

## EDUC90223 Exceptionality:Assessment & Intervention

|  |  |
|--|--|
| <b>Credit Points:</b>                    | 12.50  |
| <b>Level:</b>                            | 9 (Graduate/Postgraduate)  |
| <b>Dates &amp; Locations:</b>            | 2010, Parkville<br>This subject commences in the following study period/s:<br>Semester 2, Parkville - Taught on campus.  |
| <b>Time Commitment:</b>                  | Contact Hours: 24 hours Total Time Commitment: Not available   |
| <b>Prerequisites:</b>                    | None   |
| <b>Corequisites:</b>                     | None   |
| <b>Recommended Background Knowledge:</b> | None   |
| <b>Non Allowed Subjects:</b>             | None   |
| <b>Core Participation Requirements:</b>  | Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.  |
| <b>Coordinator:</b>                      | Ms Geraldine Larkins   |
| <b>Contact:</b>                          | Education Student Centre   |
| <b>Subject Overview:</b>                 | 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. |
| <b>Objectives:</b>                       | Information not available  |
| <b>Assessment:</b>                       | Written assignments of not more than 5,000 words (100 per cent).   |
| <b>Prescribed Texts:</b>                 | None   |
| <b>Recommended Texts:</b>                | Ashman, A., and Elkins, J. (Eds.) 2005, Educating children with diverse abilities. (2nd Ed)<br>French's Forest, N.S.W. Pearson Education   |
| <b>Breadth Options:</b>                  | This subject is not available as a breadth subject.  |
| <b>Fees Information:</b>                 | Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>  |
| <b>Links to further information:</b>     | <a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>   |
| <b>Related Course(s):</b>                | Doctor of Educational Psychology<br>Master of Educational Psychology<br>Master of Educational Psychology/Doctor of Philosophy  |