1. **Title of the module**

TZRD5170 (TZ517) Introduction to Positive Behaviour Support

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

School of Social Policy, Sociology and Social Research

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

Level 5

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

15 credits (7.5 ECTS)

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

Autumn

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

None

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

BSc Intellectual and Developmental Disabilities 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 which contribute to the occurrence of challenging behaviour in children and adults with intellectual and developmental disabilities.

8.2 Describe the key elements of Positive Behaviour Support.

8.3 Demonstrate their understanding of the importance of quality of life outcomes in supporting people whose behaviour is challenging.

8.4 Demonstrate their understanding of a functional approach to behaviour.

8.5 Describe evidence-based frameworks for assessing and intervening with individuals whose behaviour is challenging.

8.6 Describe the roles played by proactive and reactive interventions in supporting behaviour change.

8.7 Describe the role played by families, schools, workplaces, homes and communities in supporting behaviour change.

8.8 Demonstrate an understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities and challenging behaviour.

8.9 Provide rationales for the use of non-aversive and constructive methods in the reduction of challenging behaviour.

8.10 Evaluate current approaches to supporting the behaviour of an individual for whom they support/care.

8.11 Begin the process of functional assessment.

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

9.1 Prepare a written assignment which shows their capacity to draw on both published work and their own experience.

9.2 Demonstrate their ability to understand, and communicate in writing, abstract concepts.

9.3 Conduct a review of current behaviour support arrangements, requiring them to work collaboratively with other practitioners.

9.4 In following this review with an initial intervention plan, compare and contrast the merits of alternative interventions.

9.5 Continue to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments.

9.6 Continue to use information technology (word processing, email, internet use) to meet the demands of the programme.

9.7 Have developed further their ability to summarise and graphically represent data on indices of change.

1. **A synopsis of the curriculum**

Indicative topics are:

• Causes of challenging behaviour

• Behaviour analysis and challenging behaviour

• Key elements of Positive Behaviour Support

• Models of assessment and intervention

• Supporting behaviour change

• Ethical and legal issues.

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

Allen, D. (Ed.) (2002). Ethical Approaches to Physical Interventions: Responding to challenging behaviour in people with intellectual disabilities.Kidderminster: BILD.

Allen, D. (Ed., 2005) Special Issue on Positive Behaviour Support, Learning Disability Review, 10, 1-43

Carr, E. G., Horner, R. H., Turnbull, A. P. and al., e. (1999) Positive Behavior Support for People with Developmental Disabilities: A Research Synthesis., Washington, American Association on Mental Retardation.

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.

LaVigna, G. W. and Donellan, A. M. (1986) Alternatives to punishment: Solving behavior problems with non-aversive strategies, New York, Irvington.

Lucyshyn, J. M., Dunlap, G. and Albin, R. W. (Eds.) (2002). Families and Positive Behavior Support: Addressing Problem Behavior in Family Contexts. Baltimore: Paul H. Brookes.

McGill, P., Clare, I. C. H., & Murphy, G. H. (1996) Understanding and responding to challenging behaviour: From theory to practice. Tizard Learning Disability Review, 1, 9-17.

1. **Learning and teaching methods**

Total contact hours: 28

Private study hours: 122

Total study hours: 150

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

Assignment (3000 words) (100%)

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 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Workshop | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment | X | X | X | X | X | X | X | X | X | 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

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.

**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) |
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Revised FSO Jan 2018