1. **Title of the module**

TZRD5330 (TZ533) Case Study in Autism/Positive Behaviour Support

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

 School of Social Policy, Sociology & Social Research (Tizard Centre)

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**

30 credits (15 ECTS)

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

Autumn term (term 1) and Spring term (term 2)

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

None

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

BSc in Positive Behaviour Support

BSc in Autism Studies

Diploma in Higher Education in Positive Behaviour Support

Diploma in Higher Education in Autism Studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate a critical understanding of the process of assessing needs and preferences of individuals with autism spectrum conditions and/or intellectual and developmental disabilities
3. Demonstrate the identification and understanding of interventions aimed at improving the quality of life of individuals with autism spectrum conditions and/or intellectual and developmental disabilities
4. Demonstrate a critical understanding of processes that effectively share information and knowledge with key stakeholders and that contribute to the leadership of change, resulting in improved quality of life outcomes for individuals with autism spectrum conditions and/or intellectual and developmental disabilities
5. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Show the capacity to draw critically on both published case studies, and their own experiences of intervention or evaluation strategies
	2. Understand, and communicate complex, abstract concepts or data
	3. Use information technology (word processing, email, internet, online learning resources) effectively to complete tasks
	4. Effectively manage time to successfully meet deadlines
	5. Recognise issues relating to equality and diversity through the use of non-discriminatory language in written work and online contributions
6. **A synopsis of the curriculum**

The module will review a range of assessment methods relevant to understanding behaviour and measuring quality of life. The research basis of person-centred interventions in autism spectrum conditions and/or challenging behaviours will be examined. Implementation and evaluation methods will be taught. Other specific intervention approaches will be considered including rapport-building, improving the ecology of support, improving communication, general and specific skills and well-being

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 Practices in School and Community Settings.* Baltimore: Brookes.

Carr, E.G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C. and Smith, C. E. (1994) *Communication-Based Intervention for Problem Behaviour: A User's Guide for Producing Positive Change*. Baltimore: Brookes.

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

Kutscher, M.L. (2015). *Kids in the Syndrome Mix of ADHD, LD, Asperger's, Tourette's, Bipolar, and More! : The One Stop Guide for Parents, Teachers, and other Professionals.* Second Edition. London: Jessica Kingsley Publishers.Mansell, J., Beadle-Brown, J. (2012) *Active Support: Enabling and Empowering People with Intellectual Disabilities.* London: Jessica Kingsley Publishers.

Mesibov, G.B., Shea,V. and Schopler,E. (2005) *The TEACCH Approach to Autism Spectrum Conditions.* New York: Springer Science and Business Inc

1. **Learning and teaching methods**

Contact hours 25

Private study 275

Total study hours 300

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

Coursework – assignment assessment case study (4000 words) – 50%

Coursework – assignment intervention case study (4000 words) – 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 |  | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Forums  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Workshops, tutorials etc | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Assessment – 4000 words | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Intervention – 4000 words | **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 and online

1. **Internationalisation**

The range of generic skills and specific skills which will be developed are applicable to international contexts and hence have 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Updated by SSPSSR into CMA compliant format October 2018 |