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1. **Title of the module**

TZRD8700 (TZ870) - Functional Assessment and Analysis of Challenging Behaviour

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 7

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)**

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

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

None (all modules are compulsory)

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

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disability) MSc

Applied Behaviour Analysis (Intellectual and Developmental Disability) Postgraduate Diploma

Applied Behaviour Analysis Post Graduate Certificate

MSc in Positive Behaviour Support (Intellectual and Developmental Disability) MSc

Postgraduate Diploma in Positive Behaviour Support (Intellectual and Developmental Disability) Postgraduate Diploma

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

8.1 Describe and discuss, at an advanced level, a model of understanding challenging behaviour in people with intellectual and developmental disabilities and how this relates to efforts to understand the challenging behaviour of specific individuals.

8.2 Describe and discuss, at an advanced level, rationales for the use of data in applied behaviour analysis and the in-depth assessment of challenging behaviour.

8.3 Select and use critically a variety of informant based methodologies for collecting data to develop provisional formulations in regard to presentation of challenging behaviour including structured interviews, checklists and narrative incident report forms

8.4 Select and use critically appropriate methods of observational measurement to conduct a descriptive assessment from a range including: frequency and duration recording; momentary time sampling; real time recording; whole interval recording; partial interval recording.

8.5 Describe and critically use a range of experimental analysis of behaviour methodologies and discuss, at an advanced level, rationales for their use

8.6 Use the information derived from the above methods to formulate an in-depth, multi-factorial understanding of an individual’s challenging behaviour

8.7 Discuss, at an advanced level, the factors that influence the reliability and validity of informant-based and observational data.

8.8 Describe and critically discuss the use of single-case experimental designs in applied behaviour analysis including the concepts of internal and external validity.

8.9 Describe and critically discuss the appropriate use of single-case experimental designs from a range including: reversal; multiple-baseline; alternating treatments; changing criterion

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

9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.

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

9.3 Show a capacity to effectively prioritise the demands of work and study.

9.4 Use information technology to a high level (word processing, email, Moodle, e-journals and other online resources).

9.5 Conduct an in-depth analysis of the behaviour of an individual with intellectual and developmental disabilities, requiring the identification, definition and collaborative solution of difficult problems.

9.6 Conduct in-depth analysis and visual representation of quantitative data.

1. **A synopsis of the curriculum**

The aim of this module is to develop competencies in the definition, observation, recording and analysis of behaviour and its controlling variables. Topics will include:

Observational methods of data collection

Reliability and validity of observational data

Practical approaches to checking and calculating reliability

Visual representation of data

Descriptive assessment and experimental analysis including internal and external validity

Practical and theoretical aspects of using reversal, multiple-baseline, alternating treatments and changing criterion designs

Visual and statistical interpretation of single case data.

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

Brown, F., Anderson, J.L. and Dr Pry, R.L. (2015). *Individual Positive Behaviour Support: a standards-based guide to use 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: Pearson/Merrill-Prentice Hall.

Johnston, J. M. and Pennypacker, H. S. (3rd Ed.) (2008). *Strategies and Tactics of Behavioral Research*. New York: Routledge.

Kennedy, C. H. (2005). *Single-Case Designs for Educational Research*. Boston: Ayllon & Bacon.

O’Neil, R.E., Albin, R.W., Storey, K., Horner, R. and Sprague J.R. (3rd Ed.) (2015). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook*. Stamford, CT: Cengage.

1. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 105

Total study hours: 150

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

Coursework assignment 1 (3500 words) - 50%

Coursework assignment 2 (3500 words) - 50%

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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Lectures** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  |  |  |  |  |  |
| **Individual / Group Exercises and Discussion** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assignment 1 -3500 words** | **√** | **√** | **√** | **√** |  | **√** | **√** |  |  | **√** | **√** | **√** | **√** | **√** | **√** |
| **Assignment 2 – 3500 words** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |

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**

The competencies developed have international applicability By undertaking the module a range of research, analysis and presentation skills will be developed that are applicable to international contexts

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018