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MODULE SPECIFICATION FORM

Module Title:	**Supporting Children and Young People: Behavioural, Emotional and Social Differences**	Level:	5	Credit Value:	20

Module code:	EDC524	Cost Centre:	GAEC	JACS2 code:	X300

Trimester(s) in which to be offered:	1/2	With effect from:	September 2016

Office use only: To be completed by AQSU:	Date approved: Date revised: Version no:	September 2015 July 2016 (updated to include BSc Chemistry with Education) 2

Existing/New:	Existing	Title of module being replaced (if any):	

Originating School:	Social and Life Sciences	Module Leader:	Judith Morris

Module duration (total hours):	200	Status: core/option/elective (identify programme where appropriate):	Core
Scheduled learning & teaching hours:	40		
Independent study hours:	135		
Placement hours:	25		

Programme(s) in which to be offered:	BA (Hons) Education (Additional Learning Needs/Special Educational Needs) BA (Hons) Education (Counselling Skills and Psychology) BSc (Hons) Chemistry with Education	Pre-requisites per programme (between levels): None

Module Aims
To enable students to:
- Develop student's understanding of the social, emotional and behavioural issues/influences which impact on children's and young people's learning and educational experience.
- Explore models and related theories and their application within educational settings.
- Explore multi/inter-agency approaches/strategies to support children and young people.

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

Knowledge and Understanding:
1. Critically evaluate the significance of human relationships and interpersonal strategies in education.
2. Explore social, emotional and behavioural issues/ influences on the educational experiences of children and young people.
3. Evaluate the effectiveness of programmes, interventions and strategies used to support children and young people with behavioural, social and emotional differences in educational settings.
4. Critique the roles and responsibilities of multi-agency approaches (to include professional practitioners and parents) in supporting children and young people with behavioural, social and emotional differences in educational settings.

Assessment:

Critical analysis and evaluation of policies and strategies implemented in an educational setting, including an appropriate case study/critical incident example.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4	Report	100%		4,000

Learning and Teaching Strategies
A variety of learning and teaching strategies will be used including lectures, workshops, role play, observation, directed study tasks and tutorials. Further, students will be expected to:
- develop the ability to evaluate critically their own progress and achievement and that of others
- engage fully in independent activity and collaborative group work
- make full use of the University's library and VLE (Moodle) to enhance their study

During placement, students will be required to complete a research task linked to this module, which will inform their assignment.

Syllabus outline
- Policies and legislation to support the inclusion, learning and educational experiences of children and young people with behavioural, emotional and social differences
- Human relationships and interpersonal strategies in education
- Social, emotional and behavioural issues/ influences on the educational experiences of children and young people
- Programmes, interventions and strategies used to support children and young people with behavioural, social and emotional differences in educational settings
- Roles and responsibilities of multi-agency approaches (to include professional practitioners and parents) in supporting children and young people with behavioural, social and emotional differences in educational settings

Bibliography

Essential reading:

Cooper, P., Hunter-Carsch, M., Tiknaz, Y. and Sage, R. (2006), *The Handbook of Social, Emotional and Behavioural Difficulties.* London: Continuum.

Ellis, S. and Tod, J. (2009), *Behaviour for Learning: Practical Approaches to Behaviour Management.* London: Routledge.

Farrell, M. (2006), *The Effective Teacher's Guide to Behavioural, Social and Emotional Difficulties.* Oxon: Routledge.

Other indicative reading:

Cooper, P. and Tiknaz, Y. (2007), *Nurture Groups in School and at Home.* London: Jessica Kingsley.

Department for Education and Department of Health (2014), *Special Educational Needs and Disability Code of Practice: 0-25 years.*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Department for Education and Skills (2010), *Inclusive Development Programme. Supporting Children with Behavioural, Emotional and Social Difficulties: Guidance for Practitioners in the Early Years Foundation Stage,* London: DCSF.

Department for Education and Skills (2010), *Inclusive Development Programme. Supporting Pupils with Behavioural, Emotional and Social Difficulties.* London: DCSF.

Foulger, R., Smallwood, S. and Aust, M. (2013*), Target Ladders: Behavioural, Emotional and Social Difficulties (Differentiating for Inclusion).* New York: LDA.

Hampson, K. (2010), *Young People with Anti-social Behaviours: Practical Resources for Professionals.* London: David Fulton.

Lee, C. (2010). *The Complete Guide to Behaviour for Teaching Assistants and Support Staff.* London: Sage.

Morgan, J. (2007), *The Teaching Assistant's Guide to Managing Behaviour.* London: Continuum.

Mosley, J. (2010), *Important Issues Relating to the Promotion of Positive Behaviour and Self Esteem in Secondary Schools.* Northampton: Loggerhead Films.

Oliver, B. and Pitt, B. (2011), *Working with Children, Young People and Families: A Course Book for Foundation Degrees.* Exeter: Learning Matters.

Rogers, B. (2006), *Cracking the Hard Class: Strategies for Managing the Harder Than Average Class.* London: Sage.

Rogers, B. (2007), *Behaviour Management: A Whole School Approach.* London: Sage.

Rogers, B. (2012), *You Know the Fair Rule: Strategies for Positive and Effective Behaviour Management and Discipline in Schools.* Cambridge: Pearson.

Welsh Assembly Government (2004), *Code of Practice for Special Educational Needs Wales.* Cardiff: WAG.

Welsh Assembly Government (2010), *Nurture Groups: A Handbook for Schools.* Cardiff: WAG.

Journals:

British Journal of Special Education
Emotional and Behavioural Difficulties Research Journal

Web based sources:

Circle Time www.circle-time.co.uk

Department for Education – Special Educational Needs and Disabilities (SEND)
www.education.gov.uk/childrenandyoungpeople/send

Welsh Government – Additional Educational Needs
http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/additionaleducationalneeds/?lang=en

Social, Emotional and Behavioural Difficulties Association www.sebda.org