

TEAC 7029 DISABILITY IN CONTEXT

Credit Points 10

Legacy Code 102156

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description The developmental trajectory and quality of life of individuals with additional needs is affected not only by the nature and level of the disability itself but also by the ways in which that disability interacts with the contexts in which they live their lives. In turn, the impact of the disability will affect the individual's family and those working with them. This subject adopts both a developmental and ecological perspective to enable analysis of the specific impact of disability on an individual, their family, the professionals working with them and the contexts in which they do so. In so doing, it evaluates the efficacy of theoretical models and frameworks available to assist in ensuring best outcomes for the individual and those around them.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HUMN 7046 - Transformative Leadership

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Professionals with teaching or other relevant qualifications.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the relevance of theories and models of development to their practice;
2. Assess the impact of an individual's disability in learning contexts;
3. Evaluate the impact of an individual's disability on their current level of functioning and developmental trajectory;
4. Utilise an ecological model to determine the ways in which an individual's disability affects and is affected by the contexts in which they live their lives;
5. Determine the impact of a disability on the individual's family and the implications for family functioning;
6. Synthesise the factors affecting outcomes for individuals with a disability and their families and consider the implications for quality of life.

Subject Content

1. Theories and models of development and their relevance to disability studies;
2. Ecological theory and its implications for individuals with additional needs;

3. The impact of cognitive, physical, sensory, emotional and behavioural disabilities on development;
4. Models for analysing level of functioning e.g. International Classification of Functioning, International Classification of Functioning – Children and Youth, Developmental Needs Model;
5. Impact of disability on the individual, the family and social and environmental contexts;
6. The interaction between individual characteristics and learning and social contexts;
7. Theory and research on quality of life and its implications for working with individuals with additional needs;
8. Evaluation of outcomes for individuals with additional needs and their families;
9. Implications of functional analysis for policy and practice in the disability field.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Analytical essay	2,500 words	50	N	Individual
Case Study	2,500 words	50	N	Individual

Teaching Periods