School of Education

EDST5106

Behaviour Management of Exceptional Students

Term 3 2020

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.artf13s1.2 reW* nB8bsite,

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1. **LOCATION**

   Faculty of Arts and Social Sciences
   School of Education
   EDST5106

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Have critical appreciation of discussion of seminal issues in behavioural intervention	1
2	Demonstrate an understanding of research-based strategies for individual behaviour and classroom management	1, 2, 3
3	Design a positive reinforcement-based classroom management plan that promotes and supports effective teaching and learning	1, 2
4	Demonstrate an understanding of data collection and analysing data to plan behavioural interventions	2, 3

AUSTRALIAN PROFESSIONAL STANDARDS

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The Disability Standards for Education 2005 (DEST, 2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. One of the biggest roadblocks to full participation that students with disabilities face is the impact that their disabilities has on their behaviour. This course introduces applied behaviour analysis as it relates to teaching and managing students with special needs.

5. TEACHING STRATEGIES

Online small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals

explicit teaching including synchronous online lectures and a range of online teaching strategies to foster interest and support learning

structured occasions for reflection on learning to allow students to reflect critically on issues discussed

extensive opportunities for synchronous and asynchronous whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate online.

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Topic
1	Foundations of behaviour management: theories, assumptions, myths, and misconceptions Readings: See Moodle
2	Social skills training: need, theory, practice, evidence base, demonstration Readings: See Moodle
3	Functional Behavioural Assessment, ABC Charting Data collection: importance, forms, schedules, reliability, graphing Single subject design Readings: See Moodle
4	Social Skills Poster Sessions
5	Addressing non-compliant behaviours with evidence-based practices Acting out cycle http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content http://iris.peabody.vanderbilt.edu/module/bi2/challenge/#content
6	Linking Function to Intervention Reinforcement programs: shaping, schedules, menus, token economies

7. RESOURCES

Required Readings

Disability Standards for Education (2005)

O'Neill, R., Albin, R., Storey, K., Horner, R., and Sprague, J. (2015). Functional assessment and program development for problem behaviour (3rd ed.). Stamford, CT: Cengage Learning. ISBN-13: 978-1-285-73482-8; ISBN 10: 1-285-73482-3 (available by request from UNSW Library)

Further Readings

Zirpoli, T.J. & Melloy, K.J. (2005). *Behavior management: Applications for teachers (5th ed.).* Upper Saddle River, NJ: Prentice-Hall

Alberto, P.A., & Troutman, A.C. (2006). *Applied behavior analysis for teachers (7th ed.).* Upper Saddle River, NJ: Pearson Prentice-Hall.

Goldstein, A. & McGinnnis, E. (1997). *Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills.* Champaign, IL: Research Press.

***All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.

8. ASSESSMENT

Assessment
    Task

Assessment task 2:

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Student Name: Student No.:
Assessment Task 2: **Token Economy**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of classroom management and the key concepts involved					
understanding of the task and its relationship to relevant areas of theory, research and practice					
clarity and accuracy in use of key terms and concepts in classroom management					
Depth of response to the task					
depth of understanding of key classroom management, concepts and issues explicitly raised during the course and in your follow up readings.					
depth of analysis of target population and their strengths and weaknesses					
depth of token economy (are all components included/addressed?)					

Student Name: Student No.:

Assessment Task 3: **Behavioural Change Project**

SPECIFIC CRITERIA	(-)				➤ (+)
Understanding of ABA and the key concepts involved					
understanding of the task and its relationship to relevant areas of theory, research and practice					
clarity and accuracy in use of key terms and concepts in ABA					
Depth of response to the task					
depth of understanding of key ABA concepts					
and issues explicitly raised during the course and in your follow up readings.					
depth of analysis of target population and their strengths and weaknesses					
depth of behaviour change project (are all components included/addressed?)					
Familiarity with and relevance of professional and research literature used to support response					
range of research and professional literature on ABA theory to support response					
Structure and organization of response					
appropriateness of overall structure of data collection and intervention					
clarity and coherence of organisation, including use of section headings and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions					
consistent use of APA 7th ed. for formatting, headings, citations, references					
clarity, consistency and appropriateness of writing conventions					
clarity and consistency in the format of the plan					
clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: **Date:**

Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting: 40%**