1. **Title of the module**

TZRD5190 (TZ519) - Designing 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

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 Reach valid conclusions about the functions of challenging behaviour following functional assessment

8.2 Describe and discuss a number of frameworks for intervening with challenging behaviour

8.3 Identify and design behaviour support strategies which alter the social or physical environment

8.4 Identify and design behaviour support strategies which develop new and adaptive skills including the development of functional communication skills

8.5 Identify and design focussed behaviour support strategies including antecedent control and differential reinforcement

8.6 Identify and design non-physical reactive strategies

8.7 Identify and design 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:

Formulation and contingency diagrams

Intervention frameworks

LaVigna's multi-element intervention framework

Ecological interventions

Positive programming including functional communication training

Focussed support strategies

Non-physical reactive strategies

The role of physical intervention

Behaviour support plans.

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

Baker, P. (1998)The use of contingency diagrams in the functional analysis of challenging behaviour, *Positive Practices*, 3(3), pp. 17-21.

Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C. and Smith, C. E. (1994) *Communication-based intervention for problem behavior: A user's guide for producing positive change*, Baltimore, Paul H.Brookes.

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.

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.

O'Neill, R. E. et al.(1997) *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.), Pacific Groves, CA, Brooks/Cole*.*

Sigafoos, J., Arthur, M. and O'Reilly, M. (2003*) Challenging Behaviour and Developmental Disability,* London, Whurr Publishers.

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 – 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* | *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** |
| Workshop | **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** |

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.**

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

Revised FSO Feb 2018