1. **Title of the module**

TZRD5370 (TZ537) Applied Behaviour Analysis & Positive Behaviour Support

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

Division of Law, Society and Social Justice (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)

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

None

1. **The course(s) of study to which the module contributes**

BSc in Positive Behaviour Support – compulsory module

Diploma in Higher Education in Positive Behaviour Support – compulsory module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate a critical understanding of the principles of applied behaviour analysis and positive behaviour support
   2. Demonstrate detailed knowledge of the ethical and legal contexts of applied behaviour analysis and positive behaviour support
   3. Critically evaluate the limitations and strengths of applied behaviour analysis and positive behaviour support
   4. Understand and evaluate methods of assessing functional relationships
   5. Demonstrate a critical understanding of key behaviour analytic concepts including: setting events, establishing operations, reinforcement, punishment, stimulus control and generalisation
   6. Effectively communicate behaviour analytic accounts of intervention options including multi-element models, competing behaviour, and functional equivalence
2. **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 use, online learning resources) to effectively 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
3. **A synopsis of the curriculum**

This module presents research on the conceptual underpinnings and applications of applied behaviour analysis and positive behaviour support. It defines key principles and methodologies and analyses the ethical and legal contexts within which individuals whose behaviour challenges are supported. Students are introduced to the concept of multi-element intervention, and best practice for interventionists is examined.

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 in School and Community Settings*. Baltimore: Brookes.
* Carr, E.G., Horner, R. H., Turnbull, A.P. et al (1999) *Positive Behaviour Support for People with Developmental Disabilities: A Research Synthesis.* Washington: American Association on Mental Retardation.
* Chance, P. (1998) *First Course in Applied Behaviour Analysis*. Long Grove: Waveland Press.
* 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.
* Koegel, L.K., Koegel, R.L., Dunlap, G. (1996) *Positive Behaviour Support: Including People with Difficult Behaviour in the Community.* Baltimore: Paul H Brookes.
* Lucyshyn, J.M., Dunlap, G. and Albin, R.W. (Eds.) (2002) *Families and Positive Behaviour Support: Addressing Problem Behaviour in Family Contexts*. Baltimore: Brookes.

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 – (5000 words) – 60%

Coursework – online forum participation – 15%

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 (section 12) 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/tutorials | 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 (60%) | X | X | X | X | X | X | X | X | X | X |
| Forum participation (15%) | X | X | X | X | X | X | X | X | X | X |
| Examination (25%) | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division 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 conceptual underpinnings and applications of applied behaviour analysis and positive behaviour support and key principles and methodologies have international applicability.

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/12/2020 | Minor | 2021-22 Autumnterm | 13 | N/A |
|  |  |  |  |  |

Revised FSO/SSPSSR Jan 2018 under Competition and Market Authority compliance project