**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment type:** Project and In-class validation test

**Task weighting:** 7.5% of the school mark for this pair of units

**Due:** Friday 27 March 2020 (Term 1, Week 8)

**Submission:** SEQTA

**Time limit: Video to be 15 minutes max**

**Conditions:** This task is to be completed as **homework**. Class time to work on this task is not guaranteed.

**Marks available:**

**Marks awarded: \_\_\_\_\_\_\_\_**

**Feedback:**

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**TASK 3: Behaviour modification pamphlet for parents for ADHD**

You are a psychologist giving a clinical consultation for parents of a child. This child has ADHD and often acts anti-socially at school and at home. She/he also suffers from a severe phobia of travelling in cars and the parents are finding it is hindering the families normal day to day activities.

Your presentation should include:

* an introduction, including the purpose of the consultation and a brief description of the child and her/his current behavioural problems and target behaviours (7 marks)
* A brief description of background information on three theories and processes of learning, including
* classical conditioning
* operant conditioning
* observational learning (21 marks)
* a step-by-step guide of token economies that would help parents of a child with ADHD
* A step-by-step guide of systematic desensitisation OR cognitive behavioural therapies that would help the child with her/his phobia (12 marks)
* Conclusions about the effectiveness of each training method by referring to its strengths and/or limitations (6 marks)
* a list of references using APA conventions in your powerpoint (3 marks)
* Appropriate presentation and communication (6 marks)

The information in your presentation should be presented logically. The text and graphics should be set out effectively and professionally to communicate to your audience. The communication and delivery should also be appropriate.

**What you will be handing in:**

- transcript

- slides

- video of your presentation (15 minutes)

**MARKING KEY**

You are a psychologist giving a clinical consultation for parents of a child. This child has ADHD and often acts anti-socially at school and at home. She/he also suffers from a severe phobia of travelling in cars and the parents are finding it is hindering the families normal day to day activities.

Your manual will need to include:

* an introduction, including the purpose of the manual and a brief description of what is included

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * provides a plausible purpose of the manual | 1 |
| * briefly summarises the major points of the consultation | 1–2 |
| * A brief description of the child and her/his current behavioural problems and target behaviours | 0-4 |
| **Total** | **7** |

* background information on three theories and processes of learning, including:
  + classical conditioning
  + operant conditioning
  + observational learning

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Classical conditioning** |  |
| * provides a clear, succinct and accurate description that outlines the theory of learning | 4 |
| * provides a clear and descriptive outline of the theory of learning | 3 |
| * briefly outlines the theory of learning | 2 |
| * briefly comments on some parts of the theory of learning | 1 |
| **Evidence** |  |
| * provides a succinct summary of the relevant method and findings of a piece of research that is applied to and used to support the theory of learning. | 3 |
| * outlines studies/research used to support the theory of learning | 2 |
| * briefly comments on some parts of studies/research used to support the theory of learning | 1 |
| **Subtotal** | **7** |
| **Operant conditioning** |  |
| * provides a clear, succinct and accurate description that outlines the theory of learning | 4 |
| * provides a clear and descriptive outline of the theory of learning | 3 |
| * briefly outlines the theory of learning | 2 |
| * briefly comments on some parts of the theory of learning | 1 |
| **Evidence** |  |
| * provides a succinct summary of the relevant method and findings of a piece of research that is applied to and used to support the theory of learning. | 3 |
| * outlines studies/research used to support the theory of learning | 2 |
| * briefly comments on some parts of studies/research used to support the theory of learning | 1 |
| **Subtotal** | **7** |
| **Observational learning** |  |
| provides a clear, succinct and accurate description that outlines the theory of learning | 4 |
| * provides a clear and descriptive outline of the theory of learning | 3 |
| * briefly outlines the theory of learning | 2 |
| * briefly comments on some parts of the theory of learning | 1 |
| **Evidence** |  |
| * provides a succinct summary of the relevant method and findings of a piece of research that is applied to and used to support the theory of learning. | 3 |
| * outlines studies/research used to support the theory of learning | 2 |
| * briefly comments on some parts of studies/research used to support the theory of learning | 1 |
| **Subtotal** | **7** |
| **Total** | **21** |
|  |  |

* a step-by-step guide of how each theory of learning (listed above) can be applied to allow the child to learn a desired behaviour

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Token Economy** | |
| * Accurately and using the correct terminology, gives a succinct outline of the behaviour modification strategy | 3 |
| * Some inaccuracies or unsuccinctly gives an outline of the behaviour modification strategy | 2 |
| * Attempts to outline the behaviour modification strategy with inaccuracies or unsuccinctly | 1 |
| **Step-by-step guide** |  |
| * correct application of learning theory, demonstrated through clear steps used to change the child’s behaviour | 3 |
| * application of learning theory is attempted through steps used to change the child’s behaviour | 2 |
| * steps used to train the pet do not always reflect the learning theory | 1 |
| **Subtotal** | **6** |
| **Systematic Desensitisation or Cognitive Behavioural Therapy** | |
| * Accurately and using the correct terminology, gives a succinct outline of the behaviour modification strategy | 3 |
| * Some inaccuracies or unsuccinctly gives an outline of the behaviour modification strategy | 2 |
| * Attempts to outline the behaviour modification strategy with inaccuracies or unsuccinctly | 1 |
| **Step-by-step guide** |  |
| * correct application of learning theory, demonstrated through clear steps to change the child’s behaviour | 3 |
| * application of learning theory is attempted through steps used to change the child’s behaviour | 2 |
| * steps used to train the pet do not always reflect the learning theory | 1 |
| **Subtotal** | **6** |
| **Total** | **12** |

* conclusions about the effectiveness of each training method by referring to its strengths and/or limitations

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Token Economy** | |
| * clearly outlines the effectiveness of using the selected training method | 2 |
| * briefly comments on the effectiveness of using the selected training method | 1 |
| **Subtotal** | **2** |
| **Systematic Desensitisation OR Cognitive Behavioural Therapy** | |
| * clearly outlines the effectiveness of using the selected training method | 2 |
| * briefly comments on the usefulness of using training method to train a pet | 1 |
| **Subtotal** | **2** |
| **Total** | **4** |

* a list of references using APA conventions.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * includes a range of relevant references using correct APA referencing conventions | 3 |
| * includes references using correct APA referencing conventions | 2 |
| * includes some references, without referencing conventions | 1 |
| **Total** | **3** |

The information in your training manual should be presented logically. The communication should be clear, professional and terminology should be explained to the target audience.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * logically organises and presents ideas | 0–2 |
| * Communication is clear, professional and well targetted to the audience | 0-2 |
| * effectively uses text and graphics | 0–2 |
| **Total** | **6** |