EDST5106

Behaviour Management of Exceptional Students

Term 3, 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

The focus of this course is on applied behaviour analysis, and how it is accomplished through the use of 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.

Course Learning Outcomes

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

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

Teaching Strategies

Rationale:

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 provides an introduction to applied behaviour analysis as it relates to teaching and managing students with special needs.

Teaching Strategies:

- 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 lectures and a range of 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 whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate

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

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Exploration/Design of a Tier 3 Behavioural Intervention	50%	13/10/2021 05:00 PM	1, 2, 3
2. Behaviour change project	50%	24/11/2021 05:00 PM	1, 2, 4

Assessment 1: Exploration/Design of a Tier 3 Behavioural Intervention

Due date: 13/10/2021 05:00 PM

Task 1 - Assignment - 3000 words

Students will receive written feedback within 10 business days of submission

Additional details

Assessment 1: Exploration/Design of a Tier 3 Behavioural Intervention (3,000 words)

Choose one of the following Tier 3 interventions to explore:

Social Skills Instruction

1. Present a rationale for incorporating social skills instruction into your specific context/practice. Include a definition of what social skills instruction is, along with evidence of its efficacy drawn from the literature.
2. Create a written lesson plan including the following components:
     1. Target Population
     2. Skill Taught (include a task analysis of the skill)
     3. Rationale for teaching the skill / how does the lesson increase pro-social skills?
     4. Example scenarios for role-play (2)
     5. How will you program for generalisation?
     6. How will you evaluate the effectiveness of your lesson?

OR

Reinforcement Systems

1. Present a rationale for incorporating a reinforcement system (token economy, class-wide level system, behaviour contract) into your specific context/practice. Include a detailed description of your context, the student(s) you will be using the system with, and your reasoning for choosing

the system you chose. Make sure to include a definition of the type of reinforcement system you chose, along with evidence of its efficacy drawn from the literature.

2. Develop a Reinforcement system and an implementation plan. The plan should be detailed enough that the reader could replicate it in their own practice

Assessment 2: Behaviour change project

Due date: 24/11/2021 05:00 PM

Task 2 - Assignment - 3000 words

Students will receive written feedback within 10 business days of submission

Additional details

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:

1. Description of the subject
2. Overview of subject's behaviour (academic and social strengths and weaknesses)
3. State the problem in behavioural terms
4. Intervention plan, including a brief review of the current literature justifying your choice of intervention
5. Graphs
6. Discussion of results

OR

II. Choose a student with a behaviour problem.

1. 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.
2. Make an ABC chart from the observation notes.
3. Construct notes from teacher and parent (and student, if applicable) interviews.
4. Create any other data/forms that you feel would be helpful/necessary.
5. Using the data from the forms/interviews, complete the Functional Behavioural Assessment form (available on the Moodle site)
6. 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.

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

Assessment Task 2: Behaviour change project

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue 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 analysis and critique in 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/or research literature used to support response • range of research and professional literature on ABA theory to support response					
Structure and organisation 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					

Specific Criteria	(-)—————————>(+)				
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:					

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

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 13 September - 17 September	Module	Foundations of behaviour management: theories, assumptions, myths, and misconceptions **Readings:** See Moodle
Week 2: 20 September - 24 September	Module	Positive Behaviour Support: Tiers 1, 2, 3 The importance of relationships Readings and resources: See Moodle
Week 3: 27 September - 1 October	Module	Social skills training: need, theory, practice, evidence base, demonstration Readings and resources: See Moodle
Week 4: 4 October - 8 October	Module	Reinforcement programs: shaping, schedules, menus, token economies Single Subject Design Readings and resources: See Moodle
Week 5: 11 October - 15 October	Module	IRIS module: Functional Behavioural Assessment overview https://iris.peabody.vanderbilt.edu/module/fba/challenge/#content No online lecture this week

		Readings and resources: See Moodle
Week 6: 18 October - 22 October	Module	Functional Behavioural Assessment Data collection: importance, forms, schedules, reliability, graphing Single subject design Readings and resources: See Moodle
Week 7: 25 October - 29 October	Module	Putting it all together: Designing a Behavioural Intervention Plan Readings and resources: See Moodle
Week 8: 1 November - 5 November	Module	Addressing Disruptive and Noncompliant Behaviours (Part 1): Acting out cycle http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content Addressing Disruptive and Noncompliant Behaviours (Part 2): Behavioural Interventions http://iris.peabody.vanderbilt.edu/module/bi2/challenge/#content **No online lecture this week**
Week 9: 8 November - 12 November	Module	Voices from the field- Guest speakers Early Childhood and Adolescent Behaviour Issues Readings and Resources: see Moodle
Week 10: 15 November - 19 November	Module	Culturally responsive behaviour management Trauma informed practice **Readings:** see Moodle

Resources

Prescribed Resources

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)

Recommended Resources

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.**

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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