1. **Title of the module**

TZRD8710 (TZ871) - Developing and implementing interventions

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)**

Spring term (term 2) and summer term (term 3)

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

None

This module will normally be taken alongside TZRD8680 (TZ868), TZRD8690 (TZ869) and TZRD8700 (TZ870).

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

Applied Behaviour Analysis (Intellectual and developmental Disabilities) MSc

Applied Behaviour Analysis (Intellectual and developmental Disabilities) Post Graduate Diploma

Applied Behaviour Analysis (Intellectual and developmental Disabilities) Post Graduate Certificate

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

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 the relationship between functional assessment/analysis and the development of behaviour analytic interventions.

8.2 Describe and discuss a range of approaches to develop new behaviour/increase existing behaviour including: prompting; shaping; chaining; modelling; incidental teaching; discrimination training; precision teaching.

8.3 Describe and discuss the processes by which functionally-based behavioural interventions to develop new behaviour and/or increase the occurrence of existing behaviours may be designed, implemented and evaluated.

8.4 Describe and discuss approaches to reducing and replacing challenging behaviour from a range including: antecedent manipulations; functional communication training; differential reinforcement; non-contingent reinforcement; extinction; punishment; contingency contracts and token systems; self-management.

8.5 Describe and discuss the processes by which functionally-based behavioural interventions to reduce and replace challenging behaviour may be designed, implemented and evaluated.

8.6 Describe and discuss maintenance and generalisation of behavioural intervention including issues of systems support.

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

9.1 Have prepared a written assignment which shows their capacity to draw critically on both published work and their own experience.

9.2 Have demonstrated their ability to understand, and communicate in writing, complex, abstract concepts.

9.3 Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments.

9.4 Have used information technology (word processing, email, internet use, online learning resources) to meet the demands of the programme.

9.5 Have developed their capacity to analyse and visually represent quantitative data.

1. **A synopsis of the curriculum**

The aim of this module is to develop advanced understanding of the design and implementation of positive strategies to improve the social and intellectual functioning of vulnerable populations, and their support by carers and others.

Topics will include:

Approaches to increasing behaviour

Approaches to developing new behaviour

Descriptive and experimental analysis of challenging behaviour

Barriers to implementation

Procedural reliability

Generalisation and maintenance

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

Bailey, J. S., & Burch, M. R. (2010, 2nd Ed). *Ethics for behavior analysts: a practical guide to the Behavior Analyst Certification Board guidelines for responsible conduct.* London: Lawrence Erlbaum Associates.

Chance, P. (1998). *First Course in Applied Behavior Analysis.* Pacific Grove, CA: Brooks/Cole *(*needed at first workshop for one of the exercises)

\*Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) *Applied Behaviour Analysis.* Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall. (always bring to workshops as exercises involving the text are frequently presented)

Johnson, J.M (2013) *Radical Behaviorism for ABA Practitioners.* Sloan Educational Publishing. (there will be regular reading assignments involving this book)

\*Sulzer-Azaroff, B., & Mayer, G. R. (1991). *Behavior analysis for lasting change.* Belmont, Ca: Wadsworth/Thomson Learning.

*\**Required texts

1. **Learning and teaching methods**

Total contact hours: 42

Private study hours: 108

Total study hours: 150

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

Coursework – assignment (3000 words) – 50%

Examination (2 hours) – 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)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *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** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Coursework – 3000 words | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** |
| Examination – 2 hours |  |  | **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.

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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2011? | N/K | January 2012 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018