MODULE SPECIFICATION FORM

Module Title:	Supporting Behaviour, Emotional and Social Difficulties	Level: 5	Credit Value: 20

Module code: ECS513 (if known)	Cost Centre: GAEC	JACS3 code*: X310

please contact Student Data Services for further guidance if necessary

Trimester(s) in which to be offered:	With effect from: July 2015

Office use only: To be completed by AQSU:	Date approved: July 2015 Date revised: Version no: 1

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

Originating Academic Department:	Childhood and Family Studies	Module Leader: .	Emma Constantine

Module duration (total hours)**:	200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours:	30	
Work Based Learning:	30	
Independent Study:	140	

** *see additional information attached for further guidance*

Programme(s) in which to be offered: FdA Childhood Studies: Special Educational Needs	Pre-requisites per programme (between levels): None.

Module Aims:

This module aims to foster understanding of the difficulties experienced by some children in relation to behaviour, emotional and social development and to explore interventions, programmes and strategies to help such learners.

Intended Learning Outcomes:

At the end of this module, students will be able to ...

1. Appreciate the range of needs covered by SEN and the importance of early identification.
2. Examine the range of learning needs that can arise in relation to behaviour, emotional and social difficulties.
3. Identify and evaluate the effectiveness of programmes, interventions and strategies used to support children in educational settings.

Key Academic skills:
Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

Transferable/Key Skills and other attributes:
Effective Communication
Time management
Organisational skills
Personal and professional reflection to enhance practice
Independent learning
Evaluation
Critical thinking
Analyse concepts, theories and issues of policy in relation to practice.

Assessment:

Engage in a project of three parts each exploring one learning outcome.

Part 1 – Identification (LO1) for example – develop a table outlining the range of special educational needs (SEN) and the expected means of identification.
Part 2 – Case study (LO2) for example – complete a case study on a child of your choice which identifies a particular SEN and explores the role of the practitioner in supporting the child.
Part 3 – Evaluation (LO3) for example – Identify the types of programmes, interventions and strategies available to a child/family and setting. Evaluate their ease of use, access and possible outcomes in relation to the child.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Project	100%		4000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning
The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1) What is meant by the term SEN and why is early identification of children who are in difficulty important.
2) How do we identify behaviour, emotional and social difficulties?
3) How may difficulties with behaviour, emotion or sociability emerge and how will these affect the child's ability to learn and develop?
4) What are the strategies, interventions and programmes which can be used to support children with these specific difficulties?

In exploring these questions this module will consider:

- The meaning of the term SEN and the need for early identification.
- A range of special educational needs involving behaviour, emotion and sociability.
- The potential impact of specific learning difficulties on learning and development.
- Current initiatives and provision for learners who need extra support.
- Strategies to support children and families with behaviour, emotional and social difficulties.

Bibliography:

(please submit in Harvard referencing format)

Essential reading:

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

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

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

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

Other indicative reading:

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

Department for Education and Skills (2001), *Code of Practice for Special Educational Needs.* London: DES.

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.

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.

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/additional educationalneeds/?lang=en