



# SPED826

## Positive Approaches to Behaviour Management

S1 External 2018

*Department of Educational Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Toni Hopper

[toni.hopper@mq.edu.au](mailto:toni.hopper@mq.edu.au)

Contact via email

X5A Room 208

By appointment

Tutor

Kathleen Tait

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

Contact via email

Credit points

4

Prerequisites

Admission to GradCertLearnDiffSuppTeach or GradDipSpecEd or GradCertBehSuppTeach or MSpecEd

Corequisites

SPED821

Co-badged status

Unit description

This unit provides a comprehensive introduction to positive and proactive approaches to preventing and managing problem behavior. This unit focuses upon identification and assessment issues, with a strong practical emphasis on functional assessment, related program development and intervention.

## 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 reflect on the principles of positive teaching and positive behaviour intervention and support in a regular classroom and across a school

Critically evaluate the research evidence for effective classroom and behavior management

Creatively design functional assessment of problem behaviour and analyse and synthesise the results

Construct evidence-based instructional programs for students with challenging behavior, drawing on the results of functional assessment

Critically reflect on intervention processes and outcomes

Effectively communicate and collaborate with other professionals and families regarding assessment and behavior support programs.

## **General Assessment Information**

### **Grading Procedures**

Results for assessments will be reported as grades (ie., HD, D, Cr, P, F ). 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 ( ie., HD, D, CR, P, F,)

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 the work scoring 90-100, raw scores will be adjusted so that students received moderated scores between 85 and 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 components.

Consistent with University 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

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 of the appeal.

The unit convenor will review the marking and may, at their discretion, ask for a remarking 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 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 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 Academic Honesty Policy, please seek advice from a member of the academic staff.

## 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. Your assignment should not exceed 2 300 words. Please use single spacing.

You must complete the cover sheet provided for your assignment.

Strict APA referencing procedure must be used.

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

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

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

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

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

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

**Students should print a copy of one of these screens after submission. No claims regarding missing assignments will be considered under any circumstances without a copy of this printout.**

### **KEEP A COPY OF YOUR ASSIGNMENT**

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

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Special Consideration" 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 Special Consideration 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/study/my-study-program/special-consideration>

**You must also inform your unit convenor that you have made a submission for 'special consideration'.**

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 **Special Consideration**, 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.

## What is the deadline for submission?

The deadline is 11:55 PM on the due date. Note that this means you must submit **BEFORE 11.55 PM**. 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 start uploading. You need to allow time for the upload. **Do not leave submission of your assignment to the last hours (or minutes).**

Assignments received after the due date will be accepted provided they are received no later than 10 calendar days late. Note that this is not 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 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 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 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 only once before the due date.

When preparing your assignment, it is essential that:

- Students regularly save a copy of all assignments before submission.
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.

## 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 for my assignment?

Individual feedback will be provided electronically where you submitted your assignment.

Assignment grades will be available in the Grades section of the website.

## Assignment Rubric

The Assignment Rubric will be available on the web site.

## Information Regarding the Final Examination

## Final Examination Rubric

In general, markers will be looking for the following qualities in your responses in the final examination:

- Depth and breadth of knowledge of concepts and principles addressed in the unit
- Integration of concepts and principles from relevant content across the unit
- Evidence of generalization of the concepts and principles addressed in the unit to new examples
- Synthesis of relevant content to address practical problems
- Quality of critical analysis, insight and originality
- Ability to apply conceptual understanding to novel examples

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Examination</u>	50%	No	Examination Period
<u>Assignment</u>	50%	No	7th May, 2018

### Examination

Due: **Examination Period**

Weighting: **50%**

### Final Examination

**This Unit includes a Final Examination that must be completed in Australia in the nominated examination period.**

A three-hour examination will be held during the university examination period. It will be comprised typically of questions that require short answers and will include questions addressing conceptual understanding and practical application of Unit content. All unit content is examinable. A sample examination paper will be provided at the end 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.

Distance students will be required to attend a nominated external examination centre.



On successful completion you will be able to:

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- Construct evidence-based instructional programs for students with challenging behavior, drawing on the results of functional assessment
- Critically reflect on intervention processes and outcomes
- Effectively communicate and collaborate with other professionals and families regarding assessment and behavior support programs.

## Assignment

Due: **7th May, 2018**

Weighting: **50%**

### Assignment

**The assignment (2 000 words ) will present tasks related to an aspect of behaviour management. This assessment will include some scenario-based questions with a focus on integrating relevant content from the unit. While the form of the assignment may vary each semester, it will focus on several aspects of behaviour management for special education teachers. It may take the form of a scenario and related questions, or a case study, or a literature based critical analysis of a set question. The assignment will be available from the unit web site in week 3 of the semester.**

**See General Assessment Information section for information on submission procedures, extensions, etc**

Name

Weighting

Due

Final Examination

50%

University

Examination

Period

Assignment

50%

7th May, 2018

On successful completion you will be able to:

- Critically reflect on the principles of positive teaching and positive behaviour intervention and support in a regular classroom and across a school
- Critically evaluate the research evidence for effective classroom and behavior management
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## **Delivery and Resources**

### **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 a student's understanding of topics.
- **Online presentations** provide information and highlight key concepts.
- **Forums** provide students with the opportunity to ask questions and discuss issues relevant to the unit. Contributions to the online discussion forum 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.**

- **Dialogue** allows students to communicate privately with the unit staff. **Dialogue should be checked every 48 hours for important information.**
- **Skype** is available at a mutually agreeable time with any student who requests this form of communication.
- **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>

## Changes Made Since the Last Offering of the Unit

Problem Solving Exercise has been replaced by a Final Examination in the University Examination Period.

New readings have been added.

A final examination in University examination period has now been added

## Unit Schedule

### Unit Schedule

WEEK Format	Recommended  Completion Date	Content
1  ECHO	26th February	Welcome to the Unit  Introduction to Behaviour Management
2 ECHO	5th March	Setting the scene  Emotional and Behavioural Disorders
3 ECHO	12th March	Introduction to Behavioural Approaches
4 ECHO	19th March	Positive Teaching 1
5 ECHO	26th March	Positive Teaching 2

6 ECHO	2nd April	Functional Behaviour Assessment 1
7 ECHO	9th April	Functional Behaviour Assessment 2
<b>Mid Semester Break - 2 week recess</b>		
8 ECHO	30th April	Teaching Social Skills
9 ECHO	7th May	Intervention no 1
10 ECHO	14th May	Intervention no 2
11 ECHO	21st May	Self-Management
12 ECHO	28th May	Working with others
13	4th June	Concept Checking Practice examination paper

## 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 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](http://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](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 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.

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/](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](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.

Please note that students have to not only contact their unit 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 for assessments.

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.

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 convenors or 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.edu.au](mailto:mark.carter@mq.edu.au)

## Student Enquiries

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

- Critically reflect on the principles of positive teaching and positive behaviour intervention and support in a regular classroom and across a school
- Critically evaluate the research evidence for effective classroom and behavior management
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- Construct evidence-based instructional programs for students with challenging behavior, drawing on the results of functional assessment
- Critically reflect on intervention processes and outcomes
- Effectively communicate and collaborate with other professionals and families regarding assessment and behavior support programs.

#### Assessment tasks

- Examination
- Assignment

### 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 reflect on the principles of positive teaching and positive behaviour intervention and support in a regular classroom and across a school
- Critically evaluate the research evidence for effective classroom and behavior management
- Creatively design functional assessment of problem behaviour and analyse and synthesise the results
- Construct evidence-based instructional programs for students with challenging behavior, drawing on the results of functional assessment
- Critically reflect on intervention processes and outcomes
- Effectively communicate and collaborate with other professionals and families regarding assessment and behavior support programs.

## **Assessment tasks**

- Examination
- Assignment

## **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 reflect on the principles of positive teaching and positive behaviour intervention and support in a regular classroom and across a school
- Critically evaluate the research evidence for effective classroom and behavior management
- Creatively design functional assessment of problem behaviour and analyse and synthesise the results
- Construct evidence-based instructional programs for students with challenging behavior, drawing on the results of functional assessment
- Critically reflect on intervention processes and outcomes



- Effectively communicate and collaborate with other professionals and families regarding assessment and behavior support programs.

## **Assessment tasks**

- Examination
- Assignment

## **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 reflect on the principles of positive teaching and positive behaviour intervention and support in a regular classroom and across a school
- Critically evaluate the research evidence for effective classroom and behavior management
- Creatively design functional assessment of problem behaviour and analyse and synthesise the results
- Construct evidence-based instructional programs for students with challenging behavior, drawing on the results of functional assessment
- Critically reflect on intervention processes and outcomes
- Effectively communicate and collaborate with other professionals and families regarding assessment and behavior support programs.

## **Assessment tasks**

- Examination
- Assignment

## **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**

- Critically reflect on the principles of positive teaching and positive behaviour intervention and support in a regular classroom and across a school
- Critically evaluate the research evidence for effective classroom and behavior management
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- Construct evidence-based instructional programs for students with challenging behavior, drawing on the results of functional assessment
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- Effectively communicate and collaborate with other professionals and families regarding assessment and behavior support programs.

## **Assessment tasks**

- Examination
- Assignment

## **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**

- Critically reflect on the principles of positive teaching and positive behaviour intervention and support in a regular classroom and across a school
- Critically evaluate the research evidence for effective classroom and behavior management
- Creatively design functional assessment of problem behaviour and analyse and synthesise the results
- Construct evidence-based instructional programs for students with challenging behavior, drawing on the results of functional assessment
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## Assessment tasks

- Examination
- Assignment

## Required Unit Materials and Readings

### Text

The first required text for this unit is:

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed). Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.

The textbook may be obtained from the Co-Op Bookshop or sourced on-line.

The following readings are optional but useful.

Centre for Effective Collaboration and Practice (1998). *Addressing student problem behavior - Part I: An IEP team's introduction to functional behavioral assessment and behavior intervention plans*. Washington DC: Author

Centre for Effective Collaboration and Practice (1998). *Addressing student problem behavior - Part II: Conducting a functional behavioral assessment*. Washington DC: Author

Centre for Effective Collaboration and Practice (2000). *Addressing student problem behaviour - Part III: Creating positive behavioral intervention plans and supports*. Washington DC: Author

**NB: The urls for these documents can be found in Module 10. The documents are copyright free and can be downloaded.**

You will also require

### Positive Teaching Student Workbooks

Two workbooks will be posted out to students within the first couple of weeks of semester. The on line seminars for the topics "Positive Teaching 1 and Positive Teaching 2" refer to the materials and the exercises contained within these two workbooks. Students are required to refer to and complete the exercises found in the workbooks while viewing the prerecorded seminars for the topics - Positive Teaching 1 and Positive Teaching 2. Please note that there will be limited on line support for the Positive Teaching 1 and Positive Teaching 2 topics (via the iLearn site) as the Workbook materials will replace Study Topic Guides for these topics.

### Other Required Reading

Required readings for each topic are listed in the Study Guides for each topic, available from the iLearn site. Compulsory readings may be downloaded from the Library web site or from sites as advised in the study guides.

## 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/](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 data 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)

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

#### 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 X5A Reception ([musec.reception@mq.edu.au](mailto:musec.reception@mq.edu.au)). Arrangements may be made to email you important study materials.

## Where Do I Start

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

ACTION	COMPLETED
Carefully read this unit guide	
Carefully read this unit guide a second time	
Organise purchase of the textbook (Alberto & Troutman, 2013)	
Download the other text using the urls found in Module 10	
Go to the unit website (from the Friday before semester starts) and check Dialogue and Discussion Forums for messages.	
If you have problems accessing the site contact IT Help urgently.	
Go to the START HERE section of the website, read and follow the instructions.	
Go to the first study topic section of the 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.