

EDUC90348 Inclusion and Child/Family Interventions

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 hours 120 hours of non-contact commitment Total Time Commitment: 100 per cent attendance is mandatory in this 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
Coordinator:	Dr Linda Byrnes
Contact:	Education Student Centre
Subject Overview:	This subject addresses current theories and principles underpinning early childhood intervention, special education and inclusion; evolution and principles in the inclusion of children and students with a disability; family-centred practice; child-centred practice; models of educational practice and intervention; local legislation; controversial practice, role of key stakeholders during program planning and family support plans
Objectives:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Address the theories and principles of family-centred practice, child-centred practice and inclusion; # Discuss the issues related to child/family interventions; # Investigate models of instruction and approach and their application to children and students with a disability; # Discuss the issue of controversial practices.
Assessment:	Assignments equivalent to 5,000 words (100 per cent) due throughout the semester.
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:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Evaluate and apply new knowledge # Apply analytical and critical thinking skills in relation to theories and practices influencing special education, inclusion and early intervention # Improve their capacity and skills to review research # Demonstrate cultural sensitivity, understanding and problem solving when implementing policy

	<ul style="list-style-type: none"># Articulate local and international policies about special education, inclusion and early intervention# Demonstrate an understanding of transdisciplinary practices in special education and early intervention
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Education (Language Intervention and Hearing Impairment) Master of Education (Special Education, Inclusion & Early Intervention) Postgraduate Certificate in Education (SE,I&EI)