SPED821

Applied Behaviour Analysis for Special Educators

S1 External 2017

Institute of Early Childhood

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General Information

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By appointment

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Credit points
4

Prerequisites
Admission to GradCertLearnDiffSuppTeach or GradDipSpecEd or GradCertBehSuppTeach or MSpecEd

Corequisites

Co-badged status

Unit description
This unit provides an overview of principles and application of applied behaviour analysis in special education. Students will gain an understanding of behaviour change as a foundation of effective special education practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice

Critically reflect on the principles and practices of applied behavior analysis

Creatively design assessment and instructional strategies using the principles of applied behavior analysis.

Demonstrate competency in the application of the principles of applied behavior analysis to special education practice during professional experience.

General Assessment Information

Appeals

Appeals against grades for individual assessment components.

If any student has concern about the marking of an assessment, they must:

1. Consult the member of staff who marked the work.

2. If there is no satisfactory resolution, an appeal should be made in writing to the unit convenor within one week of the marked assessment being returned or of results being made available. The student should explicitly state the basis of the appeal.

The unit convenor will review the marking and may, at their discretion, ask for a re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same, or lower than the original mark. Please note that all failing assessments are double marked. The decision of the unit convenor is final.

Grading Procedures

With the exception of participation, results for other assessments will be reported as either grades (i.e., HD, D, Cr, P, F) or moderated scores. Raw scores for all assessments will be moderated according to the University guidelines so that work judged to be of a given standard is awarded a moderated score within the following distribution: High Distinction 85-100; Distinction 75-84, Credit 65-74; Pass 50-64; Fail 0-49.

For example, if it is judged that the HD standard for a particular assessment is met by work scoring 90-100, raw scores will be adjusted so that students received moderated scores between 85 and 100. Similarly, if it is judged that the Pass standard is met by work scoring 63 -70, raw scores will be adjusted so that students received moderated scores between 50 and 64. This moderation takes into account both the stated performance standards for the assessment component and the degree of difficulty of the specific task

Fail Grades

Entry into units in the postgraduate coursework program requires a clear pass (i.e., a final unit grade of at least “C” or “P”) in all previously completed SPED units. If you fail more than 51% of your units in a semester, you will be subject to review.

Weighting Due

Assessment Tasks

Name	Weighting	Due
Problem Solving Exercise	50%	1st May 2017
Assignment	50%	9th June 2017

Assessment Tasks

Name	Weighting	Hurdle	Due
Problem Solving Exercise	50%	No	1st May, 2017
Assignment	50%	No	9th June, 2017
Practicum	0%	Yes	Friday 16th June, 2017

Problem Solving Exercise

Due: **1st May, 2017**
Weighting: **50%**

Problem Solving Exercise

There is one Problem Solving Exercise held in SPED821. Problem Solving Exercises consist of a series of practical problems. The problems presented are typically scenario based and require the practical application of principles and knowledge addressed in the unit. The assessment may involve the presentation of video and/or text-based scenarios.

Many questions will be similar in format to the problem solving activities presented during topic seminars, on the discussion forums and in the multiple choice quizzes for the unit. These will provide excellent preparation for Problem Solving. The Problem Solving Exercise for SPED821 will cover the following topics (Introduction to ABA, Observation and Measurement, Monitoring & Evaluation and Increasing Behaviour) which are covered in the first half of the semester.

A Problem Solving Exercise is an open book assessment of three hours duration. The Problem Solving Exercise will be completed in class (or with a supervisor for distance students). This assessment may use both video segments and text-based scenarios or questions. You may bring any paper-based materials to the assessment including textbooks and your own notes. PLEASE NOTE THAT SHARING OF MATERIALS WILL NOT BE ALLOWED IN PROBLEM SOLVING EXERCISES UNDER ANY CIRCUMSTANCES. You may not use electronic devices such as computers, iPads or other tablets, or phones. You may not use an e-book in the assessment. Problem Solving Exercises are designed to assess your competency with the material covered in the unit and, consequently, a high pass mark is typically set.

The specific instructions for the Problem Solving Exercise will be on the first page of the question paper. You may only write on the question paper provided. Any breaches of the instructions (for example, using your own paper to make notes about questions, taking any notes out of the room where the Problem Solving is held) may result in zero marks being awarded for that exercise, or zero marks being awarded for some questions.

NOTE: You must bring your student ID or Campus Card with you to the Problem Solving Exercise and display it on your desk.

Information about Campus Cards is at

http://students.mq.edu.au/services_and_facilities/services_facilities_a-z/campus_card/

When is the Problem Solving Exercise held?

For students completing the exercises on-campus, the Problem Solving Exercise for SPED821 will be held on:

Monday, 1st May, 2017

There will be two sessions held on this day, one at 10.00 am and one at 5.30pm.

There will be two sessions on this day, one at **10.00am** and one at **5.30pm**.

Students are required to indicate which session they will attend via the choice activity on the iLearn site. The choice activity will be open for 48 hours following notice in the general discussion. Students must respond in this time frame or they will be allocated to a session.

Problem Solving Exercises need to be completed by **distance students** with a supervisor as follows:

Should be completed between Problem Solving Exercise
Monday 1st May, 2017

and

Sunday 7th May, 2017

If a Problem Solving Exercise is completed outside these dates without a serious reason and without the approval of your unit convenor and Dr. Toni Hopper you may be awarded an F grade.

Where are is the Problem Solving Exercise to be held?

Compulsory Problem Solving Exercises will be held at the University (Building X5A) to supervise internal students and external students who live in the Sydney metropolitan area. The Sydney metropolitan area is considered to be the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the North. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Toni Hopper). Under all but exceptional circumstances (e.g., documented medical problems) it is expected that students residing in the Sydney metropolitan area will

attend the on-campus assessment session.

Distance students living outside the Sydney metropolitan area will need to make arrangements for an appropriate, approved supervisor **before the end of the second week of the semester.**

Students who normally live within the Sydney area, but who will be out of Sydney at the time of a Problem Solving Exercise MAY NOT ARRANGE external supervision.

Requests for supervisor changes may be considered for students permanently changing location but WILL NOT be considered for students traveling during the semester.

Students are required to be available for the entirity of the official examination period.

What are the special arrangements for distance students?

Off-campus completion of Problem Solving Exercises is also available as an additional support to students who enrol in external mode and reside outside the Sydney metropolitan area. The Sydney metropolitan area is considered to be the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the North. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Toni Hopper). You need to nominate a supervisor to receive the materials and supervise Problem Solving Exercises and feedback sessions. Under normal circumstances, supervisors would have a working relationship with you but must not be personally related to you or in a subordinate role. Appropriate supervisors could include a head/ executive teacher, school principal or school counsellor. Friends or acquaintances will not be accepted as supervisors. It is your responsibility to locate an appropriate supervisor who is acceptable to the External Student Supervision Coordinator (Dr Toni Hopper). The acceptance of nominated supervisors is entirely at the discretion of the External Student Supervision Coordinator. Under normal circumstances, materials will only be sent to the supervisor at a work postal address. If you wish to discuss the suitability of a potential supervisor, please contact Dr Toni Hopper by phone on (02) 9850 9698 or email (toni.hopper@mq.edu.au).

A SUPERVISOR NOMINATION FORM IS PROVIDED FOR DOWNLOAD IN THE ILEARN SITE FOR EACH UNIT.

Completing the Statutory Declaration

You must complete ONE Statutory Declaration to cover all units that you are attempting each semester. It is your responsibility to ensure that you read and understand the requirements of the Statutory Declaration, and that you supply all required information.

Your statutory Declaration must be witnessed and signed by a suitable person (see the list on the form). For most students, the preferred witness would be your school principal. The form must be returned with your supervisor nomination form(s) to Dr. Toni Hopper. If there is a violation of the Statutory Declaration, you must contact Dr. Toni Hopper and the unit convenor as a matter of urgency.

The supervisor nomination form must be returned to Dr. Toni Hopper (c/- Reception - Special Education, Buidlng X5A, Macquarie University, Ryde, NSW, 2109) by the **end of the second week of the semester.** Nomination forms will not be accepted after this date and you will have to complete Problem Solving Exercises on-campus or withdraw from the unit. **This deadline is**

absolutely not negotiable. You will receive an acknowledgement of your supervisor nomination through Dialogue. If you do not receive an acknowledgement, your nomination has not been received and you must contact the External Student Supervision Coordinator urgently.

***Please note that you need to provide a separate supervisor nomination form for EACH unit you are enrolled in. You should receive an acknowledgement for EACH unit you are enrolled in. You should receive an acknowledgement for EACH unit that you are enrolled in. You need only return one Statutory Declaration, but indicate which units you are completing.

Supervisors should be aware that they would be required to supervise you for one Problem Solving Exercises of 3 hours. They will also need to supervise you for one feedback session lasting up to 1 hour.

Further, they will be required to certify that appropriate conditions have been in place. Supervisors may do other work while you are completing the assessment/feedback sessions but they **must** remain with you. Note that if there is any unanticipated variation to supervision arrangements, for example, a fire drill or if the supervisor is called away urgently, the student and/or supervisor should notify the External Student Supervisor Coordinator (Dr. Toni Hopper) as soon as possible after the Problem Solving Exercise has been completed. Acting as a supervisor is voluntary but supervisors do receive a formal letter of appreciation.

The Problem Solving Exercise will be posted to your supervisor approximately one week before the due date and you will have a one-week window in which they must be completed and returned.

It is essential that a correct WORK address is provided for your supervisor, and that other information on the Supervisor Nomination Form is accurate.

The provision of a non-work address (for example, your supervisor's home address) for your supervisor's workplace, or the provision of other misleading information, may be treated as academic misconduct.

It is critical that the assessments are completed in the date range specified.

Please ask your supervisor to carefully check the dates before signing the nomination form to ensure they will be available.

Please note that you will need access to a computer or DVD player in order to be able to view the feedback session.

Before the Problem Solving Exercise and the Feedback Session you will be sent, through Dialogue on the iLearn website, a copy of the letter, instructions and certification form to be send to your supervisor. You must respond to this message **within 48 hours** to indicate that you have read and understood the conditions of the Problem Solving Exercise or Feedback Session and to confirm that the supervisor’s name and mailing address are correct. Problem Solving and Feedback packages will not be mailed out until this confirmation is received.

If you provide a late response, and your assessment package is sent out late, NO ADDITIONAL TIME WILL BE ALLOWED FOR COMPLETION. You must still complete the Problem Solving Exercise **before the 7th May, 2017**

What happens if my Problem Solving Exercise does not arrive?

We recommend that you check with your supervisor before the day you plan to complete the Problem Solving Exercise that he/she has received the package from the University. If your supervisor has not received the package, we recommend double-checking the internal mail handling within your school or organization before contacting X5A Reception at the University. If the materials cannot be found after a search, contact X5A Reception at (phone (02) 9850 8708 or email musec.reception@mq.edu.au.

What if I need to change my supervision arrangements?

If your circumstances change and you no longer need to complete a Problem Solving Exercise externally, or if you are able to travel to the University for a feedback session or if there are any other changes to your supervision arrangements, **you must notify the convenors of each unit you are completing AND the External Student Supervisor Co-ordinator.**

If you complete a Problem Solving Exercise or a Feedback Session with a person who is not an approved supervisor, you may be awarded a Fail grade.

How do I get feedback if I attended the on-campus session?

Two feedback sessions are held after Problem Solving Exercises. Students who attend campus to complete the Problem Solving Exercises are normally expected to attend one of these sessions for feedback. The answers to Problem Solving Exercises will be presented. Lecturers will overview the general principles, marking key, sample answers and discuss common problems or misconceptions. Students will be able to view their marked Problem Solving Exercises during the feedback sessions, but notes may not be made. Problem Solving Exercises will be returned for this session but they may not be retained. You will be provided with an individual grade for your Problem Solving Exercise via TOOLS and GRADES on the ilearn site. Please note that results will not be given over the phone or by e-mail.

If you have concerns about Problem Solving Exercises, please make an individual appointment after the feedback session. Individual appointments will not be made to give individual feedback unless students have attended a scheduled session or can provide evidence of unavoidable disruption to study, such as a medical certificate.

How do I get feedback if I completed the Problem Solving Exercise with an external supervisor?

Feedback seminars will be audio or video-recorded and sent to external students on DVD, along with the marked Problem Solving Exercise. Materials for the feedback session will be posted to your supervisor approximately 2 weeks after receipt of the exercise. Please note that your final results will not be released until all feedback materials have been returned to the University. Please note if you plan to attend a feedback session on campus, you should inform the unit convenor that you do not require the feedback materials.

It is critical for students and supervisors to understand that students may only have access to materials in the presence of their supervisor. This means that the supervisor must post these items back to the University. You may, however, keep your individual feedback sheet. If a student has **any unsupervised access** to either the Problem Solving Exercises or feedback

materials (including posting them to the University), they will automatically be failed on the Problem Solving Exercise, resulting in a failure on the unit. If a student decides to withdraw from the unit, materials must still be returned directly to X5A Reception.

How do I get feedback if I am an out-of-Sydney student and choose to travel to the University for the Problem Solving Exercises?

If you are a distance student, and choose to travel to the University for the Problem Solving Exercises, but do not want to travel to the feedback seminars, you will need to have a supervisor for the feedback sessions. This should be arranged by the end of the second week of semester. If there are any changes to this arrangement, you should notify your unit convenor.

Is there anything else I should know about Problem Solving Exercises?

Students sometimes think that they do not need to be thoroughly familiar with the material in the unit as the exercises are open book. This is most definitely not the case. You need to be sufficiently familiar with the material to know where to look for material that will enable you to solve a given problem. Also, while you will have time in the Problem Solving Exercise to check a detail or look at an example, you will NOT have time to read chapters or review topics that have not been adequately covered in the first instance.

What if I am unable to complete a Problem Solving Exercise?

If you are unable to attend a Problem Solving Exercise, **you should submit a disruption to studies form** through ask@mq.edu.au. It is advisable to contact your unit convenor prior to submitting the request.

Reasons for the extension need to be documented through the special consideration form accessible through ask@mq.edu.au and supported (e.g., a Professional Authority Form).

Extension will only be granted in receipt of the completed form submitted through askMQ, plus documentation. You must read the further information about special consideration in the General Assessment Information section.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

How do I get the results of Problem Solving Exercises?

Marked Problem Solving Exercises will be available for reviewing at the Feedback Seminars.

Results for the Problem Solving Exercises will be posted on the unit website, in GRADES under the TOOLS tab.

Please note that it is University policy that results will not be given over the phone or by email. Please visit the unit website for information**.**

On successful completion you will be able to:

- Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice
- Critically reflect on the principles and practices of applied behavior analysis
- Demonstrate competency in the application of the principles of applied behavior analysis to special education practice during professional experience.

Assignment

Due: **9th June, 2017**
Weighting: **50%**

Assignment Description

The topic of this 2000-2500 word assignment will be on an aspect of applied behavior analysis. While it is anticipated that you will draw on specific information from the SPED821 unit content (seminars, readings, websites, videos, etc.); an overall knowledge, understanding and insight into the various unit topics will assist in framing your response and giving it a greater level of maturity. In other words, in your responses you need to clearly demonstrate that you have a knowledge of, and that you understand and can apply SPED821 unit information. In addition, this assignment lends itself to demonstrated research (reading) beyond unit readings. Here, accessing current, highly pertinent and authoritative sources is a critical consideration in the marking of student responses. Look in the "Assessment" section of the website for further information.

What is required for the assignment?

In general good presentation, correct grammar, spelling and appropriate word choice will be expected. Express your ideas concisely and clearly, and observe any stated word limits. Please use single spacing.

The assignment should be completed individually. It should be your own work, based on your personal study and research.

How do I submit my assignment?

You will submit your assignment through the iLearn website. Detailed instructions will be provided on the website.

You should follow the detailed instructions carefully. Marks (up to 5% of the total mark) may be deducted, for example, for failing to name submitted files correctly, or for failing to write your name on the assignment.

KEEP A COPY OF YOUR ASSIGNMENT

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au*.

This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Can I submit a late assignment?

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

How do I get an extension?

NOTE: You should read the additional information about the conditions for special consideration in the General Assessment Information section of this unit guide.

Note that:

- Extension will only be granted in receipt of the completed form submitted through askMQ, plus documentation.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension
- **Extensions are usually not granted on the due date.**

Post-due date applications for extensions will not be considered under any circumstances except when the student can provide evidence that it was impossible to contact the unit convenor before the due date.

What if my Hard Disc crashed, my pet hippopotamus ate my computer, etc?

Computer problems will not be accepted as reasons for extensions. You are responsible for making sure that your work is adequately backed up. Make sure your work is regularly backed up on a USB drive or to a cloud-based backup and don't leave your submission to the last minute. Always keep your hippopotamus and computer in separate rooms.

What if I accidentally submit a blank assignment, the wrong document, etc?

We can only mark what you submit. Make sure you re-download your assignment from the location that it was submitted and verify the correct document has been submitted. No consideration will be offered if you submit the incorrect document. You may submit your assignment as many times as you wish before the due date. Only the last submitted version will be marked.

How do I know my assignment submission was successful?

Staff will NOT respond to requests to confirm that assignments have been correctly submitted. You will receive an emailed receipt on successful submission of your assignment in your student e-mail account. Make sure that this has been received and retain this receipt. No claims will be considered regarding missing assignments without this receipt. You can also re-download your assignment to double-check it was submitted. Always keep a copy of your assignment.

What if I exceed the word limits?

Components of answers beyond the stated word limit will not be marked. That is, answers will only be marked up to the stated word limit.

How will I get feedback on my assignment?

Individual feedback will provided through the iLearn site. Assignment results will be available in GRADES.

Can I resubmit an unsatisfactory assignment?

Resubmission of unsatisfactory assignments is not permitted.

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Practicum

Due: **Friday 16th June, 2017**
Weighting: **0%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Completion of practicum is part of the assessment for this unit.

Practicum must be passed in order to obtain a passing grade for the unit.

A grade of FH and a mark of 49 will be awarded if you do not complete or fail practicum.

The purpose of supervised Practicum is to allow for systematic and first-hand observation of a student teacher's teaching competencies. Students are expected to teach and manage a class/ small group from day 3 onward. Supervising teachers will make one formal observation each day using the protocol provided in the Practicum Handbook to evaluate your competencies in lesson planning and presentation, monitoring learning, providing feedback, delivering reinforcement and managing the class or group. Students are responsible for forwarding all the required documentation to Reception, Building X5A, Macquarie University.

Students residing in the Sydney Metropolitan area will be required to complete 5 days of supervised practicum at the Macquarie University Special School. Further details about when this may be completed can be found in the Practicum Handbook.

Students residing outside the Sydney Metropolitan area may elect to complete their practicum at Macquarie University Special School, or they may negotiate another appropriate site closer to home. External sites must provide appropriate programs for a special education population and must have an appropriately trained and/or experienced staff member to provide supervision. External practicum sites must be approved via musec.pracsupervisor@mq.edu.au.

Students should refer to the Practicum Handbook for further details of practicum. The booklet is available on the SPED821 ilearn site. Email queries about practicum should be sent to Prac Supervisor email at musec.pracsupervisor@mq.edu.au.

Students are strongly encouraged to make practicum arrangements early in the semester as this may involve leave from work.

What happens if I fail my practicum but I pass the other assessment pieces for this unit?

Students will receive regular feedback from their practicum supervisor. This feedback will allow students to evaluate their progress in order to meet their practicum requirements, or to see if they are "at risk". When students are "at risk", practicum supervisors are requested to contact the Unit Convenor. Students who fail their practicum are allowed one opportunity to repeat their practicum.

Practicum must be completed and reports submitted by the due date. If you have not completed practicum by the due date, you must apply for an extension, with the reasons documented though the disruption to studies process at askMQ. If you have not completed practicum and have not requested an extension, you will receive a FAIL HURDLE (FH) grade for the unit. If you have an extension, or if you have completed practicum and your practicum reports have not been received at Reception - Building X5A, you will receive an INCOMPLETE (I) grade. Your final grade will be released when all practicum requirements have been met. You should read the additional information on disruption to studies in the General Assessment.

All practicum reports must be submitted to Reception, Building X5A, Macquarie University by **Friday, 16th June, 2017.**

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Delivery and Resources

General Organization of the Unit

The unit is organized in a flexible delivery format. A combination of seminars, readings, and Internet delivery may be employed. In addition, support is available via telephone, Skype, the unit web site (including discussion forums and Dialogue for private communication) and on-site consultation.

All materials will be available on line this semester. The only compulsory attendance will be for the Problem Solving Exercise.

It is very important to note that most components of the unit will be conducted on the web site. This means that internet access is essential to the completion of the unit.

Delivery is designed such that students may seek as much or as little assistance as required in completing the unit. In flexible delivery units, it is critical that students are organized and disciplined. It is suggested that you allocate a total of 8-12 hours per week to study for this unit. If you get significantly behind in your topic coverage, it may be impossible to catch up. Please start your study as soon as possible.

Unit delivery: Teaching and Learning Activities

Readings are designed to prepare students for the seminars as well as broaden their understanding of topics.

All seminars have been audio and/or video-recorded and made available on ECHO360.

Students may participate in Discussion Forums on the iLearn site, complete the Review Quizzes for each topic on the web site, complete the assigned readings and activities in the Study Guides and seminars, and complete any additional exercises for each topic.

There is a practicum component associated with this subject, please refer to the Practicum

Handbook which is available on the unit website.

Changes Made Since the Last Offering of the Unit.

The online participation requirement has been removed from the unit assessment. New readings have been added.

Response to Student Feedback

Student feedback to our units are usually very positive, and we retain practices that students appreciate. We have made some changes to units as a result of feedback. This year, the Introduction to ABA topic and the FBA topic have been expanded. Feedback seminars are offered at 10.00am and 5.30pm.

Compulsory Seminars - Problem Solving Exercises

External students living in the Sydney metropolitan area and all internal students **must** attend in-class assessment seminars (i.e., the Problem Solving Exercise). There is no compulsory on campus attendance for students completing the unit externally outside the Sydney metropolitan area. The Sydney metropolitan area is normally considered to be the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the north. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Toni Hopper).

Feedback Seminars

At these seminars students may view their marked Problem Solving Exercises and the lecturer will discuss each question and respond to questions. Students who attend these sessions may make an appointment for further individual feedback if they wish. Feedback seminars will be offered twice for the Problem Solving Exercise. Students are invited to attend one of these optional Feedback Sessions. The second session is a repeat of the first session. Students should be aware that if they choose not to attend these seminars, individual appointments will not be made unless there is a serious reason for non-attendance (such as a documented illness). The seminars will be recorded for distance students outside the Sydney area who have an approved supervisor (see ASSESSMENT) to view under supervision. Feedback seminars and packages (for distance students outside the Sydney area) are not compulsory.

Review Quizzes

Generally, there will be a Review Quiz for topics in the unit, available on the unit website. These quizzes enable you to monitor your own learning. The review quizzes will remain open throughout the semester.

What are Review Quizzes?

Review quizzes are online assessments in multiple-choice format. There is one quiz for each topic in the unit. We strongly suggest you complete the Review Quiz for each topic as a means of monitoring your own learning.

How do I do Review Quizzes?

The quizzes may be taken by logging into the unit web site and scrolling down to the link to the

quiz within each topic section.

I'm concerned about doing an online quiz. What should I do?

A "dummy quiz" has been set up to give you some practice and allow you to get used to the quiz module. you may attempt the dummy quiz as many times as you like. It is strongly recommended that every student attempt the dummy quiz each semester. The dummy quiz is in the first section of the website under the heading "THINGS YOU SHOULD DO" and "Attempt the Dummy Quiz". Click on the link to open the quiz.

How do I know my attempt at a review quiz has been successful?

You will receive confirmation that your quiz has been submitted. Your mark will be availabe in "GRADES" under the TOOLS tab on the left hand side of the webpage. Once you have completed a quiz, you should be able to view your answers and the feedback. If you are concerned about your mark, contact the unit convenor to discuss your results.

How many times may I attempt a quiz?

You may attempt review quizzes as often as you like. Review quizzes are not part of the assessment, they allow you to monitor and review your own learning.

I can't access the quiz or it won't work correctly?

Such problems are ALMOST ALWAYS RELATED TO USING AN INCORRECT BROWSER. Firefox is the the recommended browser for iLearn. Contact IT help if you have problems.

Downloadable Documents

ALL study guides and resource materials must be downloaded from the website. Readings must be downloaded from the Multisearch website in the library, or from other sites as indicated in the study guides.

ECHO360

What is ECHO360?

Topics in this unit will involve a seminar recording via ECHO360 and will be accessed through links in the ECHO block. These presentations will typically consist of video or audio. They are accessed from the unit website. The presentation may include elucidation of the readings, additional information and practical exercises. Seminars should be viewed after you have completed the relevant reading for the topic.

Information about using ECHO360 is available at

http://www.mq.edu.au/iLearn/student_info/lecture_recordings.htm

and

http://www.mq.edu.au/iLearn/student_info/podcasts.htm

What do I need to do before I access ECHO360?

In order to use ECHO360 you wll need QuickTime or other video player software (iTunes, VLC or Windows Media Player) and Flash for streaming playback or for downloading. You can download

QuickTime through the iLearn site and you will be prompted to install Flash when you first access ECHO360, if it is not already installed on your computer.

What if I can't get ECHO360 working?

Don't panic. Contact the Student IT Helpdesk

Phone: (02) 9850 HELP (4357) (Option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face to face: Building C5C Room 244, Macquarie University

Website: http://www.mq.edu.au/onehelp/

IT Onehelp ticket lodgement: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

Discussion Forums

There will also be a Discussion Forum for each topic where students can post questions or comments and discuss the issues raised during the unit. These topics will remain open for the duration of the unit. Although unit convenors typically check the Discussion Forums daily (on weekdays), they will not respond to all posts, as discussion between students may be more appropriate.

Dialogue

Important information, particularly for students outside Sydney will be sent through Dialogue. You should check it regularly - AT LEAST ONCE EVERY 48 HOURS.

Preferably, unit related messages should be directed to unit staff using Dialogue on the website. Questions that you have that are relevant to others in the unit should be posted in Discussion Forums.

DVD

Feedback on Problem Solving Exercises for students outside the Sydney area and for international students will be presented on DVD. You should check that you have access to a suitable DVD player or computer.

Inquiries regarding all dispatch and student postgraduate materials should be directed to:musec.reception@mq.edu.au

Unit Schedule

Classes

All Study Topic seminars have been prerecorded for SPED821. The only "live" seminar to be held on campus for SPED821 is Week 1 - Welcome to the Unit. If you attend this optional seminar you may be video or audio taped. This seminar will be uploaded to the ilearn site. Consequently, all seminar recordings and all of the study materials for SPED821 can be

accessed via the ilearn site.

There is one compulsory assessment seminar that MUST be attended by students living in the Sydney metropolitan area. This is the Problem Solving Exercise. The compulsory assessment seminar will be available in both the morning and evening. It will be held on a MONDAY.

The Feedback sessions, also available in the morning and the evening, are optional.

The following table gives an overview of topics covered in the unit and the suggested completion dates.

WEEK	RECOMMENDED COMPLETION DATE	CONTENT	FORMAT
1	27th February	Welcome to SPED821	ECHO360.
2	6th March	Introduction to ABA	ECHO360
3	13th March	Introduction to ABA	ECHO360
4	20th March	Observation and Measurement	ECHO360
5	27th March	Monitoring and Evaluation	ECHO360
6	3rd April	Increasing Behaviour	ECHO360
7	10th April	Increasing Behaviour	ECHO360
	Easter and Recess		
8	Monday 1st May	Problem Solving Exercise	
9	8th May	Task Analysis	ECHO360
10	15th May	Task Analysis	ECHO360
11	22nd May	Decreasing Behaviour	ECHO360
12	29th May	Decreasing Behaviour	ECHO360
13	5th June	Generalization	ECHO360
	Friday 9th June	Assignment due	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Portal

The Student Portal provides the gateway to information for current students. It has been designed to bring all student resources to one location. The Portal contains links to Student email and calender, online units, eStudent, askMQ and many other student and university resources.

Access the portal at

http://students.mq.edu.au/home/

The link for First Time Login is on this page. You must complete this login to get access to other

sites such as eStudent.

The link to eStudent is on the Student Portal page.

eStudent is where students can enrol online, change their study programs view their academic record, receive announcements from the university, as well as change some personal information that may become out of date.

End of semester results can be found on the eStudent website.

If you are having problems accessing the site (e.g. password/browser/technical issues) contact the Helpdesk (see the IT Help section of this guide).

Check the eStudent Noticeboard and your university email weekly for important communication from the university such as advice of iLearn outages.

Visit http://ask.mq.edu.au to find answers to your student administration questions. Search the Q & A Section for answers and, if you can't find what you're looking for, submit an online enquiry and get a response to your official Macquarie University student email address.

Special consideration forms, grade appeals and grade reviews are submitted through AskMQ.

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

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The Disability Support provides support and assistance to students with a disability/health condition in aiming to ensure that they do not experience disadvantage in reaching their academic potential. Service provision is determined on a case-by-case basis following an assessment of a student's needs and the provision of supporting documentation. Service provision is also dependent on the availability of resources.

For information about registering with the Disability Service and to download the Campus Wellbeing Registration Form and Health professional form go:

http://students.mq.edu.au/campus_life/campus_wellbeing_support_services/disability_service/

how_to_register/

You must register annually, irrespective of whether a disability/health condition is temporary, long-term or permanent.

Students wishing to request support services from the Disability Service should make an appointment to see a Disability Advisor IMMEDIATELY AFTER ENROLLING at Macquarie University. Please note that students have to not only contact their convenor, but they must first register with Disability Services.

When students register with Disability Service, you must provide documentation to support their request for Accommodations.

Disability Services will then inform the unit convenors regarding what accommodations are required for individual students.

When students register with Disability Service, you must provide documentation to support their request for Accommodations.

If you are not registered with the Disability Service at the time of an assessment task, you may not be provided with any accommodations.

Phone: (02) 9850 7497 TTY (02) 9850 6493

Email: campuswellbeing@mq.edu.au

In person: Level 2, C8A (Lincoln Building).

It is strongly recommended that you contact convenors IMMEDIATELY AFTER ENROLLING (or as soon as possible for temporary disabilities) to discuss adaptations that may assist you in the successful negotiation of units with the Macquarie University Special Education Centre.

Typically, we require a minimum of three weeks notice to be able to ensure that accommodations for Problem Solving exercise or in-class assessments can be put in place. Please contact your unit convenor or Associate Professor Mark Carter a minimum of three (3) weeks before the assessment to ensure your needs are met.

DISABILITY LIAISON OFFICER: Associate Professor Mark Carter

Building X5A, Room 106

Phone (02) 9850 8694 email mark.carter@mq.edu.au

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

IT Help

Phone: (02) 9850 HELP (4357) (option 1) or Freecall: 1800 063 191

Email: help@mq.edu.au

Face to Face: Building C5C Room 244, Macquarie University

Website: http://mq.edu.au/about_us/offices_and_units/informatics/help/

IT Service Desk Request Form: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice
- Critically reflect on the principles and practices of applied behavior analysis
- Creatively design assessment and instructional strategies using the principles of applied behavior analysis.
- Demonstrate competency in the application of the principles of applied behavior analysis to special education practice during professional experience.

Assessment tasks

- Problem Solving Exercise
- Practicum

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice
- Critically reflect on the principles and practices of applied behavior analysis
- Creatively design assessment and instructional strategies using the principles of applied behavior analysis.
- Demonstrate competency in the application of the principles of applied behavior analysis to special education practice during professional experience.

Assessment tasks

- Problem Solving Exercise
- Assignment
- Practicum

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice
- Critically reflect on the principles and practices of applied behavior analysis
- Creatively design assessment and instructional strategies using the principles of applied behavior analysis.

- Demonstrate competency in the application of the principles of applied behavior analysis to special education practice during professional experience.

Assessment tasks

- Problem Solving Exercise
- Assignment
- Practicum

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice
- Critically reflect on the principles and practices of applied behavior analysis
- Creatively design assessment and instructional strategies using the principles of applied behavior analysis.
- Demonstrate competency in the application of the principles of applied behavior analysis to special education practice during professional experience.

Assessment tasks

- Problem Solving Exercise
- Assignment
- Practicum

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice

- Critically reflect on the principles and practices of applied behavior analysis
- Creatively design assessment and instructional strategies using the principles of applied behavior analysis.
- Demonstrate competency in the application of the principles of applied behavior analysis to special education practice during professional experience.

Assessment task

- Practicum

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice
- Critically reflect on the principles and practices of applied behavior analysis
- Creatively design assessment and instructional strategies using the principles of applied behavior analysis.
- Demonstrate competency in the application of the principles of applied behavior analysis to special education practice during professional experience.

Assessment task

- Practicum

General Assessment Information

General Assessment Information

Rationale for Modes of Assessment

Assignments are designed to enable you to reflect more deeply on a particular problem or scenario and to write a considered response

Problem Solving Exercises are designed to assess understanding, problem solving and application of concepts, principles and strategies covered in the unit.

Practicum – There is a five-day practicum placement linked to this unit. Competency based practicum assessment ensures students can apply in the classroom, the principles and

strategies taught in the unit.

Assessment Weighting

There are several components of the assessment in this unit. All components must be completed. If you fail to complete all assessment components, a passing grade will not be awarded and students will receive an maximum numerical grade of 40.

Marking Criteria and Performance Descriptors for Problem Solving Exercises and Assignment

In general, markers will be looking for the following qualities in your responses to the questions and scenarios in problem solving exercises and assignments:

• Concise address of the critical points in the scenarios provided.

• Appropriate critical analysis and justification where needed.

• Integration of information from relevant content in the unit.

• Quality of critical analysis

• Evidence of generalisation of the concepts and principles of ABA to new examples

• Evidence of a deep understanding of the range of factors which affect student behaviour and student learning.

• Evidence of a deep understanding of the principles underpinning functional assessment, related intervention design and monitoring.

You are encouraged to evaluate your work against these criteria.

Performance Descriptors

High Distinction

There is pervasive address of critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of basic principles and a clear ability to generalise concepts and principles to the most difficult examples.

Distinction

There is extensive address of the critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of

basic principles although students may have difficulty in applying some concepts and principles to the most difficult examples.

Credit

There is strong address of the critical points in the vast majority of responses and a deep understanding of the majority of key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There may be a small number of consequential gaps in understanding of basic principles. Students may have difficulty in applying some concepts and principles to a limited number of examples.

Pass

There is solid address of the critical points in the majority of responses and a demonstration of deep understanding of most key principles. There are appropriate and concise justifications, descriptions and analysis integrating relevant information. Students may have difficulty in applying some concepts and principles to some examples.

Fail

There is poor address of the critical points in the majority of responses. There is little evidence of deep understanding of principles. Justifications, descriptions and analyses would often be incomplete and/ or unclear. Students demonstrate a poor understanding of the majority of concepts and principles and are only able to apply these to a minority of examples.

Resubmission

Students are required to gain an overall pass on the unit. You must gain an overall pass on the problem solving exercise and the assignment.

Resubmission of assessments and assignments is not permitted.

Disruptions due to work commitments require a statutory declaration from a work supervisor (eg.School Principal) stating that the work commitment was not known at the time of enrolment.

University Disruption to Studies Policies and Procedures

You should read these documents and follow the policy and procedures.

Disruption to studies policy: http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Disruption to studies procedures: http://www.mq.edu.au/policy/docs/

disruption_studies/ procedure.html

Disruption to studies supporting evidence schedule: http://www.mq.edu.au/policy/docs/ disruption_studies/schedule_evidence.html

Disruption to studies outcome schedule: http://www.mq.edu.au/policy/docs/disruption_studies/ schedule_outcomes.html

Appeals

Appeals against grades for individual assessment components.

If any student has concern about the marking of an assessment, they must:

1. Consult the member of staff who marked the work.

2. If there is no satisfactory resolution, an appeal should be made in writing to the unit convenor within one week of the marked assessment being returned or of results being made available. The student should explicitly state the basis of the appeal.

The unit convenor will review the marking and may, at their discretion, ask for a re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same, or lower than the original mark. Please note that it is university policy to double mark all failing assessments. The decision of the unit convenor is final.

Appeals against final unit grades

Students should refer to the Grade Appeal Policy at http://www.mq.edu.au/policy/docs/gradeappeal/policy.html and the Grade Appeal Procedures at http://www.mq.edu.au/policy/docs/gradeappeal/procedure.html

Grade Appeals must be submitted within 20 days of the release of the unit results. Grade Appeals are submitted through ask.mq.edu.au

Academic Honesty and Plagiarism

You must read the University's practices and procedures on Academic Honesty.

These are on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html The

policies and procedures explain what academic honesty and plagiarism are, how to avoid plagiarism, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee. Details of possible penalties are at http://www.mq.edu.au/policy/ docs/academic_honesty/schedule_penalties.html

Other important points:

• Close paraphrasing of another persons' writing is considered to be plagiarism. You must express ideas using your own words.

• Claim of ignorance of the University policy on plagiarism is NOT a defence within the University. If you do not understand the preceding information, please seek advice from a member of the academic staff.

University Assessment Policies

The University Assessment Policy, Code of Practice and Procedures are available at

http://www.mq.edu.au/policy/docs/assessment/policy.html

http://www.mq.edu.au/policy/docs/assessment/policy_code_of_practice.html

http://www.mq.edu.au/policy/docs/assessment/procedure.html

Standardised Transcript Marks

Your overall unit result will be assigned a standardised numerical grade (SNG) on your University transcript. High Distinction grades are assigned a mark between 85 and 100, Distinction grades between 75 and 84, Credit grades between 65 and 74, Pass grades between 50 and 64, Pass Conceded grades between 45 and 49 and Fail grades below 45. For further information, see the Grading Policy.

Grade Descriptors

The following generic grade descriptors provide university-wide standards for awarding final grades.

High Distinction: Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and

communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

Distinction: Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit: Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

Pass: Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail: Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Fail Grades

Entry into units in the postgraduate coursework program requires a clear pass (i.e., a final unit grade of at least “C” or “P”) in all previously completed SPED units. That is, you will not be granted automatic entry into units if you have failures in previously attempted SPED prefixed units. If you have failing grades on our record (1) you may be allowed to continue at the discretion of the Director of MUSEC (or nominee) with a special approval (waiver), or, (2) You may be required to reattempt the relevant units until a clear pass is obtained.

Students with fail grades MUST seek academic advice before attempting to re-enrol.

Satisfactory Progress

Students are expected to maintain satisfactory progress in a course/program of study. Normally, students will be asked to show cause why their candidature should not be terminated if they fail any unit twice. Further, students may be asked to show cause if they receive more than two conceded passes and/or failures in a course/program of study.

General Assessment Information

Rationale for Modes of Assessment

Assignments are designed to enable you to reflect more deeply on a particular problem or scenario and to write a considered response

Problem Solving Exercises are designed to assess understanding, problem solving and application of concepts, principles and strategies covered in the unit.

Practicum – There is a five-day practicum placement linked to this unit. Competency based practicum assessment ensures students can apply in the classroom, the principles and strategies taught in the unit.

Assessment Weighting

There are several components of the assessment in this unit. All components must be completed. You must pass the practicum and you must get an overall pass in the assignment and the problem solving exercise.

Marking Criteria and Performance Descriptors for Problem Solving Exercise and Assignment

In general, markers will be looking for the following qualities in your responses to the questions and scenarios in problem solving exercises and assignments:

• Concise address of the critical points in the scenarios provided.

• Appropriate critical analysis and justification where needed.

• Integration of information from relevant content in the unit.

• Quality of critical analysis

• Evidence of generalisation of the concepts and principles of ABA to new examples

• Evidence of a deep understanding of the range of factors which affect student behaviour and student learning.

• Evidence of a deep understanding of the principles underpinning functional assessment, related intervention design and monitoring.

You are encouraged to evaluate your work against these criteria.

Performance Descriptors

High Distinction

There is pervasive address of critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of basic principles and a clear ability to generalise concepts and principles to the most difficult examples.

Distinction

There is extensive address of the critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of basic principles although students may have difficulty in applying some concepts and principles to the most difficult examples.

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1. Consult the member of staff who marked the work.

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The unit convenor will review the marking and may, at their discretion, ask for a re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same, or lower than the original mark. Please note that it is unversity policy to double mark all failing assessments. The decision of the unit convenor is final.

Appeals against final unit grades

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• Close paraphrasing of another persons' writing is considered to be plagiarism. You must express ideas using your own words.

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Grade Descriptors

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Distinction: Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit: Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of

ideas fluently and clearly in terms of the conventions of the discipline.

Pass: Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail: Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Fail Grades

Entry into units in the postgraduate coursework program requires a clear pass (i.e., a final unit grade of at least “C” or “P”) in all previously completed SPED units. That is, you will not be granted automatic entry into units if you have failures in previously attempted SPED prefixed units. If you have failing grades on our record (1) you may be allowed to continue at the discretion of the Director of MUSEC (or nominee) with a special approval (waiver), or, (2) You may be required to reattempt the relevant units until a clear pass is obtained.

Students with fail grades MUST seek academic advice before attempting to re-enrol.

Satisfactory Progress

Students are expected to maintain satisfactory progress in a course/program of study. Normally, students will be asked to show cause why their candidature should not be terminated if they fail any unit twice. Further, students may be asked to show cause if they receive more than two conceded passes and/or failures in a course/program of study.

Required Unit Materials and Readings

Text

Alberto, P. A., & Troutman, A. C. (2013). Applied behaviour analysis for teachers (9th ed.). Upper Saddle River, NJ: Pearson

This text is also used for SPED826.

The textbook may be obtained from the Co-Op Bookshop.

Other Required Readings

Compulsory readings may be downloaded from the Multisearch section of the Library website.

Required readings should be completed prior to viewing the relevant Echo360 recording or seminar and in conjunction with the study guide.

Unit Web Page

Access

An iLearn website has been established to support this unit. The site will offer the option of discussion forums on specific topics and Dialogue (private communication) within the unit. Required study materials, review quizzes and assessment information are available on the website.

You should check the website (General Discussion Forum and your Dialogue) at least ONCE EVERY 48 HOURS. You will NOT receive any material in the mail.

ALL communication is through the website.

The website may be accessed at**:**

https://ilearn.mq.edu.au

Information about using iLearn is available at:

http://www.mq.edu.au/iLearn/student_info/

This page includes information and links (on the left hand side of the page) about topics such as: navigating iLearn, using discussion forums, getting started with iLearn.

How do I get a password?

Information on fIrst time log in and passwords is at

https://mypassword.mq.edu.au/index.php?screen=MQInitPW

You will need your Student OneID number, surname and date of birth.

What if I have password problems or need IT help?

If you have password problems or any other difficulties accessing the website, please contact:

Student IT Help

Phone: (02) 9850 HELP (4357) (option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face-to-face: Building C5C, Room 244

Website: http://www.mq.edu.au/onehelp/

Onehelp TIcket Lodgement: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

PLEASE NOTE:

If you have contacted IT Help and still have difficulties obtaining your user name and password and are **UNABLE** to access unit websites **at the end of the first week of semester,** please contact Natalie Watson (natalie.watson@mq.edu.au) at MUSEC. Arrangements may be made to email you important study materials.

Where Do I Start

To get you started in this unit, tick off each action as you complete it.

ACTION	COMPLETED
Carefully read this unit guide	
Carefully read this unit guide a second time	
Organize purchase of the textbook (Albert & Troutman, 2013)	
Go to the unit website (from Friday 26th FEBRUARY, 2017) and check Dialogue and Discussion Forums for messages.	
If you have problems accessing the site contact IT Help urgently.	
Go to the START HERE section of the website, read and follow the instructions.	
While you are on the website, check the Practicum arrangements associated with your unit and course and download the Practicum Handbook.	
Go to the Topic 1 section of the website and follow the instructions.	

Changes since First Published

Date	Description
03/02/2017	Additional information has been added to clarify the outcome should a student fail the hurdle requirement of this unit.