1. **Title of the module**

TZRD6030 (TZ603) Functional Analysis

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**

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 Positive Behaviour Support and associated programmes

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

8.1 Select and use correctly specialised methods of observational measurement to conduct a functional assessment or analysis

8.2 Apply specialised methods to calculate and critically evaluate the reliability of data gathered

8.3 Effectively present observational data arising from functional analysis, making skilled judgements of the most appropriate presentation methods (including tables, graphs, charts, and diagrams) given the data involved and the background of those receiving the presentation

8.4 Demonstrate a systematic understanding and critical evaluation of the use of brief functional analysis and single-case experimental designs in applied behaviour analysis.

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

9.1 Demonstrate capacity to form a systematic understanding of a complex subject area, including drawing critically on both published work and personal experience

9.2 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts

9.3 Be accountable for the management of their own time and resources in ways that enable successfully meeting deadlines for the completion of an academic assignment and revising for exams

9.4 Provide evidence-informed, analytic judgements of quantitative and qualitative data arising from a range of sources and demonstrate the capacity to produce accurate visual representations of data.

1. **A synopsis of the curriculum**

The occurrence of challenging behaviours amongst children and adults with a diagnosis of intellectual and developmental disabilities has produced a large body of research literature, policy and professional advice. Challenging behaviour has profound impacts upon people affected by it physically, psychologically, socially and economically. This module, as part of the Positive Behaviour Support programmes, provides information on the causes and characteristics of challenging behaviour, and outlines assessment and intervention methodologies. The module explores some legal and ethical issues arising from assessment of challenging behaviour, in particular the use of experimental conditions (analogues) during brief functional analysis. Observational methods will be taught, reliability methods considered, and the collection and presentation of data explored.

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

Cooper, J.O., Heron, T.E. and Heward, W.L. (2nd Ed) (2007). *Applied Behavior Analysis.* Upper Saddle River, NJ: Merrill.

Levinson, J., (2010). *Making Life Work: freedom and disability in a community group home*, London: University of Minnesota Press.

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/Merrill Prentice Hall.

1. **Learning and teaching methods**

This module will be taught through blended learning via materials on Moodle. Blended learning offers flexibility to the Tizard student demographic. Blended learning features online forum and chat discussions, case-study work, group exercises, videos, guided reading of text-based materials and study questions. Reflection upon their performance is required of student work. All of these methods will contribute to the attainment of the subject specific and generic learning outcomes.

Total study hours: 300

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

Assignment (3500 words) - 70%

Examination- 30%

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| Learning/ teaching method |  |  |  |  |  |  |  |  |
| Skype, chat, forum discussions | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Tutorials | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assessment method |  |  |  |  |  |  |  |  |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assignment- 3500 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.

**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) |
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Revised FSO Jan 2018