

MELBOURNE GRADUATE  
SCHOOL OF EDUCATION

## TEACHING CONSIDERATIONS FOR STUDENTS WITH INTELLECTUAL DISABILITIES

K. Clark Burt  
[www.clarkburt.com](http://www.clarkburt.com)  
twitter @ClarkBurt

Supervisors:  
Prof. Lorraine Graham & Dr. Thoung Hoang of The  
University of Melbourne  
Dr. John Munro of ACU

### A question to ponder...

Do students with a disability have the  
**right** to be taught by a trained  
special education teacher?

## Common Terms

- Disability
  - reduced cognitive capacity, which has a global impact on learning and daily functioning
  - the difficulty continues to exist, despite appropriate instruction and intervention
- Difficulty
  - Specific Learning Difficulty (SLD) - significant difficulty in one academic area while coping well, or even excelling, in other areas
  - e.g. dyslexia

<https://dsf.net.au/what-are-learning-disabilities/>  
[http://www.education.act.gov.au/\\_data/assets/pdf\\_file/0020/714332/Learning-Difficulties-Factsheet-1.pdf](http://www.education.act.gov.au/_data/assets/pdf_file/0020/714332/Learning-Difficulties-Factsheet-1.pdf)

## Intellectual Disabilities (ID)

- DSM-5 diagnoses ID on three domains, conceptual, social, and practical
- “an inability to think as quickly, reason as deeply, remember as easily, or adapt as rapidly to new situations” (Westwood, 2002, p. 21)
- 2.9% of the Australian population has an intellectual disability (Australian Bureau of Statistics, 2014, para. 2).

<http://www.abs.gov.au/ausstats/abs@.nsf/0/437CAC7624D4150CCA257D0400129092?OpenDocument>

## Australian Prevalence

- Students 0-19 years:
  - With ASD 59,492
  - With LD 594,920
  - With ADHD 404,649
  - Total 951,871 children and young people

(Every Day with ADHD, 2015)

<http://www.everydaywithadhd.com.au/FAQRetrieve.aspx?ID=41495>

## My Experiences with The Electric Company

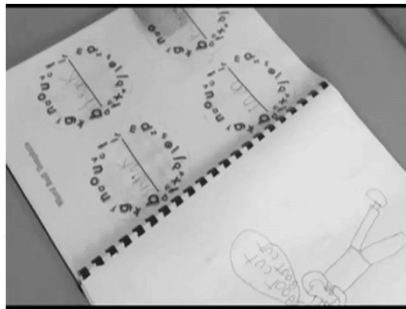


A Hybrid Model called Transmedia: both digital and non-digital resources made together to teach a common theme

YouTube: The Electric Company Summer Learning Program

# TRANSMEDIA ACTIVITIES

<https://www.youtube.com/watch?v=Ct4QFfbwxb>



**Workbook Tasks**

## Motion/Movement

Classroom activities



# Dual Coding Theory

- Games allow for an alternate, multisensory, and repetitive way to teach a topic.
- Use of video and multimedia supported by Dual Coding Theory (Paivio)

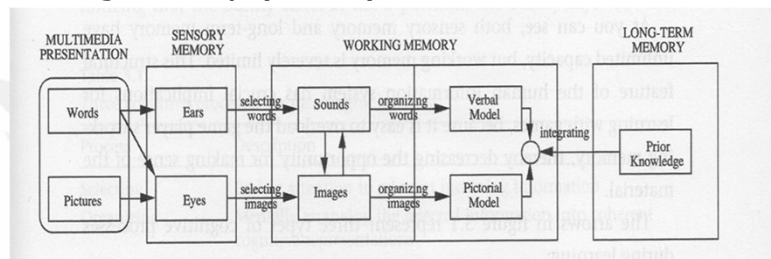


Figure: A cognitive theory of multimedia learning (Mayer, 2014 p. 51).

## Episodic Memory

- Episodic memory is sensation, events, and episodes (Tulving, 1983, p. 35).
- Typically developing children aged 7 through 11 are in the Concrete Operational Stage (can't think abstractly)
- Students with lower cognitive functioning may still be thinking 'concretely' in high school.

## Other Considerations

- Those with an ID are capable, they just need 3 or 4 times the repetition and practise to learn a new skill
- Those with an ID likely have anxieties and frustrations about their difficulties in learning new topics
- Cannot assume those with an ID always understand what is expected of them at any point in the learning process

Do students with a disability have the right to be taught by a trained special education teacher?

If the government wants inclusion...

(pre-service and on-going)

teacher training needs to include students with special needs.

Want to know more?

August 1st – Free Webinar “TEACHING THE DIGITAL TECHNOLOGIES CURRICULUM TO STUDENTS WITH DIVERSE LEARNING NEEDS” [HTTPS://DLTV.VIC.EDU.AU/EVENT-2589802](https://dltv.vic.edu.au/event-2589802)

September 4<sup>th</sup> – All Day Workshop “**THE DIGITECH CURRICULUM FOR STUDENTS WITH DIVERSE LEARNING NEEDS**”

Also – Trauma PD:

Bryan Jeffrey of MOAT Mental Health  
End of August – [www.aasevictoria.com](http://www.aasevictoria.com)

