



UNSW Course Outline

EDST5106 Advanced Behaviour Support Strategies - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5106

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

The focus of this course is on applied behaviour analysis, and how it is accomplished through the use of functional behavioural assessment and skills training.

You will learn about the models, theories, and philosophies that form the basis of sound inclusive educational and behavioural practice. You will learn how to assess behaviour, teach new skills, and manage behaviour, both academic and social. The strengths and weaknesses of common school practices for decreasing students' inappropriate behaviour will be discussed, and strategies for promoting prosocial behaviour will be described. You will practice collecting and analysing data and use this information to write behavioural intervention plans. You will also use the knowledge gained in the course to design and implement a social skills training lesson.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify contemporary and historical issues in behavioural intervention
CLO2 : Identify research-based strategies for understanding behaviour and managing classrooms
CLO3 : Design a positive reinforcement-based classroom management plan that promotes and supports effective teaching and learning
CLO4 : Collect and analyse data to plan behavioural interventions

Course Learning Outcomes	Assessment Item
CLO1 : Identify contemporary and historical issues in behavioural intervention	<ul style="list-style-type: none">• Exploration/Design of a Tier 3 Behavioural Intervention• Behaviour change project
CLO2 : Identify research-based strategies for understanding behaviour and managing classrooms	<ul style="list-style-type: none">• Exploration/Design of a Tier 3 Behavioural Intervention• Behaviour change project
CLO3 : Design a positive reinforcement-based classroom management plan that promotes and supports effective teaching and learning	<ul style="list-style-type: none">• Exploration/Design of a Tier 3 Behavioural Intervention
CLO4 : Collect and analyse data to plan behavioural interventions	<ul style="list-style-type: none">• Behaviour change project

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

The Disability Standards for Education 2005 (DEST, 2005) provide a framework to ensure that

students with disability are able to access and participate in education on the same basis as other students. One of the biggest roadblocks to full participation that students with disabilities face is the impact that their disabilities has on their behaviour. This course provides an introduction to applied behaviour analysis as it relates to teaching and managing students with special needs.

Teaching Strategies

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate.

These activities will occur in a climate that is supportive and inclusive of all learners.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	1
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	1, 2
3.3.3	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	1, 2
3.5.4	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement, and achievement.	1
4.1.2	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	1, 2
4.3.3	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	1, 2
5.2.2	Provide timely, effective, and appropriate feedback to students about their achievement relative to their learning goals.	2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	5-7	1, 2
B	Classroom Management.	1-5	1, 2
C	Information and Communication Technologies.	1-2	1, 2
D	Literacy and Numeracy.	1-3	1, 2
E	Students with Special Educational Needs.	1-4, 7-9	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-3	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Exploration/Design of a Tier 3 Behavioural Intervention Assessment Format: Individual Short Extension: Yes (3 days)	50%	Due Date: 08/10/2024 05:00 PM Post Date: 21/10/2024 05:00 PM
Behaviour change project Assessment Format: Individual Short Extension: Yes (3 days)	50%	Due Date: 18/11/2024 05:00 PM Post Date: 02/12/2024 12:00 AM

Assessment Details

Exploration/Design of a Tier 3 Behavioural Intervention

Assessment Overview

Task 1. Assignment. 3000 words. Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CLO1 : Identify contemporary and historical issues in behavioural intervention
- CLO2 : Identify research-based strategies for understanding behaviour and managing classrooms
- CLO3 : Design a positive reinforcement-based classroom management plan that promotes and supports effective teaching and learning

Detailed Assessment Description

Exploration/Design of a Tier 3 Behavioural Intervention (3,000 words)

Choose one of the following Tier 3 interventions to explore:

Option 1 - Social Skills Instruction

- Present a rationale for incorporating social skills instruction into your specific context/practice. Include a definition of what social skills instruction is, along with evidence of its efficacy drawn from the literature.
- Create a written lesson plan including the following components:
 - Target Population
 - Skill Taught (include a task analysis of the skill)
 - Rationale for teaching the skill/how does the lesson increase pro-social skills?
 - Example scenarios for role-play (2)
 - How will you program for generalisation?

- How will you evaluate the effectiveness of your lesson?

OR

Option 2 - Reinforcement Systems

- Present a rationale for incorporating a reinforcement system (token economy, class-wide level system, behaviour contract) into your specific context/practice. Include a detailed description of your context, the student(s) you will be using the system with, and your reasoning for choosing the system you chose. Make sure to include a definition of the type of reinforcement system you chose, along with evidence of its efficacy drawn from the literature.
- Develop a reinforcement system and an implementation plan. The plan should be detailed enough that the reader could replicate it in their own practice.

Assessment Length

3,000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5106 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Exploration/Design of a Tier 3 Behavioural Intervention• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory, research and practice• Clarity and accuracy in use of key terms and concepts in Tier 3 intervention principles	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of understanding of key Tier 3 intervention principles, concepts and issues explicitly raised during the course and in your follow up readings• Depth of analysis of target audience and their strengths and weaknesses• Clarity of objectives and rationale	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Range of research and professional literature on Tier 3 practices to support response	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of response• Clarity and coherence of organisation, including use of section headings and summaries to enhance readability	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Consistent use of APA 7th edition for formatting, headings, citations, references• Clarity, consistency and appropriateness of the response• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 50%
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass

the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Please ensure that you submit your rough draft, along with your polished final submission.

Behaviour change project

Assessment Overview

Task 2. Assignment. 3000 words. Students will receive written feedback within 10 business days of submission.

Course Learning Outcomes

- CLO1 : Identify contemporary and historical issues in behavioural intervention
- CLO2 : Identify research-based strategies for understanding behaviour and managing classrooms
- CLO4 : Collect and analyse data to plan behavioural interventions

Detailed Assessment Description

Choose one of the following options:

Option 1.

Using the techniques of Applied Behavioural Analysis, accelerate or decelerate the frequency of a target behaviour. You are to use one of the accepted research designs for single subject studies. You will gather baseline data on the target behaviour for one week (at least 5 data points), then design and implement an intervention for the next four weeks. Your written project will include:

- A description of the subject
- An overview of subject's behaviour (academic and social strengths and weaknesses)
- A statement of the problem in behavioural terms
- An intervention plan, including a brief review of the current literature justifying your choice of intervention
- Graphs
- A discussion of results.

OR

Option 2.

Choose a student with a behaviour problem.

- Write up anecdotal observation notes from an observation (30 min long). Make sure to include the setting and everything that is going on during the observation.
- Make an ABC chart from the observation notes.
- Construct notes from teacher and parent (and student, if applicable) interviews.
- Create any other data/forms that you feel would be helpful/necessary.
- Using the data from the forms/interviews, complete the Functional Behavioural Assessment form (available on the Moodle site).
- Using all of the information above, design a Behaviour Intervention Plan (use form available on Moodle) for the student.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity report.

Assessment Length

3000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5106 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Behaviour change project• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory, research and practice• Clarity and accuracy in use of key terms and concepts in ABA	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of understanding of key ABA concepts and issues explicitly raised during the course and in follow up readings• Depth of analysis of target population and their strengths and weaknesses• Depth of behaviour change project (are all components included / addressed?)	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Range of research and professional literature on ABA theory to support response	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of data collection and intervention• Clarity and coherence of organisation, including use of section headings and summaries to enhance readability	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Consistent use of APA 7th edition for formatting, headings, citations, references• Clarity, consistency and appropriateness of writing conventions• Clarity and consistency in the format of the plan• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 50%
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

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Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Please be ready to demonstrate that your have turned in your own original work if asked. Save copies of all drafts and AI assistance used.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://sed.unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Module	<ul style="list-style-type: none">• Foundations of behaviour management: theories, assumptions, myths, and misconceptions• Readings: See Moodle
Week 2 : 16 September - 22 September	Module	<ul style="list-style-type: none">• Positive Behaviour Support: Tiers 1, 2, 3• The importance of relationships• Readings: See Moodle
Week 3 : 23 September - 29 September	Module	<ul style="list-style-type: none">• Social skills training: need, theory, practice, evidence base, demonstration• Readings: See Moodle
Week 4 : 30 September - 6 October	Module	<ul style="list-style-type: none">• Reinforcement programs: shaping, schedules, menus, token economies• Single Subject Design• Readings: See Moodle
Week 5 : 7 October - 13 October	Module	<ul style="list-style-type: none">• Functional Behavioural Assessment overview, data collection• Readings: See Moodle
Week 6 : 14 October - 20 October	Module	<ul style="list-style-type: none">• Functional Behavioural Assessment Data collection: reliability, graphing• Single subject design• Readings: See Moodle
Week 7 : 21 October - 27 October	Module	<ul style="list-style-type: none">• Putting it all together: Designing a Behavioural Intervention Plan• Readings: See Moodle
Week 8 : 28 October - 3 November	Module	<ul style="list-style-type: none">• Addressing Disruptive and Noncompliant Behaviours (Part 1): Acting out cycle, http://iris.peabody.vanderbilt.edu/module/bi1/challenge/#content• Addressing Disruptive and Noncompliant Behaviours (Part 2): Behavioural Interventions, http://iris.peabody.vanderbilt.edu/module/bi2/challenge/#content• No online or face to face lecture this week
Week 9 : 4 November - 10 November	Module	<ul style="list-style-type: none">• Voices from the field - Guest speakers• Early Childhood and Adolescent Behaviour Issues• Readings: See Moodle
Week 10 : 11 November - 17 November	Module	<ul style="list-style-type: none">• Lecture ONLINE ONLY!• Culturally responsive behaviour management• Trauma informed practice• Readings: See Moodle

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in

Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

- *Disability Standards for Education* (2005).
- O'Neill, R., Albin, R., Storey, K., Horner, R., and Sprague, J. (2015). *Functional assessment and program development for problem behaviour* (3rd ed.). Stamford, CT: Cengage Learning. ISBN-13: 978-1-285-73482-8; ISBN 10: 1-285-73482-3 (available by request from UNSW Library).

Recommended Resources

Further readings

- Zirpoli, T.J. & Melloy, K.J. (2005). *Behavior management: Applications for teachers* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Alberto, P.A., & Troutman, A.C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.
- Goldstein, A. & McGinnis, E. (1997). *Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills*. Champaign, IL: Research Press.

***All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Terry Cumming		Ground Floor, Morven Brown Building, Room G29	9385 1944	Email to arrange an appointment	No	No
	Nicole Trinca		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/>

[protocols-guidelines](#) for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977

- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>