

M04B
Social, Emotional and Behavioural Difficulties – Application & Reflection

1.	Short Code	M04B
2.	Title	Social, Emotional and Behavioural Difficulties – Application & Reflection
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	
	(a) Pre-requisite	M04A, or you are concurrently enrolled on M04A (i.e. you are enrolled on both modules of the same topic)
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<p>Aims</p> <ul style="list-style-type: none"> • To develop student's knowledge and understanding of SEBD and the ways in which such difficulties can be both identified and appropriately supported in the learning and social contexts. • The provision of opportunities for students to identify and develop strategies for the management of children who are experiencing SEBD. • To ensure that students understand key aspects of 'normal' child development and their likely relationship to social, emotional and behavioural difficulties (SEBD). • To understand and respond with enhanced skill to more specific mental health difficulties and well-being issues in children with SEBD. • To understand the challenge of inter-professional communication/collaboration. • To promote self-esteem, mental health and overall well-being of individual students. 	
12.	<p>Learning Outcomes</p> <p>Knowledge On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> 1. In-depth knowledge of identification and support for SEBD. 2. In-depth knowledge of the process of practitioner/action research, as applied to SEBD case examples. <p>Skills On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 3. Assess, plan and monitor provision for group and individual needs utilising evidence based approaches and resources. 4. Apply and evaluate approaches and specific interventions to maximise learning in particular settings. 5. Apply and evaluate a range of strategies and interventions to manage behaviour. 6. Use evidence-based approaches and strategies in order to empower 	

	<p>children to express themselves.</p> <p>7. Work in a manner that is sensitive to child-safety/ protection issues.</p> <p>8. Use enquiry techniques to research and evaluate provision for SEBD.</p> <p>9. Apply knowledge to practice in the real world context.</p>
13.	<p>Syllabus</p> <ul style="list-style-type: none"> • Practical means of making schooling more inclusive for children with SEBD. • The relationship between psychological theories and practice. • Interventions and strategies which can be used in order to effect positive change. • Evaluating effectiveness and how this might best be conducted by the reflective practitioner. • Ways in which effective action research can be conducted in the SEBD context or with the SEBD student. <p>Students will be provided with opportunities to reflect further upon the fact that 'Environmental risk factors operate most strongly with genetically vulnerable individuals in both anti-social behaviour and depressive disorders' (Rutter 2002)</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 Application & Reflection , the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other 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

	<p>recorded) by tutors and visiting professionals and academics.</p> <p>Assessment</p> <p>Assessment is through coursework assignments covering the 9 learning outcomes and will consist of (numbers in brackets refer to learning outcomes assessed):</p> <ul style="list-style-type: none"> • Practice analysis (4000 words or equivalent): A case study and action research project which involves identifying a need within the local context and developing, delivering and evaluating an appropriate intervention. (3,4,5,6,8) • Reflective analysis (2000 words or equivalent): A reflective journal incorporating critical analysis of relevant research and legislation and consideration of implications for students practice in the real world. (1,2,7,9) <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.	Assessment Weighting								
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16.	Timetabled examination required								
17.	Length of exam								
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>The resource bank area of the module website.</p> <p>Students will need access to children/young people in order to carry out the case study element of the assessment.</p> <p><u>Indicative reading</u></p> <p>Adera, A.B. & Bullock, L.M. (2010) 'Job stressors and teacher job satisfaction in programs serving students with emotional and behavioural disorders', <i>Emotional and Behavioural Difficulties</i>, 15(1), 5-14.</p> <p>Cole, T., Daniels, H., & Visser, J. (2012) <i>The Routledge International companion to Emotional and Behavioural Difficulties</i>. London: Routledge.</p> <p>Cole, T., Sellman, E., Daniels, H. and Visser, J. (2002) <i>The Mental Health Needs of Young People with EBD</i>. London: Mental Health Foundation.</p>								

Cooper, P., & Jacobs, B. (2011) 'Pupils making a difference: enhancing the power of student peer group to promote positive social, emotional and behavioural outcomes', *Emotional and Behavioural Difficulties*, 16(1), 5-14.

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

Hartnell, N. (2010) 'Multi-disciplinary approaches to pupil behaviour in school-the role of evaluation in service delivery', *Educational Psychology in Practice*, 26(2), 187-204.

Hayes, B., Richardson, S., Hindle, S. & Grayson, K. (2011) 'Developing teaching assistants' skills in positive behaviour management: an application of Video Interaction Guidance in a secondary school', *Educational Psychology in Practice*, 27(3), 255-270.

Lawrence, N. (2011) 'What makes for a successful re-integration from a pupil referral unit to mainstream education? An applied research project', *Educational Psychology in Practice*, 27(3), 213-226.

MacConville, R. & Rae, T. (2012) *Building Happiness, Resilience and Motivation in Adolescents A Positive Psychology Curriculum for Well-being*. London: Jessica Kingsley Publishers.

Prever, M. (2006) *Mental Health in Schools A Guide to Pastoral and Curriculum Provision*. London: Paul Chapman Publishing.

Rae, T. (2009) 'In the Know: Systems for success in overcoming emotional problems', *Curriculum Briefing* Vol. 7 (3) 26-34.

Rae, T. (2012) 'Developing Emotional Literacy Approaches for staff and students – Developing an approach in the SEBD school', in Visser, J. (ed) *Transforming Troubled Lives: Strategies and Interventions with Children and Young People with Social, Emotional and Behavioural Difficulties*. Bingley: Emerald Publishing

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Rae, T. (2011) *Staff Training for Positive Behaviour Management A Personal Development Programme for Teachers and Support Staff*. London: Optimus Publishers.

Rae, T., Nakarja, N., & Velinor, P. (2008) *Emotional Resilience and Problem Solving for Young Adults*. London: Optimus Publishers.

Stallard, P. (2010) 'Mental Health prevention in UK classrooms: the FRIENDS anxiety prevention programme', *Emotional and Behavioural Difficulties*, 15(1), 23-36.

Young Minds (2012) *Attachment, behaviour and learning (Young Minds website)*. Available at: <http://youngmindsinschools.org.uk/wellbeing/attachment> (Accessed: 26 June 2012).