

EQ927-20 Special Educational Needs and Evidence-based Practices

26/27

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Olympia Palikara

Credit value

20

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

The module examines current policy and practice around special educational needs along with research around the academic and behavioural profiles of children with different types of need (e.g., autism, intellectual disability). In parallel, the module focuses on evidenced based approaches: i.e., approaches to intervention that have been shown effective for improving children's outcomes. We review evidence-based interventions, but we also learn and practise behavioural skills (e.g., what is reinforcement and when to use it) as these are core components of effective methods for addressing the needs of students, including students with special educational needs

Module aims

To develop students' awareness of disability and special educational needs; to increase students' knowledge of the characteristic profiles, including strengths and needs, of children with particular special educational needs such as learning disabilities (intellectual disabilities), autism spectrum disorders and specific learning difficulties.

To describe new policy developments regarding SEND Code of Practice: 0-25 years (DfE, DoH, 2014- Education, Health and Social Care); to provide an overview of the policy and practice of

inclusion, its underpinnings, and the research that examined its effectiveness.

To provide students with an increase awareness of evidence based approaches in educational practice; to critically examine the effectiveness of available methods and interventions in addressing the needs of students with special educational needs.

To consider the interplay between context and children's developmental outcomes (ie community-level factors such as deprivation and family-level factors such as the home environment); to examine evidence based approaches as applied in several contexts (classroom, school, home, community) to improve children's outcomes.

To gain increased knowledge of evidence-based practices derived from the science of applied behaviour analysis; to gain experience of using these to address learning and behavioural needs of children with special educational needs as stand-alone methods or as part of complex interventions.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Week 1: Special Educational Needs and Disability (SEND): Current UK policy and practice What is behaviour?

Week 2: Inclusion: policy, practice and effectiveness Measuring Behaviour

Week 3: Academic outcomes of children with special educational needs Consequences-Reinforcement

Week 4: Intellectual Disabilities (Learning Disabilities) Consequences- Punishment

Week 5: Autism Spectrum Disorders Antecedent variables

Week 6: Specific Learning Difficulties Developing new behaviour (helping hierarchies)

Week 7: Language and Communication Decreasing behaviour

Week 8: Behaviour problems and Mental Health Functional analysis

Week 9: Early Years Measuring progress and evaluating change

Week 10: Evidence-based practice beyond the school environment (community, family) Building multi-component interventions

Learning outcomes

By the end of the module, students should be able to:

- Understand and critique current areas of theory and policy development in SEN and Disability.
- Understand and critique current areas of policy and practice of inclusion.
- Understand and describe the identification, assessment and profile of children with some of the most high frequency SEN types such as learning disabilities, autism, and specific learning difficulties.
- Be knowledgeable about the UK and international developments on evidence-based practice in the field of SEN education.
- Identify some of the most well-known and evidence-based approaches for addressing academic difficulties and behaviour problems in children.
- Be knowledgeable of the key components of behaviour analytic approaches and how they

can be used to improve children's outcomes.

- Demonstrate effectively the ability to integrate intervention knowledge, critical evaluation of methodology, and knowledge of the unique needs of children with SEN when selecting evidence-based interventions to implement them and assess them.

Indicative reading list

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

Subject specific skills

- apply multiple perspectives to special educational needs and disability issues, recognising that this area involves a range of research methods, theories, evidence and applications
- integrate ideas and findings across the multiple perspectives in special educational needs and disabilities
- constructively critique theories, practice and research in the area of special educational needs and disabilities
- demonstrate knowledge and awareness of the skills needed for different pedagogical approaches
- the formation and promotion of mutually respectful relationships with families, colleagues, other professionals and communities
- lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams with parents, carers and other professionals
- produce critical arguments for improvements to multi-agency and multi-professional practices for children and young people with special educational needs and disabilities
- reflect upon the ethics of studying children with special educational needs and disabilities
- generate and explore hypotheses and research questions relating to special educational needs and disabilities
- demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and young people with special educational needs and disabilities

Transferable skills

Character/personality

- Cognitive flexibility
- Common sense
- Communication skills
- Complex problem solving
- Confidence
- Coordinating with others
- Critical thinking
- Emotional intelligence

- Initiative and also follow instructions
- Intellectual ability
- International cultural awareness
- Interpersonal and communication
- Judgement and decision making
- Leadership
- Literacy
- Management of learning
- Motivation, tenacity, commitment
- Personal development skills
- Persuading/influencing
- Planning and organisational skills
- Problem solving
- Reasoning
- Self-management/resilience
- Stakeholder and organisational awareness
- Team working
- Using IT effectively

Study

Study time

Type	Required	Optional
Lectures	10 sessions of 2 hours (10%)	
Seminars	10 sessions of 1 hour (5%)	
Tutorials	(0%)	1 session of 15 minutes
Private study	170 hours (85%)	
Total	200 hours	

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time	Eligible for self-certification
Assessment component			
Essay One 4,000-word assignment or equivalent	100%	70 hours	Yes (extension)

Reassessment component is the same

Feedback on assessment

Both formative and summative feedback is offered; formative through tutor comments on draft outline of assignment and summative through comments on formal Masters feedback sheet.

Availability

Courses

This module is Option list A for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research