



COURSE SYLLABUS

Introduction to Interventions in Childhood, 15 credits

Introduction to Interventions in Childhood, 15 högskolepoäng

Course Code: LIIR21	Education Cycle: Second-cycle level
Confirmed by: Director of Education May 26, 2021	Disciplinary domain: Health sciences (75%) and education (25%)
Valid From: Aug 23, 2021	Subject group: BU2
Version: 1	Specialised in: A1N
	Main field of study: Child Studies

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- describe the concept participation for children in need of special support with a theoretical and international perspective
- explain relevant interventions to improve inclusive practices for children in need of special support
- recognize political, social and cultural dimensions in conceptualization of everyday life situations for children in need of special support

Skills and abilities

- apply systems theory when identifying and describing interventions for children in need of special support
- produce papers with linguistic rigor and in a form that consistently comply to rules for presentations of scientific material
- critically reflect on the content of policy documents and ethical considerations in relation to participation for children in need of special support and their everyday life situation

Judgement and approach

- compare different theoretical perspectives on child development and functioning
- evaluate the mediating role of the environment in a child's everyday functioning and participation

Contents

- Children's functioning and children in need of special support
- Systems theory and a bio-psycho-social model for assessment and intervention
- Risk, prevention, and resilience
- Inclusion and participation
- Theoretical perspectives on interventions in childhood
- Ethical considerations concerning to evaluate interventions in natural environments and

children's right to participate in everyday life situation

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually or in groups. The students are encouraged to suggest literature from their own country or from parts of the world not provided in the list of literatures. A digital learning platform is used.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

The applicant must hold the minimum of a bachelor's degree (i.e. 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.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

The course is examined through...

- Individual written assignment with peer review (A-F, 4 credits)
- Written group assignment with oral presentation (Pass/Fail, 4 credits)
- Peer review seminar (Pass/Fail, 1 credit)
- Individual written assignment and opposition (A-F (Fx), 6 credits)

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

To receive the final grade of A the student must receive pass for the seminar, the group assignment, a minimum of E for individual assignment 1, and A for individual assignment 2

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student is entitled to request that the next examination be assessed and graded by a new examiner. The decision to accept or reject such a request is made by the vice dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment 1	4 credits	A/B/C/D/E/FX/F
Group assignment	4 credits	U/G
Seminar	1 credit	U/G
Individual written assignment 2	6 credits	A/B/C/D/E/FX/F

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other information

The course requirements are to follow streamed lectures, attend lectures and seminars, read required literature, deliver written assignments on time, contribute to group papers and presentations, and participate actively in seminars.

The course is provided in half pace. It is structured as off-campus studies individually and in group, in addition to two mandatory seminar days at campus each month. The structure of the course requires students to work independently. As a digital e-learning system is used, access to computer and computer experience are of importance

Course literature

Bartolo Paul, A., Björck-Åkesson, E., Giné, C., & Kyriazopoulou, M. (2016). *Ensuring a Strong Start for All Children: Inclusive Early Childhood Education and Care*. In C Forlin, A Watkins & C Meijer (Eds.) *Implementing Inclusive Education: Issues in Bridging the Policy-Practice Gap* (Vol. 8): Emerald Group Publishing Limited. (19-35. 16 pp.)

Björck-Åkesson, E., & Granlund, M. (2004). *Early intervention in sweden : A developmental systems perspective*. In *The developmental systems approach to early intervention* (pp. 571-592). Baltimore: Paul H. Brookes Publishing Company.

Bronfenbrenner, U., & Morris, P. A. (2006). *The Bioecological Model of Human Development*. In R. M. Lerner & W. E. Damon (Eds.), *Handbook of child psychology: Vol.1 Theoretical models of human development* (6th ed., 793-828). Hoboken, New Jersey: John Wiley & Sons Inc.

Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nuture reconceptualized in developmental

perspective: A bioecological model. *Psychological Review*, 101(4), 568-586.

Gal, T., & Faedi Duramy, B. (2015). *International perspectives and empirical findings on child participation : from social exclusion to child-inclusive policies* (pp. 1-16, 37-58, 451-464). New York: Oxford University Press.

Granlund, M., Imms, C., King, G., Andersson, A. K., Augustine, L., Brooks, R., . . . Almqvist, L. (2021). *Definitions and operationalization of mental health problems, wellbeing and participation constructs in children with nnd: Distinctions and clarifications*. *International Journal of Environmental Research and Public Health*, 18(4).

Guralnick, M. J. (2020). *Applying the developmental systems approach to inclusive community-based early intervention programs: Process and practice*. *Infants and Young Children*, 33(3), 173-183.

Imms, C., Granlund, M., Wilson, P. H., Steenbergen, B., Rosenbaum, P. L., & Gordon, A. M. (2017). *Participation, both a means and an end: a conceptual analysis of processes and outcomes in childhood disability*. *Developmental Medicine and Child Neurology*, 59(1), 16-25 [e-book].

Imms, C., & Green, D. (2020). *Participation : Optimising outcomes in childhood-onset neurodisability*. *Clinics in Developmental Disabilities* (pp. 5-45, 121-160, 173-186, 247-249). London, England: Mac Keith Press. [E-book].

Lindsay, G., Shah, S., & Kyriazopoulou, M. (2016). *Multicultural diversity and special educational needs*. In C. Forlin, A. Watkins, & C. Meijer (Eds.), *Implementing inclusive education: Issues in bridging the policy-practice gap* (Vol. 8): Emerald Group Publishing Limited. (137-158. 21 pp.).

Rosa, E. M., & Tudge, J. (2013). *Urie bronfenbrenner's theory of human development: Its evolution from ecology to bioecology*. *Journal of Family Theory & Review*, 5(4), 243-258.

Shonkoff, J. P., & Meisels, S. J. (2000). *Handbook of early childhood intervention* (2nd ed.) Cambridge: Cambridge University Press. [e-book]. Selected chapters 4, 7, 28.

Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington D.C: National Academies Press (150 pp.). Selected chapters 1, 2, 10, 13, 14.

Simeonsson, R.J. & Lee, A. (2018). *The International Classification of Functioning, Disability and Health-Children and Youth: a universal resource for education and care of children*. In S Castro & O. Palikara (Eds.). *An emerging approach for education and care – Implementing a worldwide Classification of Functioning and Disability*. London: Routledge (5-22. 17 pp.).

Soriano, V. (2016). *Young Voices on Inclusive Education*. In *Implementing Inclusive Education: Issues in Bridging the Policy-Practice Gap* (Vol. 8): Emerald Group Publishing Limited. (255-272 17 pp.).

United Nations. (1989). *Convention on the Rights of the Child, 44/25 CFR*. Retrieved from <https://ohchr.org/documents/professionalinterest/crc.pdf>

United Nations. (2011). *Convention of the rights of persons with disabilities*. Retrieved from <https://un.org/disabilities/documents/convention/convoptprot-e.pdf>

World Health Organization [WHO]. (2007). *International classification of functioning, disability and health : children and youth version : ICF-CY*. Geneva: World Health Organization.
https://apps.who.int/iris/bitstream/handle/10665/43737/9789241547321_eng.pdf;jsessionid=B9D23BAEEFCA4F7B2D4379EAE54F0EB5?sequence=1

In addition: Articles and reports about 600 pp.

Other sources

Citing sources – How to create literature references. <https://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

Interactive Anti-Plagiarism Guide. See Canvas course room Modules.