School of Education

EDUC6079: Assessment, Programming and Intervention in Behaviour Problems

Online

Semester 2 - 2023

OVERVIEW

Course Description   Explores the importance of a sound approach to implementing any behaviour change program. The need for adequate and appropriate data gathering as a basis for planning a behaviour support procedure will be examined, followed by systematic implementation with both ongoing and review evaluation. The course is based on a programming model of assessment, planning, implementation and evaluation.

Contact Hours   **Online**
Integrated Learning Session
Online
2 hour(s) per Week for Full Term

Unit Weighting   10

Workload   Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

CONTACTS

Course Coordinator   **Online**
Ms Anne Spruce
Anne.Spruce@newcastle.edu.au
Consultation: contact via email

Teaching Staff   Other teaching staff will be advised on the course Canvas site.

School Office   **School of Education**
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SYLLABUS

Course Content   The course provides research and practice in the areas of:
1.   use of specific screening and assessment devices and the development of assessment profiles.
2.   the development of programs including the writing of case programs and casework.
3.   the development and implementation of specific behaviour support plans to meet specific student needs.
4.   the use of safety and risk assessments, and crisis management.

Course Learning Outcomes   **On successful completion of this course, students will be able to:**
1. examine issues involved in assessment, programming and implementation in the field of emotional disturbance and behaviour disorders

2. develop knowledge of the contextual factors in identifying and assessing behaviour needs

3. conduct a behavioural functional assessment that leads to informed intervention procedures

4. demonstrate knowledge of, and ability to implement, alternate intervention approaches for problem behaviour

Course Materials   **Required Reading:**
Gable. R. (2000). Addressing student problem behaviour part I : conducting a functional behavioural assessment. From "*Center for Effective Collabration and Practice*", May, 1998, pp. 1-25
http://encore.newcastle.edu.au/iii/encore/record/C__Rb2350115?lang=eng#.Va2Oq2PJVlU

Gable. R. (2000). Addressing student problem behaviour part II : conducting a functional behavioural assessment. From "*Center for Effective Collabration and Practice*", May, 1998, pp. 1-25
http://encore.newcastle.edu.au/iii/encore/record/C__Rb2350115?lang=eng#.Va2Oq2PJVlU

Gable, R. (2000). *Addressing student problem behaviour part III : creating positive behavioural intervention plans and supports*. Washington D.C. : American Institutes for research, Center for Effective Collaboration and Practice.
http://encore.newcastle.edu.au/iii/encore/record/C__Rb2350124?lang=eng#.Va2PX2PJVlU

Gable, R.A. Functional assessment of classroom behaviour problems. *Impact*. (18)2. Pp.16-17.
http://encore.newcastle.edu.au/iii/encore/record/C__Rb3313184?lang=eng#.Va2hcmPJVlU

Arthur-Kelly, M. & Neilands, J. (2011). Planning effective teaching strategies. In P. Foreman (ed), *Inclusion in Action*, pp. 179-218. South Melbourne, Cengage

O'Neill, R.E., Albin, R.W., Storey, K., Horner, R.H. and Sprague, J.R. (2014) *Functional assessment and program development for problem behavior: A practical handbook*. 3rd edn. United States: Wadsworth Publishing Co.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Week_1_Introduction	Zoom	
2	24 Jul	Week_2_Principles of Effective Assessment and Programming	Manuals 1 and 2	
3	31 Jul	Week_3_Links between learning and behaviour, APIE	Zoom	
4	7 Aug	Week_3_Links between learning and behaviour, APIE Week_4 Collaboration and Curriculum	Response to Letter	Sunday 11.59 Week 4
5	14 Aug	Week_5_Assessing Behaviour FBA	Zoom	
6	21 Aug	Week_6_Assessment Practices	Videos of FBA tools	
7	28 Aug	Week_7 Screening & assessment	Zoom	
8	4 Sep	Week_8_ Data triangulation	Collection of FBA data	
9	11 Sep	Week_9_ Informed intervention and PBL	Zoom	Sunday 11.59 Week 9
10	18 Sep	Week_10_ Positive Support Plans	Literature	
		Mid Term Break		
		Mid Term Break		
11	9 Oct	Week_11_Development of programs using Case study.	Zoom	
12	16 Oct	Week_12_Developing Interventions	Readings	
13	23 Oct	Week_13_Safety and Risk Management	Behaviour Plan	Sunday 11.59 Week 13
		Examination Period		
		Examination Period		

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1 - 30%	11.59 pm Sunday Week 4	Individual	30%	1, 2
2	Case Scenario/PBL Exercises - 30%	11.59 pm Sunday Week 9	Individual	30%	1, 3
3	Assignment 3 - 40%	11.59pm Sunday Week 13	Individual	40%	1, 4

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1 - 30%

Assessment Type	Written Assignment
Purpose	Purpose of this assignment is to recognise the link between learning and behaviour. This will be established through investigation of an instructional framework to inform and develop suitable approaches to managing problem behaviour.
Description	Students will reply to a letter from a parent providing an overview of the benefits of considering supporting students with problem behaviour, using the instructional framework of the APIE cycle.
	The letter or Email will be in business format, have a respectful tone and provide information about instructional frameworks and why the APIE will help in supporting the target student at school.
Weighting	30%
Length	1000 words
Due Date	11.59 pm Sunday Week 4
Submission Method	Online
	Online through CANVAS
Assessment Criteria	Completeness and clarity of explanation, evidence of understanding the links between learning and behaviour (15 marks)
	Recommended readings and their explanation, references and relevance (5 marks)
	Professional presentation of writing piece, bibliography (5 marks)
	Appropriate tone of the letter, language and purpose (5 marks)
Return Method	Online
Feedback Provided	Online - . Online through CANVAS

Assessment 2 - Case Scenario/PBL Exercises - 30%

Assessment Type	Case Study / Problem Based Learning
Purpose	Conducting a functional behavioural assessment is essential to developing effective and targeted individual behaviour programs for students across a range of settings with different behavioural disorders and emotional disturbance.
Description	Using the information and activities provided in the modules and gather appropriate data on functions of behaviour. Determine the function of behaviour via the Triangulation of Data and
	a Problem Pathway. You must also include a BRIEF history of the child - age, class, behavioural history, disability, personal background. Further instructions for collection of data and the use of FBA forms will be placed onto Canvas.
	THIS IS INTENDED TO BE A WORKPLACE/IN CONTEXT LEARNING TASK. Due to the ongoing impacts of COVID 19 it may be difficult for some students to gain consistent access to a school/classroom to undertake an FBA on a specific student. If this is the case, students will be offered a thorough case study, with video evidence, in order for them to complete the FBA and the requirements of this assessment. More information will be detailed in the first Online Collaborate session. This same case study will then also form the basis for Assessment task 3.
Weighting	30%
Length	1000 words
Due Date	11.59 Sunday Week 9
Submission Method	Online
Assessment Criteria	1. Describe and verify the seriousness of the problem.
	2. Refine the definition of the problem behaviour. (5 marks)
	3. Collect information on possible functions of the problem behaviour. (10 marks)
	4. Analyse information using triangulation and/or problem pathway analysis. (5 marks)
	5. Generate a hypothesis statement regarding the probable function of the behaviour. (5 marks)
	6. Test the hypothesis statement regarding the function of the behaviour. (5 marks)
	Total: /30
Return Method	Online
Feedback Provided	Online - Three weeks after submission.

Assessment 3 - Assignment 3 - 40%

Assessment Type	Written Assignment
Purpose	To use the collected data from an FBA to prepare a targeted specific Behavioural Intervention Plan (BIP) that addresses the function of behaviour exhibited by a student with problem behaviour.
Description	Use the data you gathered in the Functional behavioural assessment (Task 2) to develop a plan for positive behaviour support. This will involve identifying the specific behavioural needs of a student and then designing a behavioural intervention to address this situation. Review the assessment methods used; the plan for an intervention to meet specific behavioural needs; the behavioural strategies that could be used to meet the needs; and the methods that could be used to evaluate the effectiveness of the strategies. Using the data you have collected and have been provided throughout the modules on FBAs, complete the questions to plan an appropriate positive behaviour intervention plan. Each of the questions must be well detailed and relate directly to the provided and collected data. Further detail of each question is provided on Canvas .
	THIS IS INTENDED TO BE A WORKPLACE/IN CONTEXT LEARNING TASK. Due to the ongoing impacts of COVID 19 it may be difficult for some students to gain consistent access to a school/classroom to undertake an FBA on a specific student (TASK 2), and then develop the associated Behaviour Intervention plan (THIS TASK).If a student elects to utilise the lecturer developed case study, this will form the basis for this assessment also. Further information on the EDUC6079 CANVAS site
Weighting	40%
Length	2000
Due Date	11.59pm Sunday Week 13
Submission Method	Online
Assessment Criteria	Background behavioural assessment information (the student in this assignment will be the same student as in the Functional Behavioural Assessment in Assessment Task 2)(10 marks) Quality of: Development, Implementation and Evaluation Phases (15 marks) Quality of projected adjustments for small groups and classrooms (15 marks)
Return Method	Online
Feedback Provided	Online - .

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.

0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).
Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.
Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.
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EDUC6079 Assessment One
Rubric
30 marks

	Fail 0-7	Pass 7.5 - 9.5	Credit 10 - 11	Distinction 11.5 – 12.5	High Distinction 13 - 15
Completeness and clarity of explanation, evidence of understanding the links between learning and behaviour /15	Inadequate letter format. Inadequate letter with little to no clear organisation, one or no details about the APIE, one or no links to learning and the case study student, offers one piece or no evidence of the APIE and links to learning for target audience	Adequate letter format. Adequate letter with adequate organisation, a few details about the APIE but not well developed, some links to learning and the case study student, offers some evidence of the APIE and links to learning for target audience	Correct letter format. Adequately developed letter with good organisation, some specific details about the APIE with one well developed, some links to learning and the case study student, offers good evidence of the APIE and links to learning for target audience	Correct letter format. Well developed letter with clear organisation, specific details about the APIE more than one well developed, offers good (3) links to learning and the case study student, offers clear evidence of the APIE and links to learning for target audience	Correct letter format. Well developed letter with clear organisation, specific details about the APIE more than two well developed, offers excellent and explicit links to learning and the case study student, offers clear and enhanced evidence of the APIE and excellent links to learning for target audience

	Fail 0 -2	Pass 2.5 - 3	Credit 3.5	Distinction 3.5 - 4	High Distinction 4.5 - 5
Professional presentation of writing piece, bibliography /5	Information is not organised into paragraphs. One or two or no paragraphs have details, and most are unnecessary. There is no apparent	Information is organised into paragraphs. Not all paragraphs have details and have some that are unnecessary. Some transitions	The letter is well organised into adequate paragraphs Each paragraph states most details and facts with one or two missing. Some transitions between	The letter is well organised and professional. Each paragraph states important details and facts in a satisfying manner. Mostly the transitions between	The letter is intelligent and professional with well organised paragraphs. Each paragraph states important details and facts in an organised and logical manner.

	structure or transition of ideas and little flow. The bibliography is missing and/or has many errors. A very poor explanation of each reference given but not linked to letter. There are many errors in the APA format	between paragraphs and ideas flow. The bibliography is given but not linked to letter. An adequate explanation is given There are some errors in the APA format	paragraphs and ideas flow. The bibliography is given and at least one or two are linked to the letter. There is an adequate explanation given for all references. There are some errors in the APA format	paragraphs and ideas flow nicely. The bibliography is well selected and enhances the letter. There is one error in the APA format. There is a good explanation for all references.	Transitions between paragraphs and ideas flow nicely. The bibliography is well selected and enhances the letter. Explanations are of a high standard. There are no errors in the APA format
	Fail **0 - 2**	**Pass** **2.5 - 3**	**Credit** **3.5**	**Distinction** **4**	**High Distinction** **4.5 - 5**
Appropriate tone of the letter, language and purpose /5	The tone of the letter is inadequate and does not fit the purpose and is of low standard. The use of language is inadequate and needs a lot of revision.	The tone of the letter is sometimes confident, courteous and may not be sincere and has only one or two of the areas adequately explained. More than one error in the use of language suitable to purpose.	The tone of the letter is mostly confident, courteous and sincere and explains the purpose to an adequate standard. The use of language is occasionally not suitable to purpose. May have one error.	The tone of the letter is confident, courteous and sincere and explains the purpose to a good standard. The use of language is mostly suitable to purpose.	The tone of the letter is confident, courteous and sincere and explains the purpose to a very high standard. The use of language is enhanced and well suited to purpose.
Recommended readings and their explanation, references and relevance /5	Readings are of poor quality and are not relevant to the case study	At least one recommended reading is of a good quality and mostly relevant to the case study	Some recommended readings are of a good quality and relevant to the case study	All recommended readings are of a very good quality and mostly relevant to the case study	All recommended readings are of a high quality and highly relevant to the case study

EDUC6079 FUNCTIONAL BEHAVIOUR ASSESSMENT (DATA COLLECTION, FUNCTION AND HYPOTHESIS STATEMENT)
Rubric
Assessment TWO - 30 marks

	Fail	Pass	Credit	Distinction	High Distinction
	0-2 marks	2.5 -3 marks	3.5 marks	4 marks	4.5 – 5 marks
DESCRIBE and **VERIFY** the seriousness of the problem and **REFINE** the definition of the problem behaviour. (5 marks)	Does not accurately identify the problem behaviour or adequately redefine. May have a few elements of the problem behaviour but poorly explained.	Describes aspects of the behaviour problem and some terms of level of seriousness through the steps given in the handbook. Provides a re-definition of the behaviour in objective terms.	Can mostly assess the behaviour and determine its seriousness through the steps given in the handbook. Can mostly redefine the behaviour	IS mostly accurate in assessing the behaviour and determine its seriousness through the steps given in the handbook. Can accurately redefine the behaviour	Can accurately assess the behaviour and determine its seriousness through the steps given in the handbook. Can accurately redefine the behaviour
Collect information on possible functions of the problem behaviour **INDIRECT ASSESSMENT** (Interview, records review, PBQ (5 marks)	Chooses inappropriate interview tool; does not complete interview, record review or PBQ	Only collects record reviews or interviews, no PBQ	Uses interview tool and completes interviews, partial completion of record review, PBQ	Uses interview and observation tools, completes both interview and record review and PBQ	Uses the interview and observation tools, completes interviews record review and PBQ
Collect information on possible functions of the problem behaviour**. DIRECT ASSESSMENT** (ABCs, Scatterplots, anecdotal notes, event recording) (5 marks)	Chooses inappropriate observation tool and provides inadequate observations	Chooses designated observation tools but only uses one form of observation tool.	Chooses appropriate observation tools and only completes two types of direct observation	Chooses appropriate observation tools and only conducts three observations	Chooses appropriate observation tools, has two or more ABCs, 1-2 scatterplots, collects anecdotal /event recording with observable detail. Four or more observations

ANALYSE information using the **TRIANGULATION** of data and **PROBLEM PATHWAY** (5 marks)	Does not include Triangulation of Data or Problem Pathway – or is missing one and completion of sections are inadequate and/or incorrect	Completes analysis using the Triangulation Data form with a stated function. May not present with the Problem Pathway or complete all sections in both forms. Some parts are missing but the function is stated	Completes analysis using the Triangulation Data form and an adequate function. Completes a Problem Pathway which adequately illustrates the selected function of behaviour	Completes analysis using the Triangulation Data form with a well stated function. Can demonstrate a Problem Pathway which illustrates the selected function of behaviour	Completes analysis using the Triangulation Data form with a clearly stated function. Can well demonstrate a Problem Pathway which expertly illustrates in reinforcing the selected function of behaviour
GENERATE a **HYPOTHESIS** statement on **FUNCTION** of the behaviour (5 marks)	Does not complete data analysis nor develops a hypothesis or is very weak in linking to the function	Provides a hypothesis but is barely linked to the function. The function is mentioned about the hypothesis	Completes data analysis and provides a hypothesis that is linked to the function with no insight	Completes data analysis and hypothesis; integrates into given FBA with one stated function of behaviour well linked	Completes data analysis and can clearly state the hypothesis and the function of the behaviour and provides insight into the behaviour
TEST HYPOTHESIS justification through function (5 marks)	Does not develop a suitable hypothesis nor justifies the selection	Develops a hypothesis that only adequately links to the function of behaviour. Does not supply any insight into the justification. One part may be missing	Develops a suitable way to test the hypothesis to determine if the function is correct. Justification is apparent but shows little insight	Can determine a suitable way to test the hypothesis to determine if the function is correct. CAN well justify the test	Can show insight into developing a suitable way to test the hypothesis to determine if the function is correct. CAN well justify the test

EDUC6079 Assessment 3 RUBRIC – Behaviour Plan

	Fail	Pass	Credit	Distinction	High Distinction
	0 – 4.5 marks	5 - 6 marks	6.5 – 7 marks	7.5 - 8 marks	8.5 – 10 marks
Background behavioural assessment information: Summary of findings from FBA, restated operational function, school setting overview, previous interventions, laying the foundation /10	Inadequate summary of findings from FBA, restates operational function, does not provide an adequate school setting overview, previous interventions, and does not lay the foundation for an adequate. More than 7 errors	Adequate summary of findings from FBA, restates operational function, provides an adequate school setting overview, previous interventions, and lays the foundation for an adequate. 1 - 7 errors	Good summary of findings from FBA, restates operational function, provides a good school setting overview, previous interventions, and lays the foundation for a good. 1 - 5 errors	Very good summary of findings from FBA, restates operational function, provides a very good school setting overview, previous interventions, and lays the foundation for a very good. 1 - 3 errors	Excellent summary of findings from FBA, restates operational function, provides an excellent school setting overview, previous interventions, and lays the foundation for an excellent plan. No errors
	Fail	Pass	Credit	Distinction	High Distinction
	0 – 7 marks	7.5 - 9.5 marks	10 – 10.5 marks	11.5 -12.5 marks	13 – 15 marks
Development, Implementation and Evaluation Phases: Plan of action to ecologically change behaviour, resources, timelines, reflects a change in consequence and triggers, supports in place to inform change, positive planning, evaluation procedures, APIE reflection, reflects & uses the data, realistic and appropriately addresses the student and classroom.	Plan is poorly explained or is devoid of explanation and with many errors. Plan is written and poorly explained and not reflective of the basic data collected, or not realistic and rarely positive, and rarely uses the information in FBA processes to be well explained. Shows a sub-standard evaluation and little to no future planning. Has none or a vague attempt at goals in implementation and evaluation stages. Does	Plan is explained but with errors. Plan is written and mostly explained and reflective of basic data collected, it is mostly realistic and positive, and occasionally uses the information in FBA processes to be well explained. Shows a standard evaluation and some future planning. Has at least one good goal in both implementation and evaluation stages. Uses previous information and literature to support a basic behaviour plan for	Plan is adequately explained and reflective of data collected, has mostly realistic and positive characteristics but has one or two errors, uses the information in FBA processes to be adequately explained but does miss some concepts. Shows an adequate standard evaluation with future planning. Has realistic goals in both implementation and evaluation stages. Uses previous information and literature to support an	Plan is well explained and reflective of the data collected, is mostly realistic and positive, uses most of the information in FBA processes to be well explained. Shows a high standard of evaluation and future planning. Has mostly realistic goals in both implementation and evaluation stages. Mostly uses previous information and literature to support very good behaviour plan for an individual student and is mostly inclusive within a classroom/school setting.	Plan is thoroughly explained and reflective of data collected and has no errors, is realistic and positive, uses the information in FBA processes to be well explained. Shows an excellent and thorough standard of evaluation and future planning. Has realistic goals in both implementation and evaluation stages. Uses previous information and literature to support an excellent behaviour plan for an individual student

/15	not use previous information and literature to support a basic behaviour plan for an individual student and shows little inclusiveness within a classroom/school setting.	an individual student inclusive within a classroom/school setting.	adequate behaviour plan for an individual student inclusive within a classroom/school setting.		inclusive within a classroom/school setting.
Quality of projected adjustments for small groups and classrooms: Can show how the behaviour plan's skills are taught to student within an inclusive setting. Describes how and what the behaviour would look like embedded into a classroom. Describes how consequences would be reinforced both positive and negative. How would the behaviour be reinforced to ensure generalisation of replacement behaviour? /15	Does not or occasionally show detail of how the behaviour plan's skills are taught to student within an inclusive setting. Occasionally or does not describe how and what the behaviour would look like embedded into a. Occasionally or does not describe how consequences would be reinforced both positive and negative within a classroom setting. Occasionally or does not describe how the behaviour be reinforced to ensure generalisation of replacement behaviour. More than 6 errors	Can show at a basic standard and basic detail of how the behaviour plan's skills are taught to student within an inclusive setting. Describes how and what the behaviour would look like embedded into a classroom at a basic standard. Describes how consequences would be reinforced both positive and negative within a classroom setting at a basic standard. Describes at a basic standard how the behaviour be reinforced to ensure generalisation of replacement behaviour. Less than 6 errors.	Can show at a good standard and good detail of how the behaviour plan's skills are taught to student within an inclusive setting. Describes how and what the behaviour would look like embedded into a classroom at a good standard. Describes how consequences would be reinforced both positive and negative within a classroom setting at a good standard. Describes at a good standard how the behaviour be reinforced to ensure generalisation of replacement behaviour. Less than 5 errors.	Can show at a very good standard and very good detail of how the behaviour plan's skills are taught to student within an inclusive setting. Describes how and what the behaviour would look like embedded into a classroom at a very good standard. Describes how consequences would be reinforced both positive and negative within a classroom setting at a very good standard. Describes at a very good standard how the behaviour be reinforced to ensure generalisation of replacement behaviour. Less than 4 errors.	Can show with excellence and excellent detail how the behaviour plan's skills are taught to student within an inclusive setting. Describes how and what the behaviour would look like embedded into a classroom at an excellent standard. Describes how consequences would be reinforced both positive and negative within a classroom setting at an excellent standard. Describes at an excellent standard how would the behaviour be reinforced to ensure generalisation of replacement behaviour. Less than 2 errors.