Arts & Social Sciences

School of Education

EDST5106

Behaviour Management of Exceptional Students

Term 3 2020

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. **LOCATION**

   Faculty of Arts and Social Sciences
   School of Education
   EDST5106 Behaviour Management of Exceptional Students (6 units of credit)
   Term 3 2020

2. **STAFF CONTACT DETAILS**

   Course Coordinator: Prof Terry Cumming
   Email: t.cumming@unsw.edu.au
   Office location: Morven Brown Building, G29
   Availability: Email to arrange an appointment

3. **COURSE DETAILS**

Course Name	Management and Modification of Classroom Behaviour of Exceptional Students
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

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

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

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- The course has been revised to deliver all material online, due to the COVID-19 situation. No other major changes were made at this time, as student feedback was positive.

STUDENT LEARNING OUTCOMES

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	1
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	1, 2, 3
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking	1, 2
3.5.4	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.	1
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities	1, 2, 3
4.3.3	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	1, 2, 3
5.2.2	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	2, 3

NATIONAL PRIORITY AREA ELABORATIONS

Priority Area			Assessment/s
A	Aboriginal and Torres Strait Islander Education	5, 6, 7	2, 3
B	Classroom Management	1, 2, 3, 4, 5	1, 2, 3
C	Information and Communication Technology	1, 2	1, 2, 3
D	Literacy and Numeracy	1, 2, 3	1, 3
E	Students with Special Educational Needs	1, 2, 3, 4, 7, 8, 9	1, 2, 3
F	Teaching Students from Non-English-Speaking Backgrounds	1, 2, 3	1, 3

4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

    The Disability Standards for Education 2005 (DEST, 2005) provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. One of the biggest roadblocks to full participation that students with disabilities face is the impact that their disabilities has on their behaviour. This course introduces applied behaviour analysis as it relates to teaching and managing students with special needs.

5. **TEACHING STRATEGIES**

    - Online small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
    - explicit teaching including synchronous online lectures and a range of online teaching strategies to foster interest and support learning
    - structured occasions for reflection on learning to allow students to reflect critically on issues discussed
    - extensive opportunities for synchronous and asynchronous whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate online.

    These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Topic
1	Foundations of behaviour management: theories, assumptions, myths, and misconceptions Readings: See Moodle
2	Social skills training: need, theory, practice, evidence base, demonstration Readings: See Moodle
3	Functional Behavioural Assessment, ABC Charting Data collection: importance, forms, schedules, reliability, graphing Single subject design Readings: See Moodle
4	Social Skills Poster Sessions
5	Addressing non-compliant behaviours with evidence-based practices Acting out cycle http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content http://iris.peabody.vanderbilt.edu/module/bi2/challenge/#content
6	Linking Function to Intervention Reinforcement programs: shaping, schedules, menus, token economies Single Subject Design Readings: see Moodle
7	Early Childhood and Adolescent Behaviour Issues Readings: see Moodle
8	Positive Behaviour Support: Tiers 1, 2, 3 The importance of relationships Readings: see Moodle
9	Culturally responsive behaviour management Voices from the field- Guest speaker Readings: see Moodle
10	Trauma informed practice Readings: see Moodle

7. RESOURCES

Required Readings

Disability Standards for Education (2005)

O'Neill, R., Albin, R., Storey, K., Horner, R., and Sprague, J. (2015). Functional assessment and program development for problem behaviour (3rd ed.). Stamford, CT: Cengage Learning. ISBN-13: 978-1-285-73482-8; ISBN 10: 1-285-73482-3 (available by request from UNSW Library)

Further Readings

Zirpoli, T.J. & Melloy, K.J. (2005). *Behavior management: Applications for teachers (5th ed.).* Upper Saddle River, NJ: Prentice-Hall

Alberto, P.A., & Troutman, A.C. (2006). *Applied behavior analysis for teachers (7th ed.).* Upper Saddle River, NJ: Pearson Prentice-Hall.

Goldstein, A. & McGinnnis, E. (1997). *Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills.* Champaign, IL: Research Press.

***All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Social Skills Lesson	Written Lesson (2 – 3 pages)	30%	1, 2, 4	1.5.4, 2.1.2, 3.3.3, 3.5.4, 4.1.2, 4.3.3	B: 1, 2, 3, 4, 5 C: 1, 2 D: 1, 2, 3 E: 1, 2, 3, 4, 7, 8, 9 F: 1, 2, 3	5/10/20 by 5pm
Token Economy	1500 words	30%	1, 2, 3, 4	2.1.2, 3.3.3, 4.1.2, 4.3.3, 5.2.2	A: 5, 6, 7 B: 1, 2, 3, 4, 5 C: 1, 2 E: 1, 2, 3, 4, 7, 8, 9	2/11/20 by 5pm
Behaviour Change Project	3,000 words	40%	1, 2, 4	2.1.2, 4.1.2, 4.3.3, 5.2.2	A: 5, 6, 7 B: 1, 2, 3, 4, 5 C: 1, 2 D: 1, 2, 3 E: 1, 2, 3, 4, 7, 8, 9 F: 1, 2, 3	20/11/20 by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment task 1: Social Skills Lesson
Poster presentation and 3-page lesson plan.

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

a. Target Population
b. Skill Taught
c. Rationale for teaching the skill / how does the lesson increase pro-social skills?
d. Example scenarios for role-play (2)
e. How will you program from generalisation?
f. How will you evaluate the effectiveness of your lesson?

Assessment task 2: Token Economy

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

a. The target population
b. Required behaviours (written positively)
c. List of reinforcers and token cost of each (Menu)
d. What will be used as tokens
e. How tokens will be stored
f. How tokens can be exchanged (where, when, what will other students be doing?)

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

A**ssessment task 3:** Behaviour Change Project

CHOOSE ONE OF THE FOLLOWING:

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

a. Description of the subject
b. Overview of subject's behaviour (academic and social strengths and weaknesses)
c. State the problem in behavioural terms
d. Intervention plan, including a brief review of the current literature justifying your choice of intervention
e. Graphs
f. Discussion of results

OR

II. Choose a student with a behaviour problem.

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

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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5106 BEHAVIOUR MANAGEMENT OF EXCEPTIONAL STUDENTS

Student Name: Student No.:
Assessment Task 1: **Social Skills Lesson**

SPECIFIC CRITERIA	(-) ————————➤ (+)				
Understanding of social skills training and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in social skills training					
Depth of planning in response to the task • depth of understanding of key social skill training principles, concepts and issues explicitly raised during the course and in your follow up readings. • depth of analysis of target audience and their strengths and weaknesses • clarity of objectives and rationale					
Structure and organization of lesson • appropriateness of overall structure of lesson • clarity and coherence of organisation, including use of section headings and summaries to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • consistent use of APA 7th ed. for formatting, headings, citations, references • clarity, consistency and appropriateness of the lesson • clarity and consistency in presenting the lesson • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS					

Lecturer: **Date:**
Recommended: /20   (FL PS CR DN HD)   **Weighting: 30%**

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

Student Name: Student No.:
Assessment Task 2: **Token Economy**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of classroom management and the key concepts involved					
• understanding of the task and its relationship to relevant areas of theory, research and practice					
• clarity and accuracy in use of key terms and concepts in classroom management					
Depth of response to the task					
• depth of understanding of key classroom management, concepts and issues explicitly raised during the course and in your follow up readings.					
• depth of analysis of target population and their strengths and weaknesses					
• depth of token economy (are all components included/addressed?)					
Structure and organization of management plan					
• appropriateness of overall structure of plan					
• clarity and coherence of organisation, including use of section headings and summaries to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions					
• consistent use of APA 7th ed. for formatting, headings, citations, references					
• clarity, consistency and appropriateness of writing conventions					
• clarity and consistency in the format of the plan					
• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: **/20**   (FL PS CR DN HD)   **Weighting: 30%**

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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5106 BEHAVIOUR MANAGEMENT OF EXCEPTIONAL STUDENTS

Student Name: Student No.:
Assessment Task 3: **Behavioural Change Project**

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of ABA and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in ABA					
Depth of response to the task • depth of understanding of key ABA concepts • and issues explicitly raised during the course and in your follow up • readings. • depth of analysis of target population and their strengths and weaknesses • depth of behaviour change project (are all components included/addressed?)					
Familiarity with and relevance of professional and research literature used to support response • range of research and professional literature on ABA theory to support response					
Structure and organization of response • appropriateness of overall structure of data collection and intervention • clarity and coherence of organisation, including use of section headings and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • consistent use of APA 7th ed. for formatting, headings, citations, references • clarity, consistency and appropriateness of writing conventions • clarity and consistency in the format of the plan • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20   (FL PS CR DN HD)   Weighting: 40%

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