Description: Behaviour Management

<table>
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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>2, 2003</td>
<td>ONC</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING
Examiner: Barry Fields
Moderator: Patrick O'Brien

RATIONALE
Behaviour management is widely acknowledged as a major concern of educators, and is ranked by practitioners, novice and experienced, along with catering for student diversity, as their most significant professional challenge. Likewise, both state and private employing authorities have recognised the importance of behaviour management in the teaching-learning process, by identifying it as a priority in teacher education and in resource allocation. In the initial preparation of educators, behaviour management is broadly regarded as a core skill, essential to effective practice and positive student-educator relations.

SYNOPSIS
In this course preservice educators are introduced to a wide range of models, methods and strategies for managing student behaviour, with particular attention given to the management of students who exhibit behavioural and adjustment problems. The underlying theoretical basis of each approach is examined, along with a critical review of its efficacy and appropriateness in early childhood and primary school contexts. Due regard is also given to the congruence between current policies on student behaviour and the procedures recommended in each of the approaches covered. Support is provided in the process of developing a personal approach to the management of student behaviour.

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

- Define discipline and behaviour management and describe how views about these two concepts have changed over the course of the past century.
- Describe and discuss Education Queensland's current policy on discipline/behaviour.
- Distinguish between preventive and remedial management.
• Describe and critically discuss the major features of up to ten models of behaviour management.
• Critically review the appropriateness of each model to Australian early childhood education settings and primary classrooms, and to current policies on student discipline and behaviour management.
• Describe and discuss the utility of social skills training, anger management and conflict resolution programs in early childhood and primary education contexts.
• Develop and justify a personal model of behaviour management drawing on information presented throughout the semester and on models of behaviour management introduced in the course.

TOPICS

Description Weighting (%)
1. History of and Perspective on Discipline and Behaviour Management 5.00
2. Discipline/Behaviour Management Policy 5.00
3. Preventative and Remedial Behaviour Management 30.00
4. Models for Behaviour Management 40.00
5. Social Skills Training, Anger Management, and Conflict 10.00
6. Personal Model of Behaviour 10.00

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.

To be advised.

STUDENT WORKLOAD REQUIREMENTS

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

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>ASSIGNMENT</td>
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<td>19 Sep 2003</td>
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<td>2 HOUR EXAMINATION</td>
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**NOTES:**

- Letter grades will be used in this course and will be displayed in the Notes Section.
- Students will be advised of the examination date for this course when the official timetable for Semester 2 2003 has been finalised.

# IMPORTANT ASSESSMENT INFORMATION

1. **Attendance requirements:**
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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 complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3. **Penalties for late submission of required work:**
   If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late.

4. **Requirements for student to be awarded a passing grade in the course:**
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

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 (or grades) obtained for each of the summative assessment items in the course.

6. ** Examination information:**
   In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination."

7. **Examination period when Deferred/Supplementary examinations will be held:**
   Any Deferred or Supplementary examinations for this course will be held during the next examination period.

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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.

5 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

6 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

7 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

8 All assessment items must be attempted/submitted and passed.