1. **Title of the module**

TZRD5240 (TZ524) - Developing and Implementing Interventions

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 6

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 6)

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

TZRD5210 (TZ521) - Concepts of Applied Behaviour Analysis

TZRD5220 (TZ522) Values, Ethics and Professional Practice

TZRD5230 (TZ523) - Observation and Analysis of Behaviour

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

Intellectual and Developmental Disabilities BSc

Applied Behaviour Analysis Graduate Certificate

Applied Behaviour Analysis Graduate Diploma

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

8.1 Conduct descriptive and experimental analyses of behaviour with a view to drawing functional conclusions about behaviour

8.2 Describe and discuss a range of approaches to develop new behaviour/increase existing behaviour including: prompting; shaping; chaining; modelling; incidental teaching; discrimination training; precision teaching

8.3 Design, implement and evaluate functionally-based behavioural interventions designed to develop new behaviour and/or increase the occurrence of existing behaviours

8.4 Describe and discuss approaches to reducing and replacing challenging behaviour from a range including: antecedent manipulations; functional communication training; differential reinforcement; non-contingent reinforcement; extinction; punishment; contingency contracts and token systems; self-management

8.5 Design, implement and evaluate functionally-based behavioural interventions designed to reduce and replace challenging behaviour

8.6 Describe and discuss maintenance and generalisation of behavioural intervention including issues of systems support.

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 developed and implemented an intervention with an individual with intellectual and developmental disabilities, requiring them to identify and define problems and collaborate with others in their solution

9.4 Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments

9.5 Have identified how they will use information technology (word processing, email, internet use) to meet the demands of the programme

9.6 Have further developed their capacity to analyse and visually represent quantitative data.

1. **A synopsis of the curriculum**

The curriculum will include:

• Approaches to increasing behaviour

• Approaches to developing new behaviour

• Descriptive and experimental analysis of challenging behaviour

• Barriers to implementation

• Procedural reliability

• Generalisation and maintenance

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

Cooper, J. O., Heron, T. E. and Heward, W. L. (1987*) Applied Behavior Analysis*, London, Merrill/Prentice-Hall.

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.

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.

Miltenberber, R.G. (2004) *Behaviour Modification: Principles and Procedures*, Belmont, CA, Wadsworth.

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: 42

Private study hours: 108

Total study hours: 150

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

Coursework (Assignment 1) – 50%

Coursework(assignment 2) – 50%

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* |  | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| lectures | **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** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| Assignment 2 | **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**

Students will develop a range of skills and knowledge that is transferable to international contexts. These include both generic abilities stated in section 9 above, and subject specific knowledge relating to the module content (see section 8).

**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) |
| 2007 | N/K | September 2007 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018