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; and
- develop and justify a personal model of behaviour management drawing on features of the eight key models introduced in the course.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Children with special needs</td>
<td>5.00</td>
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<tr>
<td>2. Inclusive education</td>
<td>10.00</td>
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<tr>
<td>3. Basic teaching skills</td>
<td>10.00</td>
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<tr>
<td>4. Behaviour management models</td>
<td>50.00</td>
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<tr>
<td>5. Teaching strategies</td>
<td>5.00</td>
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<tr>
<td>6. Choosing a discipline approach</td>
<td>20.00</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.

Refer to study book
STUDENT WORKLOAD REQUIREMENTS:

<table>
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<th>ACTIVITY</th>
<th>HOURS</th>
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<td>Assessment</td>
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<td>Private Study</td>
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ASSESSMENT DETAILS

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<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>999.00</td>
<td>50.00</td>
<td>10 May 2004</td>
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<td></td>
<td></td>
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<td>(see note 1)</td>
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<td>ASSIGNMENT 2</td>
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<td>50.00</td>
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NOTES:
1. Letter grades will be used in this course and displayed in the Notes Section.

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 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 20% of the total marks available for the assignment will apply for each month 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:
   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 five days if required 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.

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.