SPED831

Assessment and Intervention in Communication

S1 External 2017

Institute of Early Childhood

Contents

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General Information

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Credit points
4

Prerequisites
Admission to MSpecEd

Corequisites
SPED821

Co-badged status

Unit description
This unit addresses communication in persons with high support needs with the aim of preparing teachers or other professionals to work with these individuals. The unit examines both practical and conceptual issues with a focus on the use of research-evidence-based decision making. Specifically considered are theoretical and conceptual issues related to communication, communication options (including aided and unaided augmentative and alternative communication), and assessment approaches, as well as naturalistic and structured intervention strategies.

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:

Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.

Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.

Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.

Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

General Assessment Information

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.

Grading Procedures

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

Marking Criteria and Performance Descriptors for Problem Solving Exercises and Assignment

Marking Criteria

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

- Concise address of the central points in the scenarios provided.

- Appropriate and high quality critical analysis and justification where needed.

- Integration of information from relevant content in the unit.

- Evidence of generalisation of the concepts and principles addressed in the unit to new examples.

- Evidence of a deep understanding of the principles underpinning assessment and intervention.

 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, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with an

improved performance in the other component(s). **Resubmission of assessments and assignments is not permitted.**

Special Consideration and Extensions for Assignments and Problem Solving Exercises.

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

Extension requests should be submitted before the due date. 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 documentary evidence that it was impossible to complete a special consideration form before the due date. Extension requests for events after the original due date will not be considered

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 HECS census date.

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 thieir 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 all failing assessments are double-marked.

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. If you do not understand the preceding information, please seek advice from a member of the academic staff.

Transcript Numerical Grades

Your overall unit result will be assigned a numerical grade (NG) 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,and Fail grades below 49.

Grade Descriptors for Final Unit Grades

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.

Satisfactory progress

If you fail more than 51% of your units in a semester, you will be subject to review.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment	10%	No	30/4/17
Problem Solving Exercise 1	45%	No	11/4/17
Problem Solving Exercise 2	45%	No	13/6/17

Assignment

Due: **30/4/17**
Weighting: **10%**

Description The assignment will present a task related to communication. This may involve analysis of a language transcript, addressing conceptual questions or critical review of a research article. The assignment will be available from the unit web site from the date of the first problem solving exercise. The assignment will be approximately 500-800 words in length.

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. Please use single spacing.

How do I submit my assignment? A link for assignment submission will be provided on the web site in the Assessment section.

How do I use the assignment cover sheet? The cover sheet will be attached to the assignment. Note that the checklist on the assignment cover sheet must be completed or your assignment will not be accepted. Note that typing your student number on the cover sheet is considered equivalent to providing a signature.

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.

Assignments received after the due date will be accepted provided they are received no later than 5 calendar days late. Note that this is a period of grace, not a new deadline, and extension requests for events after the original due date will not be considered. No assignment will be accepted after 5 days, except when an extension has been applied for before the due date and granted. Note that the 5 day period of grace applies only to the original due date. No period of grace applies when an extension has been granted.

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.

What if my hard disk crashed, my pet hippopotamus ate my computer, etc? Computer problems will not be accepted as reasons for extensions. You are responsible for making sure 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.

How do I know my assignment submission was successful? There are two options for you to see your uploaded Assignments. 1. Return to the Assignment activity submission point where the uploaded file will be viewable. 2. If the Activities block is available for the unit, click on the Assignments link. All Assignment activities, including those that are 'already open' and 'closed', will be viewable here. **You will receive an email to your student email address on successful submission of an assignment. No claims regarding missing assignments will be considered under any circumstances without a copy of this email.** KEEP A COPY OF YOUR ASSIGNMENT

How do I get an extension? See the General Assessment Information section.

What if I exceed the word limits? Components of answers beyond the stated work 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? Your marked assessment task, along with feedback information, will be returned electronically.

On successful completion you will be able to:
- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.
- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.
- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.
- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

Problem Solving Exercise 1

Due: **11/4/17**
Weighting: **45%**

Description of Problem Solving Exercises

Problem Solving Exercises consist primarily 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 board and during problem-solving seminars for the unit and these will provide excellent preparation for Problem Solving Exercises. For example, students may be required to code video segments of communication, identify problems related to learner communication, write instructional objectives, identify intervention strategies and describe how to apply intervention strategies in a given scenario.

The first Problem Solving Exercise will cover the first five topics and the second will cover the entire unit, but will have a focus on the last five topics.

A Problem Solving Exercise is an open book assessment of three hours duration. The Problem Solving Exercises will be completed in class (or with a supervisor for distance students). They 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.

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 each 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 how to get a Campus Card is at

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

When are Problem Solving Exercises held?

For students completing the exercises on-campus, Problem Solving Exercises are held:

11/4/17

13/6/17

There will be two sessions each day, one at **10am 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 a notice in the general discussion. **Students must respond in this timeframe 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 I

Monday 10/4 and Sunday 16/4

Problem Solving Exercise II

Monday 12/6 and Sunday 18/6

 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 they 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 travelling during the semester. Students are required to be available for the entirety 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. You must also compete a Statutory Declaration stating that you will not have any unsupervised access to Problem Solving exercises and feedback materials. 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 Hopper by phone on (02) 9850 8698 or email (toni.hopper@mq.edu.au). You must also complete a Statutory Declaration stating that you will not have any unsupervised access to the Problem Solving exercises or feedback materials. A SUPERVISOR NOMINATION FORM IS PROVIDED FOR DOWNLOAD IN THE ILEARN SITE FOR EACH UNIT. A STATUTORY DECLARATION FORM IS PROVIDED FOR DOWNLOAD IN THE ILEARN SITE FOR EACH UNIT. You must complete ONE Statutory Declaration to cover all units 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 and Statutory Declaration must be returned to the University 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. That is, if you fail to submit a supervisor nomination by the deadline, you MUST attend the specified on-campus session or withdraw from the unit**. You will receive an emailed acknowledgement of your supervisor nomination. 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 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 two Problem Solving Exercises of 3 hours each. They will also need to supervise you for two feedback sessions lasting up to 1 hour each.

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 Supervision 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. Problem Solving Exercises 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 critical that the assessments are completed in the date range specified.

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. 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 complete the Problem Solving Exercises and/or feedback sessions. Before EACH Problem Solving Exercise and EACH Feedback Session you will be sent, through Dialogue on the iLearn website, a copy of the letter, instructions and certification form to be sent 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 in the nominated period.

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 organisation before contacting X5A Reception. 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. I**f 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 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. Problem Solving Exercises will be returned for this session but they may not be retained. You will be provided with an individual feedback summary sheet. 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 and a summary feedback sheet. 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. 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 Exercises 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? See the General Assessment Information section for details.

How do I get the results of Problem Solving Exercises? Marked Problem Solving Exercises will be available for reviewing at the following Feedback Seminars.

Grades for the Problem Solving Exercises will be posted on the unit website, in GRADES under the TOOLS tab. Please note that it is Centre 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:

- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.
- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.
- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.
- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.
- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

Problem Solving Exercise 2

Due: **13/6/17**
Weighting: **45%**

See Problem Solving Exercise 1 for full details.

On successful completion you will be able to:

- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.
- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.
- Apply a deep knowledge and understanding of core concepts and principles relevant to

assessment in intervention to the areas of communication for individuals with high support needs.

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.
- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

Delivery and Resources

General Organisation of the Unit

The unit is organised in a flexible delivery format. A combination of seminars (for on-campus students), 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.

Most materials will be available online this semester. Drop-in sessions will be offered periodically for internal students to discuss content. The only compulsory attendance will be for Problem Solving Exercises.

It is very important to note that some 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 organised 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 Strategy

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

All seminars (apart from feedback seminars) are audio and/or videorecorded and made available on Echo360. Students who attend on campus should be aware that they may be recorded during the seminar.

Students participate in Discussion Forums on the subject web 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.

Optional seminars

These are typically used for problem solving or delivery of new content. See the "Topics" table for further details. Any student may choose to attend an optional seminar.

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 more than once for each Problem Solving Exercise. 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 (see Assessment) to view under supervision.

Compulsory Seminars – Problem Solving Exercises

External students living in the Sydney metropolitan area and all internal students **must** attend in-class assessment seminars. 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)

Drop-in Sessions

One-hour drop-in sessions may be offered during the semester. These sessions provide students with additional opportunities to ask questions or discuss issues of concern. Please note, these sessions will ONLY function to address student questions – there is no point attending unless you have a question to ask or issues to discuss. If there are no students attending in the first 15 minutes of a drop-in session, it will be cancelled.

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 you own learning.

How do I do Review quizzes?

The quizzes may be taken by logging on to 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 headings "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 available in "Grades". Once you have completed the 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 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 on the relevant topic pages. 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 will 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 the Echo360 working?

Don't panic. Contact the Student IT Help Desk

Phone: (02) 9850 HELP (4357) (option 1) or freecall 1800 67 4357 **Email:** help@mq.edu.a u **Face to Face:** Building C5C Room 244, Macquarie University

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

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

Discussion Forums

Important information about the unit will be posted in Discussions in the "General" section. You should check it regularly – AT LEAST ONCE EVERY 48 HOURS

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.

 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 web site. Questions that you have that are relevant to others in the unit should be posted in Discussion Forums. If you send such questions using Dialogue, they may be posted anonymously and answered in Discussions.

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.

Enquiries regarding all despatch and student postgraduate materials should be directed to:Natali e.Watson@mq.edu.au

Unit Schedule
Classes

All seminars are Macquarie in Building X5A. There are two compulsory assessment seminars that MUST be attended by internal students and external students living in the Sydney metropolitan area. Other seminars are optional.

Sessions will be held in Building X5A Room 130.

These dates are the TUESDAY of each semester week.

Date	Time	Seminar Format
28/2	10am	Optional Seminar: Introduction and Overview
7/3	10am	Optional Drop-in Session

14/3	10am	Optional Drop-in Session
21/3	10am	Optional Drop-in Session
28/3	10am	Optional Seminar: Naturalistic Communication Intervention
4/4	10am	Optional Review Session
11/4	10am -1pm or 5.30pm-8.30pm	Problem Solving Exercise I COMPULSORY SEMINAR (for internal students and external students living in the Sydney metropolitan area)
2/5	10am	Optional Seminar: Feedback on Problem Solving Exercise I
9/5	5.30pm	Repeat Optional Seminar: Feedback on Problem Solving Exercise I
16/5	10am	Optional Drop-in Session
23/5	10am	Optional Seminar: Augmentative and Alternative Communication
30/5	10am	Optional Drop-in Session
6/6	10am	Optional Review Session
13/6	10am -1pm or 5.30pm-8.30pm	Problem Solving Exercise II COMPULSORY SEMINAR (for internal students and external students living in the Sydney metropolitan area)
20/6	10am	Optional Seminar: Feedback on Problem Solving Exercise II
27/6	5.30pm	Repeat Optional Seminar: Feedback on Problem Solving Exercise II

Topics

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

Topic	Suggested Date	Content	Format
1	12/3	Introduction and Overview	Optional Live Session / Internet Presentation
2	12/3	Normal Communication Development	Internet Presentation
3	19/3	Assessment of Communication I	Internet Presentation

4	26/3	Assessment of Communication II	Internet Presentation
5	2/4	Assessment of Communication III	Internet Presentation
6	7/5	Intervention Principles	Internet Presentation
7	14/5	Naturalistic Intervention Strategies	Optional Live Session / Internet Presentation
8	21/5	Communicative Spontaneity	Internet Presentation
9	28/5	(a) Issues in Communication for Individuals with ASD	Internet Presentation
		(b) Research on The Picture Exchange Communication System	Internet Presentation
10	4/6	Augmentative and Alternative Communication	Optional Live Session / Internet Presentation

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 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.

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies. The Disability Service 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. 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 exercises or in-class assessments can be put in place. Please contact your unit convenor(s) and Associate Professor Mark Carter a minimum of three (3) weeks before the assessment to ensure your needs are met. SPECIAL EDUCATION DISABILITY LIAISON OFFICER:

Associate Professor Mark Carter

Building X5A, Room 113

Phone (02) 9850 7880

email   mark.carter.mq@gmail.com

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.

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

- Critically evaluate a range of assessment strategies relevant to communication of

individuals with high support needs.

- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.

- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Assessment tasks

- Problem Solving Exercise 1
- Problem Solving Exercise 2

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

- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.

- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.

- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

Assessment tasks

- Assignment
- Problem Solving Exercise 1
- Problem Solving Exercise 2

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

- Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.
- Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.
- Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.
- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.
- Critically analyse and synthesise the research base underlying our current knowledge and identify both strengths and weaknesses in approaches to the address of communication problems in individuals with high support needs.

Assessment tasks

- Assignment
- Problem Solving Exercise 1

• Problem Solving Exercise 2

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

• Critically evaluate a range of assessment strategies relevant to communication of individuals with high support needs.

• Critically evaluate a range of instructional strategies relevant to communication of individuals with high support needs.

• Apply a deep knowledge and understanding of core concepts and principles relevant to assessment in intervention to the areas of communication for individuals with high support needs.

• Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.

• Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Assessment tasks

• Assignment

• Problem Solving Exercise 1

• Problem Solving Exercise 2

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 outcome

• Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of

particular students.

Assessment tasks

- Assignment
- Problem Solving Exercise 1
- Problem Solving Exercise 2

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

- Utilise professional knowledge and capacity for problem solving to select, develop and implement appropriate assessment and intervention strategies to meet the needs of particular students.
- Draw on unit content, professional experience and the research literature to evaluate and critically reflect on a range of contemporary practices relevant to the development of communication in individuals with high support needs.

Assessment tasks

- Problem Solving Exercise 1
- Problem Solving Exercise 2

Changes from Previous Offering

Student feedback to our units is generally very positive, and we retain practices that students appreciate. We have made some changes to units as a result of feedback:

Discussion forum posts removed as a required component.

Two feedback session are offered after the Problem Solving Exercises.

Assessment quizzes have been removed.

Texts and Readings

Text

There is no required text for this unit.

Required reading

Most compulsory readings may be downloaded by searching Mulitsearch on the Library web site using the unit code at:

http://multisearch.mq.edu.au/primo_library/libweb/action/search.do?vid=MQ&tab=reserve_collection&srt=author

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 flrst 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 the unit convenor. Arrangements may be made to email you important study materials.

Where do I Start

To get you started in this unit, tick off the following steps as they are completed:

	TICK
Carefully read this unit guide.	
Carefully read this unit guide for a second time.	
Go to the unit web site in iLearn (from Friday immediately before semester starts) and check Dialogue, Discussion Forums and Announcements for messages.	
If you have problems accessing the web site, **contact IT help urgently.**	
Go to the Topic 1 section of the web site starting in week 1 and follow the instructions.	