School of Education

EDUC6081: Using Resources in Behaviour Problems
Online
Semester 2 - 2023

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

COURSE OUTLINE

OVERVIEW

Course Description	Introduces the range of approaches to managing individual student behaviour including evaluating individual behaviour plans, dealing with multiple challenging behaviours, and addressing academic and social needs.
Assumed Knowledge	Two years of relevant professional experience and/or relevant graduate qualification
Contact Hours	**Integrated Learning Session** Online 26 hour(s) per Term Full Term Equivalent 2hrs per week face to face.
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.

CONTACTS

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SYLLABUS

Course Content   The course addresses research and practice in the areas of:
1. evaluating individual behaviour plans
2. alternate approaches to managing and self-management including direct instruction, cognitive, metacognitive and cooperative learning methods.
3. multiple challenging behaviours
4. addressing behaviours arising from issues with communication due to autism, intellectual disability or sensory impairment
5. using augmentative and assistive communication strategies
6. developing effective research skills in emotional disorders and challenging behaviour

Course Learning Outcomes   **On successful completion of this course, students will be able to:**

1. Examine both human and material resources involved in the provision of quality interventions in the field of emotional disorders and challenging behaviour and to be able to evaluate effective positive behaviour programs.

2. Discuss and develop alternate approaches to managing and self-management of behaviour through investigation of direct instruction, cognitive, metacognitive, cooperative learning methods and social skills

3. Examine both human and material resources involved in the provision of quality interventions and settings in the field of emotional disorders and challenging behaviour

4. Evaluate and review effective positive behaviour programs and determine their validity through the investigation of behaviour literature

Course Materials   **Recommended Reading:**
Conway, R. & Foggett, J. (2022). Encouraging positive interactions. In I.Strnadova, M. Arthur-Kelly & P.Foreman (eds.), Inclusion in Action (6th ed., pp. 245 -298), 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.

Arthur-Kelly, M. & Neilands, J. (2011). Planning effective teaching strategies. In P. Foreman (ed.), Inclusion in Action, (3 ed., pp. 179-218). South Melbourne, Cengage

Walker, V. L., Lyon, K. J., Loman, S. L., & Sennott, S. (2018). A systematic review of Functional Communication Training (FCT) interventions involving augmentative and alternative communication in school settings. Augmentative and Alternative Communication, 34, 118-129.

Gregg, K. (2017). Communication disorders and challenging behaviors: Supporting children's functional communication goals in the classroom. Early Childhood Education Journal, 45, 445-452.

Sutton, B. M., Webster, A. A., & Westerveld, M. F. (2019). A systematic review of school-based interventions targeting social communication behaviors for students with autism. Autism, 23(2), 274-286.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Teaching strategies in a curriculum focus	Section Two readings from commentaries booklet	
2	24 Jul			
3	31 Jul	Social Skills	Section Three readings from commentaries book	
4	7 Aug			Assignment 1 Due Sunday 11.59 pm
5	14 Aug	Providing behaviour services across educational settings	Section One readings from commentaries booklet	
6	21 Aug			
7	28 Aug			
8	4 Sep			
9	11 Sep			
10	18 Sep			Assignment 2 Due Sunday 11.59 pm
Mid Term Break				
Mid Term Break				
11	9 Oct	Assisting students with dual special needs	Section Four from commentaries booklet	
12	16 Oct			
13	23 Oct			Assignment 3 due Sunday 11.59pm
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	Case Scenario/PBL Exercises 1	Sunday, Week 4, 11:59pm	Individual	35%	1, 2
2	Case Scenario/PBL Exercises 2	Sunday, Week 10, 11:59pm	Individual	20%	1, 3
3	Essays/Written Assignments	Sunday, Week 13, 11:59pm	Individual	45%	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.

All assessments must be submitted to pass the course. Total marks must add up to 50% to pass this course.

Assessment 1 - Case Scenario/PBL Exercises 1

Assessment Type   Case Study / Problem Based Learning
Description   Students must complete two parts for this first assignment. Part A: students must choose two strategies and provide responses to two specific questions regarding the description, application, and efficacy of the strategy. Part B: students must select one social skill difficulty and provide specific examples from the literature detailing how a positive behaviour intervention has addressed this. The implications for classroom teachers must also be addressed. More information about this assignment can be found in the assessment tab on Canvas.
Weighting   35%
Due Date   Sunday, Week 4 11:59pm
Submission Method   Online
                         via Assignment submission
                         portal on Canvas
                         Assessment Criteria
                         Please see attached rubric
Return Method   Online
Feedback Provided   Online - via Gradebook

Assessment 2 - Case Scenario/PBL Exercises 2

Assessment Type   Case Study / Problem Based Learning
Description   Students will identify an alternative setting to their current setting, where they are able to observe a student with a challenging behaviour or emotional processing disoder. Students are required to: A) comment on the setting of the educational centre and critique how this setting impacts upon the student's behaviour and B) collect some information about the behaviour support plan (BSP) that is being used for the student (this information will inform part A of assignment 3).
                         Canvas
Weighting   20%
Due Date   Sunday, Week 10, 11:59pm
Submission Method   Online
                         via Canvas Submission portal
                         Assessment Criteria
                         Please see attached rubric
                         Return Method   Online
Feedback Provided   Online - via Gradebook

Assessment 3 - Essays/Written Assignments

Assessment Type   Written Assignment
Description   From Part A of assignment 2, students must critique a BSP that is being used in the alternative setting. Students are required to complete two parts: Part A: students must respond to 3 questions concerning (1.) the justification of the plan, (2.) the quality of the assessments used to inform the plan, and (3.) the implementation of the plan. In part B: students must provide a critique of the behaviour plan using relevant literature to determine how appropriate specific aspects of the plan are for the target student, how the plan will result in meaningful behaviour change for the student, and how the plan tailors to the target student's specific disability and behaviour presentation.
                         More information about this assignment can be found in the assessment tab on Canvas.
Weighting   45%
Due Date   Sunday, Week 13, 11:59pm
Submission Method   Online via Canvas Submission portal
Assessment Criteria

                         Please see attached rubric
Return Method   Online
Feedback Provided   Online - via Gradebook

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:
- Email: Students will receive communications via their student email account.
and online scheduled collaborate sessions

Course Evaluation

Students will have the opportunity to evaluate this course through the UON Course Experience Survey at the end of the semester.

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 Coordinator 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 for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

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.

Assignment ONE - EDUC6081 Part One Strategies RUBRIC		
0	**.5**	**1**
Define Strategy Unable to define the strategy in reference to behaviour	Able to adequately define the strategy in reference to behaviour	Able to define the strategy in reference to behaviour
0	**.5**	**1**
Linking Strategy Unable to link the use of this strategy with learning in a classroom	Able to adequately link the use of this strategy with learning in a classroom	Able to link the use of this strategy with learning in a classroom
0-1.5	**2**	**2.5 -3**
Links and Understanding Poorly developed outline that does not effectively show understanding of the issues with students with behaviour problems and emotional disturbance and how the strategies may or may not assist the classroom teacher to access learning and/or problem issues that may occur	Adequately developed ability to outline and show understanding of the issues with students with behaviour problems and emotional disturbance and how the strategies may or may not assist the classroom teacher to access learning and/or problem issues that may occur	Highly developed ability to outline and show understanding of the issues with students with behaviour problems and emotional disturbance and how the strategies may or may not assist the classroom teacher to access learning and/or problem issues that may occur at a highly developed level
0 -.5	**1-1.5**	**2**
Adequate Literature Unable to determine using literature why or why not the strategy is useful	Adequately able to determine using literature why or why not the strategy is useful	Able to determine using literature why or why not the strategy is useful at a highly developed level
0-.5	**1-1.5**	**2**
Literature and the Classroom Does not or inadequate use of literature to outline some of the uses of the strategy in a classroom	Adequately use literature to outline some of the uses of the strategy in a classroom	Able to use literature to outline some of the uses of the strategy in a classroom

	within the explanations and discussion points	within the explanations and discussion points	within the explanations and discussion points
	0	**.5**	**1**
Presentation	Rules of grammar, usage and punctuation are inadequately followed; spelling may be incorrect. Language is not clear or precise; sentence are not displayed consistently and weak varied structure. Incorrect APA referencing more than 6 errors	Rules of grammar, usage and punctuation are mostly followed; spelling is largely correct. Language is mostly clear and precise; sentence displays mostly consistent structure. APA referencing 4-6 errors	Rules of grammar, usage and punctuation are followed; spelling is correct. Language is clear and precise; sentence display consistently strong varied structure. APA referencing 0 to 3 errors

Note: each strategy = /10 marks

Assignment ONE Part TWO Social Skills deficits EDUC6081 RUBRIC					
	Fail	**Pass**	**Credit**	**Distinction**	**HD**
	0 – 1.5	2.5	3	4	4.5-5
Define and implications	Unable to define a specific social skills deficit and a poor attempt at the implications and consequences for the student accessing learning and engagement in a school setting	Can adequately define a specific social skills deficit and identify at least one of the implications and consequences for the student accessing learning and engagement in a school setting	Can adequately define a specific social skills deficit and identify at least two of the implications and consequences for the student accessing learning and engagement in a school setting	Able to define a specific social skills deficit and identify two or more of the implications and consequences for the student accessing learning and engagement in a school setting at a highly developed level	Able to define a specific social skills deficit and identify two or more of the implications and consequences for the student accessing learning and engagement in a school setting at a highly developed level
	0 - 1	1-5	2	2.5	3
Content	Content is poor or not present and is not comprehensive, accurate or persuasive	Content is factually present but lacks consistent comprehension of facts, occasionally inaccurate and not always persuasive	Content is factually present and has some inaccuracies but generally comprehensive, accurate and reasonably persuasive	Content is mostly comprehensive, accurate, persuasive and develops the content well	Content is comprehensive, accurate, persuasive and at a highly developed level
	0 – 1.5	2	2.5	3	3.5 - 4
Research	Research is inadequate and rarely addresses and links social skills deficits to programs and management for students needing support for emotional and behavioural issues	Research is adequate and addresses one link to social skills deficits to programs and management for students needing support for emotional and behavioural issues	Research is adequate and addresses at least two links to social skills deficits to programs and management for students needing support for emotaional and behavioural issues	Research is current and addresses at least three links to social skills deficits to programs and management for students needing support for emotional and behavioural issues at a high level	Research is current and addresses more than three links to social skills deficits to programs and management for students needing support for emotional and beahvioural issues. at a highly developed level

	0-1	1.5	2	2.5	3
Presentation	Overall presentation is inadequate with little academic rigour, grammar or cohesiveness, APA referencing can have more than 6 errors	Overall presentation is adequate some errors in academic rigour, grammar, cohesiveness, APA referencing 4-6 errors	Overall presentation is adequate some errors in academic rigour, grammar, cohesiveness, APA referencing overall errors could be three or more	Overall presentation is excellent with excellent academic rigour, grammar, cohesiveness, APA referencing could be up to 2 errors	Overall presentation is excellent with excellent academic rigour, grammar, cohesiveness, APA referencing 0 errors

Marks = /15

Rubric for EDUC6081 Assignment 2 – Resources in Behaviour Management 2023

Student: **Marker:**

	FF <50%	P 50%	CR 65%	D 75%	HD 100%	Mark
Criterion 1: An understanding of the importance and impact of the setting elements on student behaviour /5	No understanding of the impact of setting elements on behaviour, with no examples	Basic understanding of the impact of setting elements on behaviour, with one example	Good understanding of the impact of setting elements on behaviour with one to two examples	Excellent understanding of the impact of setting elements on behaviour, with two or more relevant examples	Outstanding understanding of the impact of setting elements on behaviour, with multiple relevant examples	/5
Criterion 2: Demonstrates an understanding and critique of the program and implications for student behaviour	No understanding of the impact of the program on behaviour, with no examples	Basic understanding of the program and evidence of basic implications for student behaviour, with one example	Good understanding of the program and some evidence of the implications for student behaviour with one to two examples	Excellent understanding of the program, with some critique, and implications for student behaviour with two or more relevant examples	Outstanding understanding and critique of the program and implications for student behaviour with multiple relevant examples	/5
Criterion 3: Demonstrates an understanding of the importance of student-teacher relationship and implications for student behaviour	No understanding of the impact of student-teacher relationship on behaviour, with no examples	Basic understanding of the importance of student-teacher relationship and evidence of basic implications for student behaviour, with one example	Good insight into the importance of student-teacher relationship and evidence of some implications for student behaviour, with one to two examples	Excellent insight into the importance of student-teacher relationship and implications for student behaviour with two or more relevant examples	Outstanding insight into the importance of student-teacher relationship and implications for student behaviour with multiple relevant examples	/5

Criterion 4: Demonstrates a clear and concise academic writing style and quality, accurately uses APA7 style referencing throughout all responses with evidence of wide scholarly reading	Poor writing quality and structure, no evidence of synthesis of ideas, less than 3 references used	Standard writing quality and structure, limited evidence of synthesis of ideas. Somewhat accurate use of 3 references used that are course readings	Good writing quality and structure, good evidence of synthesis of ideas. Mostly accurate use of some relevant and/or recent resources with a few beyond the core readings	Excellent writing quality and structure, great evidence of synthesis of ideas with some evidence of critique. Accurate use of recent and relevant resources beyond the core readings	Outstanding writing quality and structure, outstanding evidence of synthesis of ideas with critique. Accurate and extensive use of highly recent and relevant resources beyond the core readings	
/5						/5

Comments:	
	/20

Rubric for EDUC6081 Assignment 3 – Resources in Behaviour Management 2023

Student: **Marker:**

Part A: Questions

	<50%	50%	75%	100%	Mark
Criterion 1: Justification for the BSP	Unable to justify the reasons for the plan, no identification of instructional issues or supports tried	Able to justify the reasons for the plan, basic identification of instructional issues or supports tried	Good justification for the plan, good identification of instructional issues or supports tried	Excellent justification for the plan, excellent identification of instructional issues or supports tried	/5
Criterion 2: Functional assessment and desired replacement behaviour	No understanding of FA and/or desired replacement behaviour	Basic understanding of FA and desired replacement behaviour	Good understanding of FA and desired replacement behaviour	Excellent understanding of FA and desired replacement behaviour	/5
Criterion 3: Elements of behaviour plan: goals, strategies,	No understanding of goals, strategies, stakeholder roles or evaluation	Basic understanding of goals, strategies, stakeholder roles and evaluation	Good understanding of goals, strategies, stakeholder roles and evaluation	Excellent understanding of goals, strategies, stakeholder roles and evaluation	

stakeholder roles and evaluation					
/5					/5
Comments					
					/15

Part B: Essay

Criteria for achievement	FF <50% to P 50%	CR 65%	D 75%	HD 100%	Mark
Criterion 1: **Critique of function of behaviour, positive targets and associated FBA criteria** Writer decides whether the function of behaviour (attention, avoidance, communication) has been reflected in the viewed plan and appropriately justify why this is so or not? Does the plan consider the function of behaviour within the plan? Does it refer to the FBA terminology (as in FBA material from Manual III) in determining a function – if so explain if not - justify why	No or basic understanding of the function of behaviour, positive targets and associated FBA criteria shown by: Writer has none or little evidence to defend and present their opinion for the BIP function of the behaviour by referring to none or only a few of the FBA terminology, none or poor basic obvious justification and determination of the goals for positive support. None or poor written communication is used to reflect the positives and negatives of the BIP and no or	Good understanding of understanding of the function of behaviour, positive targets and associated FBA criteria shown by: Writer is able to adequately defend and present their opinion for the BIP function of the behaviour by referring to most of the FBA terminology, adequate justification and determination of the goals for positive support. Adequate written communication is used to reflect most of the positives and negatives of the	Excellent understanding of the function of behaviour, positive targets and associated FBA criteria shown by: Writer is able to thoroughly defend and present their opinion for the BIP function of the behaviour by referring to the FBA terminology, good justification and determination of clear goals for positive support. Good written communication is used to reflect positives and negatives of the BIP and	Outstanding understanding of the function of behaviour, positive targets and associated FBA criteria shown by: Writer is able to exceptionally defend and present their opinion for the BIP function of the behaviour by referring to the FBA terminology, exceptional justification and determination of clear goals for positive support. Exceptional written communication is used to reflect positives and negatives of the BIP and exceptional justification for their decision. Writer can address the critique with advanced clarity;	/5

this is not effective? Is the plan determined by a clear goal to developing positive support mechanisms and does not rely on negative consequences? Is the aim of the plan clear and positive? Realistic?	poor/basic justification for their decision. Writer addresses the critique with none or poor/basic clarity; minimal or no organisational with many errors; no or poor/basic synthesis of information and minimal basic levels of literature to discuss the aim of the BIP.	BIP and some adequate justification for their decision. Writer can address the critique with mostly good clarity; mostly well organised with some errors; mostly synthesises information and uses adequate levels of literature to discuss the aim of the BIP.	good justification for their decision. Writer can address the critique with good clarity; good organisation; mostly synthesises information and uses some diverse literature to discuss the aim of the BIP.	organisation; synthesises information and uses diverse and current literature to discuss the aim of the BIP.	
Criterion 2: **Link between social and academic goals** Does the plan clearly link social/behavioural goals and strategies as part of the academic needs/targets for the student? Does the plan specifically mention this? Explain why this is a good thing (if the plan does consider) using the literature to support why linking behaviour and academic/learning is important for kids with behaviour problems… If this is missing explain why it should be included and justify with literature on linking behaviour with learning	No or basic understanding of the link between social and academic goals, as shown by: There is no or basic link between social and academic goals with little or no facts, examples, and details; discussion restates contents of the documents. There is little or no justification provided with few or no literature support	Good insight of the link between social and academic goals, as shown by: There is an adequate link between social and academic goals with some facts, examples, and details, but discussion is more descriptive with some analysis. The writing justifies the discussion using literature provided by lecturer to support their stand.	Excellent insight of the link between social and academic goals, as shown by: Thoroughly supports the link between social and academic goals with relevant facts, examples, and details, but discussion tends to be more descriptive than analytical. The writing justifies the discussion by using some literature to support their stand.	Outstanding insight of the link between social and academic goals, as shown by: Exceptionally supports the link between social and academic goals with relevant facts, examples, and details. The writing exceptionally justifies the discussion by using diverse literature to support their stand.	/5

Criterion 3: **Meaningful and adaptive skill development and effective teaching strategies** Does the plan consider the target student within the plan to develop behaviours that are reasonable for his/her age? Is it a realistic expectation? Does the plan allow for developing changed behavioural skills within a whole class context? Would the target child be able to transfer the skills to other settings? Do the stated teaching strategies/instructional strategies support this ideal? If not explain why not or why good?	No or basic understanding of meaningful and adaptive skill development and effective teaching strategies Uses inappropriate and irrelevant content to develop simple ideas in most parts of the work. Fails to or minimally expresses own point of view in reference to skill development and teaching strategies within the BIP and lack of support discussion with literature.	Good understanding of meaningful and adaptive skill development and effective teaching strategies Uses appropriate and relevant content to develop and explore ideas through some of the work. Formulates an adequate but sometimes indecisive point of view in reference to skill development and teaching strategies within the BIP and adequate support discussion with literature.	Excellent understanding of meaningful and adaptive skill development and effective teaching strategies The writer is able to thoroughly analyse the plan according to meaningful and adaptive needs of the target student. A thorough critique of the plan is determined through the use of appropriate, relevant, and a lot of compelling content to illustrate a very good understanding of the criteria Formulates a clear and precise personal point of view and discusses weaknesses as well as strengths.	Outstanding understanding of meaningful and adaptive skill development and effective teaching strategies The writer is able to exceptionally analyse the plan according to meaningful and adaptive needs of the target student. Exceptional critique of the plan is determined through the use of appropriate, relevant, and compelling content to illustrate exceptional understanding of the criteria. Not only formulates a clear and precise personal point of view, but also acknowledges and justifies their position and provides convincing discussion	/5
Criterion 4: **Disability specific strategies and resources** Does the plan consider any diagnosed disability or communication issues in the plan? Should there be a consideration of the student's disability and/or communication issues? How	No or basic understanding of disability specific strategies and resources as shown by: Does not discuss or minimally mentions little or no detail of the disability specific skills and communication needs and does not or minimally determines if strategies and	Good understanding of disability specific strategies and resources as shown by: Is able to discuss and detail some of the disability specific skills and communication needs and adequately determine if strategies and instructional	Excellent understanding of disability specific strategies and resources as shown by: Is thoroughly able to discuss and detail most of the disability specific skills and communication needs and mostly determine if strategies and instructional	Outstanding understanding of disability specific strategies and resources as shown by: Is exceptionally able to discuss and detail the disability specific skills and communication needs and determine if strategies and instructional priorities are being utilised within the BIP. The writer	/5

could the plan be improved with consideration of the disability? Determine the resources (including instructional strategies and supports) and determine if adequate or not? Consider the research/literature on specific disability or communication issues to support your discussion	instructional priorities are being utilised within the BIP. The writer minimally or does not mention alternate variations/resources for the plan. The writer uses no or one current example of literature and fails to use it to support their discussion points.	priorities are being utilised within the BIP. The writer can determine some alternate variations/resources for the plan using a current example of literature throughout to support their discussion points.	priorities are being utilised within the BIP. The writer can mostly determine alternate variations/resources for the plan using two examples of current literature throughout to support their discussion points.	can exceptionally determine alternate variations/resources for the plan using more than two examples of current literature throughout to support their discussion points.	
Criterion 5: **Writing and use of literature** Demonstrates a clear and concise academic writing style and quality, accurately uses APA7 style referencing throughout all responses with evidence of wide scholarly reading	Poor writing quality and structure, no to little evidence of synthesis of ideas, less than 3 references used	Good writing quality and structure, good evidence of synthesis of ideas. Mostly accurate use of some relevant and/or recent resources with a few beyond the core readings	Excellent writing quality and structure, great evidence of synthesis of ideas with some evidence of critique. Accurate use of recent and relevant resources beyond the core readings	Outstanding writing quality and structure, outstanding evidence of synthesis of ideas with critique. Accurate and extensive use of highly recent and relevant resources well beyond the core readings	/10
Comments 					**/30**