1. **Title of the module**

TZRD8620 (TZ862) – Behaviour Analysis and Intervention

1. **School or partner institution which will be responsible for management of the module**

Tizard Centre (School of Social Policy, Sociology and Social Research)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

10 Credits (5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) and Spring term (term 2)

1. **Prerequisite and co-requisite modules**

Full-time students will normally take all the other distance learning academic modules (TZ863D, TZ830D, TZ861D and TZ865) alongside this one. Part-time students will take this module alongside TZ861D and TZ865 in year 2, having completed TZ863D and TZ830D in year one. Students on the PGDip and MA in Intellectual and Developmental Disabilities by distance learning will also complete TZ997D. Students on the PGDip in Autism studies will also take TZ996/994 or TZPGaut2.

Students on the MA in autism studies will take TZ995/997 OR TZ996/994 and TZPGaut2.

**The programmes of study to which the module contributes**

PG Certificate Intellectual and Developmental Disabilities (by Distance Learning);

PG Diploma Intellectual and Developmental Disabilities (by distance learning);

MA Intellectual and Developmental Disabilities (by Distance Learning);

PG Certificate in Autism studies; PG Diploma Autism Studies;

MA Autism Studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate familiarity with the principles of the experimental analysis of behaviour and applied behaviour analysis;

8.2 Demonstrate understanding of the methods and the difficulties of behavioural assessment;

8.3 Demonstrate knowledge of the ways in which individuals (and carers) have been supported to build new skills in self-care, communication and other skill domains;

8.4 Demonstrate understanding of the methods of functional analysis;

8.5 Demonstrate knowledge of a range of behavioural and cognitive techniques of intervention with individuals and the limitations of these techniques.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Use the research literature as the main source of information on each of the topics studied;

9.2 Use IT resources to follow up what they hear in lectures and what they read on the web-based material;

9.3 Summarise their reading in order to contribute to web-based and group discussions;

9.4 Organise and manage their studying independently with support from tutors.

1. **A synopsis of the curriculum**

Students will learn a range of techniques to analyse and assess challenging and antisocial behaviour in the context of individuals with learning disabilities. Indicative topics are: cognitive behaviour analysis; definitions, measurement and epidemiology of challenging behaviour; teaching communication skills to individuals with learning disabilities; functional analysis and identifying appropriate interventions; supporting individuals with special needs including profound and multiple handicaps.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Baum, W.M. (1994) *Understanding Behaviourism: Science, Behaviour and Culture*. New York: Harper Collins College Publishers. BF199

Carr, E. et al. (1994) *Communication-based Intervention for Problem Behaviour* Baltimore: Paul Brookes Pub. Co. BF680.7

Clements, J. (1987) *Severe Learning Disability and Psychological Handicap*. Chichester: Wiley and Sons. BF770

Durand, V. (1990) *Severe Behaviour Problems: a Functional Communication Training Approach*. New York: Guilford Press. BF823.B4

Emerson, E. (1995) *Challenging Behaviour: Analysis and Intervention in People with Learning Difficulties*. Cambridge: Cambridge University Press. BF651.4.M47

Remington, B. (1991) *The Challenge of Severe Mental Handicap: A Behaviour Analytic Approach*. Chichester: John Wiley and Sons. BF770

1. **Learning and teaching methods**

Total Contact Hours: N/A – Distance Learning

Private Study Hours: 100

Total Study Hours: 100

1. **Assessment methods**
	1. Main assessment methods
* Online Examination (2 hours) – 100%
	1. Reassessment methods
* Reassessment instrument - Like-for-like
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Examination (2 hours) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and distance learning

1. **Internationalisation**

The range of generic skills developed are applicable to international contexts and the specific skills have potential international relevance. Learning outcomes 8.1-8.5 deliver an international perspective.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2005 | N/A | September 2005 | Original version |  |
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| Revised FSO Jan 2018 |