



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5106**

**Behaviour Management of Exceptional  
Students**

**Semester 2, 2017**

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**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 and Gadigal 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)  
Semester 2, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Associate Professor Terry Cumming  
Office Location: John Goodsell 129  
Email: [t.cumming@unsw.edu.au](mailto:t.cumming@unsw.edu.au)  
Phone: 9385 1944  
Availability: Mondays 4:00 pm-7:00 pm; by appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Management and Modification of Classroom Behaviour of Exceptional Students	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Monday 19:00 – 21:00 (Law Building 303)	Weeks 1-9, 11-13

### **Summary of 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. The course will address models, theories, and philosophies that form the basis of sound inclusive educational and behavioural practice. The course focuses on assessing behaviour, teaching new skills, and managing behaviour, both academic and social.

### **The main ways in which the course has changed since last time as a result of student feedback:**

Students have been given the choice between a behaviour change project with a student in their class or a functional behavioural assessment/behaviour intervention plan based on a scenario to meet the needs of those students who are not currently teaching.

### **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

### **Program Learning Outcomes**

Standard		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2, 3

### **AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)**

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	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	1, 2, 3
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
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	3
5.2.2	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	2

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

#### **5. 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.

## 6. COURSE CONTENT AND STRUCTURE

<b>Week Beginning</b>	<b>Lecture Topic</b>
1 24 <sup>th</sup> July	Foundations of behaviour management: theories, assumptions, myths, and misconceptions  <u>Readings:</u> Zirpoli Reading (on Moodle)
2 31 <sup>st</sup> July	Social skills training: need, theory, practice, evidence base, demonstration  <u>Readings:</u> Goldstein reading (on Moodle)
3 7 <sup>th</sup> August	Functional Behavioural Assessment, ABC Charting Behaviour Intervention Plans  <u>Readings:</u> O'Neill et al., Chapter 1
4 14 <sup>th</sup> August	Social Skills Poster Session  <u>Readings:</u> Moodle Reading
5 21 <sup>st</sup> August	Data collection: importance, forms, schedules, reliability, graphing Single subject design  <u>Readings:</u> Moodle readings and forms, O'Neill et al., Chapter
6 28 <sup>th</sup> August	Linking Function to Intervention Reinforcement programs: shaping, schedules, menus, token economies  O'Neill et al., Chapter 3, Moodle Readings
7 4 <sup>th</sup> September	Voices from the field: Video When the Chips are Down Building Relationships with Students  <u>Readings:</u> Moodle Reading
8 11 <sup>th</sup> September	Voices from the field- Guest Speaker Robert Patruno: Culturally Responsive Behaviour Management
9 18 <sup>th</sup> September	Early Childhood and Adolescent Behaviour Issues  <u>Readings:</u> Moodle Readings
<b>Mid-semester break</b>	<b>Mid-semester Break – no class</b>
10 2 <sup>nd</sup> October	<b>Public Holiday – no class</b>
11 9 <sup>th</sup> October	Writing Behaviour Support Plans  <u>Readings:</u> O'Neill et al., Chapters 4 & 5

<p>12 16<sup>th</sup> October</p>	<p>Consideration for schools, diversity in the classroom, strategies for specific behavioural challenges</p> <p><u>Readings:</u> Moodle Readings Positive Behaviour Support: Tiers 1, 2, 3</p>
<p>13 23<sup>rd</sup> October</p>	<p><a href="http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content">http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content</a></p> <p><a href="http://iris.peabody.vanderbilt.edu/module/bi2/challenge/#content">http://iris.peabody.vanderbilt.edu/module/bi2/challenge/#content</a></p> <p><u>Readings:</u> Horner, Sugai, &amp; Anderson, 2010</p>

## 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

#### **Further Readings**

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

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

Goldstein, A. & McGinnis, 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	Program Learning Outcomes Assessed	Due Date
Social Skills Lesson	Poster Presentation + Written Lesson (2 – 3 pages)	30%	1, 2, 4	1-6	7/8/17
Token Economy	1500 words	30%	1, 2, 3, 4	1-5	3/10/17
Behaviour Change Project	3,000 words	40%	1, 2, 4	1-6	23/10/17

*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 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.*

### **Assessment Details**

#### **Assessment task 1:** Development of a Social Skills Lesson

Students will present a poster of a social skills lesson they have developed. A written lesson plan will also be submitted 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 the effectiveness of your lesson be evaluated and issues explicitly raised during the course and in your follow-up readings.

#### **Assessment task 2:** Development of a 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?)



**Assessment task 3:** Behaviour Change/Functional Behavioural Assessment 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

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.

**Feedback**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Social Skills Lesson	<i>Electronic</i>	21/8/17
Token Economy	<i>Electronic</i>	17/10/17
Behaviour Change Project	<i>Electronic</i>	6/11/17

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

Student Name:

Student No.:

Assessment Task: Social Skills Lesson

SPECIFIC CRITERIA	(-) <span style="font-size: 1.5em;">→</span> (+)				
<b>Understanding of social skills training and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in social skills training</li> </ul>					
<b>Depth of planning in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key social skill training principles, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>• depth of analysis of target audience and their strengths and weaknesses</li> <li>• clarity of objectives and rationale</li> </ul>					
<b>Structure and organization of lesson</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of lesson</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of the lesson</li> <li>• clarity and consistency in presenting the lesson</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS</b>					

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.**

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FEEDBACK SHEET

EDST5106 BEHAVIOUR MANAGEMENT OF EXCEPTIONAL STUDENTS

Student Name:

Student No.:

Assessment Task: Token Economy

SPECIFIC CRITERIA	(-) ←	→	(+)
<b>Understanding of classroom management and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in classroom management</li> </ul>			
<b>Depth of response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key classroom management, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>• depth of analysis of target population and their strengths and weaknesses</li> <li>• depth of token economy (are all components included/addressed?)</li> </ul>			
<b>Structure and organization of management plan</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of plan</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability.</li> </ul>			
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of writing conventions</li> <li>• clarity and consistency in the format of the plan</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>			

**Lecturer**

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

**Date**

**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: Behavioural Change Project

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of ABA and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in ABA</li> </ul>					
<b>Depth of response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key ABA concepts</li> <li>• and issues explicitly raised during the course and in your follow up readings.</li> <li>• depth of analysis of target population and their strengths and weaknesses</li> <li>• depth of behaviour change project (are all components included/addressed?)</li> </ul>					
<b>Familiarity with and relevance of professional and research literature used to support response</b> <ul style="list-style-type: none"> <li>• range of research and professional literature on ABA theory to support response</li> </ul>					
<b>Structure and organization of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of data collection and intervention</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of writing conventions</li> <li>• clarity and consistency in the format of the plan</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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.**