

EDUC90290 Working with Challenging Behaviour

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011. Parkville Campus
Time Commitment:	Contact Hours: 18 hours, 6 hours of workshops Total Time Commitment: 96 hours non-contact study. 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.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	Students should understand and compare typical and atypical development of children and students with a disability; 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; modes of data collecting; use a functional analysis developing behaviour support plans; collaboration with parents and other professionals and positive behaviour approaches.
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 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 5,000 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:	<p>At the completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Evaluate and apply new knowledge; # Apply analytical and critical thinking skills in relation to behaviour; # Improve capacity and skills to review research; # Cleanly communicate children's progress to team members.
Links to further information:	www.education.unimelb.edu.au

Related Course(s):	Master of Education (Special Education, Inclusion & Early Intervention) Postgraduate Certificate in Education (Generalist)
---------------------------	---