

EDUC6086: Introduction to Challenging Behaviour and Positive Support Strategies

Callaghan and Online
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description Examines contemporary theory and research in developing good classroom management to address minor unproductive behaviour to more challenging behaviour. The content will cover an exploration of challenging behaviours, introducing approaches such as preventative positive behaviour for learning support and self-regulation strategies to address these behaviours.

Assumed Knowledge Two years of relevant professional experience and/or a relevant graduate qualification

Contact Hours

Callaghan Integrated Learning Session
Online
2 hour(s) per Week for Full Term

Tutorial
As required – meetings to be arranged through Canvas

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

CONTACTS

| | |
|---------------------------|---|
| Course Coordinator | Callaghan and Online Associate Professor Angela Page Apage1@newcastle.edu.au (02) 4921 6410 Consultation: please email for an appointment |
| Teaching Staff | Other teaching staff will be advised on the course Canvas site. |
| School Office | School of Education VG30 V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428 |

SYLLABUS

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|---------------------------------|--|
| Course Content | The content covers contemporary theory and research in developing good classroom management to address minor unproductive behaviour to more challenging behaviour. The content will explore challenging behaviours and approaches to address these behaviours such as preventative positive behaviour for learning support and self-regulation strategies. |
| Course Learning Outcomes | On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Demonstrate knowledge and understanding of the theory and research in good classroom management practices to address that conceptualises challenging behaviour;2. Observe and identify challenging behaviours in the classroom;3. Identify, observe and critique current practices and research literature in good classroom management practices to address challenging behaviour in the class and specialist settings;4. Demonstrate knowledge and understanding of identification, assessment and the implementation of strategies to address challenging behaviours. |
| Course Materials | Online readings accessed through Canvas |

SCHEDULE

| Week | Week Begins | Topic | Learning Activity | Assessment Due |
|------|---|---|---|---|
| 1 | Monday Feb 26 <i>Tutorial</i> | INTRODUCTION Structure and expectations | <i>Read through Course Overview and Information and skim over entire course content to understand how to navigate Canvas.</i> | |
| 2 | Monday Mar 4 <i>Tutorial</i> | MODULE 1 Theories and framework Theory, beliefs and history of classroom management | Begin discussion around theory and beliefs of classroom management. <i>Read 1.0 to 1.2</i> | |
| 3 | Monday Mar 11 <i>Tutorial</i> | Theories and beliefs continued | Cont'd discussion: theory and beliefs of classroom management. <i>Read 1.3 to 1.35</i> | |
| 4 | Monday Mar 18 <i>Tutorial</i> | MODULE 2 Situational Analysis Framework (SAF) for framing and addressing challenging behaviour | <i>Learning material provided for the development of response to a trigger question</i> <i>Read 2.0 to 2.2</i> | |
| 5 | Monday Mar 25 + Apr 1 <i>Tutorial</i> | Understanding the functions of behaviour | Start developing response to Assignment <i>Read 2.3</i> | |
| 6 | Monday Combined tutorial week 5 <i>Tutorial</i> | MODULE 3 Assessment of challenging behaviour from an ecological approach and SAF | <i>Read 3.0 to 3.4</i> | Compulsory Task Due: Sunday 7 April Assignment 1 (30%) 1000 words. |
| 7 | Monday Apr 8 <i>Tutorial</i> | Most common challenging behaviours in Australian schools and who it affects | <i>Read 3.5</i> Suggestion: start looking at Module 4 content now! | |
| 8 | Monday Apr 29 <i>Tutorial</i> | MODULE 4 Notes, readings Investigate all strategies to address challenging behaviour | <i>Read 4.0 to 4.9 over next 3 weeks</i> | |
| 9 | Monday May 6 <i>Self-directed</i> | Continued | Work on assignment | |
| 10 | Monday May 13 <i>Self-directed</i> | Continued | Finalise Assignment 2 | Compulsory Task Due: Sunday 19 May Assignment 2 (40%) 1800 words |
| 11 | Monday May 20 <i>Tutorial</i> | MODULE 5 Respond to a case study using the SAF and ecological approach to assessment and addressing challenging behaviour | Introduction of a report example using a provided template <i>Read 5.0</i> | |
| 12 | Monday May 27 <i>Self-directed</i> | CONSOLIDATION Individual report development | | |
| 13 | Monday Jun 3 <i>Self-directed</i> | CONSOLIDATION Individual report development | | Compulsory Tasks Due: Sunday 9 June Assignment 3 (30%) 1200 words |

ASSESSMENTS

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

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|--------------------|---------------|-------------|-----------|-------------------|
| 1 | Assignment 1 - 30% | Sunday 7 Apr | Individual | Formative | 1, 2 |
| 2 | Assignment 2 - 40% | Sunday 19 May | Individual | Formative | 3 |
| 3 | Assignment 3 - 30% | Sunday 9 Jun | Individual | Formative | 2, 3, 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

Assessment Type Written Assignment

Purpose To demonstrate knowledge and understanding of the theory and research relating to challenging behaviour.

Description

This task requires you to examine challenging behaviour from the student's perspective and to consider how to reframe 'misbehaviour'. It also requires you to examine the function of the behaviour, what assessments you will need to determine the accuracy of the function, and how the teacher's role contributed to that behaviour.

Weighting 30%

Length 1000 words

Due Date 7 Apr

Submission Method Online. This assignment is submitted through the Assessment link on Canvas.

Assessment Criteria A rubric will be posted on Canvas.

Return Method Online

Feedback Provided Online - Marks and feedback will be provided within three weeks of the due date.

Assessment 2 - Assignment 2

Assessment Type Written Assignment

Purpose Observe and identify challenging behaviours in the classroom and identify, observe and critique current practices and research literature in addressing challenging behaviours in the classroom and specialist setting.

Description

This task focuses on learning in depth about classroom environments and related strategies that address challenging behaviour. Students will produce a response to the assessment question that will link one challenging behaviour to the classroom context and the appropriate strategies.

Weighting 40%

Length 1800 words

Due Date 19 May

Submission Method Online. This assignment is submitted through the Assessment link on Canvas.

Assessment Criteria A rubric will be posted on Canvas.

Return Method Online
Feedback Provided Online - Marks and feedback will be provided within three weeks of the due date.

Assessment 3 - Assignment 3

Assessment Type Written Assignment

Purpose Observe and identify challenging behaviours in the classroom and identify, observe and critique current practices and research literature in managing challenging behaviours in the classroom and specialist settings. Students will also demonstrate knowledge and understand of identification, assessment and the implementation of strategies to address challenging behaviours

Description .
Students will use a framework to practice identifying, assessing, and making judgements about subsequent planning relating to a case study of a student with challenging behaviour. The assignment will be supported by literature.

Weighting 30%

Length 1200 words

Due Date 9 Jun

Submission Method Online. This assignment is submitted through the Assessment link on Canvas.

Assessment Criteria A rubric will be posted on Canvas.

Return Method Online
Feedback Provided Online - Marks and feedback will be provided within three weeks of the due date.

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 | As part of the evaluation process of any assessment item in this course an oral examination 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 Guidelines . 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. Please see the Student Academic Integrity Policy for more information. |
| Adverse Circumstances | <p>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:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. 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; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure.</p> |
| Important Policy Information | <p>The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System.</p> <p>Students should familiarise themselves with the policies and procedures that support a safe and respectful environment at the University.</p> |

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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| Criteria | Ratings | | | | | Pts |
|---|--|--|--|---|--|-------|
| 1A. Evidence of using reframing | 6 to >5.0 Pts HIGH DISTINCTION The behaviour is described using objective terms and includes possible functions in non-deficit and positive constructive language. Descriptions are non-blaming or not negative towards the student. Additionally, observations of others in the classroom who may play a part are acknowledged without shifting the blame. | 5 to >4.0 Pts DISTINCTION The behaviour is mostly described using objective terms and includes possible functions in non-deficit and positive constructive language. Descriptions are non-blaming or not negative towards the student. Additionally, observations of others in the classroom who may play a part are acknowledged without shifting the blame. | 4 to >3.0 Pts CREDIT The behaviour is described using some objective terms and includes some possible functions in non-deficit and positive constructive language. Descriptions are non-blaming or not negative towards the student. Additionally, observations of others in the classroom who may play a part are acknowledged without shifting the blame. | 3 to >0.0 Pts PASS The behaviour is described using few objective terms and includes possible functions in non-deficit and positive constructive language but misses other key functions. Descriptions are non-blaming towards the student. Observations of others in the classroom who may play a part may be acknowledged. | 0 Pts Unsatisfactory Incorrect demonstration of using reframing to reposition the behaviour from a blaming and negative narrative. Observations of others is not mentioned, or it is mentioned in deficit terms. | 6 pts |
| 1A. Explanation of importance of reframing | 7 to >6.0 Pts HIGH DISTINCTION Strong evidence (referencing the 2 course documents PBLE and SBS, own reflection, plus other literature) explaining the importance of challenging the deficit narrative is given. | 6 to >5.0 Pts DISTINCTION Solid evidence (referencing the 2 course documents PBLE and SBS, own reflection plus other literature) explaining the importance of challenging the deficit narrative is given. | 5 to >3.5 Pts CREDIT Brief evidence (referencing 1 course document, own reflection plus other literature) explaining the importance of challenging the deficit narrative is given. | 3.5 to >0.0 Pts PASS Brief evidence (some evidence of literature) explaining the importance of challenging the deficit narrative is given but it requires more substance/rigour. | 0 Pts Unsatisfactory May have brief evidence (little or no literature) explaining the importance of challenging the deficit narrative but requires more substance/rigour, or is incorrect. | 7 pts |
| 1B. Hypothesis given and linked with relevant assessment data | 6 to >5.0 Pts HIGH DISTINCTION Insightful explanation of appropriate/reasonable hypothesis given that is linked with detailed and appropriate/relevant assessment data collection. | 5 to >4.0 Pts DISTINCTION Sound explanation of appropriate/reasonable hypothesis given that is linked with appropriate/relevant assessment data collection. Some missing data methods are evident. | 4 to >3.0 Pts CREDIT Good explanation of appropriate/reasonable hypothesis given that is linked with appropriate/relevant assessment data collection. However, some missing data methods evident, or hypothesis not clearly linked. | 3 to >0.0 Pts PASS Only a vague explanation of hypothesis given that is linked with mostly appropriate/relevant assessment data collection. Some missing data methods evident, or hypothesis not clearly linked. | 0 Pts Unsatisfactory Incorrect hypothesis given and /or irrelevant assessment data collection. There might be missing data methods evident, or hypothesis not clearly linked. | 6 pts |
| 1B. Evidence of support for selecting each method | 7 to >6.0 Pts HIGH DISTINCTION Each method is addressed with a clear explanation of | 6 to >5.0 Pts DISTINCTION Each method is addressed and an explanation of how | 5 to >3.5 Pts CREDIT Each method is addressed and a brief explanation of | 3.5 to >0.0 Pts PASS Each method or nearly all methods are addressed and a brief | 0 Pts Unsatisfactory Poor or no explanation of how each method was | 7 pts |

| Criteria | Ratings | | | | | Pts |
|--|--|---|---|--|--|-------|
| | how it relates to the hypothesis in terms of its relevance and relevant strength is provided that is supported by the literature (course and/or own literature). | it relates to the hypothesis in terms of its relevance and relevant strength is provided that is linked with the literature (course and/or own literature). | how it relates to the hypothesis in terms of its relevance and relevant strength is provided that is linked with the literature (course and/or own literature). | explanation of how it relates to the hypothesis in terms of its relevance and relevant strength is provided that is linked with the literature (course and/or own literature). Some errors or missing information noted. | chosen and/or incorrect links with the literature (course and/or own literature). Some errors or missing information were noted. | |
| Academic Writing Demonstrated quality academic writing including headings, expression, spelling and editing | 1 to >0.88 Pts HD Excellent academic writing; exceptional depth, breadth and complexity of ideas; publishable quality | 0.88 to >0.75 Pts D Very good academic writing; depth, breadth and complexity of ideas. High-quality expression, spelling, and editing | 0.75 to >0.5 Pts C Good academic writing; good depth, breadth and complexity of ideas, and appropriate expression, spelling and editing | 0.5 to >0.0 Pts P Basic academic writing; expression, spelling and editing; further editing needed | 0 Pts Unsatisfactory Poor academic writing; expression, spelling and editing; extensive editing needed | 1 pts |
| Academic Referencing Accuracy of APA 7 Reference List and in-text references | 3 to >2.63 Pts HD Accurate APA 7 reference list and in-text referencing structure | 2.63 to >2.25 Pts D Mostly accurate APA 7 reference list and/ or in-text referencing structure | 2.25 to >1.5 Pts C Some inaccuracies in APA 7 reference list and/or in-text reference structure | 1.5 to >0.0 Pts P Mostly incorrect/inadequate APA reference list and/ or in-text reference structure | 0 Pts Unsatisfactory Incorrect/inadequate APA 7 reference list and/ or in-text reference structure; references omitted or fraudulently claimed | 3 pts |
| Total points: 30 | | | | | | |

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| Criteria | Ratings | | | | | Pts |
|--|---|---|--|---|---|--------|
| 1. Describe the challenging behaviour, student and context | 4 Pts HIGH DISTINCTION A comprehensive description of challenging behaviour including student age, gender, school setting. | 3.5 Pts DISTINCTION A very good description of challenging behaviour including student age, gender, school setting. | 3 Pts CREDIT An adequate description of challenging behaviour including student age, gender, school setting. | 2 Pts PASS An brief description of challenging behaviour where an aspect of student age, gender, school setting might be missing. | 0 Pts FAIL Description missing or not relevant | 4 pts |
| 2. Description of classroom | 13 Pts HIGH DISTINCTION Clear description provided that responds to all sections of the assignment question. | 10.84 Pts DISTINCTION Very good description provided that responds to all sections of the assignment question. | 8.66 Pts CREDIT Good description provided that responds to all sections of the assignment question. Some aspects are unclear. | 6.5 Pts PASS Adequate description provided that responds to all sections of the assignment question. Some aspects may be unclear or missing. | 0 Pts FAIL Unclear description provided that responds to sections of the assignment question. Some aspects may also be missing. | 13 pts |
| 3. Description of classroom linked with an explanation of choice supported by evidence | 17 Pts HIGH DISTINCTION Relevance to the behaviours outlined by student as well as classroom context was outstandingly demonstrated and evidence from course and/or own research literature was provided. Excellent critical thinking was shown regarding how | 13.82 Pts DISTINCTION Relevance to the behaviours outlined by student as well as classroom context was soundly demonstrated and evidence from course and/or own research literature was provided. Evidence of critical thinking was shown regarding how to plan for the | 11.7 Pts CREDIT Relevance to the behaviours outlined by student as well as classroom context was demonstrated and evidence from course and/or own research literature was provided. Evidence at times of critical thinking was | 8.5 Pts PASS Relevance to the behaviours outlined by student as well as classroom context was demonstrated and evidence from course and/or own research literature was provided. Evidence at times of critical thinking was shown regarding how | 0 Pts FAIL Relevance to the behaviour was not demonstrated and/or explanation provided. Some key points missing or not connected. Literature missing. | 17 pts |

| Criteria | Ratings | | | | | Pts |
|---|--|--|---|--|--|-------|
| | the plan created a new and desirable future for the student. | future for the student. | shown regarding how to plan for the future for the student. | to plan for the future for the student. Some key points however were missing that connected the description with the | | |
| ACADEMIC WRITING Demonstrated quality academic writing including headings, expression, spelling and editing | 2 Pts HIGH DISTINCTION Excellent academic writing; exceptional depth, breadth and complexity of ideas; publishable quality | 1.5 Pts DISTINCTION Very good academic writing; depth, breadth and complexity of ideas. Ex. expression, spelling editing | 1.3 Pts CREDIT Good academic writing; good depth, breadth and complexity of ideas, and appropriate expression, spelling and editing | 1 Pts PASS Basic academic writing; expression, spelling and editing; further editing needed | 0 Pts FAIL Poor quality academic writing, poor expression, errors in spelling and editing; Support with academic writing encouraged. | 2 pts |
| ACADEMIC REFERENCING Accuracy of APA Reference List and in-text references | 4 Pts HIGH DISTINCTION Accurate APA Reference list and in-text referencing structure | 3 Pts DISTINCTION Mostly accurate APA Reference list and/ or in-text referencing structure | 2.6 Pts CREDIT Some inaccuracies APA Reference list and/ or in-text referencing structure | 2 Pts PASS Several inaccuracies in APA Reference list and/or in-text reference structure | 0 Pts FAIL Incorrect/inadequate APA Reference list and/ or in-text reference structure; References omitted or fraudulently claimed. | 4 pts |
| Total points: 40 | | | | | | |

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| Criteria | Ratings | | | | | Pts |
|--------------------|--|--|--|---|---|-------|
| 1. Background | 4 Pts High Distinction A comprehensive statement that outlines a clear background of the student stating all relevant information. | 3.2 Pts Distinction A detailed statement that outlines a clear background of the student stating all relevant information. | 2.8 Pts Credit An adequate statement that outlines a brief background of the student stating most of the relevant information. | 2 Pts Pass Statement outlines a brief background of the student stating most of the relevant information but some errors evident. | 0 Pts Unsatisfactory Relevant information missing or not well-explained. | 4 pts |
| 2. Assessment | 5 Pts High Distinction Comprehensive assessment section informed by data provided from case study and video. Presented with ordered clarity. | 4.07 Pts Distinction Accurate and complete assessment section informed by data provided from case study and video. | 3.44 Pts Credit Good assessment section informed by data provided from case study and video. | 2.5 Pts Pass Basic assessment section - may not be clear or complete | 0 Pts Unsatisfactory Poor quality assessment section, ordered in an unclear way and/or missing data | 5 pts |
| 3. Analysis | 5 Pts High Distinction Insightful analysis section informed by research and clear links made between indicates an appropriate hypothesis that then links to the relevant data and is justified with support from the literature (course and own research). | 4.07 Pts Distinction Accurate analysis section informed by research and clear links made between indicates an appropriate hypothesis that then links to the relevant data and is justified with support from the literature (course and own research). | 3.44 Pts Credit Good analysis section informed by research and clear links made between indicates an appropriate hypothesis that then links to the relevant data and is basically justified with support from the literature (course and own research). | 2.5 Pts Pass Basic analysis section informed by research and general links made between indicates an appropriate hypothesis that then links to the relevant data and is justified with brief support from the literature (course and own research). | 0 Pts Unsatisfactory Incorrect analysis, and/or not informed by research | 5 pts |
| 4. Recommendations | 5 Pts High Distinction Comprehensive recommendations section is informed by evidence-based research and includes who is responsible and a time frame where relevant. Recommendations address the most significant aspect of the challenging behavior. Links between strategy and key behavior themes are identified. | 4.07 Pts Distinction Detailed recommendations section that is mostly informed by evidence-based research and mostly includes who is responsible and a time frame where relevant. Recommendations mostly address the significant aspect of the challenging behavior. Most links between strategy and key behavior themes are evident. | 3.44 Pts Credit Brief but complete recommendations section that refers to evidence-based research and includes who is responsible and a time frame where relevant; recommendations that address the main significant aspect of the challenging behavior; and where links between strategy and key behavior themes are at times identified. | 2.5 Pts Pass Mostly complete the recommendations section. Might have gaps in: informed by evidence-based research and includes who is responsible and a time frame where relevant; recommendations address the most significant aspect of the challenging behavior; links between strategy and key behavior themes are at times identified. | 0 Pts Unsatisfactory Recommendations not correctly linked with the behavior. Evidence not provided. | 5 pts |

| Criteria | Ratings | | | | | Pts |
|---|---|--|---|--|--|-------|
| 5. Review | 4 Pts High Distinction Review section provides a follow-up meeting and timeline for that meeting, and comprehensively details other recommendations for the future that are related to the hypothesis. Literature is provided from coursework and/or own research. | 3.25 Pts Distinction Review section provides a follow-up meeting and timeline for that meeting, and details other recommendations for the future that are related to the hypothesis. Literature is provided from coursework and/or own research. | 2.75 Pts Credit Review section provides a follow-up meeting and timeline for that meeting, and briefly details other recommendations for the future that are related to the hypothesis. Literature is provided from coursework and/or own research. | 2 Pts Pass Review section provides a follow-up meeting and timeline for that meeting, and mostly details other recommendations for the future that are related to the hypothesis. Literature is mostly provided from coursework and/or own research. | 0 Pts Unsatisfactory Incorrect or strategies section not evident or informed by evidence-based research | 4 pts |
| 6. Report written with clear and consistent reference to relevant information and reflects inclusive language. | 3 Pts High Distinction Report written with clear and consistent information that is relevant within each section. Key information that is mentioned earlier in the report is then addressed in the later sections. Also, the report is written from a strengths-based approach and uses appropriate/respectful language to ensure the engagement all of the parties who will read it. | 2.44 Pts Distinction Report written with mostly consistent information that is relevant within each section. Key information that is mentioned earlier in the report is mostly addressed in the later sections. Also, the report is written from a generally strengths-based approach and uses appropriate/respectful language to ensure the engagement all of the parties who will read it. | 2.06 Pts Credit Report written with brief information that is relevant within each section. Key information that is mentioned earlier in the report is mostly addressed in the later sections. The report touches on a strengths-based approach and at times uses appropriate/respectful language to ensure the engagement all of the parties who will read it. | 1.5 Pts Pass Report written with brief information that is not always relevant within each section. Key information that is mentioned earlier in the report is mostly addressed in the later sections but some key aspects missing. The report touches on a strengths-based approach and at times uses appropriate/respectful language to ensure the engagement all of the parties who will read it. | 0 Pts Unsatisfactory Report written with no flow of information and is mostly not ordered within each section. Information that is mentioned earlier in the report not addressed in the later sections, or new information is introduced. No evidence of inclusive language. | 3 pts |
| ACADEMIC WRITING Demonstrated quality academic writing including headings, expression, spelling and editing | 1 Pts High Distinction Excellent academic writing; exceptional depth, breadth and complexity of ideas; publishable quality | 0.75 Pts Distinction Very good academic writing; depth, breadth and complexity of ideas. High-quality expression, spelling and editing | 0.65 Pts Credit Good academic writing; depth, breadth and complexity of ideas. High-quality expression, spelling and editing | 0.5 Pts Pass Basic academic writing; expression, spelling and editing; further editing needed | 0 Pts Unsatisfactory Poor quality academic writing, poor expression, error in spelling and editing | 1 pts |
| ACADEMIC REFERENCING Accuracy of APA Reference List and in-text references | 3 Pts High Distinction Accurate APA 7 Reference list and in-text referencing structure | 2.25 Pts Distinction Mostly accurate APA 7 Reference list and/or in-text referencing structure | 1.95 Pts Credit Some inaccuracies APA 7 Reference list and/or in-text referencing structure | 1.5 Pts Pass Mostly inaccurate APA 7 Reference list and/or in-text reference structure | 0 Pts Unsatisfactory Incorrect/inadequate APA 7 Reference list and/or in-text reference structure | 3 pts |

| Criteria | Ratings | Pts |
|----------|---------|------------------|
| | | Total points: 30 |