1. **Title of the module**

TZRD9010 (TZ901) – Positive Behaviour 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**

20 credits (10 ECTS)

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

Spring and summer terms (term 2 and term 3)

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

None

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

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disability)

Post Graduate Diploma in Applied Behaviour Analysis (Intellectual and Developmental Disability)

MSc in Positive Behaviour Support

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

8.1 Display in-depth knowledge and critical understanding of behavioural approaches for managing challenging behaviour, and know the limitations of these approaches.

8.2 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.

8.3 Demonstrate a critical understanding of recent empirically supported behavioural interventions in key intervention areas such as language, sleeping issues, feeding problems, toilet training, social skills and vocational skills.

8.4 Describe and critically evaluate the benefits, limitations and research base for a range of other approaches to the development of adaptive repertoires, reflecting recent research and specific interests of teaching staff

8.5 Develop a critical understanding of models of consulting in family and human service settings.

8.6 Describe and critically evaluate staff training models used in services for people with intellectual/developmental disabilities.

8.7 Display a critical understanding of models of supervision in the development and maintenance of effective behaviour analytic practice.

8.8 Demonstrate an in-depth knowledge of the use of function-based assessment and intervention strategies in the evaluation and improvement of human service practices.

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).

1. **A synopsis of the curriculum**

The curriculum will include, at an advanced level:

* Behavioural intervention for challenging behaviour
* Assessment and analysis of systemic factors in relation to behaviour described as challenging and the use of setting-wide positive behaviour support
* Specific intervention areas in autism and IDD (e.g. language, sleep issues, feeding problems, toilet training, social skills, and vocational skills)
* Models of consulting to family and service settings
* Staff training methodologies
* Organisational behaviour analysis and management in a human service context

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

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

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.

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: 45

Private study hours: 155

Total study hours: 200

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

Coursework assignment 1 – report - (2750 words) – 50%

Coursework assignment 2 – case study - (1000 words) – 25%

Coursework – timed quiz – (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* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Individual / Group Exercises and Discussion | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment –2750 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assignment – 1,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Timed quiz  – 1 hour | **X** | **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

*.*

**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