1. **Title of the module**

TZRD8800 (TZ880) - Challenging Behaviour and Positive Behaviour Support

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**

10 credits (5 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 (all modules in the appropriate programmes are compulsory*)*

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

Applied Behaviour Analysis (Intellectual and developmental Disability) MSc

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

Positive Behaviour Support MSc

Positive Behaviour Support Postgraduate Diploma

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

8.1 Define challenging behaviour, drawing critically on medical, biological, psychological and sociological perspectives.

8.2 Describe and critically discuss the epidemiology of challenging behaviour.

8.3 Display advanced appreciation of the social significance and context of challenging behaviour.

8.4 Develop an in-depth understanding of historical and policy issues and background in relation to the development of ideas about challenging behaviour and positive behaviour support

8.5 Demonstrate a critical understanding of the different causes and approaches to understanding challenging behaviour (biological, functional, environmental).

8.6 Understand, at an advanced level, methods of functional assessment and formulation in relation to challenging behaviour.

8.7 Acquire and evaluate in-depth knowledge and critical understanding of behavioural and pharmacological approaches for managing challenging behaviour, and know the limitations of these approaches.

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 Demonstrate effective time management skills, including prioritising assessment demands and meeting deadlines.

9.4 Make effective use of information technology (e.g., word processing, email, Moodle, e-journals and other online resources) to gather information and solve complex problems

1. **A synopsis of the curriculum**

The curriculum will include, at an advanced level:

* Definition and epidemiology of challenging behaviour
* Social significance and context of challenging behaviour
* Historical and policy issues and background on the development of ideas about challenging behaviour and positive behaviour support
* Causes of challenging behaviour (biological influences, functional approach, broader environmental influences)
* Assessment and formulation in relation to challenging behaviour
* Intervention for challenging behaviour (behavioural and pharmacological intervention)

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

Carr, E., et al. (1994). *Communication-based intervention for problem behaviour: A user’s guide for producing positive change.* Baltimore: Paul Brookes.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Durand, V. (1990). *Severe behaviour problems: A functional communication training approach.* New York: Guilford Press.

Emerson, E., & Einfeld, S. L. (2011). *Challenging behaviour* (3rd ed.). Cambridge: Cambridge University Press.

Repp, A. C., & Horner, R. H. (1999). *Functional analysis of problem behavior: From effective assessment to effective support.* Belmont, CA: Wadsworth Pub. C.

Sigafoos, J., Arthur, M., & O’Reilly, M. (2003). *Challenging behavior and developmental disability.* London: Whurr.

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 79

Total study hours: 100

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

Coursework – assignment (1000 words) – 20%

Examination (1 hour) – 80%

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* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Assignment – 1,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination – 1 hour | **X** | **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

1. **Internationalisation**

* Applied Behaviour Analysis is an international discipline with a professional certification system recognised world-wide
* The reading list draws on an international research and professional literature

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**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) |
| 30/01/2017 | Minor | March2018 | 13, 14 |  |
|  |  |  |  |  |

Revised FSO March 2018