The University of Southern Queensland

Course Specification

Description: Teaching Students with Special Needs: Beh Mana’t

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
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<td>5322</td>
<td>10757</td>
<td>1, 2002</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING
Examiner: Barry Fields
Moderator: Don Rice

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

On successful completion of this course students will be able to:

- define basic teaching skills and discuss how these can facilitate the management of children with special needs
- define and describe preventive management
- describe and discuss the major features of eight key models of behaviour management
- develop and justify a personal model of behaviour management drawing on features of the eight key models introduced in the course.

TOPICS

Description | Weighting (%)
-------------|-------------
1. Children with Special Needs | 5.00
2. Inclusive Education | 10.00
3. Basic Teaching Skills | 10.00
4. Behaviour Management Models | 50.00
5. Teaching Strategies | 5.00
6. Choosing a Discipline Approach | 20.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


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

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>25</td>
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<tr>
<td>Directed Study</td>
<td>120</td>
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<tr>
<td>Private Study</td>
<td>20</td>
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### ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
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<tr>
<td></td>
<td>(see note 1)</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>999.00</td>
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<td></td>
<td>(see note 2)</td>
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**NOTES:**

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

### OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given either a numerical score or a grade (HD, A, B, C, F or I).
4. Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. All assessment items must be attempted/submitted. Assessment items must be passed overall.
6. University regulations in respect of late submission of assignments may be applied.