1. **Title of the module**

TZRD5360 (TZ536) Functional Assessment of Behaviour

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)**

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

 Diploma in Higher Education in Positive Behaviour Support

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

8.1 Describe and differentiate functional assessment and functional analysis, being able to discuss their intended outcomes

8.2 Describe and carry out an appropriate information-gathering process including the use of information from records, questionnaires and observations

8.3 Systematically process the information collected or provided to develop operational descriptions of behaviour, identify the antecedents and consequences of behaviour, and conduct reinforcement and mediator/ecological analyses

8.4 Summarise assessment findings in a formulation that incorporates factors identified as influencing the occurrence of challenging behaviour and includes hypotheses requiring further testing

8.5 Identify logical intervention options based on prior assessment and formulation of the individual’s behaviour

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

9.1Show the capacity to draw critically on both published case studies, and their own experiences of intervention or evaluation strategies

* 1. Understand, and communicate complex, abstract concepts or data
	2. Use information technology (word processing, email, internet use, online learning resources) to effectively complete tasks
	3. Effectively manage time to successfully meet deadlines

9.5 Recognise issues relating to equality and diversity through the use of non-discriminatory language

1. **A synopsis of the curriculum**

The module will teach the origins of, and methodological approaches to, the assessment processes used to establish the functional relationships underpinning behaviour described as challenging. It will teach key skills required to complete functional assessment of behaviour using reliable and ethically sound direct observations, records and questionnaires. It will explore how to interpret findings and present data. It will also introduce intervention models.

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.

Koegel, L.K., Koegel, R.L., Dunlap, G. (1996) *Positive Behaviour Support: Including People with Difficult Behaviour in the Community.* Baltimore: Brookes

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O’Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., Newton, J.S. (2014) *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook* (Third Edition). Pacific Grove, CA: Brooks/Cole.

Repp, A.C., Horner, R.H. (1999) *Functional Analysis of Problem Behaviour: from Effective Assessment to Effective Support.* Belmont: Wadsworth.

Umbreit, J., Ferro, J.B., Liaupsin, C.J., Lane, K.L. (2007) *Functional Behavioural Assessment & Function Based Intervention: An Effective Practical Approach.* Upper Saddle River: Pearson/Merril Prentice Hall

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total Study hours: 300

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

Coursework – assignment (6000 words) – 75%

Examination (1 hour) -25%

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 |  | 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** |
| Online forums | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Tutorials inc online | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Web-based content plus directed study | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Assignment 6000 words | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Exam – 1 hour | **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 and online

1. **Internationalisation**

The methodological approaches, assessment processes used to establish the functional relationships, key skills required to complete functional assessment learning how to interpret findings and present data have international applicability.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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