Research invitation for school staff who teach science to students with intellectual disability

We would like to invite you to take part in a critical research study to better understand how genomic education is delivered to students with intellectual disability in Stage 4, 5 and 6.

Genomic education provided in NESA Stage 4 – 6 Science courses can build foundational genomic literacy.

Genetic testing is becoming increasingly popular. It can identify underlying genetic conditions, and their causes, which informs treatment options. Genomic literacy is about being able to understand, process and apply the genomic information involved with tests and their results.

Building genomic literacy in students with intellectual disability helps them navigate genetic testing and empowers them to achieve improved health outcomes through precision medicine, individualised interventions and informed choices.

This study seeks to understand:

- The barriers and enablers to school-based education about genomics for students with intellectual disability
- what strategies you use to support these students and,
- your preferences for additional resources and training in genomic education.

Participation

If you are to participate your involvement would include:

- 1 x 30-60 minute interview or focus group. This can be conducted face to face, online or via phone.

We are looking for school staff who want to take part in this research who are:

- High school teachers who have taught science to students with intellectual disability within the last ten years
- Learning and support teachers or School Learning Support Officers (SLSOs) who have supported science teachers to teach science to students with intellectual disability within the last ten years
- Teachers currently working in mainstream NSW schools, including support units within mainstream schools.

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