

**FACULTY OF SOCIAL SCIENCES
MASTER IN SPECIAL NEEDS EDUCATION (HONS)
MSN1083 EFFECTIVE BEHAVIOUR MANAGEMENT FOR
LEARNERS WITH DIVERSE NEEDS IN INCLUSIVE EDUCATION
JULY 2026 SEMESTER**

**GROUP ASSIGNMENT:
WRITTEN REPORT & PRESENTATION**

OVERVIEW

The coursework component of **MSN1083 EFFECTIVE BEHAVIOUR MANAGEMENT FOR LEARNERS WITH DIVERSE NEEDS IN INCLUSIVE EDUCATION** will be assessed through **TWO (2)** assignments. This assignment brief provides information related to **Group Assignment** and you should work in a group of **3 members**. This group assignment consists of **TWO (2)** parts. Refer to the following parts.

PART 1: WRITTEN REPORT

In this assignment, students will work in groups to write a comparative report that analyses behavioural challenges experienced by a learner with special educational needs in an inclusive classroom and develop an evidence-based Behaviour Intervention Plan (BIP).

PART 2: PRESENTATION

This part requires you to present comparative report of group assignment.

COURSE LEARNING OUTCOME

This assignment is aimed at meeting the following course learning outcome:

CLO 1: Analyse behavioural characteristics and educational challenges of diverse learners using evidence-based assessment frameworks.

CLO2: Evaluate the effectiveness of behaviour interventions in inclusive settings through data collection and reflective practices.

PURPOSE

The purpose of this assignment is to students to integrate theories of behaviour management with authentic practice. Students are expected to analyse learner behaviour, conduct a Functional Behaviour Assessment (FBA) and evaluate evidence-based interventions.

ASSIGNMENT TASK

In a group of **3 members**, you are required to complete the following parts.

PART 1: WRITTEN REPORT (40%)

INSTRUCTIONS

1. Introduction to behaviour management in inclusive education.
2. Present a learner profile and analyse behavioural characteristics, educational challenges and behavioural triggers.
3. Conduct a **Functional Behaviour Assessment (FBA)** using appropriate evidence-based assessment frameworks.
4. Support discussion with at least 20 recent peer-reviewed references (APA 7th Edition).

PART 2: PRESENTATION (20%)

- **ALL** students **MUST** present. You will be assessed individually.
- Present the **WRITTEN REPORT** to the whole class.
- The duration of the presentation should be between 15-20 minutes.
- Develop an appropriate visual aid to present your **WRITTEN REPORT**.
- The presentation will take place in **Week 10**.
- The presentation dress code is formal attire.

Write your **WRITTEN REPORT** using the guide and format provided in **Appendix 1**.

SCORING CRITERIA

- This assignment contributes **60%** of the total marks for this course.
- **Part 1: WRITTEN REPORT** will contribute **40%** and **Part 2: PRESENTATION** will contribute another **20%** to make up the **60%**.
- The assignment will be graded using the **Assessment Rubrics** attached in **Appendix 2: WRITTEN REPORT** and **Appendix 3: PRESENTATION**. You are advised to study the rubrics closely before and while you work on these assignments.
- The **word limit** for **COMPARATIVE REPORT** is **3500 ± 10% words**.
- You will be provided with feedback on the assignment before the Final Assessment.

SUBMISSION GUIDELINES

- a. Your essay should be typed using **12-point Times New Roman** font and double spacing.
- b. Word limit: **3500 ± 10% words**.
- c. You are required to submit a softcopy of your work in e-QIU.
- d. Prior to submission, the assignment **MUST** be submitted through Turnitin.
 - i. The Turnitin report should indicate a similarity index of less than 30%.
 - ii. Turnitin details are as follows:

TURNITIN Class ID : 54226686
Enrollment Key : July2026

- iii. The Turnitin report must be attached together with the assignment.
- e. The softcopy of your assignment **MUST** be labelled in this format:
 - a. Name_Matric Number_Course Code_Semester
 - b. E.g.: Amy-Lucy-Wee_MSN1083_July 2026

Submission Deadline: WEEK 10 (9th September 2026, Thursday by 5:00 p.m.)

PLAGIARISM CAUTION

Plagiarism is strictly prohibited to maintain academic integrity. You should not copy another student's/group's work or from any other source, including AI tools like Chat GPT and submit it as your own. The maximum similarity allowed is 30%. When you use content from other sources, you need to cite your sources properly. Please note that the penalty for plagiarism is severe. Your marks can be significantly reduced or even be awarded a ZERO (0) if you copy verbatim without proper acknowledgement.

NOTE: Students are expected to demonstrate their own critical understanding and academic judgement throughout the report. Where generative AI tools are used to support learning, students must comply with the AI Use Declaration requirements stated in this assignment brief.

-END OF GROUP ASSIGNMENT

[APPENDIX 1]

MSN1083 EFFECTIVE BEHAVIOUR MANAGEMENT FOR LEARNERS WITH DIVERSE NEEDS IN INCLUSIVE EDUCATION
GROUP ASSIGNMENT

GUIDE & FORMAT

- A. Cover page (Appendix 4)**
- B. Table of Contents (Academic Style)**
- C. Content *(WRITTEN REPORT & PRESENTATION)**
- D. Marking Rubric (WRITTEN REPORT & PRESENTATION) {APPENDIX 2 &3}**
- E. References**
- F. Turnitin**

*An explanation of the items marked with an * is provided*

C. Content *(WRITTEN REPORT)

1. Introduction

- Inclusive education
- Behaviour management
- Importance of evidence-based intervention

2. Learner Profile

Describe:

- disability
- age
- educational background
- classroom setting
- behavioural concerns

3. Behaviour Analysis

Analyse

- behavioural characteristics
- behavioural triggers
- environmental factors
- educational challenges

Support with literature.

4.Functional Behaviour Assessment (FBA)

Include

- ABC Observation
- Behaviour frequency
- Antecedents
- Consequences
- Behaviour function

Students may use:

- interviews
- observations
- document analysis
- simulated data (if real data unavailable)

5. Evaluation of Assessment

Discuss:

- how the effectiveness and usefulness of the assessment will be evaluated
- data collection methods used during the assessment
- analysis and interpretation of assessment findings
- strengths and possible limitations of the assessment process
- reflective discussion on the assessment findings and their implications for future support/intervention

6. Conclusion

Summarises the major findings.

7. References

Minimum

- 20 recent journal articles
- APA 7th Edition
- Majority published within the last 5 years

Content *(PRESENTATION)

Each group will deliver a **10-15 minute presentation** followed by **5 minute Question & Answer Session**

1. Students should present

- Introduction

- Learner Profile
- Behavioral Analysis
- Functional Behavioral Assessment (FBA)
- Evaluation of Assessment
- Conclusion
- References

2. Students are encouraged to use

- Infographics
- Tables
- Educational statistics
- Policy documents
- Short videos

3. Every member must present.

E. Reference

- You are encouraged to refer to current authentic materials. Between year 2021 – 2026.
- Please adhere to the APA format
 - i. Alphabetical Order
 - ii. No numbering
 - iii. Format. You may refer to this site:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html

<https://www.mendeley.com/guides/apa-citation-guide>

- All points must be supported by relevant text citations. The sources used to cite or support your justification must be reflected in the reference.

In-text citation example:

- According to a study by Snow (1982, as cited in Brown, 2014), 75% of students believe that teachers should not assign nightly homework.
- According to a study by Snow (as cited in Brown, 2014), 75% of students believe that teachers should not assign nightly homework.
- In fact, 75% of students believe that teachers should not assign nightly homework (Snow, 1982, as cited in Brown, 2014).
- Snow (1982, as cited in Brown, 2014) concluded that "nightly homework is a great stressor for many students" (p.34).

- Regardless of the medium of the source, all sources with three authors or more are now attributed using the name of the first author followed by “et al.”

For example:

Fannon, Chan, Ramirez, Johnson, and Grimsdottir (2019) can be cited as (Fannon, Chan, Ramirez, et al., 2019).

- For example:

i. Book Reference

Foster, D.L. (1993). *Front Office Operations and Administration*. Singapore. McGraw-Hill Book Co.

ii. E-book Reference

Evers, B. (2004). *The Turn-taking System*: Seminar Paper. [Online]
http://books.google.com.my/books?id=ZIf1eXpg1PkC&printsec=frontcover&dq=turn+taking&hl=en&redir_esc=y. (Accessed on 8th April 2020).

iii. Articles

Bautista, M.L. (2004). *Tagalog-English Code Switching as a Mode of Discourse*. Asia Pacific Education, Vol. 5, No. 2, 226 - 233.

F. Turnitin

- Please submit the report for plagiarism check.

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JULY 2026 SEMESTER

GROUP ASSIGNMENT RUBRIC: WRITTEN REPORT & PRESENTATION

NAME	MATRIC NO	GROUP

WRITTEN REPORT						
CATEGORY	Superior 5	Above Average 4	Average 3	Below Average 2	Not Meeting Standard 1	Score
Introduction (10%)	Demonstrates comprehensive understanding of inclusive education, behaviour management, and the importance of evidence-based approaches. Discussion is scholarly, well integrated, and strongly supported by current literature.	Demonstrates clear understanding of all required concepts with good scholarly support and only minor omissions.	Demonstrates satisfactory understanding of the key concepts, but discussion lacks depth, integration, or sufficient scholarly support.	Demonstrates limited understanding, with several inaccuracies, weak connections between concepts, or insufficient scholarly support.	Demonstrates little or no understanding of the required concepts. Discussion is largely inaccurate, irrelevant, or unsupported.	
	5	4	3	2	1	x2

Learner Profile (10%)	Provides a comprehensive, coherent, and relevant learner profile covering disability, age, educational background, classroom setting, and behavioural concerns. Information clearly establishes the context for subsequent assessment.	Provides a clear and relevant learner profile addressing all major elements, with only minor omissions or lack of detail.	Provides an adequate learner profile covering most required elements, although some information lacks detail or connection to the behavioural concerns.	Provides a limited or incomplete profile, with several required elements insufficiently described or unclear.	Provides minimal, inaccurate, or largely irrelevant information about the learner and educational context.	
	5	4	3	2	1	X2
Behaviour Analysis (20%)	Provides an insightful and critical analysis of behavioural characteristics, triggers, environmental factors, and educational challenges. Demonstrates strong integration of relevant and current	Provides a clear and well-supported analysis of the major behavioural factors, with good use of literature and minor gaps in depth or integration.	Provides a satisfactory analysis of most behavioural factors, but discussion is mainly descriptive or supported by limited literature.	Provides limited analysis with weak identification of triggers, environmental factors, or educational challenges. Literature support is insufficient.	Provides little or no meaningful behavioural analysis; key factors are missing, inaccurate, or unsupported by literature.	

	literature to explain the behaviour.					
	5	4	3	2	1	x4
Functional Behaviour Assessment (FBA) (25%)	Demonstrates comprehensive and systematic application of FBA. Effectively incorporates ABC observation, behaviour frequency, antecedents, consequences, and identification of behaviour function. Data sources are appropriate, clearly presented, and logically interpreted.	Demonstrates clear and appropriate application of FBA components, with good interpretation of data and only minor omissions or inconsistencies.	Demonstrates satisfactory application of FBA, but some components lack depth, clarity, consistency, or sufficient interpretation.	Demonstrates limited understanding and application of FBA, with several incomplete components or weak links between collected data and behaviour function.	Demonstrates little or no appropriate application of FBA. Major components are absent, inaccurate, or unsupported by evidence/data.	
	5	4	3	2	1	X5
Evaluation of Assessment (20%)	Critically and comprehensively evaluates the effectiveness and usefulness of the assessment, data collection methods, analysis and interpretation of findings, strengths and limitations, and	Provides a clear and thoughtful evaluation covering all major areas, with good reflection and interpretation but minor limitations in critical depth.	Provides a satisfactory evaluation of the assessment, although discussion is more descriptive than critical and some areas lack depth.	Provides limited evaluation with weak reflection, insufficient discussion of strengths/limitations, or unclear implications of assessment findings.	Provides little or no meaningful evaluation of the assessment process or findings. Reflection and implications are absent or inappropriate.	

	implications for future support/intervention. Reflection demonstrates strong professional insight.					
	5	4	3	2	1	X4
Conclusion (5%)	Provides a concise, coherent, and insightful synthesis of the major findings, clearly drawing together the learner profile, behavioural analysis, FBA findings, and implications.	Provides a clear summary of major findings with good overall synthesis and only minor omissions.	Provides an adequate summary but with limited synthesis or some repetition of earlier discussion.	Provides a weak or incomplete summary with limited connection to the major findings.	Conclusion is absent, largely irrelevant, or fails to summarise the major findings.	
	5	4	3	2	1	X1
References, Academic Writing & APA 7th Edition (10%)	Uses at least 20 relevant journal articles , with the majority published within the last five years. Sources are authoritative and effectively integrated. Referencing and in-text citations demonstrate excellent adherence to APA 7th Edition,	Meets the required number and recency of sources with good relevance and integration. Minor APA or academic writing errors are present.	Generally adequate use of literature but may show some shortcomings in number, recency, relevance, integration, APA accuracy, or academic writing.	Insufficient or poorly selected literature with frequent APA errors and weaknesses in academic writing and source integration.	Substantially fails to meet literature requirements. Referencing is seriously inadequate/inaccurate and academic writing does not meet expected standards.	

	with strong academic writing throughout.					
	5	4	3	2	1	X2
Remark					Raw Total Score	/ 100
					Coursework	/ 40%



QUEST INTERNATIONAL UNIVERSITY

Presentation Rubric (20%)

Criteria	Superior	Above Average	Average	Below Average	Inferior	Mark
	4	3	2	1	0	
1. Nonverbal Skills (10 marks) Good eye contact with entire audience; regularly scans the room. Natural hand gestures, no distracting mannerisms, stands up straight. Confident speaker.						x 2.5 =
2. Verbal Skills (10 marks) Demonstrates a strong positive attitude throughout the presentation. Uses voice effectively to emphasize points. Minimal vocalized pauses (er, umm, ahh, etc.) Rarely mispronounces words/terms. Delivery rate is appropriate for understanding and attention.						x 2.5 =
3. Organization (20 marks) Effective opening which states what the presentation will cover. Presentation is well-organized. Excellent transitions throughout which are seamless. Presentation matches announced purpose and meets all objectives.						x 5 =

4. Content (30 marks) Students should present • Introduction • Learner Profile • Behavioral Analysis • Functional Behavioral Assessment (FBA) • Evaluation of Assessment • Conclusion • References						x 7.5 =
5. Use of Media (10 marks) Slides / media for the presentation are visually attractive, readable and supportive of the content. Refers to slides / note cards occasionally or not at all.						x 2.5 =
6. Q & A (20 marks) Answers questions appropriately and correctly, and with confidence. Repeats questions (that are inaudible) for audience.						x 5 =
	TOTAL MARKS:					/100
	PERCENTAGE:					/20

QUEST INTERNATIONAL UNIVERSITY (QIU)
FACULTY OF SOCIAL SCIENCES
GROUP ASSIGNMENT
JULY 2026

ASSIGNMENT COVER SHEET

Course Details

Subject Code :
Course :
Programme :
Year & Semester :
Lecturer's Name : Ms. Sharmila Devi Manogaran

Assignment Details

Due Date :

Student's Details

Name & Matric No. :
Name & Matric No. :
Name & Matric No. :

Assignment Overall Marks: _____ Marks

