1. **Title of the module**

TZRD5180 (TZ518) - Implementing and Evaluating Behaviour Support Plans

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 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)**

Spring term (term 2*)*

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

Pre-requisites

TZRD5200 (TZ520) Assessing and understanding Challenging behaviour

TZRD5170 (TZ517) Introduction to Positive behaviour Support

TZRD5190 (TZ519) Designing Behaviour Support Plans

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

Intellectual and Developmental Disabilities Foundation Degree

Intellectual and Developmental Disabilities BSc

Positive Behaviour Support diploma

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

8.1 Describe and discuss the barriers to the successful implementation of behaviour support plans

8.2 Develop effective plans for the implementation of behaviour support plans

8.3 Explain the rationale for the collection of data to evaluate the impact of behaviour support plans.

8.4 Identify and discuss measures of procedural reliability

8.5 Identify and discuss measures of challenging behaviour including: frequency, duration, intensity, episodic severity

8.6 Identify and discuss measures of the social validity of behaviour support plans

8.7 Collect data reliably

8.8 Represent data visually and interpret it accurately.

8.9 Implement and evaluate multi-element behaviour support plans.

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

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

9.2 Have demonstrated their ability to understand, and communicate in writing, abstract concepts

9.3 Have continued to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments

9.4 Have continued to use information technology (word processing, email, internet use) to meet the demands of the programme

9.5 Have developed further their ability to summarise and graphically represent data.

1. **A synopsis of the curriculum**

The curriculum will include:

* Barriers to implementation
* Evaluation of behaviour support plans
* Methods of data collection with particular reference to direct observation
* Reliability and validity
* Presentation and interpretation of data
* Measuring social validity

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

Donnellan, A. M., LaVigna, G. W., Negri-Shoultz, N. and Fassbender, L. L. (1988) *Progress Without Punishment: Effective Approaches for Learners with Behavior Problems*, New York, Teachers College Press.

Emerson, E. (2001) *Challenging behaviour: Analysis and intervention in people with severe intellectual disabilities* (2nd ed.), Cambridge, Cambridge University Press.

LaVigna, G. W., Willis, T., Shaull, J., Abedi, M. and Sweitzer, M. (1994) *The Periodic Service Review: A Total Quality Assurance System for Human Services and Education*, Baltimore, Paul H Brookes.

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.

1. **Learning and teaching methods**

Total contact hours: 28

Private study hours: 122

Total study hours: 150

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

Coursework assignment – report of applied work (3500 words) – 100%

13.2 Reassessment methods

Reassessment instrument - Like for like

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment - 3500 words | **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 not specifically undertaken in an international context but may have international relevance. 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2005 | N/K | January 2006 | N/K | N/k |
|  |  |  |  |  |

Revised FSO feb 2018