MODULE SPECIFICATION PROFORMA

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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Promoting Positive Behaviour	Level: 6	Credit Value: 20

Module code: (if known)	EDC607	Semester(s) in which to be offered:	1/2	With effect from:	Sept, 2010

Existing/New:	New	Title of module being replaced (if any):	EDC330 Child Behaviour Management

Originating Subject:	Education and Childhood Studies	Module Leader:	Paula Hamilton

Module duration (contact hours/ directed/directed private study:	60 hrs (contact) 60 hrs (directed) 80 hrs (private)	Status: core/option/elective (identify programme where appropriate):	Core

Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A

Programme(s) in which to be offered: BA (Hons) Education and Childhood Studies BA (Hons) Families and Childhood Studies	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None

Module Aims:

To enhance the students' understanding of children's/young people's behaviour and its management, within the family and child settings.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Debate the ethical and moral context of behavioural management;
2. Critically analyse behavioural theory and terminology;
3. Critically examine potential triggers influencing inappropriate/challenging behaviour;
4. Critically appraise behavioural modification strategies and interventions that can be implemented by parents/carers and practitioners;
5. Analyse the role of the adult in behaviour management
6. Discuss the role of multi-agency work in supporting children, young people and families in developing a positive behavioural framework.

Transferable/Key Skills and other attributes:

- Evaluation and reflection;
- Communication;
- Sharing ideas;
- Listening;
- Confidentiality;
- Improving own learning and performance;
- Analytical and problem solving skills;
- Working with others.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of <u>indicative</u> assessment tasks must be included***.

Critical analysis and evaluation of a given case study. The case study should be aimed at supporting families <u>and</u> practitioners.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Word count or equivalent if appropriate
1	All	Case Study	100%	4,000

Learning and Teaching Strategies:

The teaching and learning strategies will employ a range of methods, including lecture, seminar, student presentations and external speakers with specific areas of expertise. Sessions will comprise of the presentation of information, reading, case studies, practical activities, review of selected video/DVD material and discussion. Peer group and individual discussion will allow the tutor to monitor the student's ability to reflect upon and evaluate their own ideas and practice via discussion groups, individual research and tutorials.

Syllabus outline:

The module will explore views on behaviour in a range of settings in order to help students define the types of behaviour they regard as appropriate and inappropriate.

- Explore the reasons behind certain types of behaviour, students will engage in an examination of causation factors (including: life experiences; level of self-esteem; quality of relationships experienced).

- Consider ethical and moral issues linked to managing children's/young people's behaviour.

- Investigate the development of children's mroral stance.

- Understand a range of behavioural theory, terminology and intervention strategies which can be implemented by parents/carers and practitioners, including: assertive discipline techniques/positive behaviour approaches.

- Rules, rewards, consequences/sanctions, language of choice.

- Role of adults in behaviour management (positive expectations and relationships).

- Explore the value/purpose of parenting programmes.

- Develop and review policies and procedures relevant to the inclusion of children/ young people with behavioural difficulties.

- Strategies for helping children/young people to recognise and manage difficult feelings and promoting self-esteem.

- Observe, record, assess and plan interventions to meet the individual needs of children/young people with behavioural difficulties (based on case analysis).

- Multi-agency collaboration- partnerships with children/young people, parents/carers and other agencies and professionals.

Bibliography

Essential reading:

Kay, J. (2006), *Managing Behaviour in the Early Years*. London: Continuum International Publishing Group.

Riddall-Leech, S. (2003), *Managing Children's Behaviour*. Oxford: Heinemann.

Rogers, B. (2009), *How to Manage Children's Behaviour*. Second Edition. London: Sage Publications Ltd.

Webster-Stratton, C. (2006), *Incredible Years: A Trouble Shooting Guide for Parents of Children Aged 2-8 Years.* USA: The Incredible Years.

Other indicative reading:

Birkett, V. (2006), *How to Manage Children with Challenging Behaviour*. London: LDA.

Bowlby, J. (1975), *Separation: Attachment and Loss. Feelings of Anxiety and Anger.* Second Edition. Middlesex: Penguin Books Ltd.

Department for Children, Education, Lifelong Learning and Skills (2009), *Behaviour in Schools- Safe and Effective Intervention.* Cardiff: WAG.

Derrington, C. and Groom, B. (2004), *A Team Approach to Behaviour Management: A Training Guide for SENCOs Working with Teaching Assistants.* London: Paul Chapman Publishing.

Drifte, C. (2004), *Encouraging Positive Behaviour in the Early Years: A Practical Guide.* London: Paul Chapman Publishing.

Dukes, C. and Smith, M. (2009), *Building Better Behaviour in the Early Years*. London: Sage Publications Ltd.

Hunt, C. (2003), *The Parenting Puzzle: How to Get the Best Out of Family Life*. The Family Links Nurturing Programme.

Mosley, J. and Sonnett, H. (2005), *Better Behaviour through Golden Time.* London: LDA.

Papatheodorou, T. (2005), *Behaviour Problems in the Early Years: A Guide for Understanding and Support.* Oxon: Routledge Falmer.

Rogers, B. (2007), *Behaviour Management: A Whole School Approach.* Second Edition. London: Paul Chapman Publishing.

Sunderland, M. and Hancock, N. (2004), *Helping Children with Low Self-Esteem*: A Guidebook. Oxon: Speechmark Publishing.

Sunderland, M. (2005), *Helping Children who are Anxious or Obsessional*. Oxon: Speechmark Publishing.

Webster-Stratton, C. (2002), *How to Promote Children's Social and Emotional Competence.* Second Edition. London: Paul Chapman Publishing.

Welsh Assembly Government (2003), *Respecting Others: Anti Bullying Guidance*. Cardiff: WAG.

Welsh Assembly Government (2006), *Inclusion and Pupil Support.* Cardiff: WAG.

Journals:
Child Right. Essex: The Children's Legal Centre
Early Years Educator. MA Education Limited www.earlyyearseducator.co.uk
Early Years – An International Journal of Research and Development. Oxon: Routledge
Journal of Adolescence. Dorset Press.
Journal of Early Childhood Research. London: Sage
Nursery World. www.nurseryworld.co.uk

Useful Websites:
www.familylinks.org.uk
www.incredible years.com
www.parentsadvicecentre.org