1. **Title of the module**

Revision of TZRD9030 (TZ903) - Behavioural Assessment

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)**

Autumn term (term 1) and Spring term (term 2)

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)

Postgraduate Diploma in Applied Behaviour Analysis (Intellectual and Developmental Disability)

Post Graduate Certificate in Applied Behaviour Analysis

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

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, behaviour analytic models of understanding challenging behaviour in people with intellectual and developmental disabilities and how these relate to efforts to understand the challenging behaviour of specific individuals.

8.2 Describe and discuss, at an advanced level, behaviour analytic models of understanding the development and maintenance of adaptive behaviour repertoires in people with intellectual and developmental disabilities

8.3 Select and use critically a variety of objective and informant based methodologies for collecting data to develop provisional formulations in regard to both the presentation of challenging behaviour and the development of adaptive repertoires

8.4 Describe and critically use a range of experimental analysis of behaviour methodologies (including experimental functional analysis and preference assessment) and discuss, at an advanced level, rationales for their use

8.5 Use the information derived from the above methods to formulate both in-depth, multi-factorial understandings of challenging behaviour and coherent assessments of appropriate goals and methods for repertoire development

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 Conduct an in-depth assessment of the behaviour of an individual with intellectual and developmental disabilities, requiring the identification, definition and collaborative solution of difficult problems.

9.6 Conduct in-depth analysis and visual representation of quantitative data.

1. **A synopsis of the curriculum**

The aim of this module is to develop competencies in the assessment of both adaptive and challenging behaviour in the repertoires of people with intellectual and developmental disabilities. Teaching on assessment starts from an appreciation of the importance of social validity and referral dynamics. Specific assessment strategies relating to challenging behaviour (including structured descriptive assessment and experimental functional analysis) are considered. The application of similar strategies are also considered with respect to adaptive behaviour and associated instructional technologies. Further, the curriculum includes methods of preference assessment to determine appropriate reinforcers. In all topics there is attention both to the development of practical understanding and skill and to the development of a critical appreciation of the underpinning evidence base. Following consideration of these assessment strategies, attention is given to the development of formulations of the behaviour of people with intellectual/developmental disabilities that can inform the development of behaviour support plans, instructional strategies and appropriately prosthetic environmental arrangements.

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. and Heward, W. L. (2nd Ed.) (2007). *Applied Behavior Analysis*. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

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

O’Neil, R.E., Albin, R.W., Storey, K., Horner, R. and Sprague J.R. (3rd Ed.) (2015). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook*. Stamford, CT: Cengage.

Partington, J. W. (2006). *ABLLS-R: The Assessment of Basic Language and Learning Skills-Revised.* Walnut Creek, CA: Behavior Analysts Inc.

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 (2500 words) - 50%

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 assessment work carried out 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. A similar arrangement applies with respect to assignment 2. This piece of work will directly inform the development of an intervention plan for the child/adult which is submitted and assessed within the revised TZ871 module. The student will only be allowed to continue with the practice pathway in TZ871 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Lectures** | **√** | **√** | **√** | **√** | **√** |  |  |  |  |  |  |
| **Individual / Group Exercises and Discussion** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| **Assignment 1 - 2500 words** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Assignment 2 – 2500 words** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |

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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Feb 2018