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EDST5106

Behaviour Management of Exceptional Students

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Terry Cumming	t.cumming@unsw.edu.au	Mondays 3-5; by appointment	Room 129, John Goodsell Building	9385 1944

School Contact Information

School of Education
Arts and Social Sciences
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T: +61 (2) 9385 1977

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

The focus of this course is on applied behaviour analysis, and how it is accomplished through the use of functional behavioural assessment and skills training.

You will learn about the models, theories, and philosophies that form the basis of sound inclusive educational and behavioural practice. You will learn how to assess behaviour, teach new skills, and manage behaviour, both academic and social. The strengths and weaknesses of common school practices for decreasing students' inappropriate behaviour will be discussed, and strategies for promoting prosocial behaviour will be described. You will practice collecting and analysing data and use this information to write behavioural intervention plans. You will also use the knowledge gained in the course to design and implement a social skills training lesson.

At the conclusion of this course the student will be able to

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

Teaching Strategies

Rationale:

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 provides an introduction to applied behaviour analysis as it relates to teaching and managing students with special needs.

Teaching Strategies:

- 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 lectures and a range of 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 whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate
- These activities will occur in a climate that is supportive and inclusive of all learners.

Australian Professional Graduate Teaching Standards

Standard	Description
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
3.5.4	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
4.3.3	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

Assessment

NA

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Social skills lesson	30%	1,2,4	1.5.4,2.1.2,3.3.3,3.5.4,4.1.2,4.3.3	06/08/2018 05:00 PM
Token economy	30%	1,2,3,4	1.5.4,2.1.2,3.3.3,3.5.4,4.1.2,4.3.3	15/10/2018 05:00 PM
Behaviour change project	40%	1,2,4	1.5.4,2.1.2,3.3.3,3.5.4,4.1.2,4.3.3	12/11/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Social skills lesson

Start date:

Details: Task 1 - Assignment - Poster presentation and 3-page lesson plan
Students will receive written feedback within 10 business days of submission

Additional details:

Assessment task 1: Development of a Social Skills Lesson

Students will present a poster of a social skills lesson they have developed. A written lesson plan will also be submitted via Turnitin. The poster will include the following components:

1. Target Population
2. Skill Taught
3. Rationale for teaching the skill / how does the lesson increase pro-social skills?
4. Example scenarios for role-play (2)
5. How you will program for generalisation
6. How you will evaluate the effectiveness of your lesson

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity

reports.

Assessment 2: Token economy

Start date: Not Applicable

Details: Task 2 - Assignment - 1500 words Students will receive written feedback within 10 business days of submission

Additional details:

Assessment task 2: Development of a Token Economy

Students will develop a Token Economy based on a lecture by the instructor. The plan is to be typed in a professional writing style. The plan will include:

1. The target population
2. Required behaviours (written positively)
3. List of reinforcers and token cost of each (Menu)
4. What will be used as tokens
5. How tokens will be stored

How tokens can be exchanged (where, when, what will other students be doing?)

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Behaviour change project

Start date: Not Applicable

Details: Task 3 - Assignment - 3000 words Students will receive written feedback within 10 business days of submission

Additional details:

Assessment task 3: Behaviour Change/Functional Behavioural Assessment Project

CHOOSE ONE OF THE FOLLOWING:

I. Using the techniques of Applied Behavioural Analysis, accelerate or decelerate the frequency of a target behaviour. You are to use one of the accepted research designs for single subject studies. You will gather baseline data on the target behaviour for one week (at least 5 data points), then design and implement an intervention for the next four weeks. Your written project will include:

1. Description of the subject
2. Overview of subject's behaviour (academic and social strengths and weaknesses)
3. State the problem in behavioural terms
4. Intervention plan, including a brief review of the current literature justifying your choice of intervention
5. Graphs

6. Discussion of results

II. Choose a student with a behaviour problem.

1. Write up anecdotal observation notes from an observation (30 min long). Make sure to include the setting and everything that is going on during the observation.
2. Make an ABC chart from the observation notes.
3. Construct notes from teacher and parent (and student, if applicable) interviews.
4. Create any other data/forms that you feel would be helpful/necessary.
5. Using the data from the forms/interviews, complete the Functional Behavioural Assessment form (available on the Moodle site)
6. Using all of the information above, design a Behaviour Intervention Plan (use form available on Moodle) for the student.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5106

Assessment Task: Social skills lesson

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ 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 social skills training 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ depth of understanding of key social skill training principles, concepts and issues explicitly raised during the course and in your follow up readings. ◦ depth of analysis of target audience and their strengths and weaknesses ◦ clarity of objectives and rationale 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p>					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ appropriateness of overall structure of lesson ◦ clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ clarity, consistency and appropriateness of the lesson ◦ clarity and consistency in presenting the lesson ◦ clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
<p>General comments/recommendations for next time:</p>					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5106

Assessment Task: Token economy

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ 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 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ 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?) 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p>					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ appropriateness of overall structure of plan ◦ clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ 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 					
<p>General comments/recommendations for next time:</p>					

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5106

Assessment Task: Behaviour change project

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◦ understanding of the task and its relationship to relevant areas of ABA theory, research and practice ◦ clarity and accuracy in use of key terms and concepts in ABA 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◦ 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?) 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> ◦ range of research and professional literature on ABA theory to support response 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> ◦ appropriateness of overall structure of data collection and intervention ◦ clarity and coherence of organisation, including use of section headings and summaries to enhance readability 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> ◦ 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 					
<p>General comments/recommendations for next time:</p>					

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs

- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Foundations of behaviour management: theories, assumptions, myths, and misconceptions Readings: Zirpoli Reading (on Moodle)
Week 2: 30 July - 5 August	Lecture	Social skills training: need, theory, practice, evidence base, demonstration Readings: Goldstein reading (on Moodle)
Week 3: 6 August - 12 August	Lecture	Functional Behavioural Assessment, ABC Charting Behaviour Intervention Plans Readings: O'Neill et al., Chapter 1
Week 4: 13 August - 19 August	Lecture	Social Skills Poster Session Readings: Moodle Reading
Week 5: 20 August - 26 August	Lecture	Data collection: importance, forms, schedules, reliability, graphing Single subject design Readings: Moodle readings and forms, O'Neill et al., Chapter
Week 6: 27 August - 2 September	Lecture	Linking Function to Intervention Reinforcement programs: shaping, schedules, menus, token economies O'Neill et al., Chapter 3, Moodle Readings
Week 7: 3 September - 9 September	Lecture	Voices from the field: Video When the Chips are Down Building Relationships with Students Readings: Moodle Reading
Week 8: 10 September - 16 September	Lecture	Voices from the field- Guest Speaker
Week 9: 17 September - 23 September	Lecture	Early Childhood and Adolescent Behaviour Issues Readings: Moodle Readings
Break: 24 September -		

30 September		
Week 10: 1 October - 7 October	Lecture	<p>Public Holiday – no class</p> <p>Complete the following online modules:</p> <p>http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content</p> <p>http://iris.peabody.vanderbilt.edu/module/bi2/challenge/#content</p> <p>Readings: Horner, Sugai, & Anderson, 2010</p>
Week 11: 8 October - 14 October	Lecture	<p>Writing Behaviour Support Plans</p> <p>Readings: O'Neill et al., Chapters 4 & 5</p>
Week 12: 15 October - 21 October	Lecture	<p>Consideration for schools, diversity in the classroom, strategies for specific behavioural challenges</p> <p>Readings: Moodle Readings</p> <p>Positive Behaviour Support: Tiers 1, 2, 3</p>

Resources

Prescribed 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

Recommended Resources

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. & McGinnis, 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.**

Course Evaluation and Development

The main ways in which the course has changed since last time as a result of student feedback: Students have been given the choice between a behaviour change project with a student in their class or a functional behavioural assessment/behaviour intervention plan based on a scenario to meet the needs of those students who are not currently teaching.

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G