1. **Title of the module**

TZRD3230 (TZ323) Challenging Behaviour

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

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

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

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

None

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

BSc Positive Behaviour Support and associated programmes

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

8.1 Discuss the factors contributing to the occurrence of challenging behaviour in children and adults with intellectual and developmental disabilities

8.2 Demonstrate understanding of the policy and legal contexts of education and human service provision for individuals with intellectual and developmental disabilities whose behaviour is described as challenging

8.3 Demonstrate understanding of a functional approach to behaviour

8.4 Demonstrate understanding of the importance of quality of life outcomes in supporting people whose behaviour is perceived as challenging

8.5 Evaluate current approaches to supporting the behaviour of either a live or hypothetical case study.

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

9.1 Show capacity to draw critically on both published work and personal experience

9.2 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts

9.3 Make effective use of information technology (word processing, email, internet use, online learning resources) to meet deadlines and complete tasks

9.4 Demonstrate effective time management skills

9.5 Recognise issues relating to equality and diversity by using non-discriminatory language.

1. **A synopsis of the curriculum**

The occurrence of challenging behaviours amongst children and adults with a diagnosis of intellectual and developmental disabilities has produced a large body of research literature, policy and professional advice. Challenging behaviour has profound impacts upon people affected by it physically, psychologically, socially and economically. This module, as part of the Positive Behaviour Support programmes, provides summary information on the causes, characteristics and epidemiology of challenging behaviour, and begins to outline intervention methodologies. The module explores some legal and ethical issues arising from challenging behaviour.

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

Brown, F., Anderson, J.L., Dr Pry, R.L. (2015). *Individual Positive Behaviour Support: a standards-based guide to in school and community settings*. Baltimore: Brookes.

Emerson, E., Einfeld, S.L. (2011). *Challenging Behaviour*. (3rd ed.). Cambridge: Cambridge University Press.

Emerson, E., McGill, P. and Mansell, J. (Eds.) (1994/1999). *Severe Learning Disabilities and Challenging Behaviours: designing high quality services*. London/Cheltenham: Chapman & Hall/Stanley Thornes.

Johnston, T.C. (2014). *Behaviour Intervention Without Tears: keeping FBAs and BIPs simple*, Champaign, Il: Research Press.

Lehr, D.H., Brown, F. (1996). *People with Disabilities Who Challenge the System*. Baltimore: Paul H Brookes,

Lovett, H. (1996). *Learning to Listen: positive approaches and people with difficult behaviour*. Baltimore: Paul H Brookes.

1. **Learning and teaching methods**

This module will be taught through blended learning via materials on Moodle. Blended learning offers flexibility to the Tizard student demographic. Blended learning features online forum and chat discussions, case study work, group exercises, videos, guided reading of text-based materials and study questions. Reflection upon personal performance forms part of the teaching and learning methods. All of these methods will contribute to the attainment of the subject specific and generic learning outcomes.

Total study hours: 300

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

Coursework - Assignment (3,500 words) - 70%

Examination - Multiple Choice and Short Answer (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* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| Learning/ teaching method |  |  |  |  |  |  |  |  |  |  |
| Skype, chat, forum discussions | √ | √ | √ | √ |  |  | √ | √ | √ | √ |
| Tutorials | √ | √ | √ | √ | √ | √ | √ | √ |  |  |
| Independent reading |  |  |  |  | √ | √ |  |  | √ |  |
| Assessment (exam and assignment) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Reviewing web-based content & guided study questions | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |
| Assessment method |  |  |  |  |  |  |  |  |  |  |
| *Exam MCT/Short Answer* | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| *Assignment of* | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

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 online

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.

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**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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018