1. **Title of the module**

TZRD3220 (TZ322) – Effective Support

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

Division of Law, Society and Social Justice (School of Social Policy, Sociology, and Social Research (Tizard Centre)

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

Level 4

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

30 credits (15 ECTS)

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

Spring term (term 2)

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

None

1. **The course(s) of study to which the module contributes**

BSc, GDip, Dip and Cert in Autism Studies – compulsory module

BSc, Dip and Cert in Positive Behaviour Support – compulsory module

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

8.1 Demonstrate knowledge and understanding of different evidenced based models of supporting individuals on the autism spectrum or with intellectual and developmental disabilities that are suitable for schools, families, residential or employment settings including; Positive Behaviour Support, Skills Building & Choice, Communication, SPELL, TEACCH, Person Centred Active Support

8.2 Demonstrate an understanding of overcoming implementation barriers in effectively supporting individuals on the autism spectrum or with intellectual and developmental disabilities

8.3 Demonstrate an understanding of quantitative and qualitative methods used in the evaluation of effective support for individuals on the autism spectrum or with intellectual and developmental disabilities

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

9.1 Evaluate and reflect on data from personal experiences and research

9.2 Demonstrate the ability to understand and communicate key concepts

9.3 Use information technology (word processing, email, internet, online learning resources) to meet the programme demands

9.4 Effectively manage time by successfully meeting deadlines for the completion of an academic assignment and revising for exams

9.5 Recognise issues relating to equality and diversity by using non-discriminatory language in written work and online contributions

1. **A synopsis of the curriculum**

This module will provide information on assessing the effectiveness of interventions in autism or intellectual and developmental disabilities suitable for schools, families, services or employment. Interventions include Positive Behaviour Support, Skills Building & Choice, Communication, SPELL, TEACCH, Person Centred Active Support and other approaches. Students will have an introduction into overcoming barriers to implementation. Students will be introduced to evaluation methods that include both quantitative and qualitative measures.

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

Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C. and Smith, C. E. (1994 reprint 2006). *Communication-Based Intervention for Problem Behaviour: a user's guide for producing positive change*. Baltimore: Paul H.Brookes.

Clements, J. (2005). *People with Autism Behaving Badly: helping people with ASD move on from behavioral and emotional challenges*. London: Jessica Kingsley Publishers.

Clements, J. & Zarkowska, E. (2000). *Behavioural Concerns & Autistic Spectrum Disorders: explanations and strategies for change*. London: Jessica Kingsley Publishers.

Mansell, J. & Beadle-Brown, J. (2012). *Active Support: enabling and empowering people with intellectual disabilities.* London: Jessica Kingsley Publishers.

Mesibov, G.B., Shea,V. and Schopler,E. (2005). *The TEACCH approach to autism spectrum conditions.* New York: Springer Science and Business Inc.

Sailor, W. Dunlap, G. Sugai, G. and Horner, R. (Eds.) (2009). *Handbook of Positive Behavior Support*. New York: Springer.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Coursework - essay (3500 words) - 60%

Coursework - Seminar (online forum) – 10%

Examination (1 hour) - 30%

13.2 Reassessment methods

Like-for-Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X |
| Seminars/ online forums |  |  | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay (60%) | X | X | X | X | X | X | X | X |
| Seminar/online forum (10%) | X | X | X |  | X | X | X | X |
| Exam (30%) | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division 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 online/distance learning*.*

1. **Internationalisation**

The discussion and analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**DIVISIONAL USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01’/2021 | minor | 2020-2021 Spring term (term 2) | 13 | N/A |
|  |  |  |  |  |

Revised FSO/SSPSSR Feb 2018 under Competition and Markets Authority (CMA) compliance project