

472-601 Working with Challenging Behaviour

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: July, - Taught on campus. Parkville Campus
Time Commitment:	Contact Hours: 18 hours, 6 hours of workshops Total Time Commitment: 96 hours non-contact study
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Dr Anna Bortoli
Subject Overview:	Students should understand and compare typical and atypical socioemotional development of children and students; observe and assess challenging behaviour and its impact on learning, self-esteem and social interaction in specialist and inclusive settings; understand the different theories and research in behaviour management and their application to different populations of disability; examine controversial practices and the ethical practices; modes of data collecting; develop critical skills in functional analysis and behaviour support plans; collaboration with parents and other professionals.
Objectives:	<ul style="list-style-type: none"> # Understand the different theories and practices relating to behaviour management and their application to different groups of disability # Understand the effects of atypical socioemotional development on learning and social competence # Understand the use of positive behaviour technologies # Understand effective intervention programs which are supported with sound research findings # Apply the use of functional analysis with a view to planning and implementing behaviour support plans # Adapt and differentiate social and learning environments in inclusive and specialist settings.
Assessment:	Assignments equivalent to 4,000 words (100 per cent).
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	At the completion of this subject, students should be able to:

	<ul style="list-style-type: none"> # Apply contemporary theories of socioemotional development # Address the impact of disability on the socioemotional development on the child/student # Apply positive behavior technologies to different populations of disability in both specialist and inclusive settings # Apply the principles of functional analysis with a view to planning and implementing individualized behaviour support plans # Debate controversial practices and the issue of ethical practices in the design of the intervention.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	<p>Master of Education (Special Education, Inclusion & Early Intervention) Master of Education (Stream 100A) Coursework and Thesis A Master of Education (Stream 100B) Coursework Master of Education (Stream 150) Major Thesis Master of Education (Stream 150A) Coursework and Thesis A Master of Education (Stream 150B) Coursework Postgraduate Certificate in Educational Studies (Generalist) Postgraduate Diploma in Educational Studies (Generalist)</p>