



Newsletter from the research environment [CHILD](#) at Jönköping University

How children affect adults

November 2013. The special content of this newsletter concerns how children affect adults - and how that relate to what influences children's everyday functioning. We have an ongoing discussion about how to select what factors to study and relate to children's functioning. Most of the studies we do tend to focus on how adults and environment affect children, probably because that is what we can change by interventions. But we tend to spend less time on studying how children affect adults. *This may be very important information in relation to what makes adults/professionals decide what interventions to do!*
[Full story](#)



Professor [Mats Granlund](#)
Research Leader of CHILD

A Preschool Perspective



We know more about how adults affect children than about how children affect adults.

Researcher *Madeleine Sjöman*: Research suggests that the relation between

engagement and behavioral problems seems to be bi-directional and includes a transactional process involving both the child and persons in the environment. The child affects the adult's behavior toward itself. [Full story](#)

A Health Care Perspective

The health of young children with cancer. Researcher *Laura Darcy*: The process of the child gaining a sense of control and security over the first year of the trajectory is directly affected by the health staff reactions to them. The child wants to be seen as a competent individual. This requires competent staff with a caring approach. [Full story](#)



Public Lectures on Children's Participation in Health Care



Congratulations

We say congratulations to CHILD-member *Johan Malmqvist*, who held his public lecture to become a Senior Lecturer in Pedagogy at the School of Education and Communication at the end of October! Johan Malmqvist says "Thank You!" to all who came to celebrate!

More on [Johan Malmqvist's research](#)

This year's Astrid Janzon lectures are held on the **29th of November** in Kurt Johansson Aulan at Jönköping University. The Program will be held partly in English and partly in Swedish. CHILD-researchers and specially invited Irish Professor *Imelda Coyne*, from Trinity College Dublin, will speak on Children's participation in health care. For Public Lectures, [see the program](#)



[The Astrid Janzon \(1907-2000\) Foundation](#) makes a yearly contribution to public lectures within the field of health and health care sciences. Photo by: Elisabeth Ohlson Wallin

New International Master's Program

Interventions in Childhood. The new International Master's level program at Jönköping University on Interventions in Childhood offers interdisciplinary education to provide effective intervention for children in need of support for their development and/or functioning in everyday life beyond what is provided to all children. The program starts in August 2014 and is designed to prepare students for leadership roles in child care and preschool, school, special education, early intervention/habilitation, child health care, social services and the equivalent in addition to further research. [For further information](#)



Updated Projects

[CHILD's research projects](#) are many. We finally have them all in a new presentable order. We hope that you want to investigate them. They all have a summary in English.



Good-bye GEDS



As mentioned in earlier newsletters our GEDS-project has sadly come to an end. The three last Swedish GEDS-scholars have safely returned back home. [Take a look at their story!](#)



Congratulations

CHILD-member *Noomi Carlsson* has been awarded a scholarship for her doctoral thesis 'A Zero-vision for Childrens Tobacco Smoke Exposure'. Noomi Carlsson's research results are now being used nationwide! The scholarship was granted by Sjuksköterskor mot tobak (SmT). Link to [thesis](#).

ICF-CY to Taiwan

"This is my third visit to Taiwan", says CHILD-professor Mats Granlund. "In Taiwan they have changed the system for how to decide what children are eligible for early intervention. The new conceptual basis for the legislation is ICF-CY."

CHILD-professors *Mats Granlund* together with Professor *Eva Björck-Åkesson*, was invited to Taiwan since they both have long experience of family centred early intervention and also of working with WHO's health classification system ICF-CY. The Taiwan visit is a continuation of a collaboration that started some years ago because of the work CHILD has done on the development and evaluation of ICF-CY. [Full story](#)



For more research news - visit [CHILD's web page](#)



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[Editor: Cecilia Allegrind](#)

Ser nyhetsbrevet konstigt ut? [Visa webversion](#).

Meta theory and what really influences children's everyday functioning

A dull fall is very suitable for doing research work. November, a lot of rain and not much to do outside, a month that may actually facilitate sitting inside and do research work. As always a lot of research is ongoing in CHILD. During this fall we have tried to discuss meta theory, that is what concepts, research methods and measures do we have in common in the group. One of the topics discussed is everyday functioning and what influences children's everyday functioning on top of the impact of impairments and long term health conditions. The special content of this newsletter illustrates some of these discussions. However, research is so much more than theoretical discussions.



[Mats Granlund](#),
Research
Leader of
CHILD



Many projects are in an intense period of data collection

Several projects are intensively focused on planning data collection for example [Frida Lyngegård's project](#) on participation and health pathways of adolescents with impairments or long term health conditions or [Karin Bertills' project](#) on participation in the school subject sport and health by students with disabilities. Other projects are in an intense period of data collection, e.g [Lars-Olof Johanson's project](#) on the interaction between infants and physicians in primary health care and [Madeleine Sjöman's project](#) on engagement, behaviour problems and some people are busy with writing up the result of data collection, e.g [Laura Darcy](#) who is reporting from a longitudinal study of everyday functioning of young children with cancer. The intensity of the ongoing activities mirrors the fact that we have received grants from several funding agencies, e.g FORTE ([Karin Enskär](#) and [Marie Golsäter](#) and [Mats Granlund](#), [Lena Almqvist](#) and [Madeleine Sjöman](#)) and VR ([Eva Björck-Åkesson](#)). Regarding research production in terms of articles in peer reviewed journals it seems like we can maintain the high level of last year with probably between 45-50 publications by new year. Our upgraded web-page and it's [list of project](#) descriptions will provide you with more information. Now back to what influences children's everyday functioning.

What influences children's everyday functioning?

Researchers in CHILD agree on that there always is more than one cause to why children function in a certain way. It means that to understand children's everyday functioning we have to study complex sets of variables and how they in concert influence children's functioning. In CHILD we have an ongoing discussion about how to select what factors to study and relate to children's functioning. We also seem to agree on that children's functioning over time depends on a transactional process where child characteristics and child behaviour affect people around them and the behaviour of these people in turn affect children. In these discussions we have reflected on that most of the studies we do tend to focus on how adults and environment affect children, probably because that is what we can change by interventions. We tend to spend less time on studying how children affect adults. This may be very important information in relation to what makes adults/professionals decide what interventions to do. The special content of this newsletter concerns how children affect adults.

Bronfenbrenner (1992: 2000) talks about developmentally instigative person characteristics as composed of two types of personal attributes that affect subsequent functioning and development through their influences on the environment. These characteristics are not the same as physical attributes such as age, sex, race and type of impairment. The first characteristic is more *passive personal stimulus qualities* that in and by themselves invite or discourage particular kinds of reactions from the environment that can either disrupt or facilitate child functioning such as exhibiting behaviour problems or being socially responsive. The other is *developmentally structuring attributes*, they primarily concern the child's active orientation towards the environment such as children's initiation of interaction with peers or their active exploration of the environment. Applied to the everyday functioning of children in need of special support developmentally instigating person characteristics are interesting when we try to understand why adults choose to provide more attention and additional support to some children but not to others. Especially interesting is this when we consider children that are not formally identified as children who need special support. What is it for example that make preschool staff decide to provide extra support to children that have behavior problems? Preliminary data from one of our studies indicates that problems in peer interaction do not increase the probability that extra support is provided but problems with aggression or that the child's behaviour is perceived to the functioning of the rest of the group do. Why?? In this letter a couple of examples of research in which how children affects the environment is studied are provided.

Professor Mats Granlund
Research Leader of CHILD
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Ser nyhetsbrevet konstigt ut? [Visa webversion](#).

The preschool environment, children's engagement, behavioral problems, and learning in early years

We know more about how adults affect children than about how children affects adults. Research suggests that the relation between engagement and behavioral problems seems to be bi-directional and includes a transactional process involving both the child and persons in the environment. The child affects the adult's behavior toward itself.

Traditional developmental research tried to investigate child development by studying simple basic elements and processes to explain cause to human difficulties. Contemporary research consider a more complex picture of human development and difficulties (Sameroff, 2010). One example of such a complex picture is mental health in children. A relatively recent systematic review of the Royal Academy of Sciences (Gustafsson et al., 2010) express a concern in Sweden over mental health in adolescent, specially girls, and their mental symptoms e.g. headache, sleeping problems, depression. One way to intervene with mental health issues is to identify risk factor for later mental problems and to promote mental health by early intervention in preschool. Both national and international research show that children who are engaged and involved in preschool are more likely to succeed in school. However, behavior problems can be a barrier for engagement and thus for children's learning and opportunities to succeed both socially and in terms of knowledge (Morgan et al., 2008; Williford et al.,



2013). The relations between engagement and behavioral problems seems to be bi-directional and includes a transactional process involving both the child and persons in the environment.

Overall, we know more about how adults affect children than about how children affect adults. A

recent literature review (Nurmi, 2012) shows that children's behavior problems affect people in the environment, which in turn tends to react negatively on the child with behavior problems. Teacher reported more conflict and child dependency, and less closeness in teacher – child relationship when interacting with students with external or internal behavior problems. Furthermore, teacher reported less conflict, less child independency and closer teacher – child interaction with students showing a high level of academic performance. This indicate that the quality in teacher – child interaction and academic performance is a bidirectional process and that certain child characteristics elicit more or less positive reactions from teachers. An interesting question is thus if we can affect teacher's perception of children with behavior problems.

Preschool is an environment that can improve the development of children in difficult situations. To better understand and further develop high quality



[Madeleine Sjöman](#),
PhD-student
at Jönköping
University

Swedish preschool environments that contribute to children's mental health, knowledge about the relationship between factors in preschool environment, children's present functioning and children's later functioning is needed. In an ongoing study we assume that engagement in preschool activities is vital for children's development, mental health and learning in their daily life situation. The study explores the relationship between child's engagement in preschool and the behavior problems that some children exhibit. Probably engaging in behavior problems will reduce the time children spend being intensively engaged in learning activities. Furthermore we investigate how interactions between teacher – child and between children can affect the relation behavior problems and engagement. Children with behavioral difficulties are not a homogenous group, but follow different paths in terms of commitment, where behavioral difficulties and teachers' responsiveness most significantly influence this development (Almqvist, 2006). Children exhibiting behavior problems that interact in a positive manner with teachers and/or other children may be protected from the otherwise negative influences that behavior problems have on the time spent in learning situations characterized by high engagement and a positive emotional atmosphere. The projects " Early detection - early intervention " (Tuti) and "Preschool environments, children's engagement and behavior problems" are longitudinal projects. TUTI is a collaboration between Jönköping University and Jönköping County Council funded the National Board and the second project is funded by FORTE.

For more information on [the preschool research projects](#)

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Ser nyhetsbrevet konstigt ut? [Visa webversion](#).

The health of young children with cancer

The process of the child gaining a sense of control and security over the first year of the trajectory is directly affected by the health staff reactions to them. The child wants to be seen as a competent individual.

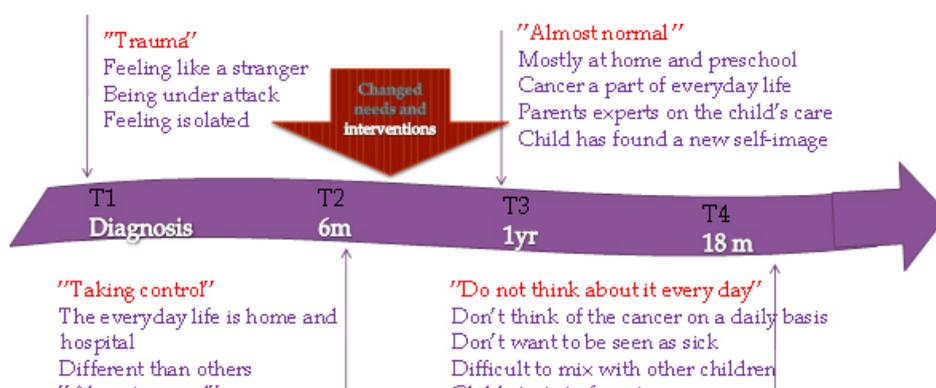
Providing qualified and evidence based health care to children requires increased knowledge of how cancer affects the young child's life. Research to date has focused on adults understanding of child experiences, rather than focusing on the young child's own experience of everyday life. Research on and with young children is methodologically challenging. Our research uses a longitudinal design which allows a window to the child's experiences over the cancer trajectory during which they both gain maturity and experience.

Thirteen children and their parents connected to a pediatric oncology center in the West of Sweden entered the study in 2011. Children and parents participate through semi-structured interviews shortly after diagnosis and at six, 12, 18, 24 and 36 months post diagnosis and also fill in a number of questionnaires at each time point. Analysis of interview material from shortly after diagnosis and six and 12 months post diagnosis was made using qualitative content analysis.

Shortly after diagnosis, the child's everyday life was utterly changed with feelings of strangeness, powerlessness and loneliness. The child felt unfamiliar, under attack and powerless over a changed everyday world. Six months later, the child expressed a need for control. The child was described as "almost normal", demanded constant parental presence and wanted to participate in care. A longing for other children was expressed. A year after diagnosis a "new normal" was described with hospital and procedures as a part of everyday life. The child saw herself as healthy but still experienced loneliness as she did not fit in with other children.

The process of the child gaining a sense of control and security over the first year of the trajectory is directly affected by the health staff reactions to them. The child wants to be seen as a competent individual. In particular, information of and participation in their own care, to the degree they themselves can and wish for, is a pivotal factor. This requires competent staff with a caring approach.

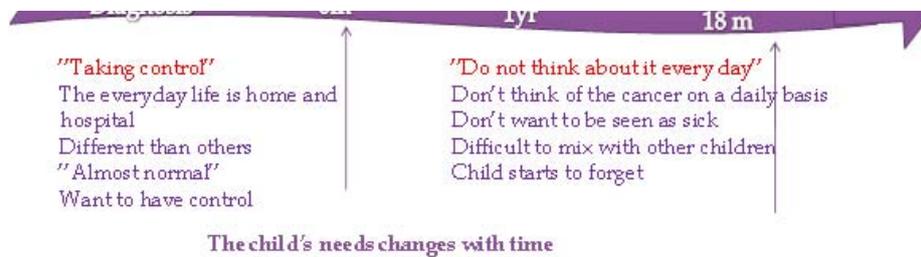
Children want: information, a caring approach, continuity, participation in care, their parents, and other children



[Laura Darcy](#),
PhD-student
at Jönköping
University



Professor
[Karin Enskär](#),
at Jönköping
University



More on the research project [Hälsa hos små barn \(1-6 år\) med cancer](#)

References

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[Avregistrera prenumeration](#)

Research

Johan Malmqvist



Associate Professor in Education

Research

Johan's research has its point of departure from his doctoral thesis in 2001, *Lärande med rörelsehinder* (Learning with motor disabilities). He has concentrated on issues concerning school situations and pedagogical consequences of different kinds of disabilities. Of special interest are issues of conditions and adaptations required for inclusive education. Hence, most of this research is also of general interest for the promotion of a school adapted to student's individual prerequisites.



Biography

Johan has a background as a teacher in compulsory comprehensive school and in education for pupils with learning disabilities. He was a senior lecturer for the universities of Göteborg and Borås before his employment at the School of Education and Communication, Jönköping University. He is a member of several networks in research, he has been invited as a lecturer to international research conferences and has worked as an expert for the Swedish National Agency for Education. He is a member of the CHILD research group.

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Education

Interventions in Childhood

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Master of Science with a major in Child Studies

The Master's programme Interventions in Childhood is an interdisciplinary education focusing on effective intervention techniques for children in need of support — beyond what is normally provided to all children.

The programme is grounded in an ecological perspective on child development, learning, and functioning. Influences are observed at various levels, from biological to environmental, or from "neurons to neighbourhoods". A critical perspective focusing on the individual, the environment, and their interrelationship, is emphasised. The programme addresses everyday life situations of children in various settings, including family, preschool/school, hospital, and community. A biopsychological model is used as a frame of reference and the connection between research and practical everyday work is stressed.

Degree

1 year, 60 credits. Master of Science with a major in Child Studies.

Career prospects

The programme is designed to prepare students for leadership roles in child care and preschool, school, early intervention/habilitation, special education, child healthcare, social services and the equivalent.

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Facts

Credits: 60,0 credits

Level: Master's

Rate of study: Full-time

Place of study: Campus-based

Language: English

Start date: Autumn 2015

Application code: HJ-MU066

Requirements:

The applicant must hold the minimum of a bachelor's degree (ie. the equivalent of 180 ECTS credits at an accredited university) within health and caring sciences, behavioural science, social work, or educational sciences, including independent, theoretical based work- i.e. a thesis or equivalent.

Proof of English proficiency is required.

[Click here](#) for more detailed entry requirements.

Degree:

Degree of Master of Science (60 credits) with a major in Child Studies

Tuition fee for the first semester: SEK 58500

Total tuition fee: SEK 117000

Tuition fees do NOT apply for EU/EEA citizens or exchange students

- [Preliminary syllabus PDF](#)

CHILD

Projekt



Barn och funktionsnedsättning

Riktat föräldrastöd - en studie av riktat stöd till familjer som har barn med lindrig utvecklingsstörning och relationen till barnens delaktighet i vardagsaktiviteter [Projektinformation](#)

Serviceutnyttjande av barn med lindrig utvecklingsstörning och deras familjer [Projektinformation](#)

Barn med omfattande funktionsnedsättningar och deras delaktighet i familjeaktiviteter [Projektinformation](#)

ICF-CY; Ett gemensamt språk (Sydafrikaprojektet) [Projektinformation](#)

ICF-AAC Narrative Oregon [Projektwebb](#)

Oral hälsa hos och tandvårdsomhändertagande av barn och ungdomar med funktionsnedsättning [Projektinformation](#)

Smärthantering för barn med cerebral pares i skolmiljöer [Projektinformation](#)

Tids- och planeringshjälpmedel för barn med ADHD [Projektinformation](#)

Delaktighet för barn med och utan fysiska funktionshinder – en longitudinell studie [Projektinformation](#)

Barn och förskola-/skola

Tidig upptäckt - tidig insats - en longitudinell studie av engagemang och beteendeproblem hos barn i svenska förskolor [Projektinformation](#)

Förskolans miljö, små barns engagemang, beteendeproblem och lärande i tidiga skolår [Projektinformation](#)

Förskolan som barns språkmiljö [Projektinformation \(kort\)](#)

Forskningsfinansiärer

- Arvsfonden
- Barncancerfonden
- Barnsjukvårdskommittén
- Clas Groschinskys-forskningsstiftelse
- Forskningsrådet Formas
- Forte
- Futurum
- Halmstad Kommun
- Högskolan i Jönköping
- Jerringfonden
- KK-stiftelsen
- Landstinget i Jönköpings län
- Linnéa & Josef Carlssons stiftelse
- Lundbergiska stiftelsen
- Länsförsäkringar Halland
- Majblomman
- Mälardalens högskola
- RBU:s forskningsstiftelse
- Region Halland
- SIDA
- Socialstyrelsen
- Statens Folkhälsoinstitut
- Stiftelsen Fonden för Klinisk cancerforskning i Jönköping
- Stiftelsen Solstickan
- Stiftelsen Sävstaholm
- Stig Thunes Stiftelse
- Sunnerdahls Handikappfond
- Svensk sjuksköterskeförening
- Sveriges Kommuner och Landsting (SKL)

[Längre beskrivning av projektet](#)

Delaktighet som ett utfall av att spendera tid på förskola för barn med och utan behov av särskilt stöd [Projektinformation](#)

Elever i behov av särskilt stöd i ämnet Idrott och hälsa - lärares arbetssätt, betygsättning och elevers självtillit.

[Projektinformation](#)

Fortsatt skriftspråkslärande för elever utan eget tal samt med svår rörelsenedsättning [Projektinformation](#)

Elevers delaktighet i skolan i socialt utsatta områden

[Projektinformation](#)

Barn och hälsa

Barn på radiologiska kliniken - studier i smärta, oro och kommunikation i samband med en akut röntgenundersökning

[Projektinformation](#)

Se mig, prata med mig och lyssna på mig (om barn som anhöriga) [Projektinformation](#)

Hälsa hos små barn (1-6 år) med cancer [Projektinformation](#)

Att använda patientrapporterade utfallsmått i nationella kvalitetsregister för barn och unga med långvarig sjukdom

[Projektinformation](#)

Digitalt kamratstöd för barn [Projektinformation](#)

Tonårsutveckling - ett prospektivt longitudinellt program som avser att studera tonåringars sociala nätverk, missbruk, psykiska hälsa och skolfungerande [Projektinformation](#)

Självrapporterad delaktighet för ungdomar med funktionsnedsättningar och långvariga ohälsotillstånd

[Projektinformation](#)

Halmstadprojektet - en deltagarstyrd intervention för att främja barns psykiska hälsa [Projektinformation](#)

Barn med astma - en prospektiv studie om hur läkemedel påverkar saliv [Projektinformation](#)

Hur barn upplever och hanterar procedurrelaterade åtgärder i vården [Projektinformation](#)

Att integrera barns perspektiv i hälsofrämjande interventioner för barn 8-12 år med erfarenhet av cancerbehandling

[Projektinformation](#)

Bemötande som gör skillnad för barn med autismspektrumtillstånd [Projektinformation](#)

Hälsogeografi för barn i Halmstad [Projektinformation](#)

Barns delaktighet vid medicinska ingrepp [Projektinformation](#)

Högintensiv träning - endast gynnsamma effekter?

- Vetenskapsrådet
- Vinnova
- Vårdalsinstitutet
- Västerås stad

GEDS-scholars returned safely back home

The GEDS-project has sadly come to an end. After spending summer and early fall in America, Sweden's last GEDS-scholars have returned safely back home.



Global Education and Developmental Studies

GEDS-scholars and PhD-students *Madeleine Sjöman*, *Christina Peterson* and *Laura Darcy* got the opportunity to spend four months at American universities with the purpose to deepen their knowledge within their fields of research; Special Needs Education and Nursing Science. The scholars also brought their families with them for the GEDS-experience. Here they share some of ot.



New Inspiration from Vanderbilt

"One of my goals during my stay at Vanderbilt was to adapt two observations measurements; Child Observations Protocol and Teacher Observations Protocol. These instruments measure both children's engagement, behavior, and preschool teachers behavior i.e. their emotional tone (...)"



[Full story](#) by PhD-student *Madeleine Sjöman*

Enriching comparisons in North Carolina



"We had the opportunity to meet with several researchers.(...) It was interesting to compare the differences between our countries, and especially how we think about the care for children. At the hospital in Sweden we try to minimize the people around the sick child, but in America they seemed to have a lot of different professions that met the child during a hospital



stay or the patient encounter."

[Full story](#) by PhD-student *Christina Peterson*

Eye-opening for the child's perspective on care

"It was great to study and debate with American doctoral students and discuss similarities and differences (of which there were many) in our education and life in general. (...) As part of an Independent Studies course we met many child professionals, received many tips for our research areas and bonds for future collaboration. Study visits to the pediatric oncology unit and the pediatric intensive care unit were eye-opening for both parties and led to many discussions on the child's perspective on care, family centered care and implementation of nursing care research (not a priority there)."

[Full story](#) by PhD-student *Laura Darcy*



Even though GEDS is over, transatlantic research collaborations between Sweden, Europe and America will continue. For more information, please contact Professor [Eva Björck-Åkesson](#) at Jönköping University.

More on [GEDS](#).



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CHILD

ICF-CY to Taiwan

CHILD-professors Mats Granlund together with professor Eva Björck-Åkesson, were recently invited to Taiwan. The Taiwan visit is a continuation of a collaboration that started some years ago because of the work CHILD has done on the development and evaluation of ICF-CY.



Taiwanese visit to Sweden back in 2011.

Educating and Collaborating in Taiwan

"This is my third visit to Taiwan", says CHILD-professor *Mats Granlund*.

"In Taiwan they have changed the system for how to decide what children are eligible for early intervention. The new conceptual basis for the legislation is ICF-CY."

CHILD-professors Mats Granlund together with Professor *Eva Björck-Åkesson*, was invited to Taiwan since they both have long experience of family centred early intervention and also of working with WHO's health classification system ICF-CY (International Classification of functioning, disability and health – child and youth version). The Taiwan visit is a continuation of a collaboration that started some years ago because of the work CHILD has done on the development and evaluation of ICF-CY.

"We have been working with informing professionals in Early Intervention about ICF-CY and how it can be implemented in early intervention services. This year we had a two day workshop for professionals on how to integrate ICF-CY in family centred early intervention services and a two day workshops to which both professionals and parents were invited about the same topic", Mats Granlund continues.

These activities have been financed by an early intervention association, a so called NGO (Non Governmental Organization), and by the Taiwanese Research Council.

CHILD encourages research on participation

"The Swedish-Taiwanese collaboration will lead to that we in CHILD can consolidate our internationally acknowledged position concerning research on participation for children in need of special support", Mats Granlund explains.

So far the Swedish-Taiwanese collaboration has lead to three articles i refereed journals and some more articles soon coming up.

"This collaboration has also lead to research collaboration around how to conceptualize and measure participation as well as research on factors influencing participation in everyday activities of children with disabilities".

[Read more](#)

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| Sidansvarig: [Cecilia Allegrind](#)

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