

476-653 Exceptionality:Assessment & Intervention

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: Not available
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 Maria Remine
Subject Overview:	<p>This subject provides relevant information to enable educational psychologists to work with children and adolescents with exceptional needs in regard to identification of exceptionality and appropriate assistance. This includes current policies and practices in regard to assessment, interventions, and recommendations to parents and other professionals working with these individuals. The subject is concerned with the full range of exceptionality. An examination of key concepts for those with exceptionality is undertaken which includes definitions, characteristics, symptoms, and likely developmental consequences. Psychological aspects and issues arising from the identification of such individuals are considered in the context of current government policies of inclusion and research-based educational theories. Particular emphasis is placed on assessment, program implications, service delivery, and support in meeting the developmental needs of these individuals. The role of the educational psychologist when working with exceptional individuals, their parents, and multidisciplinary teams is explored.</p>
Objectives:	Information not available
Assessment:	Written assignments of not more than 5,000 words are required (100 per cent).
Prescribed Texts:	None
Recommended Texts:	Ashman, A., and Elkins, J. (Eds.) 2005, Educating children with diverse abilities. (2nd Ed) French's Forest, N.S.W. Pearson Education
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
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Doctor of Educational Psychology Master of Educational Psychology

Master of Educational Psychology/Doctor of Philosophy