Description: Behaviour Management

<table>
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<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>EDU</td>
<td>2322</td>
<td>34696</td>
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<td>ONC</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070113

STAFFING
Examiner: Barry Fields
Moderator: Patrick O'Brien

REQUISITES
Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BEPR

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 completion of this course students will be able to:
1. Define discipline and behaviour management and describe how views about these two concepts have changed over the course of the past century.
2. Describe and discuss Education Queensland's current policy on discipline/behaviour.
3. Distinguish between preventive and remedial management.
4. Describe and critically discuss the major features of up to ten models of behaviour management.
5. 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.
6. Describe and discuss the utility of social skills training, anger management, and conflict resolution programs in early childhood and primary education contexts.
7. 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**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. History of and perspective on discipline and behaviour management</td>
<td>5.00</td>
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<td>2. Discipline/behaviour management policy</td>
<td>5.00</td>
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<tr>
<td>3. Preventative and remedial behaviour management</td>
<td>40.00</td>
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<td>4. Models for behaviour management</td>
<td>30.00</td>
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<td>5. Social skills training, anger management, and conflict</td>
<td>10.00</td>
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<tr>
<td>6. Personal model of behaviour</td>
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**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).


**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>
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<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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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
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<tr>
<td>ASSIGNMENT 1</td>
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<td>50.00</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>999.00</td>
<td>50.00</td>
<td>29 Oct 2004</td>
</tr>
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NOTES:
1. Letter grades will be used in this course and will be displayed in the Notes Section.

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 each assessment item.

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:
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.

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 twenty-four (24) hours of receipt of request being made by the
   Examiner. The student must retain this copy until the grade for this course has been
   finalised.

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

4 In the event that a due date for an assignment falls on a local public holiday in their
   area, such as a Show holiday, the due date for the assignment will be the next
   working day. Students are to note on the assignment cover the date of the public
   holiday for the Examiner’s convenience.

5 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.

6 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).

7 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.

8 The Faculty will normally only accept assessments that have been written, typed
   or printed on paper-based media. The Faculty will NOT accept submission of
   assignments by facsimile. Students who do not have regular access to postal services
   or who are otherwise disadvantaged by these regulations may be given special
   consideration. They should contact the Examiner of the course to negotiate such
   special arrangements.
9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 All assessment items must be submitted and passed.


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 course examiner.