

## Liverpool John Moores University

Title: DEVELOPMENTAL DISORDERS  
Status: Definitive  
Code: **6102LDS** (123390)  
Version Start Date: 01-08-2021

Owning School/Faculty: Education  
Teaching School/Faculty: Education

Team	Leader
Jennifer Woods	Y

**Academic Level:** FHEQ6  
**Credit Value:** 20  
**Total Delivered Hours:** 40  
**Total Learning Hours:** 200  
**Private Study:** 160

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	38
Tutorial	2

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	4500 word essay	100	

### Aims

*To enable students to gain knowledge and understanding of the major theoretical and practical approaches to supporting children and young people with development differences.*

*To prepare students to adopt, making reference to the literature, an appropriate theoretical approach to supporting children and/or young people with developmental differences.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically review some major theoretical approaches to working with children and young people with development differences.
- 2 Critically evaluate the effectiveness of approaches to supporting children and young people in the workplace.
- 3 Develop critical faculties in relation to policy and practice and present arguments.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Assignment	1	2	3
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## Outline Syllabus

*The origins of research relating to developmental disorders.*  
*Whole-school and classroom issues - policy and practice.*  
*Behavioural management interventions.*  
*Causal theories.*  
*Therapeutic approaches*

## Learning Activities

Lectures, group work, tutorials, work-based practice and e-learning activities.

## Notes

This module considers the theory and practice of whole school and classroom based approaches to working with children and young people with developmental disorders. Policy, research and practice are critically evaluated in relation to a range of prevention and intervention strategies.