1. **Title of the module**

TZRD8860 (TZ886) - Positive Behaviour Support - Working with Systems

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**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

*S*pring term (term 2)

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**

Positive Behaviour Support MSc

Positive Behaviour Postgraduate Diploma

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

8.1 Describe and critically discuss historical and current models/systems of support for people with intellectual/developmental disabilities whose behaviour is described as challenging.

8.2 Display advanced appreciation of the role of systemic factors in the causation of behaviour described as challenging.

8.3 Describe and critically discuss methods of assessing the contribution of systemic factors to behaviour described as challenging, both in family and education/care settings.

8.4 Show an advanced understanding of the conditions required to develop, provide and sustain supportive environments for people with intellectual/developmental disabilities whose behaviour is described as challenging.

8.5 Develop a critical understanding of models of consulting in family and service (schools, care settings, hospitals etc) settings.

8.6 Describe and critically evaluate staff training models used in services for people with intellectual/developmental disabilities whose behaviour is described as challenging.

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 Work co-operatively with others to effectively carry out group tasks

1. **A synopsis of the curriculum**

Generally, challenging behaviour is treated as an individual, health-related problem requiring intervention by psychologists, psychiatrists or other behaviour support professionals. But there is a significant literature documenting the difficulties of achieving individual change, leading to a focus on the importance of understanding and changing the systems within which challenging behaviour arises. For example, the problems of difficult behaviour presented in schools have been recognised as requiring a broader approach, more focused on understanding and intervening in the systemic context. The development of school wide positive behaviour support in the USA reflects this kind of approach though, as yet, there has been little attention to the potential for a similar approach in adult social care settings. The curriculum in the current module will include, at an advanced level, consideration of the knowledge and critical understanding required to embed positive behaviour support in human service organisations. In particular, this will include coverage of:

* Current and historical service models and systems of support for people with intellectual/developmental disabilities whose behaviour is described as challenging
* The role of systemic factors in the causation of behaviour described as challenging
* Assessment and analysis of systemic factors in relation to behaviour described as challenging
* System-wide interventions for challenging behaviour
* Models of consulting to family and service settings
* Staff training methodologies
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Allen, D., Langthorne, P., Tonge, B., Emerson, E., McGill, P., Dosen, A., Kennedy, C. & Fletcher, R. (2012) *Towards the Prevention of Behavioural and Emotional Difficulties in People with Intellectual Disabilities.* A position paper on behalf of the Special Interest Research Group on Challenging Behaviour and Mental Health of the International Association for the Scientific Study of Intellectual Disabilities.

Emerson, E., McGill, P., & Mansell, J. (Eds.). (1999). *Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services*. Cheltenham: Stanley Thornes (Reprinted edition).

LaVigna, G. W., Willis, T., Shaull, J., Abedi, M., & Sweitzer, M. (1994). *The Periodic Service Review: A Total Quality Assurance System for Human Services and Education*. Baltimore: Paul H Brookes.

MacDonald, A. & McGill, P. (2013) Outcomes of staff training in positive behaviour support: a systematic review. *Journal of Developmental and Physical Disabilities*, 25,17-33.

Mansell, J., & Beadle‐Brown, J. (2012). *Active Support: Enabling and Empowering People with Intellectual Disabilities*. London: Jessica Kingsley.

PBS Academy UK (2015) *Positive Behavioural Support: A Competency Framework.* http://www.skillsforcare.org.uk/Document-library/Skills/People-whose-behaviour-challenges/Positive-Behavioural-Support-Competence-Framework.pdf

1. **Learning and teaching methods**

Total contact hours: 43

Private study hours: 157

Total study hours: 200

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

Coursework – assignment (4,000 words) - 75%

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* | *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** |  |
| lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Individual / Group Exercises and Discussion | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Coursework (assignment – 4,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **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**

The range of generic skills developed are applicable to international contexts and the specific skills have potential 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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO March 2018