

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Teaching Students with Complex Needs

Unit ID: EDBED3113

Credit Points: 15.00

Prerequisite(s): (EDBED1013 and EDBED1014)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070113

Description of the Unit:

This unit offers an inclusive approach to catering education programs for students with complex needs such as autism, cerebral palsy, psycho-social disability and dual diagnoses. There is particular focus on attitudes and approaches along with alternative and augmentative communication tools, curriculum planning and adaption. Pre-Service Teachers (PSTs) develop approaches to curriculum and lesson planning to adapt to a full range of needs with an emphasis on incorporating physical and social regulation activities. PSTs will engage in a philosophical understanding of acceptance and active learning. Professional practice, multidisciplinary approaches and communication skills will be developed to focus on the abilities and needs of students and effective practices and teaching strategies.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Develop a knowledge of the curriculum and ways in which access and assumption of abilities underpin planning to ensure engagement
- K2.** Understand the range of needs that are required for students with complex needs before, during, after or as part of an education program
- K3.** Identify communication techniques that support participation and engagement for all students

Skills:

- S1.** Respond to and plan complex needs of students in an inclusive and dignified manner
- S2.** Develop and understand communication processes between teachers, students, parents and professionals
- S3.** Demonstrate how different alternative and augmentative communication can be used to enhance expression, comprehension and demonstration of knowledge

Application of knowledge and skills:

- A1.** Develop and design curriculum adaptations for specific needs
- A2.** Identify significant people in the life of students with complex dis/ability and understand language required to develop meaningful relationships
- A3.** Understand and experience alternative and augmentative devices and how they can be incorporated into the curriculum

Unit Content:

- Curriculum and classroom management that includes a range of needs and activities that can be time consuming
- Teaching strategies for complex needs
- Communication systems such as Proloquo2go and PECS
- Practical ways to use assistive technology in the classroom
- The multidisciplinary approach as best practice for teaching children with complex needs
- Professional dialogue required to discuss student's abilities and achievements with parents
- Typical characteristics of a range of complex sensory, physical and emotional dis/abilities.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S2, S3, A2	Write and develop a positive questionnaire for parents/ carers/ professionals to gather information required to effectively teach students with complex needs. Conduct the interview and plan for this student in cooperative teams.	Cooperative team work and class work	40-60%
K1, K2, S1, S3, A1, A3	Adapt three lesson plans to make them accessible to students with particular complex needs. Write a report that demonstrates the involvement and achievements of the student having participated these lessons.	Case-study and learning plan for individual needs	40-60%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)