

EDUC4065: Supporting Behaviour Change

Callaghan and Ourimbah
Summer 2 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	Develops knowledge and understanding of the behavioural needs of students and intervention approaches that may be used to support behaviour change. Specifically, the subject will demonstrate: a knowledge of the contextual factors in identifying and assessing behaviour needs; an ability to conduct screening and assessment techniques that lead to informed intervention procedures; a knowledge of, and ability to implement, alternate intervention approaches; an ability to use collaborative and consultancy skills in working with students, staff and parents. The subject forms part of a group of subjects that students seeking an additional accreditation as a special education teacher are required to complete within their double degree program.
Academic Progress Requirements	Nil
Requisites	To enrol in EDUC4065, students must have successfully completed EDUC4002.
Assumed Knowledge	Knowledge associated with the successful completion of 270 units of study in the undergraduate teacher education program
Contact Hours	Callaghan Lecture Online 16 hour(s) per term starting Week 1 Tutorial Face to Face On Campus 16 hour(s) per term starting Week 1 Ourimbah Lecture Online 16 hour(s) per term starting Week 1 Tutorial Face to Face On Campus 16 hour(s) per term starting Week 1
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

CONTACTS

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SYLLABUS

Course Content Contextual factors

1. home, school and society factors
2. conceptual models: approaches to assessment, identification and management of behaviour
3. the importance of ecological issues

Screening and assessment methods

1. behaviour observations
2. functional behaviour assessments

Intervention approaches

1. preventative approaches
2. strategies for specific behavioural needs
3. the role of school welfare and discipline models
4. specific behavioural interventions at individual, small group, class and school levels
5. meeting behavioural needs in regular and specialised settings
6. the role of social skills in behaviour support
7. challenging behaviours

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

1. A knowledge of the contextual factors in identifying and assessing behaviour needs
2. An ability to conduct a functional assessment that leads to informed intervention procedures
3. A knowledge of, and ability to implement, alternate intervention approaches

Course Materials **Recommended Reading:**
Alberto, P.A. & Troutman, A.C. (2013). Applied behavior analysis for teachers. (9th Ed.). Upper Saddle River: Pearson
Lewis, T. J., Barrett, S., Sugai, G., Horner, R., Mitchell, B. S., & Starkey, D. (2016). *Training and professional blueprint for positive behavioral interventions and supports (Version 3)*. Retrieved August 27, 2016, from http://www.pbis.org/common/cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf

NSW Department of Education and Communities (NSWDEC). (2014) *Student discipline in government schools*. Retrieved February 21, 2017 from https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD2006_0316.shtml?level=Schools

NSW Department of Education and Communities (NSWDEC). (2015). *The wellbeing framework for schools*. Retrieved June 12, 2017, from https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

De Nobile, J., Lyons, G. & Arthur-Kelly, M. (2017). *Positive learning environments*. South Melbourne: Cengage

Lewis, T. J., Barrett, S., Sugai, G., Horner, R., Mitchell, B. S., & Starkey, D. (2016). *Training and professional blueprint for positive behavioral interventions and supports (Version 3)*. Retrieved August 27, 2016, from http://www.pbis.org/common/cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf

NSW Department of Education and Communities (NSWDEC). (2014) *Student discipline in government schools*. Retrieved February 21, 2017 from https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD2006_0316.shtml?level=Schools

NSW Department of Education and Communities (NSWDEC). (2015). *The wellbeing framework for schools*. Retrieved June 12, 2017, from https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

NSW Department of Education and Communities (NSWDEC). (2014) *Student discipline in government schools*. Retrieved February 21, 2017 from https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD2006_0316.shtml?level=Schools

NSW Department of Education and Communities (NSWDEC). (2015). *The wellbeing framework for schools*. Retrieved June 12, 2017, from https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

NSW Department of Education and Communities (NSWDEC). (2015). *The wellbeing framework for schools*. Retrieved June 12, 2017, from https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

Conway, R. & Foggett, J. (2022). Encouraging positive interactions. In I. Strdnova M. Arthur-Kelly & P.Foreman (Eds.) *Inclusion in Action* (6th ed., pp 245-298). South Melbourne, Victoria: Cengage

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	15 Jan	Introduction to Behaviour, FBA steps 1–5, Acting Out Cycle, data collection	Conducting an FBA, ABCs, Functional statements, PBQs, Scatterplots	21 January In-class Activity 1 (individual)
2	22 Jan	Step 6 in FBA, Problem Behaviour Pathways, Analysis of FBA data, Steps 7–10 FBA	Programming and planning for behaviour, Interventions	23 January In-class Activity 2 (group) 25 January In-class Activity 3 (group)
3	29 Jan	Behaviour Intervention Program Plans, Psychosis and Mental ill health, Anxiety and Depression	Practice in FBA data behaviour planning, information and content for severe DSM5 diagnoses, Summary and review of course	29 January In-class Activity 4 (group) 5pm: 1 March Completed FBA data collection and Behaviour Plan
4	5 Feb			
Examination Period				

ASSESSMENTS

This course has 2 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	Activity 1 = 21 January Activity 2 = 23 January Activity 3 = 25 January Activity 4 = 30 January	Combination	50%	1,2,
2	Case Studies and essay/report	11.59pm: 3 March	Individual	50%	1, 2, 3

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 - Case Scenario/PBL Exercises

Assessment Type	Case Study / Problem Based Learning
Purpose	Throughout this course, modules are given on different aspects of assessing behaviour, developing behaviour intervention plans, accessing systems of behaviour support, whole school approaches, theories and conceptual models of behaviour support, behavioural disorders, school policies and programs. Four exercises throughout lectures and tutorials will be administered to assist and assess your understanding as an individual and in a group.
Description	There are four exercises which assess your understanding and application of the different aspects of the course using case studies, assessments and behaviour intervention plans. You will be required to work individually and in groups to develop intervention plans, assess functions of behaviour, determine whole school, small group and individual support systems using case studies, video vignettes and gathered behavioural data. 1. Function of behaviour (individual exercise) 2. Specific behaviour disabilities and behaviour support (group exercise) 3. Behaviour strategies (group exercise) 4. Incorporating academic and behaviour plans in learning (group exercise)
Weighting	50%
Length	500 words each exercise = 2,000 words
Due Date	Activity 1 = 21 January Activity 2 = 23 January Activity 3 = 25 January Activity 4 = 30 January
Submission Method	In Class
Assessment Criteria	Activity 1 = 10 marks (individual assessment) Activity 2 = 10 marks (group assessment) Activity 3 = 10 marks (group assessment) Activity 4 = 10 marks (group assessment)
Return Method	In Person
Feedback Provided	In Class - .

Assessment 2 - Case Studies and essay/report

Assessment Type	Written Assignment
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	Part A: Using the information and activities provided in the modules, 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

Part B: Use the data you gathered in the Functional behavioural assessment (Task 2 - Part A) 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 and the correct planning proforma will be provided on Canvas and in lectures.

Weighting	50%
Length	2000 words
Due Date	11.59 pm: 1 March
Submission Method	Online
Assessment Criteria	Placed on Canvas
Return Method	Online
Feedback Provided	

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:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

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/respect-at-uni/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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ASSESSMENT TWO RUBRIC

PART A – FBA data collection and Function /25				
	Fail 0 – 4.9 marks	Pass 5 – 6.4 marks	Credit 6.5 – 7.4 marks	Distinction to HD 7.5- 10 marks
Indirect Assessment Interview, Observation, Record Review, PBQ, /10	Chooses mostly inappropriate interview tools; does not complete interview or record review adequately, little to no PBQ brief analysis	Uses interview tool; partial completion interview or record review, partial PBQ and partial brief analysis	Mostly uses the interview and observation tools, completes interview and record review and additional data gathering, completes most of all requirements plus PBQs and analysis	Uses the interview and observation tools, completes interview and record review and additional data gathering, completes all requirements plus PBQs and analysis
Direct Assessment ABC, Scatterplots, Event Recording, anecdotal notes /10	Does not choose appropriate observation tools, completes two or less direct observations	Chooses some level of appropriate observation tool, completes some not all direct observations	Mostly chooses some appropriate observation tool, completes most of required direct observations	Chooses appropriate observation tool, completes all required direct observations
	Fail 0 - 2.4 marks	Pass 2.5 – 3.2	Credit 3.3 – 3.7 marks	Distinction & HD 3.8 – 5 marks
Data Analysis & Function of Behaviour /5	Completes some basic aspects of data analysis; rarely or does not integrate into given Functional Behaviour Assessment Form, Competing Behaviour Pathway, Triangulation of Data with one stated function of behaviour. Many omissions of essential criteria and has incorrect function of behaviour	Completes a basic data analysis but with omissions; integrates some of the Functional Behaviour Assessment Form, Competing Behaviour Pathway, Triangulation of Data with one stated function of behaviour	Completes some data analysis; mostly integrates into given Functional Behaviour Assessment Form, Competing Behaviour Pathway, Triangulation of Data with one stated function of behaviour	Completes data analysis; integrates into given Functional Behaviour Assessment Form, Competing Behaviour Pathway, Triangulation of Data with one stated function of behaviour

Part B – Behaviour Intervention Plan and report /25				
	Fail - 0 – 2.9marks	Pass 3 - 3.8 marks	Credit 3.9 – 4.4 marks	Distinction to HD 4.5- 6marks
Replacement Behaviours /6	Does not identify effective replacement behaviour, minimal instructional strategy, or ineffective plans to teach the behaviour	Identifies replacement behaviour; instructional strategy and plans to teach the behaviour are partially developed or weak	Identifies replacement behaviour; instructional strategy and plans to teach the behaviour are partially developed or weak	Identifies replacement behaviour; identifies instructional strategy; provides detailed plans to teach the replacement behaviour to an exceptional level
Reinforcement and Reactive Strategies /6	Does not identify reinforcement system or reactive strategy appropriately. Many omissions and inappropriate	Identifies basic minimal standards of the reinforcement system; identifies some basic reactive strategies: provides some basic plans to implement	Identifies mostly satisfactory reinforcement systems; identifies reactive strategy: provides basic but satisfactory plans to implement	Identifies reinforcement system; identifies reactive strategy: provides detailed plans to implement. Exceeds expectations for this area.
Implementation /6	Chooses one ineffective or inappropriate behaviour to be implemented according to design; minimally suggests plans, implementation methods and instructional strategies according to observed data and	Chooses one behaviour to be implemented according to design; occasionally suggests plans, implementation methods and instructional strategies according to observed data and function of behaviour	Chooses one behaviour to be implemented according to design; mostly suggests plans, implementation methods and instructional strategies according to observed data and function of behaviour	Chooses one behaviour to be implemented according to design; suggests excellent plan, implementation method and instructional strategies are reasonable and creative according to observed data and function of behaviour

	function of behaviour			
BIP Evaluation /6	Minimally or does not identify in the student's behaviour intervention plan provide detailed notes on how the BIP and behaviour progress will be evaluated	At a basic level identifies in the student's behaviour intervention plan and provides minimum basic notes on how the BIP and behaviour progress will be evaluated	Mostly identifies in the student's behaviour intervention plan and provides some detailed notes on how the BIP and behaviour progress will be evaluated	Clearly identifies in the student's behaviour intervention plan and provides detailed and advanced notes on how the BIP and behaviour progress will be evaluated
BIP Report Structure and elements / 6	Has presented minimal to no elements of a BIP including: *identifying the subject *making statements that describe characteristics The student has included minimal structural aspects of a BIP as represented by the FBA intervention plan steps 7-10 information report. Does not or minimally assesses the quality of supporting data/evidence on the chosen plan. Many omissions to structure and information that is needed to be satisfactory.	Has presented some of the basic elements of a BIP including: *identifying the subject *making statements that describe main characteristics The student has included some of the of structural aspects of a BIP as represented by the FBA intervention plan steps 7-10 information report. Some or minimally identifies and assesses the quality of supporting data/evidence on the chosen plan. Some omissions to structure and information that is needed to be satisfactory.	Has presented almost all elements of a BIP including: *identifying the subject *making statements that describe characteristics The student has included most of structural aspects of a BIP as represented by the FBA intervention plan steps 7-10 information report. Mostly identifies and assesses the quality of supporting data/evidence on the chosen plan. A few omissions to structure and information.	Has presented all relevant information including to an exceptional, above average and diverse standard in: *identifying the subject *making statements that describe characteristics The student has included all structural aspects of a BIP as represented by the FBA intervention plan steps 7-10 information report and is highly developed. Identifies and assesses the quality of supporting data/evidence on the chosen plan. Minimal or no omissions to structure and information.

EDUC4065 Marking criteria for in-class assessments – Total 50%

- 1.** Can list five behaviours in observable terms of a case study (3 marks)
- 2.** Can describe the antecedent, problem behaviour and consequence of a case study (2 marks)
- 3.** Can determine five functional behavioural hypotheses statements for a case study (4 marks)
- 4.** Can list the two most difficult behaviours of most concern and justify why (1 mark)
- 5.** Can observe a case study and list the problem behaviours (1 mark)
- 6.** Can determine what is maintaining the behaviours? (1 mark)
- 7.** Can determine the case study's learning needs that may be a barrier in the observation of this case study classroom? (1 mark)
- 8.** Can list a functional statement for case study (1 mark)
- 9.** Can determine the implications of case study's behaviour on learning, teaching and management and suggest a specific and explicit strategy for classroom participation, safety/risk, academic/skills/learning and schoolwide management approaches. Can write a strategy to defuse or manage student behaviour for each level of the Acting Out Cycle (6 marks).
- 10.** Can summarise what the behaviours (from a case study) are according to the school and why an FBA was deemed suitable for this student. (1 mark).
- 11.** Can determine which behaviour will be used to develop a Behaviour Pathway and Competing Behaviour Pathway and be able to justify why in one paragraph (1 mark)
- 12.** Can complete a Problem Behaviour Pathway for the chosen problem behaviour. (1 mark)
- 13.** Complete a Competing Behaviour Pathway using the selected behaviour. (5 marks)
- 14.** Can determine the function of behaviour for a case study (1 mark)
- 15.** Can determine a skills, performance or frequency deficit and explain why (1 mark)
- 16.** Can list specific difficult social skills of a case study in observable terms (2 marks)
- 17.** Can determine what characteristics/information affects the case study's ability to learn and engage with the classroom environment (1 mark)
- 18.** Can provide intervention strategies per component (proactive, reactive, longitudinal, ecological and emergency) to support an individual behaviour plan for the case study student (5 marks).