

Module Code:	EDS413
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Module Title:	Managing Learner Behaviour
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Level:	4	Credit Value:	20
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Cost Centre(s):	GAPE	JACS3 code:	X300
		Hecos code:	100462

Faculty:	Social & Life Sciences	Module Leader:	David Thomas
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Learning Support	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 21/06/2018

Version no: 1

With effect from: 23/09/2019

Date and details of revision:

Version no:

Module Aims

The principal aim of the module is to enhance the students' understanding of children and young people's behaviour. This includes the importance of understanding that all behaviour is a form of communication, that there are a range of factors that can impact upon behaviour (both positively and negatively) and of how behaviour may be supported and effectively managed, by staff within settings, including a multi-agency approach, by learners and by families.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Identify and discuss the factors that influence and impact upon learner behaviour.	KS1	KS3
		KS6	
2	Identify and recognise factors in/causes of challenging behaviour e.g. life experiences, home/school factors, learning environments and (undiagnosed/unsupported ALN/SEN).	KS1	KS3
		KS6	
3	Evaluate a range of behaviour strategies and interventions that can be implemented by practitioners to reduce challenging and promote positive learner behaviour.	KS1	KS6
4	Examine the role of the practitioner in supporting children and young people's behaviour.	KS1	KS2
		KS6	
5	Identify ways in which settings can work with pupils and their parents/caregivers to promote positive behaviour / ameliorate challenging behaviour.	KS1	KS6
		KS8	KS9

Transferable skills and other attributes

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

Derogations

None

Assessment:

Indicative Assessment Tasks:

Students will be asked to critically analyse, evaluate and reflect upon common behaviour management policies and strategies implemented across education settings and:

- (A) Produce a report which outlines and evaluates the behaviour management strategies and policy implemented within their education setting including the promotion of positive behaviour and home/school partnerships and
- (B) Produce an appropriate case study based upon consideration of a challenging behaviour incident within their setting that demonstrates a link between underlying theories of causes of behaviour, responses from practitioners in practice, the outcome of this response upon learner behaviour and the appropriateness and effectiveness of practitioner response.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	3, 4	Case Study	50%		1000
2	1, 2, 5	Report	50%		1000

Learning and Teaching Strategies:

A mixed approach will be taken to the delivery of the module, including: lectures, seminars, group work, individual tutorials, feedback, discussion and activities to encourage reflection and evaluation including directed self-study (work based learning tasks and observations).

Syllabus outline:

- To explore the factors that influence and impact upon behaviour.

- Behaviour theory; terminology; interventions and strategies commonly used in settings, including: assertive discipline techniques/positive behaviour approaches;
- Rules, rewards, consequences/sanctions, language of choice and promoting positive language;
- The role of adults in behaviour management (positive role modelling; promoting positive expectations, relationships and learning environments);
- A whole setting approach to the design and management of behaviour policies and procedures, including those which are relevant to the inclusion of children, young people or vulnerable young adults who present with challenging behaviour;
- Review case study / critical incident examples for the purpose of assessing and planning interventions to promote positive behaviour;
- Working in partnership with children, young people or vulnerable young adults; parents/carers; other agencies and professionals to promote positive behaviour / address challenging behaviour, including parenting programmes.

Indicative Bibliography:**Essential reading**

Porter, L. (2003), *Young Children's Behaviour: Practical Approaches for Caregivers and Teachers* (Second Edition). London: Paul Chapman Publishing.

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.

Other indicative reading

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

Cowley, S. (2006), *Getting the buggers to behave* (Third Edition). A&C Black.

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.

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

Estyn (2006), *Behaviour in Wales. Good practice in managing challenging behaviour*. Cardiff: Estyn.

Lee, C. (2010), *The complete guide to behaviour for teaching assistants and support staff*. SAGE.

Morgan, J., (2007), *The Teaching Assistant's Guide to Managing Behaviour*. A&C Black.

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

Thompson, E. J. (2011), *Getting the buggers to behave*.

Wallace, F. (2007), *What else can I do with you? Helping Children Improve Classroom Behaviour* (Second Edition). SAGE.

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

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

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

Web-based sources <http://www.atl.org.uk/help-and-advice/classroom-behaviour/managing-behaviour.asp> <http://www.incredibleyears.com/>

http://www.nspcc.org.uk/inform/cpsu/resources/briefings/managingchallengingbehaviour_wdf60644.pdf <http://nationalstrategies.standards.dcsf.gov.uk/node/86957> Ofsted publications and research <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-allby/Education/Inclusion/Behaviour/%28language%29/eng-GB>

http://www.playfieldinstitute.co.uk/information/pdfs/leaflets/autism/leaflet_understanding_and_managing_behaviour_problems_in_children_and_young_people_with_autistic_spectrum_disorders_information_for_families.pdf www.familylinks.org.uk