



# SPED821

## Applied Behaviour Analysis for Special Educators

S1 External 2019

*Department of Educational Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kathleen Tait

[kathleen.tait@mq.edu.au](mailto:kathleen.tait@mq.edu.au)

Contact via Contact via Dialogue on ilearn

29WW Room 366

By appointment

Rod Lane

[rod.lane@mq.edu.au](mailto:rod.lane@mq.edu.au)

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. There is a mandatory five days professional experience required for this unit. Students are required to sit for an examination in the university examination period in Australia.

## 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:

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

applied behavior analysis.

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

## **General Assessment Information**

This section provides students with general information about assessment tasks and how to submit them.

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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.

### **Requesting a re-assessment of an assignment**

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

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### **University policy on grading**

#### **Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

#### **Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-plan ning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

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

Grade	Descriptor
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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.

*Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

### **Withdrawing from this Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

### **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](https://ask.mq.edu.au).

## **How do I submit my assignment?**

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

## **How do I know if my assignment submission was successful?**

**Unit Convenors will NOT respond** to requests to confirm that assignments have been correctly submitted.

You will receive an e-mail 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.

### **Can I submit a late assignment?**

Assignments received after the due date will be accepted provided they are received no later than 10 calendar days late. Note that this is a period of grace, not a new dead line, and extension requests for events after the original due date will not be considered. No assignment will be accepted after 10 days, except when an extension has been approved. Note that the 10 day period of grace applies only to the original due date. No period of grace applies when an extension has been granted. When an extension has been granted, the work must be submitted by the revised due date or a mark of zero will be awarded.

### **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.

### **When is the deadline for submission?**

The deadline is 11.59pm on the due date. Note that this means you must submit BEFORE 11.59pm. Note that it takes time to upload your assignment to Turnitin. This is normally quite quick but will depend on the speed of your internet connection at the time. The submission time is the time that the assignment is recorded as received by Turnitin as we can not verify the time you started uploading. You need to allow time for the upload. Do not leave submission of your assignment to the last hours (or minutes).

### **What if my assignment is only 11 seconds late?**

Late is late. Any submission after the deadline will be considered late.

### **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.

### **Final submissions**

Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Late submissions due to last minute technical difficulties will incur a lateness penalty.

### **What if I exceed the word limits?**

Some components of the assignment will have specific 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 be provided electronically where you submitted your assignment.

Assignment results will be available in the GRADES section of the ilearn web site.

### Assignment Rubric

Specific marking criteria will be outlined along with the assignment instructions on the ilearn site.

In general, markers will be looking for the following qualities in your responses to the assignment:

- Effective communication of key concepts and understanding.
- Address the critical points in the questions and scenarios provided.
- Integration of information from relevant content in the unit.
- Quality of critical analysis and originality
- Evidence of generalization of the concepts and principles addressed in the unit to new examples.
- Evidence of a deep understanding of the range of factors underpinning applied behaviour analysis.

### Can I resubmit an unsatisfactory assignment?

Resubmission of unsatisfactory assignments **is not permitted**.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Practicum</u>	0%	Yes	Friday 14th June, 2019
<u>Assignment</u>	50%	No	19th May, 2019
<u>Examination</u>	50%	No	University Examination Period

### Practicum

Due: **Friday 14th June, 2019**

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.

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 the Professional Experience Office (PEO), 4 First Walk, Level 3, Macquarie University. Phone: (02) 9850-9460.

Students residing in the Sydney Metropolitan area will be required to complete 5 days of supervised practicum at the Macquarie University Special School. (MUSEC SS).

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 by the Professional Experience Office (PEO).**

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 made to the PEO e-mail at [des.pe@mq.edu.au](mailto:des.pe@mq.edu.au)

**Phone inquiries** about practicum should be made to the PEO on Ph: (02) 9850-9460.

**Students are strongly encouraged to make practicum arrangements early in the semester as you may need to organize leave from your work place to accommodate the practicum requirements.**

### Can I be exempt from the practicum?

Completion of practicum is part of the assessment for this unit. There is **no exemption** from the practicum requirement for SPED821. **Practicum may not be completed at your place of work.**

## When do I complete practicum?

Practicum must be completed before the end of this semester (that is before Friday 7th June, 2019).

If you have not completed prac before the end of semester then you must apply for an extension, with the reasons documented through the special consideration request process at [ask.mq](http://ask.mq). You should read the additional information on special consideration requests in the General Assessment section.

### What happens if I do not complete all of the requirements for practicum?

If you have not completed practicum and have not requested an extension, you will receive a FAIL (F) grade for the unit.

If you have an extension, or if you completed practicum and your practicum report has not been received by PEO by the due date, you will receive an RESULT NOT FINALIZED (UD) grade. Your final grade for SPED821 will be released when all practicum requirements have been met.

This Assessment Task relates to the following 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.

On successful completion you will be able to:

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

## Assignment

Due: **19th May, 2019**

Weighting: **50%**

### Assignment Description

The assignment (2000 words) will present tasks related to an aspect(s) of applied behavior analysis. The assignment will typically include some scenario-based questions with a focus on integrating relevant content from the unit. These questions may involve analysis of assessment results, a case study scenario, curriculum analysis, an analysis of intervention strategies, addressing specific conceptual and theoretical issues in applied behaviour analysis, or a short critical review of research. The assignment will be available from the unit website in week 3 of the semester. See the General Assessment Information section for information on submission procedures, extensions, etc.

**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. Strict APA referencing procedures should be used.

In this task you will be assessed on your ability to ....

1. Investigate, analyse, synthesize and apply behavioural learning theories to diverse areas of special education practice.
2. Critically reflect on the principles and practices of applied behavior analysis.
3. Demonstrate an ability to assess instructional strategies using the principles of applied behavior analysis.
4. Demonstrate competency in the application of the principles of applied behavior analysis to special education practice.

On successful completion you will be able to:

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

## Examination

Due: **University Examination Period**

Weighting: **50%**

**THIS UNIT INCLUDES A FINAL EXAMINATION THAT MUST BE COMPLETED IN AUSTRALIA IN THE NOMINATED EXAMINATION PERIOD.**

**Distance students will be required to attend a nominated external examination centre in Australia. If you are not able to meet these requirements, ensure you withdraw from the unit before the HECS cut-off date.**

A three-hour examination will be held during the University examination period. The official MQU examination period extends over a three week period at the conclusion of the teaching

semester. This piece of assessment will be comprised typically of questions that require short answers. Questions will address conceptual understanding and practical application of unit content. All unit content is examinable. Students will be allowed to bring one A4 sheet of notes (single-sided) into the examination. These notes may be typed or hand written and your name must be placed in the top right hand corner. **These notes must be submitted with your examination.** A paper with sample questions will be provided in the final week of the unit.

**Please note that exams are scheduled Monday to Saturday.** University rules specify that students must ensure that they are available for the full duration of the final examination period.

The examination timetable is generally scheduled during the middle of the semester. Students will be notified when the examination schedule has been released, then they may look up the following website to find the details of the examination timetable <https://students.mq.edu.au/study/exams-and-results/exam-timetables>.

### **Information Regarding the Final Examination**

#### **Final Examination Rubric**

In this task you will be assessed on your ability to .....

- Demonstrate depth and breadth of knowledge of key concepts and principles addressed in the unit.
- Integrate concepts and principles from relevant content across the unit.
- Show evidence of generalization of the concepts and principles addressed in the unit to new examples.
- Synthesize relevant content to address practical problems.
- demonstrate quality of critical analysis
- apply conceptual understanding to novel examples.

This Assessment Task relates to the following Learning Outcomes:

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

On successful completion you will be able to:

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

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

## **Delivery and Resources**

### **General Organization of the Unit**

The unit is organized in external mode only, and in a flexible delivery format.

### **Unit delivery: Teaching and Learning Activities**

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

- Study guides provide an overview of topics and guide learning.
  - Readings are designed to prepare students for the seminars as well as broaden their understanding of topics.
  - Online presentations provide information and highlight key concepts.
  - Review quizzes enable you to monitor your own learning in preparation for the examination.
  - Forums provide students with the opportunity to ask question and discuss issues relevant to the unit. Contributions to the online discussion forum are not compulsory but can be a beneficial way of exchanging ideas and discussing unit content with other students. 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. Forums should be checked every 48 hours for important announcements.
  - Dialog allows students to communicate privately with the unit staff. Dialog should be checked every 48 hours for important information.
  - Zoom Meetings allow students to meet online with unit staff to seek clarification or discuss relevant issues.
  - Assessments allow students to refine and demonstrate achievement of unit learning outcomes.
- Technologies used and required

The unit uses an iLearn web site.

You may access the site from: <https://ilearn.mq.edu.au> Zoom Meetings will be used for consultation. You can sign up to use the service for free (<https://www.zoom.us>) and download clients for computers and mobile devices here: [https://www.zoom.us/download#client\\_4meeting](https://www.zoom.us/download#client_4meeting)

### Zoom Meetings

You may speak with the unit convenor by joining Zoom Meetings at the following times:

- 25/02 at 4pm
- 11/03 at 4pm
- 25/03 at 4pm
- 8/04 at 4pm
- 29/04 at 4pm
- 20/05 at 4pm

Please use this URL to join a Zoom Meeting: <https://macquarie.zoom.us/j/5747403178>. If no students are in attendance in the first 10 minutes, the meeting will be cancelled.

## Technologies used and required.

The unit uses an iLearn web site. You may access the site from : <https://ilearn.mq.edu.au>

## Unit Schedule

### Classes

All Study Topic seminars have been prerecorded for SPED821. There are no on campus sessions for this unit. All seminar recordings and all of the study materials for SPED821 can be accessed via the iLearn site. The following table gives an overview of topics covered in the unit and the suggested completion dates.

	RECOMMENDED COMPLETION DATE Week beginning Monday	CONTENT
1	25th February	Welcome to SPED821
2	4th March	Introduction to ABA
3	11th March	Introduction to ABA
4	18th March	Observation and Measurement
5	25th March	Monitoring and Evaluation
6	1st April	Increasing Behaviour

7	8th April	Increasing Behaviour
	15th - 26th April	Mid-semester Recess
8	29th April	Decreasing Behaviour
9	6th May	Decreasing Behaviour
10	13th May	Task Analysis
11	20th May	Task Analysis
12	27th May	Generalization
13	3rd June	Concept Checking

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](#) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### Unit Expectations

- Students are expected to read weekly readings.
- Students are expected to listen to weekly lectures before completing any supplementary activity tasks.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments.

If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

### External Students

1. Please make effective use of the online component of the unit and access iLearn regularly.
2. Keep up to date with listening to the lectures on a weekly basis.

## FOR PROFESSIONAL EXPERIENCE UNITS ONLY...

### Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience:
  - A Working with Children Check or State/ Territory equivalent
  - Anaphylaxis training (practical and online training) (school placements only). Please note that Anaphylaxis training is only current for 2 years so students will need to update this, most probably at the start of their final year



- Child Protection online training (school placements only)

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any professional experience placements prior to submission.
- If a Student is identified being **in need of additional support** for Professional Practice, the Department's 'Additional Support' procedure will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

#### **Fitness to practice requirements:**

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

#### **Other important policies**

##### **Twice Fail Rule for Professional Experience Units**

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an

undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

## 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](http://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/](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](mailto: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. Typically, we require a minimum of three weeks notice to be able

to ensure that accommodations for on campus examination assessments can be put in place. Please contact your unit convenor a minimum of three (3) weeks before the assessment to ensure your needs are met.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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](mailto: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/](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

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

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

## **Assessment task**

- 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**

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

## **Assessment tasks**

- Practicum
- Assignment
- Examination

## **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**

- 1. Investigate, analyse, synthesise and apply behavioural learning theories to diverse

areas of special education practice

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

## **Assessment tasks**

- Practicum
- Assignment
- Examination

## **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**

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

## **Assessment tasks**

- Practicum
- Assignment
- Examination

## **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**

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

## **Assessment tasks**

- Practicum
- Assignment
- Examination

## **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**

- 1. Investigate, analyse, synthesise and apply behavioural learning theories to diverse areas of special education practice
- 2. Critically reflect on the principles and practices of applied behavior analysis.
- 3. Creatively design assessment and instructional strategies using the principles of applied behavior analysis.
- 4. 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

#### Grading Procedures

Results for assessments will be reported as Grades (i.e., HD, D, Cr, P, F) consistent with University grade descriptors. Where grades are used to report results for assessment components with significant weighting, convenors may also optionally add the suffixes of + (plus) or - (minus) to the generic descriptor in order to provide additional detail.

For example:

Pass +

Pass

Pass -

In this case, a Pass + would indicate performance in the upper end of the pass range, a grade of Pass would indicate a mid range pass and a Pass - would indicate performance at the lower end of the pass range. This principle is applied to all grade descriptors (i.e., HD, D, Cr, P).

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 the students received moderated scores between 85-100. This moderation takes into account both the stated performance standards for the assessment component and the degree of difficulty of the specific task.

#### Assessment weighting

All assessment tasks must be attempted for students to be eligible for an overall passing grade in the unit. 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 a better performance in the other component. Consistent with the University Assessment Policy, moderated scores will be used in the calculation of final grades. The final unit score will be the weighted average of the moderated scores for the unit.

#### Resubmission

Students are required to gain an overall pass on the unit, but do not have to pass all components. If you perform poorly on one component, you may compensate for this with an improved performance in the other component. **Resubmission is not permitted.**

#### Appeals against grades for individual assessment components

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

Consult the member of staff who marked the work.



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 for 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 policy to double mark all failing assessments. The decision of the unit convenor is final.

### **Appeals against final unit grades**

See the Policies and Procedures section for details on appeals against Unit Grades.

### **Academic honesty and plagiarism**

You must read the Academic Honesty Policy in the Policies and Procedures section of this guide.

#### **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 defense. If you do not understand the Academic Honesty Policy, please seek advice from a member of the academic staff.

## **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

NB: 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 at <http://www.library.mq.edu.au> or from sites as advised in the study guides.

Required readings should be completed prior to viewing the relevant presentation, iLecture 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 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.**

Information about using iLearn is available at: [http://www.mq.edu.au/iLearn/student\\_info/](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](mailto: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>

### 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 <b>a second time</b>	
Organize purchase of the textbook (Albert & Troutman, 2013)	

Go to the unit website (from Monday 26th FEBRUARY, 2018) and check Dialogue and Unit Management Forums for messages.	
If you have problems accessing the site <b>contact IT Help urgently</b> .	
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 Welcome to SPED821 section of the ilearn website and follow the instructions.	

## Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.