PRIFYSGOL
glyndŵr
UNIVERSITY

Module Title:	**Overview of behaviour management**	Level:	7	Credit Value:	30

Module code:	EDS712	Cost Centre:	GAPE	JACS2 code:	X360

Semester(s) in which to be offered:	1/2	With effect from:	September 2012

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

Originating Academic area:	Education	Module Leader:	Jayne Evans

Module duration (total hours)	300	Status: core/option/elective (identify programme where appropriate):	Option
Scheduled learning & teaching hours	30		
Independent study hours	270		

Percentage taught by Subjects other than originating Subject (please name other Subjects):	NA

Programme(s) in which to be offered:	PG Cert Ed (ALN) PG Dip Ed PG Dip Ed (ALN) MA Education MA Education (ALN)	Pre-requisites per programme (between levels):	

Module Aims:

To enhance participants' understanding of challenging behaviour and associated issues.
Explore and critically reflection upon a range of theoretical perspectives / approaches in relation to challenging behaviour.
To evaluate possible systems of intervention and behavioural support applicable to the setting.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Offer a critique of issues involved in identifying and labelling learners as presenting

'challenging behaviours'

2. Devise and evaluate a whole-school policy for promoting positive behaviours and

managing challenging behaviours.

3. Have a critical appreciation of some of the theories underpinning strategies to manage

behaviour at all three levels – school, class, individual.

4. Relate theory to practice in order to adapt appropriate strategies for their workplace.

Transferable/Key Skills and other attributes:

- Ability to critically analyse concepts, theories and issues of policy.
- Identify and analytically reflect upon the application of policy into practice.
- To examine and critically reflect upon personal and institutional practice in relation to managing challenging behaviours.

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

1. An evaluation of an existing policy or a piece of small-scale research into a current issue e.g bullying
2. A critical review of the theoretical topic with analytic recommendations for action, embracing strategies to address the issue.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	2,3,4	An evaluation of a school's behaviour policy together with recommendations for 'improvement'. **or** Learners' views of bullying: a small-scale survey of a group of learners in my school. 1,500 words (30% weighting)	30%		1,500
2	1,3,4	A critical review of one approach to managing challenging behaviour in a mainstream school	70%		3,500

Learning and Teaching Strategies:

A mixed approach will be taken to the delivery of the module, including: lectures, seminars, group work, group and individual tutorials, feedback and discussion. In addition participants will be required to deliver group and individual presentations and critical reflect upon their own working practices.

Syllabus outline:

1. Issues concerning defining challenging behaviours and identifying learners with social and emotional behaviour difficulties: Legislation and policy. Overview of theories of causation. Which learners and why?

2. Inclusion and exclusion issues. Whole school, classroom and individual: prevention / intervention. Overview – Theories underpinning intervention strategies.

3. Developing and evaluating whole-school policies.

4. Managing behaviour in the classroom: a critical overview of practical strategies.

5. Intervention programmes for individual learners.

6. Parental involvement issues.

7. Involvement of other professionals.

8. Discussion of current issues e.g. bullying and cyber-bullying.

9. Self-esteem, learning and behaviour.

Bibliography

Essential reading:

Adams, K. (2009,) *Behaviour for learning in the primary school.* Exeter: Learning Matters.

Ellis, S. and Todd, J. (2009), *Behaviour for learning: proactive approaches to behaviour management.* London: Routledge.

Leaman, L. (2009), *Managing Very Challenging Behaviour.* Second Edition. Hants: Continuum.

Rogers, B. (2011), *How to Manage Children's Challenging Behaviour.* Second Edition. London: Sage.

Rogers, B. and McPherson, E. (2008), *Behaviour management with young children: crucial first steps with children 3-7 years.* London: Sage.

Recommended Reading:

Babbedge, E., Strudwick, D. and Thacker, J. (2002,) *Educating children with emotional and behavioural difficulties : inclusive practice in mainstream schools.* School concerns series. London : Routledge Palmer.

Cigman, R. (2007), *Included or excluded? : the challenge of the mainstream for some SEN children.* London : Routledge.

Cooper, P., Hunter-Carsch , M., Tiknaz, Y. and Sage, R. (2006), *The handbook of social, emotional and behavioural difficulties.* London: Continuum.

Cowie, H., Boardman, C., Barnsley, J. and Jennifer, D. (2004), *Emotional Health and Well-Being: A Practical Guide for Schools.* London: Paul Chapman.

Davis, S. and Davis, J. (2007), *Empowering Bystanders in Bullying Prevention. Champaign, IL:* Research Press.

Dunn, R. (2009), *Dos and don'ts of behaviour management.* Second Edition. London: Continuum.

Elston, T. and Sopher, K. (2009), *Using NLP to enhance behaviour and learning: a handbook for teachers.* New York: Continuum.

Glaser, D. and Prior, V. (2006), *Understanding attachment and attachment disorders: theory, evidence, and practice,* Child and adolescent mental health series. London: Jessica Kingsley Publishers.

Hallam, S. and Rogers, L. (2008), *Improving behaviour and attendance at school.* Maidenhead: Open University Press.

Marianna, C. (2009), *Developing children's social, emotional and behavioural skills.* London: Continuum.

Panju, M. (2008), *7 successful strategies to promote emotional intelligence in the classroom.* London: Continuum.

Rogers, B. (2010), *Cracking the hard class.* Second Edition. London: Sage.

Rogers, B. (2010), *Behaviour management: a whole-school approach Second Edition.* London: Sage.

Rogers, B. (2011), *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support.* Third Edition. London: Sage.

Richardson, R. (2008), *Racist incidents and bullying in schools: how to prevent them and respond to them when they happen: principles, guidance and good practice.* Stoke: Trentham.

Shariff, S. (2008), *Cyber-bullying: issues and solutions for the school, the classroom and the home.* London: Routledge.

Vizard, D. (2009), *Meeting the needs of disaffected students : engaging students with social, emotional, and behavioural difficulties .* London: Continuum.

Wearmouth, J., Glynn, T., Richmond, R.C. and Berryman, M. (2004), *Inclusion and Behaviour Management in School. Issues and Challenges.* London: David Fulton.