



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>. Please consult the web for updates that may occur during the year.

### Description: Teaching Students with Special Needs: Behaviour Management

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	5322	86382	1, 2009	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070113

### STAFFING

Examiner: Barry Fields  
Moderator: Linda De George-Walker

### RATIONALE

Teachers today are faced with an increasingly diverse student enrolment. Of particular concern are those children who have difficulty learning or otherwise adjusting to the demands of the school and its curriculum. Into this category would fall low performing and underachieving children, children with disabilities, children from culturally different backgrounds, and 'at risk' children, those whose family and/or environmental circumstances have changed or are such that they might result in the child experiencing learning or behavioural problems. The demands on teachers to meet the needs of these children can be great, and will invariably tax teachers professional skill and commitment. A particular concern of teachers are the behavioural problems posed by many of these children. It is becoming increasingly recognised that teachers need specific knowledge and skills in behaviour management to respond effectively to the problems posed by such children.

### SYNOPSIS

In this course students are introduced to a wide range of methods and strategies for meeting the needs of children with behavioural and adjustment problems in regular preschool, primary and secondary classrooms. The course explores research on teaching and defines what is currently known about how to effectively teach children with special needs with a particular emphasis on maintaining student attention and on-task behaviour. First, basic classroom teaching and management skills and procedures are covered. Secondly, more comprehensive methods and strategies known to impact positively on children with special needs are introduced. The current focus is on cooperative learning strategies and peer tutoring. The major proportion of the course will be devoted to behavioural management strategies, including the Kounin model, behaviour modification, assertive discipline, reality therapy, logical consequences, and social skills training.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. define and discuss several major approaches to behaviour management (Assignment 1)
2. define and describe preventive and corrective management (Assignment 1)
3. describe and discuss the major features of eight key models of behaviour management (Both assessment items)
4. develop and justify a personal model of behaviour management drawing on features of the eight key models introduced in the course. (Assignment 2)
5. demonstrate, where appropriate, effective use of ICT in completion of course assessment (All assessment items)
6. demonstrate knowledge, understanding and application of correct communication skills including literacy, presentation and referring protocols. (All assessment items)

## TOPICS

Description	Weighting (%)
1. Basic concepts in behaviour management	5.00
2. Approaches to behaviour management	10.00
3. Management models	25.00
4. Leadership models	25.00
5. Non-directive models	25.00
6. Emerging models and views on behaviour management	10.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Edwards, CH & Watts, V 2008, *Classroom discipline and management: An Australasian Perspective*, 2nd edn, Wiley, New York.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Refer to study book

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here: <http://www.usq.edu.au/library/faculties/education/default.htm>

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	25.00
Directed Study	120.00
Private Study	20.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	50.00	50.00	08 May 2009 (see note 1)
ASSIGNMENT 2	50.00	50.00	12 Jun 2009

### NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item, a student must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

### **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
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