

EDUC90290 Promoting Positive Behaviour

| | |
|--|---|
| Credit Points: | 12.50 |
| Level: | 9 (Graduate/Postgraduate) |
| Dates & Locations: | This subject is not offered in 2014. |
| Time Commitment: | Contact Hours: 6 x 2hrs lectures/workshops and 4 online modules with 4 x 1.5 hours live e-learning tasks using virtual classroom on the LMS. Total Time Commitment: 120 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) 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 Disability Liaison website: http://www.services.unimelb.edu.au/disability |
| Contact: | Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352) |
| Subject Overview: | This subject explores strategies for promoting positive behaviour for students, particularly those with disabilities, enrolled in early intervention and school settings. Structured online learning experiences, along with face-to-face session, focus on research-validated approaches for effective behaviour management. Whole school approaches will be examined, alongside targeted interventions for students requiring intensive intervention. Engagement in all face-to-face lectures and online modules and e-learning activities is required. |
| Learning Outcomes: | On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Critically analyse the concept of 'challenging behaviour' # Review and contrast major theoretical perspectives on behaviour # Investigate functional relationship between environment and behaviour # Consider communicative function of behaviour # Examine approaches and techniques for promoting positive behaviour # Reflect critically on implications for promoting positive behaviour in professional practice |
| Assessment: | A task of 750 words based on online module 1, due in week 3 (15%) A task of 1250 words based on online modules 2 and 3, due in week 8 (25%) A positive behaviour support plan (3000 words) including presentation (hurdle requirement) and peer assessment component, due end of semester (60%). |
| Prescribed Texts: | Dunlap, G., Iovannone, R., Kincaid, D., et al. (2010). Prevent, teach, reinforce : the school-based model of individualized positive behavior support. Maryland: Paul H Brookes Publishing Co. |
| 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"> # Generate questions based on experience, expertise and literature; # Synthesise, analyse and apply information to fill self-identified gaps and extend knowledge; # Use the language of the discipline to extend knowledge and understanding from diverse perspectives for a range of audiences. |
| Links to further information: | www.education.unimelb.edu.au |
| Related Course(s): | <p>Master of Education (Special Education Inclusion and Early Intervention) Master of Education (Special Education, Inclusion & Early Intervention) Master of Education (Stream 100B)Coursework Master of Education (Stream 150) Postgraduate Certificate in Education (SE,I&EI) Professional Certificate in Education (Positive Behaviour and Learning)</p> |