

MASTER OF INCLUSIVE EDUCATION INITIATIVE

APPLICATION GUIDELINES FOR
APPLIED BEHAVIOUR ANALYSIS AT MONASH UNIVERSITY

Round 6: *Course commencing Semester 2, 2021*

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1. INTRODUCTION

The Department of Education and Training (the Department) has developed these guidelines to support prospective applicants to apply for a Master of Applied Behaviour Analysis at Monash University through the Master of Inclusive Education (MIE) initiative.

Through this initiative, the Department will support 595 master's course placements over four years for teachers in Victorian government schools who work directly with students with a disability or additional learning need. This enables them to undertake a Victorian Institute of Teaching (VIT)-endorsed postgraduate course focused on inclusive education, in addition to the Master of Applied Behaviour Analysis at Monash University.

The Department acknowledges the diversity of the students and employees we serve. We endeavour to support the development of an inclusive and vibrant culture that promotes value and respect for all. Applicants from diverse backgrounds, orientations and abilities are encouraged to apply for the MIE initiative.

BACKGROUND

Launched in late 2017 as part of the *Inclusive Education Agenda Reform – Additional Supports Program*, the MIE initiative provides funding for teachers wishing to undertake postgraduate study in inclusive education via a master's degree. This will support schools to strengthen their inclusive education practices so that all students, including those with a disability or an additional learning need, can succeed in their learning.

The MIE initiative is part of the Victorian Government's commitment to increase the number of highly qualified inclusive and special education teachers working in Victorian government schools.

The MIE initiative aligns with all the essential elements of the Framework for Improving Student Outcomes (FISO) by building *Professional Leadership, Excellence in Teaching and Learning, Positive Climates for Learning and Breaking the Link*. The FISO also works alongside the Victorian Teaching and Learning Model (VTLM), bringing it into the classroom and creating a line of sight between the whole-school approach and classroom practices. Victorian teachers are supported to develop strong evidence-based inclusive practices to improve learning for all students, including those with disabilities and additional learning needs.

The Victorian School-wide Positive Behaviour Support (SWPBS) framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. The framework supports schools to identify and successfully implement evidence-based whole-of-school practices to enhance learning outcomes for all students. Applied behaviour analysis cohesively aligns with implementation of SWPBS, equipping recipients with skills to facilitate the Multi-Tiered Systems of Support.

Visit [Framework for Improving Student Outcomes](#) for more information.

Visit [Victorian Teaching Learning Model](#) for more information.

Visit [Victorian School-wide Positive Behaviour Support](#) for more information.

2. MASTER OF INCLUSIVE EDUCATION INITIATIVE

The MIE initiative aims to strengthen the capability of teachers, schools and regions to provide high-quality inclusive and special education to all students, including those with a disability or an additional learning need. The Inclusive Education Grants Unit (IEGU) manages the Master of Inclusive Education program, including the application process and assisting successful recipients to manage their course.

These guidelines relate only to the Master of Applied Behaviour Analysis (ABA) at Monash University commencing in Semester 2, 2021.

Please note: The following terms are used in these guidelines –

- Applicant: a teacher who is applying to undertake an ABA course through the MIA initiative
- Recipient: a teacher who has been successful in their application
- Placement: the confirmed place within a master's program.

WHAT IS BEING FUNDED?

The MIE initiative has two intakes per year via application rounds. In this round (Round 6), the IEGU will provide 10 ABA placements to teachers from Victorian government schools. These guidelines have been specifically created for the ABA course: [Master of Education \(Applied Behaviour Analysis\) at Monash University](#).

If an applicant for this ABA course is successful, they will be **provisionally accepted** until the admission requirements of Monash University have been met. The IEGU requires a letter of offer to formally finalise an applicant's place.

For more information about other courses available as part of the MIE program, please see the general application guidelines that are available on our website:

[Master of Inclusive Education](#)

There is no university-coordinated practicum element to the ABA course. It has been verified by the Association for Behaviour Analysis International (ABAI) as meeting specific instructor and coursework requirements and may fulfil part of the requirements for students who wish to obtain the Board-Certified Behaviour Analyst® (BCBA) credential.

COURSE FEES

The program will cover the tuition fees associated with a full-fee domestic place in the ABA course. A successful recipient will not be eligible to apply for a Commonwealth Supported Place.

BEHAVIOUR SCIENCE IN VICTORIAN GOVERNMENT SCHOOLS

This course is a pathway to certification as a BCBA. One of the primary eligibility requirements for certification is the completion of defined practical experience in applied behaviour analysis.

The Department is currently delivering the *Department of Education BCBA Supervision Opportunity*, which is a two-year initiative to support a number of ABA recipients to receive clinical supervision from Departmental BCBA's from February 2020 to December 2021. **Expressions of interest for completing supervised independent fieldwork to meet the requirements for professional BCBA certification through the Department are now closed.**

Other initiatives across the State that have promoted the use of evidence-based practices underpinned by the framework of ABA include:

- Behaviour Coaching (BCBA) project 2018–19
- Differentiation for Inclusion Project 2017–19
- Bridging the GAPPS Project 2019–20.

For those who have completed, or who are currently completing, the ABA course at Monash University and are interested in learning more about the application of behaviour science within Victorian government schools, please contact a Regional Behaviour Coach:

- North West Victoria Region: Jamie Tatarczuk – Jamie.Tatarczuk@education.vic.gov.au
- North East Victoria Region: Samantha Packer – Samantha.Packer@education.vic.gov.au
- South East Victoria Region: Anneliese Freitag – Anneliese.Freitag@education.vic.gov.au
- South West Victoria Region: Kerry Watson, Senior Project Officer, Behaviour Coaching – Kerry.Watson@education.vic.gov.au

Information on the Behavioural Analyst Certification Board (BACB) is available at:

<https://www.bacb.com/>

Please note: In alignment with the BACB’s code of ethics, the Department does not permit the use of the title ‘behaviour analyst’ or any other title that has the potential to mislead consumers into thinking that ABA recipients are certified behaviour analysts.

Graduates may acknowledge their qualification and expertise using post-nominal letters to represent their completed master’s qualification. For example, Mary Wood, Med (ABA).

Under Section 3 of the Professional Disciplinary Standards, any misinterpretations of certification status may be grounds for disciplinary sanctions, including denial or revocation of certification, imposition of fees and other sanctions against eligibility or certification.

3. FUNDING CRITERIA

ELIGIBILITY

Teachers applying for a master’s course through the MIA initiative (applicants) must:

- be an Australian citizen or permanent resident
- be currently employed as a teacher in a Victorian government school who works directly with students with a disability or additional learning needs
- continue to be employed in a Victorian government school for the duration of the approved course
- be a qualified practising teacher with full VIT registration
- have a minimum of four units of study as recognised prior learning in order to be eligible to receive a placement with Monash University (see ‘Academic Credit’ on page 10 for more information)
- for Round 6 recipients, commence their approved course in July 2021
- be willing and able to complete the ABA course within four years of enrolling
- not be the recipient of a scholarship or bursary for their approved course
- abide by and understand the failed units policy (see page 8 for more information).

Please note: In addition to the MIE eligibility criteria, universities have their own eligibility requirements. Applicants should contact universities and review their preferred course eligibility criteria before submitting their application.

The Department encourages all potential recipients to complete a relevant course from the *Inclusive Classrooms professional learning program* as a precursor to the MIE program. This is preferred, but not mandatory.

Visit the 2021 [Inclusive Classrooms professional learning catalogue](#) to view the upcoming courses.

FUNDING EXCLUSIONS

The MIE initiative does not cover the following:

- course costs for teachers in non-government schools
- course costs for teachers who are already enrolled in one of their preferred courses, commencing study before Semester/Trimester 2, 2021
- course costs for regional support employees
- additional expenses associated with completing an approved course (e.g. textbooks, stationery, travel expenses, accommodation and information technology equipment)
- teachers employed as a Casual Relief Teacher (CRT)
- additional expenses associated with the BACB supervision and/or examination
- any re-enrolment costs incurred in relation to failed units
- any costs incurred by withdrawing from a unit, or the course, after the university census date. If a recipient withdraws after the census date, they will be personally responsible for any associated course costs and fees including any failed units of study
- any course costs incurred after four years of study, as per the MIE agreement.

ASSESSMENT PRIORITIES

The MIE initiative supports teachers and schools to strengthen their inclusive practices so that all students, including those with a disability or an additional learning need, can succeed in their learning.

Please note: Schools which have not received a master's placement from previous rounds are prioritised at each intake. A selection panel will review and assess all applications against detailed assessment criteria. Applications will be prioritised based on the initiative's objectives, which include:

- increasing the number of Victorian government schools with classroom-based employees qualified in inclusive education
- aligning the MIE initiative with other Departmental programs, such as FISO, VTLM, SWPBS and Inclusive Classrooms.

| Eligible group | |
|-------------------|--|
| Priority 1 | <ul style="list-style-type: none"> • Teachers in mainstream schools in which no employee has received a master's placement in previous rounds |
| Priority 2 | <ul style="list-style-type: none"> • Teachers in specialist schools in which no employee has received a master's placement in previous rounds |
| Priority 3 | <ul style="list-style-type: none"> • Principal class that may or may not be classroom based, e.g. principal, assistant principal |

INTERMISSION

Recipients cannot defer their first semester of study. Recipients can request an intermission or leave of absence (study break) after they have successfully completed one unit of study in the first semester of the approved course. If the recipient wishes to take a break from study once meeting this requirement, they will be able to request an intermission for a maximum of 12 months (unless exceptional circumstances – such as illness, natural disaster or other circumstances which are beyond your control – apply).

Although a 12-month maximum intermission is available, applicants are encouraged to take no more than six months' intermission during the course as this will allow flexibility should they fail any unit of study. This policy ensures that all recipients can become qualified as soon as possible to bring inclusive and special education practices into the classroom. As a limited number of places is available, the IEGU seeks committed applicants who will complete their studies to support the objectives of the program before its conclusion.

Applicants should contact their university if they would like specific information regarding intermission or leave of absence processes and policies. If an intermission is sought after course commencement, the recipient must advise the IEGU and the university of their decision.

FAILED UNITS

If a recipient fails or is otherwise required to repeat a unit of study, they will be responsible for the costs and fees associated with repeating this failed unit of study, together with the costs and fees associated with any further failed units. This includes, but is not limited to, the costs and fees for re-enrolling in that unit of study.

If a recipient is personally responsible for any course costs under this policy, the Department will contact them regarding these fees.

Please note: Universities may allow re-enrolment in a failed unit/subject without requesting up-front payment. If this does occur, the Department will contact the recipient to recover financial costs associated with unit/s re-enrolment.

WITHDRAWALS

If an applicant chooses to withdraw from a unit of study, or from the course entirely, they must do so before the university census date. If they withdraw after the census date, they will be personally responsible for any associated course costs and fees including any failed units of study.

Recipients who wish to withdraw from the program must contact the IEGU immediately. The request to withdraw will be managed on a case-by-case basis. Withdrawing from the program due to increased workload, change of role/school or competing work priorities will impact the program. The applicant and school have been awarded an opportunity to strengthen inclusive practices within the school and support students with a disability and additional learning needs. By withdrawing from the program, your school will risk being able to apply for a subsequent master's, program funding will reduce and students will not receive the support this program intends to provide.

Please note: If a recipient chooses to withdraw from a unit of study after the census date, some universities will record this as a failed unit. This will be treated in accordance with the MIE failed units policy.

4. CONSIDERATIONS BEFORE APPLYING

Applicants should consider the following information when selecting their preferred course.

BOARD CERTIFIED BEHAVIOUR ANALYST® PATHWAY

The ABA course is verified by the Association for Behaviour Analysis International (ABAI) as meeting specific course content requirements. Across the entire verified course sequence, 315 hours of direct instruction aligned to the BCBA/BCaBA Task List (5th ed.) must be delivered.

The specific content areas on the Task List can be found [here](#).

The ABA course covers applications of evidence-based instructional and behaviour support strategies with preschool-aged children, school-aged children and adults. The course explores the use of individualised evidence-based instructional and behaviour support strategies with individuals with autism and related conditions, language delays, developmental delay or severe behaviour disorders. Applications of ABA in home, school and community-based settings are discussed. Applicants should review the websites of the BACB and ABAI prior to enrolling in this course, and consider applicability of the content to their current and prospective future roles at their school and/or other Victorian government schools.

This course provides a pathway to BCBA certification. The credential of BCBA is a graduate-level certification in behaviour analysis. Professionals who are certified at the BCBA level are independent practitioners who provide behaviour-analytic services. BCBA's can also supervise the work of Board-Certified Assistant Behaviour Analysts, Registered Behaviour Technicians and others who implement behaviour-analytic interventions.

Following a multi-year evaluation, consultation and training from the certification industry and extensive deliberation among the BACB's leadership, the BACB Board of Directors voted in August 2019 by majority to substantially revise the BACB's international focus. This means that effective 1 January 2023, initial BACB certification applications will no longer be accepted from individuals who reside outside of the US and Canada. The full announcement from the BACB, with background information and rationale for this change, can be found at <https://www.bacb.com/global-certification/>. For those who will not have met the eligibility requirements to sit the BACB professional certification exam before 31 December 2022, please be assured that Monash University and the Association for Behaviour Analysis Australia are in contact with the BACB, and will be actively working with them over the coming months to determine how credentialing and regulation of the professional practice of Applied Behaviour Analysis will look in Australia after 1 January 2023. Monash University is committed to your education and to supporting your goal to be professionally recognised as an Applied Behaviour Analyst.

STUDY WORKLOAD

Study workload for the eligible courses may range from 15 to 20 hours per week. The IEGU and universities encourage recipients to complete the **minimum units** of study required per semester. This is based on the study workload requisite in conjunction with balancing work and personal commitments.

The ABAI is responsible for verifying that the Monash Master of Education (Applied Behaviour Analysis) course meets specific standards. The ABAI requires that students participate in a total of 315 hours of direct instructional activities aligned to the 5th edition of the Task List (across all units that comprise the verified course sequence). Coursework delivered remotely is required to include verifiable methods that ensure students are in contact with the material for the required time. Therefore, participation in online learning activities (presented on Moodle, the Monash University coursework management system) is mandatory and must be verifiable. Completion of online learning activities is tracked using Moodle's progress tracker. Students must complete at least 90 per cent of the online learning activities for each unit, in addition to two assessment tasks, in order to pass the unit. Most units require students to participate in 45 hours of asynchronous direct instruction (for example, watching video lectures, completing quizzes and participating in discussion forums) across the 12-week semester (about three to four hours per week). Students will need to allocate additional time to complete weekly readings and work on assessment tasks. For each ABA unit, students should plan to commit approximately six to eight hours per week to their studies.

For more details about the ABA course content and expected study hours, please see **Appendix B** on page 18.

It is important that applicants understand the expected weekly hours of study and how this will affect their other commitments. If an applicant is considering studying part-time, they may wish to consider the total length of time they will need to complete the course, noting that they must complete their approved course within four years (July 2025) to be eligible for a placement. Applicants might also like to ask their preferred university provider if there are options to switch from part-time to full-time, or vice versa, part-way through the course.

MULTIPLE APPLICATIONS FROM TEACHERS AT THE SAME SCHOOL

The IEGU will award **one** master's course per school per application round. This is to ensure that each school receives the benefit of a master's-qualified employee in Applied Behaviour Analysis. This will also ensure the initiative has the broadest possible impact.

If multiple applications are received from a single school, the IEGU may contact the applicants' principal or regional director for additional information about the applicants' suitability. This information will be considered in addition to the information provided by applicants and the additional criteria listed above. In all cases, funding is awarded at the discretion of the IEGU.

ACADEMIC CREDIT

Academic credit, or Recognition of Prior Learning (RPL) (also known as credit for prior learning or advanced standing), is acknowledgement of prior study based on previous study or work experience.

In order to be eligible to receive an ABA placement, an applicant must have **four units** of RPL recognised by Monash University. Monash has recommended the following RPL self-assessment questions:

1. Have I met a 60% average in my studies? And are my qualifications related to inclusive education or Applied Behaviour Analysis?
2. Have I worked more than two years in a teaching or Applied Behaviour Analysis-related role, and can I demonstrate this in my resume?

If the answer is 'yes' to the above questions, an applicant is likely to be eligible for RPL. If the answer is 'no' to one or both of the above questions, the applicant should contact Monash University via email (future@monash.edu) to discuss how much RPL might be acknowledged based on study and work experience. Without four units of RPL, applicants will not be able to commence study for the ABA course.

5. HOW TO APPLY

SmartyGrants is an online grants administration program used by the Department to facilitate the MIE initiative. Applications can only be submitted online via [SmartyGrants](#).

The R6 application round will be open for **four weeks**, from **9am on Monday 1 March 2021**. Applications will close at **12pm (midday) on Wednesday 24 March 2021**.

The IEGU aims to process all applications and notify applicants of the outcomes by **Friday 16 April 2021**. As part of the assessment process, members of the selection panel may contact short-listed applicants and their principal/manager/senior education improvement leader (SEIL) by phone to discuss their application. **This will occur between 24 March and 16 April 2021**.

Applications must address each of the criteria. Incomplete or late applications will **not** be considered. Once an applicant has submitted their online application through SmartyGrants, they will not be able to change it or submit any additional documentation through the online form.

GUIDANCE ON PERSONAL STATEMENT AND STATEMENT OF SUPPORT

PERSONAL STATEMENT

As part of the application process, a personal statement is required outlining why the applicant is applying for an ABA placement and how they intend to use the knowledge and skills gained through completing their preferred course. The personal statement should include information about:

- why the applicant would like to undertake their preferred course
- how the applicant will use the knowledge and skills from their preferred course in their current role to assist students with disability and additional learning needs
- how the applicant intends to use the knowledge and skills from their preferred course in their future career, including leadership roles
- how the applicant will demonstrate commitment to enhancing inclusive education in their classroom, school and community
- how the applicant proposes to manage their course load associated with their preferred course.

STATEMENT OF SUPPORT

Applicants must submit a statement of support (SoS), completed and signed by their principal or regional director, outlining the reasons why they support the application and how they will best utilise the applicant while studying and after the course completion. The SoS template is available on the MIE website and via the online application form.

In the SoS, principals/regional directors must address key questions and acknowledge statements, particularly in relation to study leave, as per the following:

- **Study Leave**
It is expected that a principal/regional director will grant a reasonable number of paid study leave days for the purpose of attending examinations and that one day of paid study leave will be granted to attend a graduation ceremony.

Any further applications for study leave, paid or unpaid, may be approved on an as required basis and in accordance with the Department's study leave policies.

Information regarding study leave for teaching service employees is available at the HRWeb page – [Study Leave for Teaching Service](#).

6. THE ABA COURSE AT A GLANCE

Applicants are encouraged to undertake their own research into the ABA course in order to determine if the course best suits their individual circumstances.

| | |
|---------------------------|--|
| Course name | Master of Applied Behaviour Analysis |
| Course code | D6015 |
| Entry requirements | <p>Entry level 1: an Australian undergraduate degree (or equivalent) with at least a credit (60%) average.</p> <p>Please note: Monash University recognises equivalent relevant professional experience, graduate certificates or diplomas. It is the applicant's responsibility to ensure they meet the course entry requirements prior to applying for a placement.</p> <p>Further details about minimum entry requirements for domestic students is available at: https://www.monash.edu/study/courses/find-a-course/2020/education-d6002#accordion_target-accordion-l2VudHJ5LXJlcXVpcmVtZW50cy0y</p> |
| Study mode | <p>Online or on campus (Clayton). This course is delivered in a flexible delivery mode allowing applicants to work while completing the course.</p> <p>This course can be completed on a part-time basis but it must still be completed within four years of commencement.</p> |

APPLIED BEHAVIOUR ANALYSIS OVERVIEW

This information has been sourced from Monash University:

[https://www.monash.edu/study/courses/find-a-course/2020/education-d6002#overview-1,Applied behaviour analysis](https://www.monash.edu/study/courses/find-a-course/2020/education-d6002#overview-1,Applied%20behaviour%20analysis)

This specialisation is for those interested in the principles and practice of applied behaviour analysis in clinical, school and work settings, as well as those aiming to become BCBAs.

Recipients will be orientated to the field of education and gain an understanding of the major theoretical and professional debates in education. You will gain knowledge and expertise in the following areas:

- Principles of behaviour science and their application
- Identification and assessment of behaviours
- Evidence-based practices for behaviour analysts
- Experimental design for research into behaviour analysis
- Professional ethics in behaviour analysis.

The units in this specialisation have theoretical and practical relevance to professionals in a range of contexts, including inclusive and special education, and the disability sector. Recipients will be challenged to make connections between research and practice and will be equipped to pursue education-related careers and/or further study in education.

7. INFORMATION PRIVACY

The Department values and is committed to protecting your privacy. We handle applicant personal information in accordance with the *Privacy and Data Protection Act 2014 (Vic)* (PDP Act) and other applicable legislation. The Department has adopted the Information Privacy Principles in the PDP Act as minimum standards when dealing with personal information.

The IEGU may collect personal information that applicants choose to give us, which is a necessary function of running the MIE initiative. This includes information collected via online forms through SmartyGrants, phone and email correspondence. SmartyGrants may also collect personal information for its own purposes. Please refer to the SmartyGrants [terms of service and privacy policy](#) for further information.

Under the PDP Act, the IEGU has a responsibility to protect an applicant's personal information. The IEGU take reasonable steps to make sure that personal information is protected from misuse, loss, unauthorised access, modification or disclosure. Access to systems, applications and the information that the IEGU collects is limited to authorised employees only.

For further information on how the Department will handle personal information, please refer to the Department's general [information privacy policy](#).

Please see the website for the [Office of the Victorian Information Commissioner](#) for further details regarding the Information Privacy Principle.

COLLECTION NOTICE

The IEGU will collect personal information through SmartyGrants and email correspondence in order to register applicants for this initiative, contact the applicant if necessary in relation to this initiative, and for reporting purposes. The IEGU will not disclose personal information without consent, except where required to do so by law. If an applicant does not wish to provide their personal information, they will be unable to submit an application for the MIE initiative. An applicant may contact the IEGU to discuss their application, to request access to their personal information, or for other concerns about the privacy of their personal information.

The IEGU will collect the average academic outcomes for each student as they progress through their course to obtain their qualification. This information will be used to assess if further support from the educational institution is required for a recipient to successfully complete their course. This information may also be used in a de-identified and aggregated format to assist with reporting and evaluation of the MIE initiative. This academic information will not impact a person's eligibility to continue to receive their placement as part of the initiative. Information may also be sought from applicants and recipients over this period to analyse the effectiveness of the program and to inform future workforce policies and initiatives.

UPDATING PERSONAL DETAILS

The IEGU will regularly contact recipients to update their contact and employment details to assist with the efficacy of the MIE initiative.

8. APPLICATION TIMELINE

Applicants must refer to the table below for a timeline of the MIE initiative assessment process. Applications will close at **12pm (midday) on Wednesday 24 March 2021**.

The IEGU will conduct an initial check to confirm that each application meets the eligibility criteria, and assess all eligible applications using the assessment priorities (see page 7). Applicants may

be contacted after the closing date to provide clarification or additional information in support of their application.

The IEGU aims to process all applications and notify the outcome of the application round within 17 business days of the initiative’s closing date (that is, by **Friday 16 April 2021**).

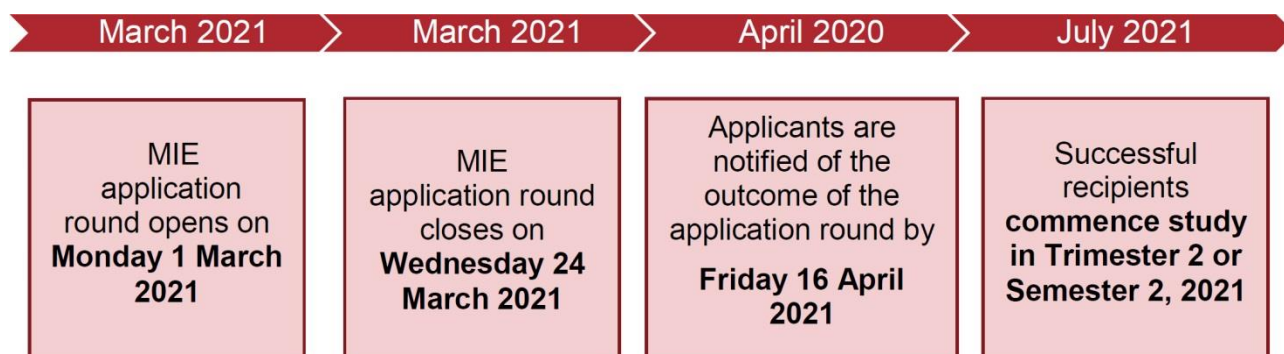
| Application Assessment Process | Time and/or date |
|--------------------------------|--|
| Opening Date for Application | 9am, Monday 1 March 2021 |
| Closing Date for Application | 12pm, Wednesday 24 March 2021 |
| Application Assessment | Thursday 25 March–Thursday 15 April 2021 |
| Application Outcomes | Friday 16 April 2021 |

HOW AND WHEN TO APPLY FOR YOUR COURSES

The IEGU advises all applicants to wait until they have received a notification of the outcomes of the MIE initiative before applying for the ABA course online.

The IEGU has ensured that all provisionally accepted applicants will have enough time to enrol in their approved university course after receiving notice of the outcome of their application.

Please refer to the flowchart below for a visual timeline of the application process.



Successful applicants **must** enrol in the ABA course as soon as they are notified by the IEGU.

Key enrolment, study and census dates are as follows:

| University | Enrolment opens | Enrolment closes | Course commences | Census date |
|-------------------|-----------------|------------------|------------------|----------------|
| Monash University | Mid-March 2021 | Early July 2021 | 26 July 2021 | 31 August 2021 |

PROVISIONALLY ACCEPTED APPLICANTS

The IEGU will notify all provisionally accepted applicants of the outcomes on Friday 16 April 2021. Provisionally accepted applicants will receive an email through SmartyGrants that includes an induction information pack. This induction pack consists of:

- a letter from the Department with recipient obligation information
- an information sheet that explains the steps required to complete in order to accept the offer
- a Policy Overview document
- a MIE Agreement
- a Fringe Benefits Tax form and FAQs sheet
- a copy of the MIE R6 ABA Guidelines.

Provisionally accepted applicants have four (4) weeks to return their induction pack documents, along with their university's letter of offer, to the IEGU: inclusive.ed.grants@education.vic.gov.au (no later than **Friday 14 May 2021**).

UNSUCCESSFUL APPLICATIONS

Following the conclusion of the assessment process, the IEGU will notify unsuccessful applicants of the outcome of their application. If applicants are seeking feedback on an unsuccessful application, they may contact the IEGU team.

9. CONTACT INFORMATION

- For Master of Inclusive Education enquiries and application support, contact the IEGU:
Ph: (03) 9084 8496
Email: inclusive.ed.grants@education.vic.gov.au
- For advice on how to manage the CRT recruitment process to your school's benefit, contact Schools Recruitment:
Ph: 1800 641 943
Email: schools.recruitment@education.vic.gov.au
- For assistance with managing leave requests and approvals, contact the HR Service Centre on 1800 641 943 and select the option for your region, or email:
 - [Schools HR – North Eastern Region](mailto:schools.hr.nev@edumail.vic.gov.au) (schools.hr.nev@edumail.vic.gov.au)
 - [Schools HR – North Western Region](mailto:schools.hr.nwv@edumail.vic.gov.au) (schools.hr.nwv@edumail.vic.gov.au)
 - [Schools HR – South Eastern Region](mailto:schools.hr.sev@edumail.vic.gov.au) (schools.hr.sev@edumail.vic.gov.au)
 - [Schools HR – South Western Region](mailto:schools.hr.swv@edumail.vic.gov.au) (schools.hr.swv@edumail.vic.gov.au)

UNIVERSITY CONTACT DETAILS

- For specific information relating to the ABA course, contact Monash University:
Ph: 1800 666 274
Website: www.monash.edu.au

APPENDIX A – FREQUENTLY ASKED QUESTIONS

ELIGIBILITY

DO I NEED TO BE A PERMANENT RESIDENT OR CITIZEN TO APPLY?

Yes, you must be an Australian citizen or permanent resident to be eligible to receive a master's placement.

CAN I APPLY IF I AM ON A FIXED-TERM CONTRACT AND/OR WORK PART-TIME?

Yes, teachers can apply if they are on a fixed-term contract and/or work part-time.

Teachers who are employed on a casual basis are **not** eligible to apply.

CAN I APPLY IF I LIVE IN A RURAL OR REGIONAL AREA?

Yes, applicants in rural and regional areas are encouraged to apply.

Some of the courses offer flexible learning options, including fully online and partially online study modes, which may be suited to applicants in rural areas.

Please note that travel, accommodation and information technology equipment expenses are not covered by the MIE initiative.

CAN I APPLY IF I HAVE ALREADY STARTED THE COURSE?

No, you are not eligible to receive a placement if you are already enrolled and studying in your chosen course.

DO I HAVE TO STUDY FULL-TIME?

Both full-time and part-time study modes are eligible. Applicants can select whichever study mode best suits them. The IEGU and universities encourage applicants to consider part-time study, because this will best allow applicants to manage their work and personal commitments whilst also meeting their chosen course requirements. **Please note:** Round 6 recipients commencing study in Semester 2, 2021 **must complete their course by July 2025.**

CAN I STUDY ONLINE?

This on campus course is delivered in flexible mode. Students can choose to engage via a fully online offering or to combine this with attendance at the face-to-face component if they are able and interested.

CAN I APPLY IF I AM PLANNING, OR CURRENTLY ON, EXTENDED LEAVE (E.G. LONG SERVICE LEAVE OR MATERNITY LEAVE)?

Yes, if the recipient is still employed by the Department and continues to meet the eligibility criteria outlined in these guidelines. **Please note:** Round 6 recipients commencing study in Semester 2, 2021 **must complete their course by July 2025.**

WHAT HAPPENS IF I MOVE OUT OF THE GOVERNMENT TEACHING SERVICE?

Applicants are no longer eligible to receive funding to continue their master's course. They must notify the IEGU if they move out of the Victorian Government Teaching Service and, in doing so, they will be withdrawn from the MIE initiative. If this is not actioned within a timely manner, they may be liable for any financial costs associated with the course.

APPLYING FOR A MASTER'S COURSE

MY PRINCIPAL/SEIL IS NOT AVAILABLE. CAN SOMEONE ELSE ENDORSE MY STATEMENT OF SUPPORT?

A regional director can endorse the statement of support.

HOW WILL I KNOW IF MY APPLICATION HAS BEEN RECEIVED?

All applicants will receive an automatic confirmation email when their application has been received. This will be sent to the primary email address provided by the applicant during the application process.

If an applicant submits their application but does not receive immediate confirmation by return email, they may contact the IEGU.

MASTER'S LEVEL COURSE DETAILS

WILL I INCUR A HIGHER EDUCATION CONTRIBUTION SCHEME (HECS) DEBIT FOR MY COURSE?

Recipients will not incur a HECS debt for their master's course. This initiative covers the tuition fees for a full-fee paying place, not a Commonwealth-supported place that attracts HECS.

CAN I TAKE STUDY LEAVE DAYS WHEN COMPLETING MY APPROVED COURSE?

It is expected that a principal/regional director will grant a reasonable number of paid study leave days for the purpose of attending examinations and that one day of paid study leave will be granted to attend a graduation ceremony.

Any further applications for study leave, paid or unpaid, may be approved on an as required basis and in accordance with the Department's study leave policies.

Information regarding study leave for teaching service employees is available at the HRWeb page titled: [Study Leave for Teaching Service](#)

APPENDIX B – ABA COURSE OVERVIEW

The ABA course sequence at Monash University consists of eight 6-point units. A part-time student will complete two 6-point units per semester, and a full-time student will complete four 6-point units per semester. Most units require students to participate in 45 hours of direct instruction across the 12-week semester.

Units will be offered in the following semesters, on an ongoing basis, to accommodate Semester 1 and Semester 2 intakes:

| Semester 1 | Semester 2 |
|------------|------------|
| EDF5683 | EDF5684 |
| EDF5684 | EDF5686 |
| EDF5685 | EDF5687 |
| EDF5686 | EDF5679 |
| EDF5687 | EDF5688 |
| EDF5679 | EDF5689 |

The course handbook for students commencing study in 2021 can be found here: [Monash MEd in ABA course handbook](#).

A short synopsis of each ABA unit, the assessment tasks for each unit and the anticipate workload (hours of study per week) for each unit is outlined below.

EDF5683: PHILOSOPHICAL FOUNDATIONS OF BEHAVIOUR ANALYSIS

Pre-requisites: None

Applied behaviour analysis is a science devoted to the understanding and improvement of human behaviour. To be skilled in the design and delivery of behaviour analytic interventions, one must first have a strong understand of the philosophy of the science. In this unit, we will explore radical behaviourism as the philosophy underlying the science of applied behaviour analysis. We will review the goals and assumptions of science, the philosophical assumptions underpinning the science of behaviour analysis, compare and contrast radical behaviourism and other theories of learning and behaviour, and describe learning and behaviour from the perspective of a radical behaviourist. This unit aligns primarily with Section 1A of the BACBs Task List (5th ed.).

- 1. Assessment Task 1 (40%) – Multi-Choice Tests:** Students will demonstrate their learning of the key concepts and principles presented in this unit by completing two 20-question multi-choice tests.
- 2. Assessment Task 2 (60%) – Comparative Essay:** Student's will demonstrate their learning of the philosophical foundations of behaviour analysis by writing a comparative essay. Students will be asked to describe behaviour and learning from the perspective of radical behaviourism, and to analyse behaviour and learning in relation to the goals and assumptions of science.

Workload: In EDF5683, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend three to four hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or

watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

EDF5684: CONCEPTS AND PRINCIPLES OF LEARNING

Pre-requisites: None

This unit defines the basic elements involved in a scientific analysis of behaviour and introduces students to several principles that have been discovered through such analysis. In this unit, you will learn about two functionally distinct types of behaviour, respondent and operant, and discuss how the environment influences each type of behaviour. In addition, you will gain an in depth understanding of core concepts and principles in behaviour analysis, including reinforcement, extinction, punishment, motivation, stimulus control, and stimulus equivalence. Throughout the unit, you will be challenged to apply these concepts and principles to analyse complex human behaviour in real world settings. This unit primarily aligns with section 1B of the BACBs Task List (5th ed.).

1. **Assessment Task 1 (40%) – Multi-Choice Tests:** Students will demonstrate their learning of the key concepts and principles presented in this unit by completing two 20-question multi-choice tests.
2. **Assessment Task 2 (60%) – Conditional Discrimination Project:** Students will demonstrate their learning of the concepts and principles presented in this unit by designing one or more match-to-sample procedures to teach a conditional discrimination and will explain how to test for emergent relations using a stimulus equivalence paradigm.

Workload: In EDF5684, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend three to four hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

EDF5685: PROFESSIONAL ETHICS FOR BEHAVIOUR ANALYSTS

Pre-requisites: None

The aim of this unit is to develop your ability to practice ethically in a variety of contexts. In this unit, you will be introduced to the BACB's Professional and Ethical Code of Conduct. We will explore professional and ethical issues in behaviour analysis, including our ethical responsibilities to clients, colleagues, supervisees, other professionals, the BACB, and society as a whole. You will learn to engage in ethical decision-making within the context of evidence-based practice and will identify contextual and cultural factors that may influence ethical behaviour in real world settings. In addition, you will learn to distinguish between scope of practice and scope of competence in applied behaviour analysis, will identify your own scope of competence, and will describe ways to expand your scope of competence. This unit aligns primarily to section 2E of the BACBs Task List (5th ed.).

1. **Assessment Task 1 (50%) – Ethics Case Scenario 1:** Students will demonstrate their ability to engage in the process of ethical decision-making to identify and propose solutions to ethically complex case scenarios.
2. **Assessment Task 2 (50%) – Ethics Case Scenario 2:** Students will demonstrate their ability to engage in the process of ethical decision-making to identify and propose solutions to ethically complex case scenarios.

Workload: In EDF5685, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend three to four hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

EDF5686: MEASUREMENT, DATA ANALYSIS, AND EXPERIMENTAL DESIGN

Pre-requisites: None

In this unit, you will learn to conduct basic behaviour assessments to inform the selection of treatment goals and objectives, and to evaluate the effectiveness of interventions. In this unit, you will learn about (a) important considerations for selecting and defining target behaviours, (b) various strategies for measuring behaviour, (c) methods for assessing and improving the quality of measurement, and (d) tactics for constructing and interpreting graphic displays of data. In addition, you will learn about specific tactics of scientific research in behaviour analysis, including (a) the components of experiments in behaviour analysis, (b) single subject research designs, and (c) tactics for visually analysing graphed data to identify functional relations. This unit primarily aligns with sections 1C and 1D of the BACBs Task List (5th ed.).

1. **Assessment Task 1 (40%) – Multi-Choice Tests:** Students will demonstrate their learning of the concepts and principles presented in this unit by completing two 20-question multi-choice tests.
2. **Assessment Task 2 (50%) – Case Study:** Students will demonstrate their learning of measurement, data analysis, data graphing, and data interpretation by conducting a case study. Students will select and define a target behaviour, select an appropriate measurement system, measure the target behaviour during baseline observations, create a graphic display of the baseline data, interpret the data, and discuss their findings and the strengths and limitations of the methodology used. Students will be required to present their findings in a written report.

Workload: In EDF5686, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend three to four hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

EDF5679: BEHAVIOUR ASSESSMENT AND TREATMENT

Pre-requisites: EDF5684 and EDF5686

This unit focuses largely on applications of applied behaviour analysis with individuals who display behaviours of concern. In this unit, we will explore a comprehensive, function-based approach to the assessment and treatment of behaviours of concern. Students will learn to design and analyse the results of indirect assessments, descriptive assessments, and functional analyses, and to integrate assessment information with client goals, preferences, supporting environments, risks, constraints, and social validity to design, deliver, and monitor the effectiveness of a function-based, skill-based behaviour support plan. We will also review strategies for promoting maintenance and generalisation of behaviour change, with an emphasis on facilitating the social

inclusion of our learners. This unit primarily aligns with sections 2F, 2G, and 2H of the BACBs Task List (5th ed.).

1. **Assessment Task 1 (50%) – Functional Behaviour Assessment Report:** In Part 1 of the behaviour assessment and treatment project, students will analyse and interpret the results of a functional behaviour assessment. Students will use the functional behaviour assessment data to develop a hypothesis about the function of the target behaviour and to write a functional behaviour assessment report summarising the purpose and results of each assessment component.
2. **Assessment Task 2 (50%) – Behaviour Support Plan:** In Part 2 of the behaviour assessment and treatment project, students will use the results of the functional behaviour assessment to design a function-based behaviour support plan. In the behaviour support plan, students will need to identify and describe strategies for strengthening a functional replacement behaviour and other developmentally and contextually appropriate behaviours. The behaviour support plan will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

Workload: In EDF5679, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend three to four hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

EDF5687 EVIDENCE-BASED INSTRUCTIONAL DESIGN

Pre-requisites: EDF5684 and EDF5686

In this unit, you will be introduced to evidence-based instructional tactics for teaching learners with diverse needs. We will explore child development from a behaviour analytic perspective, with an emphasis on communication, language, social, and emotional development. You will learn to select meaningful intervention goals and strategies based on the learner's strengths, needs, preferences, supporting environments, risks, constraints and social validity. We will explore how and when to use evidence-based instructional tactics (including shaping, chaining, discrete trial teaching, natural environment teaching, multiple exemplar instruction, and precision teaching) and how to use data to inform teaching decisions and clinical problem solving. We will also review strategies for promoting maintenance and generalisation of skills, with an emphasis on facilitating the social inclusion of our learners. This unit primarily aligns with sections 2G and 2H of the BACBs Task List (5th ed.)

1. **Assessment Task 1 (50%) – Individual Learning Plan:** In Part 1 of the skill acquisition project, students will analyse the results of a criterion-referenced skills assessment and then develop an individualised learning plan consisting of clear and measurable learning objectives for the student.
2. **Assessment Task 2 (50%) – Skill Acquisition Procedure:** In Part 2 of the skill acquisition project, students will select and define a skill to be taught, write a short-term measurable objective, describe how to teach the skill using an evidence-based teaching tactic, describe how maintenance and generalisation of the new behaviour will be promoted, and design a measurement and data collection system. The teaching procedures will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

Workload: In EDF5687, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend three to four hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.

EDF5688 PERFORMANCE MANAGEMENT AND SUPERVISION

Pre-requisites: None

Behaviour analysts are often responsible for teaching others how to implement behaviour interventions/teaching strategies, and for directly supervising aspiring or newly certified behaviour analysts. In this unit, you will learn about applications of behaviour analysis to initial and ongoing job training, supervision, and performance management. Topics covered include effective communication and teamwork, assessing performance, establishing performance expectations and goals, teaching new job skills, monitoring performance, delivering effective performance feedback, using reinforcement in the workplace, and identifying and remediating performance problems using a performance analysis. In addition, you will learn about effective strategies for interdisciplinary collaboration and communication with other professionals, such as teachers, school leaders, and allied health practitioners. This unit primarily aligns to section 2I of the BACBs Task List (5th ed.).

1. **Assessment Task 1 (40%) – Performance Checklist:** Students will demonstrate their learning of the key concepts and principles presented in this unit by developing a performance checklist for a specific job skill. The performance checklist should include a definition of the skill, a list the steps that the trainee needs to perform to successfully complete the task, a description of how procedural integrity data will be collected, and a data collection system.
2. **Assessment Task 2 (60%) – Employee Training Plan:** Students will demonstrate their learning of the key concepts and principles presented in this unit by writing a employee training plan to teach trainees how to correctly and consistently implement a component of a behaviour analytic intervention. Students will be expected to state the reason for the training plan, state the performance expectation for the trainee, describe how the skill will be trained using an evidence-based employee training tactic, describe how performance will be monitored over time and feedback will be delivered, and incorporate the performance checklist from assessment #1. The employee training plan will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

Workload: In EDF5688, students must complete 30 hours of direct instructional activities. Each week, students should expect to spend two to three hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 30 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.

EDF5689 DIVERSE APPLICATIONS OF BEHAVIOUR ANALYSIS

Pre-requisites: None

In this unit we will explore diverse applications of behaviour analysis in the areas such as early intervention, parent education, sleep, safety, health and fitness, addiction, mental health, aged

care and environmental sustainability. We will explore how basic behavioural principles, including motivation, stimulus control, and reinforcement, can be applied to address socially significant problems with diverse populations. You will be challenged to think about and discuss ways to extend the reach of behaviour analysis into more diverse settings, with varied populations. This unit primarily aligns to sections 1B and 2G of the BACBs Task List (5th ed.).

1. **Assessment Task 1 (50%) – Annotated Bibliography:** Students will demonstrate their learning of the key concepts and principles presented in this unit by selecting a topic (a diverse application of behaviour analysis), developing a concise and clear introduction that describes the problem and why the evaluation of behaviour analytic tactics to address this problem is important, and preparing an annotated bibliography of selected articles on the topic.
2. **Assessment Task 2 (50%) – Research Synthesis:** Students will demonstrate their learning of the key concepts and principles presented in this unit by writing a research synthesis on a diverse application of behaviour analysis. Students will discuss common themes and findings of the selected articles included in the annotated bibliography, summarise the strengths and limitations of this body of research, and propose areas for future study.

Workload: In EDF5689, students must complete 15 hours of direct instructional activities. Each week, students should expect to spend 30 minutes to one hour engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and one hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 15 hours of direct instruction, students will need to allocate time to reading (approximately two hours per week) and working on components of the assessment tasks.