1. **Title of the module**

TZRD9020 (TZ902) - 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**

20 credits (10 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

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

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disabilities)

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

Post Graduate Certificate in Applied Behaviour Analysis (Intellectual and Developmental Disabilities)

MSc in Positive Behaviour Support (Intellectual and Developmental Disabilities)

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

8.2 Describe and discuss at an advanced level 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 critically evaluate 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 in depth 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 critically evaluate 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 at an advanced level 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 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 Develop an in-depth plan for intervention with the behaviour of an individual with intellectual and developmental disabilities, requiring the identification, definition and solution of difficult problems.

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 behavioural and psychological functioning of vulnerable populations, and their support by carers and others.

Topics will include:

Approaches to increasing the frequency of behaviour

Approaches to developing new behaviour

Using assessment information to inform intervention planning

Design of behaviour support plans, instructional strategies and appropriately prosthetic environmental arrangements

Precision teaching, direct instruction and group contingencies

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.

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, 2nd Ed.) *Applied Behaviour Analysis.* Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

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

Kubina, R. M., & Yurich, K. K. L. (2012). *The precision teaching book.* Lemont, PA: Greatness Achieved Publishing Company.

Rehfeldt, R. A., & Barnes-Holmes, Y. (2009). Derived relational responding applications for learners with autism and other developmental disabilities: A progressive guide to change. Oakland, CA: New Harbinger Publications.

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

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 (report) 1 (2500 words) – 50%

Examination (2 hours) or coursework - assignment 2 (report) (2500 words) – 50%

There are alternative assignments for students taking the practice and research pathways through their programme (see relevant programme specifications). Students taking the practice pathway will be completing assignments with a child or adult with intellectual/developmental disabilities. As such, academic staff supervising the practice pathway have a duty of care to ensure that students’ work is professionally appropriate to the needs of the child/adult. Accordingly, tutors will consider when marking coursework assignment 1 if the quality of the proposed intervention is sufficient to allow them to move onto the second assignment. If thought not to be so, the tutor will support the student to immediately address the concern(s). If these can be addressed adequately and quickly the student will move on to the second assignment. If not the student will be required to either suspend their study or transfer to the research pathway (where they will sit a 2h exam instead). The student will only be allowed to continue with the practice pathway for the rest of the programme with the approval of their tutor. NB These issues are independent of whether work has been passed or failed. If the module is failed then work will need to be resubmitted in the normal way following the next Board of Examiners.

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** |  |  |  |  |  |
| Individual / group exercises and discussion | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Coursework assignment 1 – 2500 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Coursework assignment 2 ( 2500 words) or Examination – 2 hours | **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**

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) |
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Revised FSO March 2018