

Select at least four (4) peer reviewed references from the reading list on Canvas, including the essential readings relating to the education of students with ADHD.

Synthesise and analyse information from these articles to define the key characteristics of ADHD, and discuss the impact these characteristics can have on their learning and social outcomes. Discuss at least five (5) evidenced-based strategies and classroom approaches from the articles that teachers can incorporate into their teaching practice to minimize these barriers to learning and social interaction. These approaches may include strategies for classroom organisation, lesson planning and/or delivery. (1200 words) |

Assessment 3B: Application of Evidence-based Strategies to Practice - 20%

Read the case study profile of a year 6 or year 7 student diagnosed with ADHD. Imagine that this student is in your class. A learning support team will devise goals for students to ensure that everyone working with that student is working collaboratively to support the student. These goals must be what is called SMART goals. Further information and a workshop identifying some possible goals will occur during tutorials in the final two weeks before the assignment is due.

You will need to present one academic and one social/behavioural goal. Each goal should be one short sentence with all the key elements of a SMART goal. You will need to 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.

Select two strategies for each goal (4 strategies in total) from those discussed in Part A. These should support the achievement of your selected goals. The strategies must allow for full academic and social inclusion of the student, as required by the Disability Standards for Education, 2005. Focus on applying the selected strategies specifically to the case study and your teaching context, with Implementation details. Links 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)

Weighting	50%
Length	2000 words
Due Date	21st April 11:59 pm
Submission Method	Online via Turnitin
Assessment Criteria	Double spaced, font Times New Roman, Arial or Calabri size 12. Assessment 3A: Literature Review - 30% Definition, characteristics and impact of ADHD /10 Evidence based strategies and classroom approaches /15 Academic literacy and inclusive language /5 Assessment 3B: Application of Evidence-based Strategies to Practice - 20% SMART goals justified using information from case study and Part A literature /8 Implementation details of chosen strategies from part A /12
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: roll will be taken)

- Compulsory attendance (with a minimum of 80%) is required to pass this course

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

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 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/respect-at-uni/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.

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. Monday 9am, 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) 2024

CRITERIA	Novice	Competent	Proficient
Content of overall presentation- 15 marks (same marks given to all group members).			

Essential content addressed	>0 to 5
	Not all essential criteria included with only mostly accurate discussion of
	    -Definition and diagnosis
	    -Characteristics, abilities and challenges
	    -Relevant teaching strategies
	    -Resources to support the learning needs of students with that disability, including inter-disciplinary personnel.
	Information based on research, however not all sources are reliable.
		>5 to 8
		All essential criteria included with accurate discussion of
		    -Definition and diagnosis
		    -Characteristics, abilities and challenges
		    -Relevant teaching strategies
		    -Resources to support the learning needs of students with that disability, including inter-disciplinary personnel.
		Information based on research, with multiple recent, reliable sources of information accessed.
			>8 to 10
			All essential criteria included with deep and insightful discussion of
			    -Definition and diagnosis
			    -Characteristics, abilities and challenges
			    -Relevant teaching strategies
			    -Resources to support the learning needs of students with that disability, including inter-disciplinary personnel.
			Information based on in-depth research, with multiple recent, reliable sources of information accessed, including peer-reviewed journals.

Academic literacy, audience engagement and inclusive language	>0 to 2 Some aspects of written material are not coherent, with evidence of a lack of group collaboration. Information and presentation not always relevant to teachers and at times containing an overwhelming amount of writing. Repeated errors in APA7 protocols, with inaccurate or missing reference list/bibliography. Repeated errors in inclusive language throughout.	>2 to 4 Most aspects of written material are coherent, with evidence of group collaboration. Information and presentation engaging and mostly error-free. APA7 protocols mostly followed, with a full reference list/bibliography included at the end of the presentation. Inclusive language is mostly adhered to throughout.	>4 to 5 All aspects of written material are coherent, with clear evidence of group collaboration. Information and presentation engaging and error-free. APA7 protocols followed, with a full reference list/bibliography included at the end of the presentation. Inclusive language is adhered to throughout.

Individual Presentation- 10 marks (each student awarded marks individually according to rubric).			
Presentation of information	>0 to 2 Repeated errors in inclusive language with no self-correction. Presentation indicates only basic understanding of content, with many quotes or prompts used. Audience is not often engaged, and eye contact not consistently used. Oral presentation is characterized by repeated errors in accuracy, organisation and explanation. Timing is not appropriate. Difficult to hear, with inconsistent pace, pitch and volume.	>2 to 4 Inclusive language is mostly maintained, including self-correction. Presentation indicates a working knowledge of content, with minimal quotes or prompts used. The audience is mostly engaged, and eye contact consistently used. The oral presentation is mostly accurate, logical, well organised and explained, with appropriate timing. Voice pitch, pace, articulation and projection are mostly appropriate.	>4 to 5 Inclusive language is maintained at all times, including self-correction. Presentation indicates a deep working knowledge of content, with minimal quotes or prompts used. The audience is engaged, and eye contact consistently used. The oral presentation is always accurate, logical, well organised and explained, with appropriate timing. Voice pitch, pace, articulation and projection are always appropriate.
Involvement in discussion	>0 to 2 Questions posed do not indicate active listening and are not always related to the topic or inclusive classroom practice. Student demonstrates a basic understanding of the chosen disability when answering questions from the audience and tutor, not always using appropriate inclusive language.	>2 to 4 Questions posed mostly indicate active listening and are mostly related to the topic or inclusive classroom practice. Student demonstrates a sound understanding of the chosen disability when answering questions from the audience and tutor, mostly using appropriate inclusive language.	>4 to 5 Questions posed indicate active listening and are related to the topic or inclusive classroom practice. Student demonstrates thorough understanding of the chosen disability when answering questions from the audience and tutor, using appropriate inclusive language. 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_2024

CRITERIA	Novice	Competent	Proficient
Part A Literature Review (1200 words) 30%			
Definition, characteristics, social and academic impact of ADHD /10	>0 to 5 Not all key characteristics of ADHD have been identified, or they have not been explained accurately. Limited understanding of the links between the characteristics of ADHD and potential academic and social outcomes has been demonstrated, with limited application or use of essential readings to support statements.	>5 to 8 The key characteristics of ADHD have been identified and accurately linked to some potential academic and social outcomes, demonstrating a reasonable level of understanding and reflective thought based on essential readings.	>8 to 10 All key characteristics of ADHD have been identified and comprehensively linked to potential academic and social outcomes, demonstrating an excellent level of insight, understanding and reflective thought based on essential readings and further research.
Evidence based strategies and classroom approaches /15	>0 to 7 A list of strategies is provided with very limited explanation or application to the classroom or links to the characteristics of ADHD. Minimal or only a basic knowledge of how to maximise the learning and social experiences of students with this diagnosis is demonstrated, supported only in part by the essential readings. The discussion of strategies may seem to be a summary of key authors rather than a synthesis of information.	>7 to 11 Less than five different classroom strategies or practices have been identified, or more strategies have been identified but not adequately discussed. The strategies are accurately identified, but insights into practical application and links to the characteristics of ADHD are limited. Some accurate knowledge of how to maximise the learning and social experiences of students with this diagnosis is demonstrated, supported by the essential readings. Synthesis of information from research is at least attempted.	>11 to 15 Five different classroom strategies or practices have been clearly defined, insightfully explained, and practically illustrated so as the reader can imagine how they could be applied in the classroom. Each strategy is accurately linked to the characteristics of ADHD, showing deep knowledge of how to maximise the learning and social experiences of students with this diagnosis. The discussion is based on the synthesis of information from essential readings and further research.
Academic literacy and inclusive language /5	<0 to 2 Less than four peer refereed pieces of literature from the course reading list have been utilized, or they do not include the essential readings. Repeated errors in APA style formatting and referencing. Readability of text is impacted by repeated errors in grammar, sentence length, punctuation, paragraphing,	<2 to 4 Four peer refereed pieces of literature from the course reading list have been utilized, including the essential readings. APA style formatting and referencing is mostly accurate and complete. Readability of text is mostly in terms of grammar, sentence length, punctuation, paragraphing, cohesive structure and organisation. Headings	<4 to 5 Four peer refereed pieces of literature from the course reading list have been utilized, including the essential readings, with additional personal and insightful research added. APA style formatting and referencing is accurate and complete. Readability of text is assisted by outstanding presentation in terms of grammar,

	cohesive structure and organisation. Some clear and repeated errors in inclusive language have occurred.	and sub-headings may have been used to represent and clearly categorise relevant themes and sub-themes. Some minor errors in inclusive language have occurred.	sentence length, punctuation, paragraphing, cohesive structure and organisation. Headings and sub-headings used to represent and clearly categorise relevant themes and sub-themes. Throughout, inclusive language has been maintained.

Part B Application of evidence-based strategies to practice (800 words) 20%

SMART goal: academic	>0 to 2 The goal is not written as one short sentence and does contains only one or two of the following core elements: a specific skill that can be measured, and that is designed to be achievable for the student in the case study within an identified time frame. The goal has limited links to the case study student's needs, strengths, and the relevant characteristics of ADHD, and is not adequately supported by research from Part A of the assignment. Repeated errors in inclusive language are evident throughout.	>2 to 3 The goal is one short sentence that contains some of the following core elements: a specific skill that can be measured and that is designed to be achievable for the student in the case study within an identified time frame. The goal is discussed with accurate insight into how it is linked to the case study student's needs, strengths, and the relevant characteristics of ADHD, supported by research from Part A of the assignment. Inclusive language is mostly maintained throughout.	>3 to 4 The goal is one short sentence that contains a specific skill that can be measured and that is designed to be achievable for the student in the case study within an identified time frame. The goal is discussed with deep insight into how it is linked to the case study student's needs, strengths, and the relevant characteristics of ADHD, supported by research from Part A of the assignment. Inclusive language is maintained throughout.
Evidence-based strategies	>0 to 3 The two different classroom strategies selected are not appropriate, or a list of strategies has been provided with limited discussion, or only one strategy is relevant. The strategies have limited links to Part A, the student's strengths, needs and goal, demonstrating limited or basic understanding of how to maximise the learning of that student and meet the requirements of the DSE (2005). Implementation may rely on access to additional staff member (e.g. Learning Support Officer or parents). The discussion is not always based on information from essential readings	>3 to 5 Two different classroom strategies or practices from Part A have been competently applied to the case study student, and an attempt to practically illustrate the use of these strategies has been made. Each strategy is linked to the student's strengths, needs and goal demonstrating a reasonable understanding of how to maximise the learning of that student and meet the requirements of the DSE (2005). The discussion is based on information from essential readings from Part A. APA referencing and formatting are mostly accurate. Errors impacting readability	>5 to 6 Two different classroom strategies or practices from Part A have been insightfully applied to the case study student, and practically illustrated so as the reader can imagine how they could be applied in the classroom to support the learning goal and meet the requirements of the DSE (2005). Each strategy is accurately linked to the student's strengths, needs and goal demonstrating a deep knowledge of how to maximise the learning of that student. The discussion is based on the synthesis of information from essential readings and further research from Part A.

	from Part A. Repeated errors in APA referencing, formatting are evident, alongside repeated errors impacting readability and/or repeated errors in inclusive language.	are present and/or some errors in inclusive language are present.	APA referencing, formatting have been maintained throughout. Readability is high and inclusive language is used.
SMART goal: Social/Behavioural	>0 to 2 The goal is not written as one short sentence and does contains only one or two of the following core elements: a specific skill that can be measured, and that is designed to be achievable for the student in the case study within an identified time frame. The goal has limited links to the case study student's needs, strengths, and the relevant characteristics of ADHD, and is not adequately supported by research from Part A of the assignment. Repeated errors in inclusive language are evident throughout.	>2 to 3 The goal is one short sentence that contains some of the following core elements: a specific skill that can be measured and that is designed to be achievable for the student in the case study within an identified time frame. The goal is discussed with accurate insight into how it is linked to the case study student's needs, strengths, and the relevant characteristics of ADHD, supported by research from Part A of the assignment. Inclusive language is mostly maintained throughout.	>3 to 4 The goal is one short sentence that contains a specific skill that can be measured and that is designed to be achievable for the student in the case study within an identified time frame. The goal is discussed with deep insight into how it is linked to the case study student's needs, strengths, and the relevant characteristics of ADHD, supported by research from Part A of the assignment. Inclusive language is maintained throughout.
Evidence-based strategies	>0 to 3 The two different classroom strategies selected are not appropriate, or a list of strategies has been provided with limited discussion, or only one strategy is relevant. The strategies have limited links to Part A, the student's strengths, needs and goal, demonstrating limited or basic understanding of how to maximise the learning of that student and meet the requirements of the DSE (2005). Implementation may rely on access to additional staff member (e.g. Learning Support Officer or parents). The discussion is not always based on information from essential readings from Part A. Repeated errors in APA referencing, formatting are evident, alongside repeated errors impacting readability and/or repeated errors in inclusive language.	>3 to 5 Two different classroom strategies or practices from Part A have been competently applied to the case study student, and an attempt to practically illustrate the use of these strategies has been made. Each strategy is linked to the student's strengths, needs and goal demonstrating a reasonable understanding of how to maximise the learning of that student and meet the requirements of the DSE (2005). The discussion is based on information from essential readings from Part A. APA referencing and formatting are mostly accurate. Errors impacting readability are present and/or some errors in inclusive language are present.	>5 to 6 Two different classroom strategies or practices from Part A have been insightfully applied to the case study student, and practically illustrated so as the reader can imagine how they could be applied in the classroom to support the learning goal and meet the requirements of the DSE (2005). Each strategy is accurately linked to the student's strengths, needs and goal demonstrating a deep knowledge of how to maximise the learning of that student. The discussion is based on the synthesis of information from essential readings and further research from Part A. APA referencing, formatting have been maintained throughout. Readability is high and inclusive language is used.