

EDUC6162: Social-Emotional Learning and Positive Behaviour Support for Children 0-5 years

Online

Semester 1 - 2024



OVERVIEW

Course Description This course provides knowledge about the typical stages of young children's social and emotional development and about the functions underlying challenging behaviour. The course will equip students with the skills to interpret children's behaviour in the context of their environments as well as their cognitive, social and emotional development and to develop responsive strategies to support children's positive behaviour and the acquisition of social and emotional skills.

Contact Hours **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	Online Dr Laura Roche Laura.Roche@newcastle.edu.au Consultation: Please email in the first instance to organise a phone call or meeting via Zoom
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	Topics will include: <ol style="list-style-type: none">1. Typical and atypical social development 0-5 years2. Typical and atypical emotional development 0-5 years3. Inclusive strategies to address social/emotional delays or deficits4. Intensive interventions to support the acquisition of social/emotional skills5. Using observations to assess and interpret challenging behaviour6. Understanding the sensory needs of children on the autism spectrum7. Intensive interventions to support positive behaviour
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Understand typical and atypical socio-emotional development from birth to age 5 years2. Have knowledge and skills to support children's acquisition of social and emotional skills through both universal and preventive strategies and through intensive individualised programs3. Have skills to observe, assess and interpret the functions of challenging behaviour, and;4. Be able to develop appropriate inclusive and individualized strategies to support positive behaviour in young children
Course Materials	Required Reading: <ul style="list-style-type: none">- learning materials and a list of required readings will be made available via Canvas

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to course Typical and atypical social and emotional development	Topic 1 readings & lecture Available through Course Readings Link in Canvas Topic 1 Lecture - see Course Materials	
2	4 Mar	Typical and atypical social and emotional development	Topic 1 readings & lecture	Discussion Question 1.1
3	11 Mar	Typical and atypical social and emotional development	Topic 1 readings & lecture	Response to Peers
4	18 Mar	Universal strategies	Topic 2 readings & lecture	
5	25 Mar	Supporting social skills	Topic 3 readings & lecture	
6	1 Apr	Supporting social skills	Topic 3 readings & lecture	Discussion Question 1.2
7	8 Apr	Assessing, interpreting and addressing challenging behaviour	Topic 4 readings & lecture	Response to Peers
Mid Term Break				
Mid Term Break				
8	24 Apr	Assessing, interpreting and addressing challenging behaviour	Topic 4 readings & lecture	
9	1 May		Topic 4 readings & lecture	Discussion Question 1.3
10	8 May	Positive Behaviour Support	Topic 5 readings & lecture	
11	15 May	Positive Behaviour Support	Topic 5 readings & lecture	
12	22 May		Assignment 2	
13	29 May			Assignment 2 Due
Examination Period				
Examination Period				

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	On-Line Group Discussion Board Contribution and Participation - Discussion Questions	Please post your responses by the due dates indicated with each question on Canvas.	Individual	60%	1, 2
2	Essays/Written Assignments: Functional Behaviour Analysis	Week 13	Individual	40%	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 - On-Line Group Discussion Board Contribution and Participation - Discussion Questions

Assessment Type	Online Learning Activity
Purpose	The purpose of this assignment is for you to demonstrate, discuss and apply what you have learned from the topic readings about young children's typical and atypical social and emotional development as well as strategies and approaches to support social and emotional learning.
Description	<p>Three Discussion Questions relating to Topics 1-4 will be placed on Canvas. Each question is worth 20 marks and requires you to post an initial response. As well as posting your own response to the question, you are required to read and respond to at least two other postings by the peers in your group. Your responses should be informed by, and make reference to, the topic readings and sources. Please avoid using quotes and put your explanations in your own words.</p> <p>Each discussion post should be 700 words and each peer response should be 300 words. In total, each of the discussion posts and peer responses should equal 1000 words.</p>
Weighting	60%
Length	Total of 1000 words per question
Due Date	Please post your responses by the due dates indicated with each question on Canvas.
Submission Method	Online At the beginning of the semester, you will be randomly allocated to a group. Instructions will be provided on via Canvas.
Assessment Criteria	<p>4 Marks per Question, 20 marks in total</p> <p>Evidence of understanding of the topic and issues /4</p> <p>Directly addresses the question /4</p> <p>Topic readings/sources used to inform and justify views/discussion /4</p> <p>Reflective, insightful comments, considering implications for practice /4</p> <p>Links to readings or professional practice in responses to peers /4</p> <p>A detailed rubric is available on Canvas</p>
Return Method	Online
Feedback Provided	Online - Marks and feedback will be provided within three weeks of the due date.

Assessment 2 - Essays/Written Assignments: Functional Behaviour Analysis

Assessment Type	Essay
Purpose	The purpose of this assignment is for you to analyse a case study child in order to demonstrate your understanding of the principles and practices associated with conducting a Functional Behaviour Analysis (FBA) and your capacity to design and implement a Positive Behaviour Support (PBS) plan to prevent and address challenging behaviours.
Description	<p>Make sure you read the articles in Topic 5 before answering this question.</p> <p>Select ONE of the case study options below as a focus for your Functional Behaviour Analysis and Positive Behaviour Support plan.</p> <p>Option 1: A case study of a child with challenging behaviour will be provided OR Option 2: Select a child in your work (or home) context who is demonstrating challenging behaviour. If you choose this option please make sure you use a pseudonym for the child (initials are also fine) and do not identify your work organization or location.</p>

Section 1 - Functional Behaviour Analysis (Approx 500 words)

a) For Option 2 - write a short introduction describing the child (their age and their home/family context if this is known) and general details about the broader environment the child is in (e.g. inclusive pre-school classroom, Early Intervention classroom) as well as the immediate context in which the behaviours are occurring. This information will be provided in the case study for Option 1.

b) Provide an ABC analysis (see Meadan et al., 2016, p.12 in Topic 5) for two instances of challenging behaviour in your case study child and describe what other data you would collect to inform your analysis of the function/s of the child's behaviour.

c) Explain what you consider are the functions of the child's behaviour and why he/she is employing this kind of behaviour. Remember to explain what role the environment (i.e. home and/or instructional/class context) or other Motivating Operations as well as the antecedents might play in causing the child's behaviour, and how the consequences might be reinforcing the behaviour.

Section 2 - Positive Behaviour Support Plan (Approx 1500 words)

Both Options

a) Prevention Strategies

Based on your Functional Behaviour Analysis, describe some proactive and preventive strategies that parents could implement at home and that you, as an early childhood educator or interventionist, could implement in an inclusive classroom to reduce the likelihood that these behaviours will occur. For the classroom context, you should include strategies from both the universal level (nurturing and responsive care-giving relationships and a supportive environment) and secondary level (social-emotional teaching strategies) of the Teaching Pyramid and justify the anticipated improvements and intended outcomes with reference to relevant articles from the course.

b) Intervention Strategies

With reference to your Functional Behaviour Assessment, identify what new skills the child can be taught to replace the challenging behaviours. Explain why you chose these skills, how the skills will be taught at home and in the classroom and how you will encourage the child to use these new skills in the classroom. Also describe how adults (and perhaps peers) will respond when the child exhibits the challenging behaviour and when the child demonstrates (or attempts to use) the new skill/s being taught.

Your Positive Behaviour Support plan should contain specific implementation details for each of the universal, secondary and tertiary strategies as well as a rationale describing why these particular strategies, skills and responses were selected and what impact they are intended to have. Reference should be made to readings from the course.

Weighting	40%
Length	Total - 2000 words
Due Date	Week 13
Submission Method	Online
Assessment Criteria	A detailed marking rubric is available 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:

- 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.

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. Please see the [Student Academic Integrity Policy](#) for more information.

**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](#).

**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](#) 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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Rubric for EDUC6162 Discussion Post 1.1

Student:

Marker: Laura Roche

	FF <50%	P 50%	CR 65%	D 75%	HD 100%	Mark
Criterion 1 Evidence of understanding of the topic and issues	Incorrect or incomplete understanding of topic. Response not related or loosely related to the question.	Limited understanding and explanation provided. Question generally addressed.	Main topics and issues identified with sound explanation and understanding. Question accurately addressed.	Main topic identified with a good explanation of key topics and themes directly related to the question	Comprehensive response displaying an understanding of all vocabulary, topics and issues with clear explanations	/5
Criterion 2 Clear explanation of a relevant and age-appropriate activity to enhance EF skills	Incorrect or incomplete understanding and explanation provided. Activity is poorly explained and is not relevant or age-appropriate	Limited understanding and explanation provided. Activity is poorly explained and may not be relevant or age-appropriate	Basic understanding and explanation provided. Activity is explained, but lacks detail and is relevant or age-appropriate	Comprehensive response providing a clear description of an excellent activity that is relevant and age-appropriate	Outstanding response providing a clear description of an excellent activity that is relevant and age-appropriate	/5
Criterion 2 Reflective, insightful comments to a peer considering implications for professional practice	No evidence of understanding of the main concepts/issues or practical application and or insight No response to peers or limited response with little connection to key issues. No or irrelevant references	Limited personal reflection and application. Limited analysis of the main issues/concepts Limited response. Limited thoughtful reflection of course content. Limited referencing	Clear insight to the main issue/s with some reflection and application Reflection on peer contributions demonstrates a clear understanding and application of theory into practice. Reasonable referencing.	Commendable insights about the topic which reflect active and personal connection with the concepts/issues. Reflection on peer contributions demonstrates a thorough understanding and application of theory into practice. Good referencing	Outstanding insights about the topic which reflect active and personal connection with the concepts/issues Interaction with peers adds value to the academic and professional discourse on the topic. Excellent and highly relevant references	/5
Criterion 3 Topic readings and additional readings used to inform and justify views/discussion and accurately uses APA 7 referencing style	Limited or no use of references Poor writing style. Limited or incorrect use of APA referencing	Topic readings included in an adequate response Limited references and several referencing errors. Difficult to follow writing style	Topic readings and additional readings used in a sound response Some good use of references. Mainly accurate APA referencing. Adequate writing style.	Topic readings and additional readings used in a good synthesis of ideas Good use of references and accurate APA referencing with some minor errors. Good writing style	Topic readings and additional readings used in an excellent comprehensive synthesis of ideas Excellent writing style and APA referencing	/5
Comments:					Total Points	/20

Rubric for EDUC6162 Discussion Post 1.2

Student:

Marker: Laura Roche

	FF <50%	P 50%	CR 65%	D 75%	HD 100%	Mark
Criterion 1 Evidence of understanding of the topic and issues	Incorrect or incomplete understanding of topic. Response not related or loosely related to the question.	Limited understanding and explanation provided. Question generally addressed.	Main topics and issues identified with sound explanation and understanding. Question accurately addressed.	Main topic identified with a good explanation of key topics and themes directly related to the question	Comprehensive response displaying an understanding of all vocabulary, topics and issues with clear explanations	/5
Criterion 2 Clear explanation of methods to promote children's social and emotional skills and support peer interactions through play involving children with and without additional needs	Incorrect or incomplete understanding and explanation provided. Methods are poorly explained, does not include peers	Limited understanding and explanation provided. Methods are vaguely explained, little mention of including peers	Basic understanding and explanation provided. Methods are explained, but lack detail, some inclusion of peers	Comprehensive response providing a clear understanding and explanation. Methods are well explained, and peers are well incorporated	Outstanding response providing a clear understanding and explanation. Methods are exceptionally well explained, and peers are fully incorporated	/5
Criterion 3 Reflective, insightful comments to a peer considering implications for professional practice	No evidence of understanding of the main concepts/issues or practical application and or insight No response to peers or limited response with little connection to key issues. No or irrelevant references	Limited personal reflection and application. Limited analysis of the main issues/concepts Limited response. Limited thoughtful reflection of course content. Limited referencing	Clear insight to the main issue/s with some reflection and application Reflection on peer contributions demonstrates a clear understanding and application of theory into practice. Reasonable referencing.	Commendable insights about the topic which reflect active and personal connection with the concepts/issues. Reflection on peer contributions demonstrates a thorough understanding and application of theory into practice. Good referencing	Outstanding insights about the topic which reflect active and personal connection with the concepts/issues Interaction with peers adds value to the academic and professional discourse on the topic. Excellent and highly relevant references	/5
Criterion 4 Topic readings and additional readings used to inform and justify views/discussion and accurately uses APA 7 referencing style	Limited or no use of references Poor writing style. Limited or incorrect use of APA referencing	Topic readings included in an adequate response Limited references and several referencing errors. Difficult to follow writing style	Topic readings and additional readings used in a sound response Some good use of references. Mainly accurate APA referencing. Adequate writing style.	Topic readings and additional readings used in a good synthesis of ideas Good use of references and accurate APA referencing with some minor errors. Good writing style	Topic readings and additional readings used in an excellent comprehensive synthesis of ideas Excellent writing style and APA referencing	/5
Comments:					Total Points	/20

Rubric for EDUC6162 Discussion Post 1.3

Student:

Marker: Laura Roche

	FF <50%	P 50%	CR 65%	D 75%	HD 100%	Mark
Criterion 1 Identifies the correct function(s) of behaviours	Incorrect or incomplete understanding of the functions of behaviour.	Poor understanding of what the behaviour is trying to communicate	Adequate understanding of what the behaviour is trying to communicate	Sound understanding of what the behaviour is trying to communicate	Deep understanding of what the behaviour is trying to communicate with reference to contextual factors and relevant information about Annie and her family.	/5
Criterion 2 Shows how the new identified skills will effectively replace inappropriate behaviours	Incorrect or incomplete understanding and explanation of replacing behaviour based on function.	New skills not specifically linked to the function of the behaviours.	New skills will help to obtain same function as the behaviour	Once learned, the new skills will effectively replace current behaviours.	New skills clearly described, specifically designed to replace inappropriate behaviour and well designed to suit the home and classroom context.	/5
Criterion 3 Demonstrates an understanding of the consequences	No evidence of understanding of consequences or alternate teacher responses	Little or limited understanding of consequences or alternate teacher responses	Adequate understanding of how consequences might reinforce the behaviour and appropriate suggestions for alternate teacher responses	Clear understanding of how consequences might reinforce the behaviour and thoughtful suggestions for alternate teacher responses	Deep understanding of how consequences might reinforce the behaviour and insightful suggestions for alternate teacher and parent responses	/5
Criterion 4 Preventive classroom strategies by the teacher	No evidence of understanding of proactive strategies to prevent instances of inappropriate behaviour. Child's interests and home context not considered.	Limited understanding of proactive strategies to prevent instances of inappropriate behaviour. Child's interests and/or home context not considered.	Proactive strategies will help to prevent inappropriate behaviour. Some consideration given to child's interests and home context.	Proactive strategies will help to prevent inappropriate behaviour and promote positive behaviour. Strategies clearly informed by child's interests and home context.	Proactive strategies will help to prevent inappropriate behaviour, promote positive behaviour and scaffold learning of new skills. Strategies clearly informed by child's interests and home context and parent's perspective considered.	/5
Comments:					Total Points	/20

Rubric for EDUC6162 Assessment 2

Student:

Marker: Laura Roche

	FF <50%	P 50%	CR 65%	D 75%	HD 100%	Mark
<p>Criterion 1 Identifies the correct function(s) of behaviours from a well explained FBA</p>	Limited or confused understanding of the functional behavior analysis process, levels of the teaching pyramid and a supportive approach to positive behavior.	A basic understanding of functional behavior analysis, preventive & intervention approaches.	A sound understanding of some aspects of the functional behavior analysis process, levels of the teaching pyramid and a supportive approach to positive behavior and social emotional development.	A clear and accurate understanding of most aspects of the functional behavior analysis process, levels of the teaching pyramid and a supportive approach to positive behavior and social emotional development.	A thorough understanding of the specific aspects of the functional behavior analysis process including insightful interpretation of contextual factors, all levels of the teaching pyramid and a supportive approach to positive behavior and social emotional development.	/9
<p>Criterion 2 Demonstrates an understanding of FBA- Antecedents and consequences</p>	Antecedents and consequences not adequately addressed. New skills not linked to behaviours.	Limited understanding of antecedents and consequences. New skills somewhat related to needs.	Antecedents and consequences mostly addressed. New skills clearly related to behaviours. Preventive and intervention approaches mostly addressed, some suggestions for home context	Antecedents and consequences well addressed. Replacement skills relevant and well justified. Preventive & intervention strategies well addressed and based on child's context and interests	Antecedents and consequences and preventive intervention comprehensively addressed. Strategies clearly informed by child's development, interests and home context and thoughtfully designed to address both the home & school environments as well as child needs.	/9
<p>Criterion 3 Demonstrates a sound and well explained Rationale for positive behaviour support plan</p>	Inadequate rationale, or no rationale.	Limited implementation details and rationale for strategies to support social emotional development and positive behaviour. Child's context and interests not considered.	Inadequate rationale or limited implementation details. Child's interests partly incorporated.	Well-developed rationale and specific implementation details for home and school contexts.	Well-developed rationale showing insight into children's behavior and the purpose of replacement skills & adult responsibilities, specific implementation details for each aspect	/9

<p>Criterion 4 Provides a comprehensive positive behaviour support plan including prevention and intervention strategies</p>	<p>Little or no reference to the case study, course readings or other research evidence.</p>	<p>Limited reference to the case study or relevant information from the articles</p>	<p>Limited range of references to support strategies and explanations. Preventive and intervention approaches mostly addressed, some suggestions for home context</p>	<p>Thorough and accurate discussion of the key aspects linked to theory and course readings. All sections addressed equally well. The discussion is cohesive</p>	<p>Substantial research evidence integrated in the discussion to support the analysis and strategies. The discussion is cohesive and incisive, and all aspects addressed equally well.</p>	<p>/9</p>
<p>Criterion 5 Referencing follows APA7 guidelines, the presentation of the document (spelling, grammar, structure) is clear and coherent</p>	<p>May include plagiarism or over-reliance on quotes. Deficient in terms of presentation (spelling, grammar, structure).</p>	<p>Referencing and presentation requirements not adequately met.</p>	<p>The work is coherent and referencing and presentation mostly adequate.</p>	<p>Referencing and presentation requirements adequately met</p>	<p>Referencing and presentation requirements fully met.</p>	<p>/4</p>
<p>Comments:</p>					<p>Total Points</p>	<p>/40</p>