

## EDUC90290 Promoting Positive Behaviour

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. During the pre-teaching period students will be required to complete reading that will be provided via LMS. The independent learning modules for the subject will be available and students are expected to start working through them.
<b>Time Commitment:</b>	Contact Hours: 18 hours of lectures and 6 hours of online modules using the LMS Total Time Commitment: 170 hours
<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>	<p>&lt;p&gt;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.&lt;/p&gt;         &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Shiralee Poed
<b>Contact:</b>	<a href="mailto:spoed@unimelb.edu.au">spoed@unimelb.edu.au</a> (mailto:spoed@unimelb.edu.au)
<b>Subject Overview:</b>	<p>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 sessions, focus on research-validated approaches for effective behaviour management. Whole school approaches will be examined, alongside targeted interventions for students requiring intensive interventions.</p> <p>Engagement in all face-to-face lectures and online modules is required.</p>
<b>Learning Outcomes:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># Critically analyse the concept of 'challenging behaviour'</li> <li># Review and contrast major theoretical perspectives on behaviour</li> <li># Investigate functional relationship between environment and behaviour</li> <li># Consider communicative function of behaviour</li> <li># Examine approaches and techniques for promoting positive behaviour</li> <li># Reflect critically on implications for promoting positive behaviour in professional practice</li> </ul>
<b>Assessment:</b>	<p>A task analysing behaviour functions and appropriate interventions from case studies (equivalent to 2000 words), due mid-semester (40%) Development of a positive behaviour support plan from a case study (equivalent to 3000 words), due end of semester (60%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>

<b>Prescribed Texts:</b>	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.
<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>Generic Skills:</b>	At the completion of this subject, students should be able to: <ul style="list-style-type: none"> <li># Generate questions based on experience, expertise and literature;</li> <li># Synthesise, analyse and apply information to fill self-identified gaps and extend knowledge;</li> <li># Use the language of the discipline to extend knowledge and understanding from diverse perspectives for a range of audiences.</li> </ul>
<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>	Graduate Certificate in Learning Intervention Master of Education Master of Education Master of Education (Special Education Inclusion and Early Intervention) Master of Learning Intervention Professional Certificate in Education (Autism Spectrum Conditions) Professional Certificate in Education (Positive Behaviour and Learning)