

M04A
Social, Emotional and Behavioural Difficulties – Skills & Knowledge

1.	Short Code	M04A
2.	Title	Social, Emotional and Behavioural Difficulties – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: SEBD
7.	Module Leader	Dr Tina Rae, Dr Mark Turner
8.	Accredited by	
9.	Module Requisitions	
	(m) Pre-requisite	None
	(n) Programme Restriction	None
	(o) Level restrictions	None
	(p) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<p>Aims</p> <ul style="list-style-type: none"> • To develop participants' understanding of theories influencing approaches to working with children with SEBD. • To develop participants' understanding of the history of SEBD in the UK context. • To develop participants' understanding of the characteristics of children and young people with SEBD and how the labelling process works. • To develop participants' understanding of the legislation and current trends relating to SEBD. • To develop participants' understanding of other services working with children with SEBD and the effectiveness or otherwise of multi-agency approaches. • To develop participants' understanding of current trends, for example equal opportunities, disability and SEBD. 	
12.	<p>Learning Outcomes</p> <p>Knowledge</p> <p>On successful completion of this module, students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The nature of SEBD: definitions, identification, prevalence, history. 2. Approaches to working with children with SEBD. 3. Relevant legislation and guidance (past and current). 4. Typical and atypical social/emotional development, including the development of attachment. 5. The interface between SEBD and mental health theories about risk and resilience drawn from mental health research. 6. Specific difficulties such as self-harm, anxiety, depression, and eating disorders. <p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 7. Evaluate their own work context in relation to local and national provision for children with SEBD. 8. Critically analyse approaches to the management of SEBD. 9. Review psychological theories underpinning social/emotional development. 	

10. Critique tools for assessment and identification.	
13.	<p>Syllabus</p> <p>Introduction to SEBD: relevant legislation, definitions, history, prevalence. Psychological perspectives; theories of typical/atypical development; elements of child development and developmental psychology and their impact on the emotional and behavioural development of children. Educational entitlement, 'emotional literacy', well-being and children with SEBD. Identification and assessment. Positive management approaches to children with SEBD: effective and inclusive practice, interventions which work for the most complex and vulnerable children and young people. SEBD and mental health. Resilience and risk factors; attachment and bonding and the development of the brain. The likely effects of separation and loss (including the possible effects of separation, divorce and other forms of family loss). Anxiety and depression in children; self-harm, suicide and eating disorders.</p>
14.	<p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> • Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. • Allows students to manage and track their progress through the activities and assessments. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> • Reflection on practice, structured through 'learning log' online entries. • Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. • Problem-based learning scenarios. <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. • Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

	<p>Assessment Strategy</p> <p>Assessment is through coursework assignments covering the 10 learning outcomes and comprising two 3000 word or equivalent assignments, as follows (numbers in brackets refer to learning outcomes assessed):</p> <ul style="list-style-type: none"> • Critical analysis 1 (3000 words or equivalent): The historical perspective of SEBD and implications for practice and provision (1,2,3,4,5,6,9) • Critical analysis 2 (3000 words or equivalent): The student's local context in relation to government guidance, legislation and recent research about SEBD (3,6, 7,8,10) <p>Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.</p>	
15.	<p>Assessment Weighting</p>	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	<p><u>Learning materials</u></p> <p><u>Essential</u></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/</p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/</p> <p>Directed use of the appropriate legislation, Government guidance and reports.</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p><i>Inclusion Development Programme: Supporting children with Behavioural, Emotional and Social Difficulties – Guidance for practitioners in the Early Years Foundation Stage.</i> Available at: http://preview.tinyurl.com/dyyvw39 (Accessed 26 June 2012).</p> <p><i>Primary and Secondary Inclusion Development Programme: Supporting children with Behavioural, Emotional and Social Difficulties – e-learning programme.</i> Available at: http://www.nasentraining.org.uk/resources/ (Accessed 26 June 2012).</p> <p><i>Primary and Secondary Inclusion Development Programme: Supporting pupils with Behavioural, Emotional and Social Difficulties.</i> Available at: http://preview.tinyurl.com/d5qu385 (Accessed 26 June 2012).</p> <p>The resource bank area of the module website.</p> <p><u>Indicative reading</u></p> <p>Buckley, I. A. & Epstein, M.H. (2004) 'The Behavioral and Emotional rating</p>	

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Cooper P., Smith C. and Upton G. (1994) *Emotional and Behavioural Difficulties: Theory to Practice*. London: Routledge.

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Cooper, P., Drummond, D., Hart, S., Lovey, J. and McLaughlin, C. (2000) *Positive Alternatives to Exclusion*. London: Routledge.

Cox, K.F. (2006) 'Investigating the impact of strength-based assessment on youth with emotional or behavioural disorders', *Journal of Child and Family Studies*, 15, 287-301.

Goodman, R.L., & Burton, D.M. (2010) 'The inclusion of students with BESD in mainstream schools: teachers' experiences of and recommendations for creating a successful inclusive environment', *Emotional and Behavioural Difficulties*, 15(3), pp.223-238.

Greenhalgh P. (1994) *Emotional Growth and Learning*. London: Routledge.

Miller, A. (1996) *Pupil Behaviour and Teacher Culture*. London: Cassell.

Mowat, J.G. (2011) 'The development of intrapersonal intelligence in pupils experiencing social, emotional and behavioural difficulties', *Educational Psychology in Practice*, 27(3), 227-254.

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