

EDUC N7016: Teaching Self- Regulation

Module Details	
Module Code:	EDUC N7016
Full Title	Teaching Self- Regulation APPROVED
Valid From:	Semester 1 - 2019/20 (June 2019)
Language of Instruction:	English
Duration:	1 Semester
Credits:	7.5
Module Owner:	Philomena Smyth
Departments:	Unknown
Module Description:	This module aims to facilitate students understanding of the causes of mild, moderate and severe behavioural problems in young children. It will also equip students with the skills to design, implement and evaluate an evidence based individualized intervention plan for children and their families.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Understand Self-regulation in the context of the developing child, individual traits and emerging competencies and discuss how the development of these competencies or lack thereof impacts the young child.
MLO2	Identify the temperamental vulnerabilities underlying the main externalising and internalising disorders
MLO3	Interpret young children's behaviour using the main theoretical perspectives that inform the the emergence of psychological wellbeing and child psychopathology namely: Behavioural Model; Cognitive Model; Attachment Model; Family Systems Model and the Biophysical Model.
MLO4	Draft an evidence based individualized intervention plan for a young child within your setting that is compliant with Regulation 19 in relation to behavior management within the ECCE setting, and evaluate the effectiveness of this intervention using both objective data and reflective practice
Pre-requisite learning	
<p>Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i></p>	
No recommendations listed	

Module Indicative Content
Regulation 19 Content and implications for policy and practice
Self-regulation The development and dimensions of self-regulation including theoretical perspectives and models of self-regulation.
Early Identification of Emotional Problems and Disorders Assessing Temperament; Introversion; Extroversion and Mood Disorder
Early Identification of Social Problems and Disorders Shyness & Selective Mutism; Fear; Phobia; Anxiety and Anxiety Disorders (including PTSD). Attachment and Attachment Disorders; Eating and Eating Disorders
Early Identification of Behavioural Problems and Disorders Oppositional Defiant Disorder; Conduct Disorder; Disruptive Behaviour Disorder Not Otherwise Specified; Comorbidity (esp with ADHD).
Resilience The mediating effect of self regulation; teaching social and emotional skills.
Behaviour Management Guidance How to engage and include families; Environment; Shaping Positive Self Concept through Documentation; Establish Synchrony through Play; Rules; Collaborating with families; Behavioural Frequency Chart; Functional Assessment of Behaviour; Modifying Antecedents; Modifying Consequences; Teaching and Reinforcing Replacement Skills; Using Successive Approximation; Evaluating Effectiveness (self-esteem; self-regulation; social connection; disposition to engage in play) using Objective Data; Assessing whether additional intervention is required.

Module Assessment	
Assessment Breakdown	%
Course Work	100.00%
Module Special Regulation	

Assessments

Part Time			
Course Work			
Assessment Type	Essay	% of Total Mark	60
Marks Out Of	100	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3
Duration in minutes	0		
Assessment Description	n/a		
Project			
Assessment Type	Project	% of Total Mark	40
Marks Out Of	100	Pass Mark	0
Timing	n/a	Learning Outcome	3,4
Duration in minutes	0		
Assessment Description	Students will conduct a functional assessment to use to draft an individualized evidence based intervention plan for a young child in their setting. The project will include data collection and reflective practice.		
No Practical			
No Final Examination			
Reassessment Requirement			
No repeat examination <i>Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.</i>			

Module Workload

This module has no Full Time workload.

Workload: Part Time

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	Alternating f2f lectures and webinars	Every Week	1.50	1.5
Practical	Contact	Workshop	Once per semester	0.27	4
Directed Reading	Non Contact	No Description	Every Week	3.80	3.7999999523162842
Independent Study	Non Contact	No Description	Every Week	7.60	7.5999999046325684
Total Weekly Learner Workload					13.17
Total Weekly Contact Hours					1.77

Module Resources

Recommended Book Resources

- Bronson, M.. (2001), *Self-regulation in Early Childhood: Nature and Nurture*, Guildford, [ISBN: 9781572307520].
- Glenn, A. & Collins, J. & Helps, A.. (2011), *Behaviour in the Early years*, 2nd. Routledge, [ISBN: 0415584353].
- Linden, J.. (2012), *Understanding Children's Behaviour 0-11: Linking theory to Practice*, Hodder Arnold, [ISBN: 10:144417097X].
- Kaiser, B. & Raminsky, E.. (2011), *Challenging Behavior in Young Children: Understanding, Preventing & Responding Effectively*, 3rd. Pearson, [ISBN: 10: 0132159120].
- Allen, K. & Cowdery, G.. (2011), *The Exceptional Child: Inclusion in Early Childhood Education*, 3rd. Wadsworth Publishing, [ISBN: 10:1111342105].

Supplementary Book Resources

- Mackenzie, H.. (2015), *Self-regulation in Everyday Life: A how to guide for parents*, Wired Fox Publications, [ISBN: 9780968446683].
- McClelland, M.M, & Tominey, S.L.. (2016), *Stop, Think, Act: Integrating self-regulation in the early childhood classroom*, Routledge, [ISBN: ISBN 9780415].

This module does not have any article/paper resources

Other Resources

- [Website], Aistear,
<http://www.ncca.ie>
- [website], <http://www.self-regulation.ca/>.
- [Link], Library Catalogue,
<http://tinyurl.com/oovmt88>
- [Website], National Childhood Network: Healthy Ireland Smart Start – Emotional Wellbeing.
<http://www.ncn.ie/index.php/2-ncn/199-he-althy-ireland-smart-start-emotional-well-being>
- [Website], Zero to Three.
<https://www.zerotothree.org/espanol/challenging-behaviors>
- [Website], Center on the Social and Emotional Foundations for Early Learning.
<http://csefel.vanderbilt.edu/>
- [Website], Technical Assistance Center for Social Emotional Intervention for Young Children.
<http://challengingbehavior.cbcs.usf.edu/TACSEI/index.htm>

statuslog

No Status Log Information