



Newsletter from the research area
CHILD, based at Jönköping University

#2 2010



Photo: Karina Huus

Thursday February
25th

CHILD Agenda

March 3rd
IHV Seminars on Disability
and Higher Education,
Linköping University

March 10th
SIDR (IHV) seminar, lecture
room Hb220 School of
Education and
Communication

April 19th - 23rd
Barndagarna, Elmia

May 6th
Ylva Ståhl part time
seminar - preliminary date,
more information coming
shortly

Anne Lillvist has
successfully
defended her
thesis

Recent reports from Sweden...

...as well as from other countries report that the prevalence of mental health problems among children and youth increase and that it is important to act to stop this negative trend. In Sweden several projects have been launched by the government, the Association of Swedish Authorities and Communities (SKL) and the Royal Academy of Sciences to meet the demand for action. Researchers from the CHILD group are involved in several of these projects.

Two projects concern Child and School Health services. One means to support and follow up children in risk for mental health problem is to have health documentation that follows the child through his/her whole childhood. It requires that health professionals in different organizations use a common language and a common health record. We investigate the utility of the health classification system ICF-CY as a common language for exchange of health information, especially information concerning psychosocial functioning in child health care and school health care. In another project an educational tool to be used by school nurses in proactive health dialogues with children is evaluated.

Several projects concern positive aspects of mental health, i.e how well being can be characterized and promoted in preschool, school and other natural settings for children. Two members of the CHILD group recently finished their thesis within this area of research. Anne Lillvist has studied social competence in children with and without a need for special support in preschools and Tobias Edbom has studied self-esteem and sense of coherence in children with ADHD from childhood to adulthood. We have recently also started a project aimed to identify indicators of children's mental health in primary community and county council statistics that can be used to monitor the effects of interventions on a public health level. The Royal Academy of Sciences at present runs a project with the aim to do a systematic search of the research literature concerning the causal relationships between mental health and school factors. Several CHILD researchers participate in this work. Two reviews have been conducted, one on longitudinal studies of the relationship between school factors and mental health, and a second on earlier reviews of the relationship between mental health and school factors. Both reviews have a special focus on the relationship between achievement and mental health. It seems like achievement is a protective factor for mental health but also that good mental health predict achievement. The results of the reviews will be presented at a three day conference April 26-28. More information about the conference and registration can be found at <http://www.kva.se/en/Events-List/Event/?eventId=204>. Two of the speakers of the conference are Prof. Koji Miyamoto, OECD, France and Sir Michael Rutter, Institute of Psychiatry, King's College London, UK.

/Mats Granlund, professor in Disability studies and CHILD research leader

SIDR (IHV) Welcomes you to a research seminar at Jönköping University

SIDR (IHV) welcomes you to the research seminar "Implementation



Anne Lillvist successfully defended her doctoral thesis in Psychology on January 29th at Mälardalen University in Västerås. The title is "The applicability of a functional approach to social competence in preschool children in need of special support". Mikael Heimann, Professor, Linköping university was opponent.

SIDR (*IHV*) invites to Seminar on Disability and Higher Education

SIDR (*IHV*) invites you to a Seminar on Disability and Higher Education: Equal Opportunities for All? Disabled Students in Higher Education, on March 3rd 2010 at Linköping University. [Find the invitation here.](#)

Coming up:
National conferences and meetings

research and quality improvement in service provision". Click on "[läs](#)" to read the invitation.

[Läs](#)

Sara Hvit; new CHILD researcher



Photo: Maria Jacobsson

Sara Hvit, doctoral student at School of Education and Communication, is involved in the project *The preschool as Children's language environment*. Her research area involves the youngest children's language expressions and how these are portrayed and utilized in the preschool setting. One of her main interests focuses on experimentation with 3d and digital material. Through digitalization new linguistic aspects have arrived. The view on language accordingly has to be expanded.

Sara Hvit is a doctoral student in Education at School of Education and Communication and she is involved in the language project "Pre-school as children's language arena". She also works with teacher education with a major in Pre-school Education. Sara is pre-school teacher and has a Master degree in Education.

Submitting a paper to a themed edition of the Journal of Nursing Management?

Click on "[Läs](#)" to read a message regarding submitting a paper to a themed edition of the Journal of Nursing Management, forwarded by Ruth Davies from Swansea University.

[Läs](#)

Marie Golsäter has successfully passed her part time



Photo: Karina Huus

- *Conventum* in Örebro occurs on March 11th 2010. Register for the conference before February 25th. [Read more about the conference here.](#)
- *12th forsknings och utvecklings-konferensen* occurs in Örebro on April 13th til 15th 2010. The conference focuses on habilitation. For detailed information, please [send an email to Rose-Marie Andersson](#) or [check out the conference webpage.](#)
- *Svensk barnsmärtförening* spring meeting occurs on April 15th til 16th 2010 in Gothenburg, Sweden. Theme is "pain in children with special needs". [Click here to read more about the meeting.](#)
- Lecture about *Sökande efter mening i vardagen - Autism/aspergers syndrom i ett perceptuellt och kognitivt perspektiv* on March 16th 9am-4pm 2010 at Kulturhuset in Jönköping. [Find the invitation and registration form here.](#)
- Nordic conference 2010 "*Fra psykisk lidelse til psykisk sundhet*" occurs on May 6th til May 8th on Århus Universitetshospital, Risskov. The conference is hosted by *Center for Oligofrenipsykiatri*, Denmark,



Marie Golsäter, doctoral student at School of Health Sciences, passed her part time in December 2009.

Marie Golsäter is currently researching on nurses's experience in structural child health care dialogues with parents.

Margareta Adolfsson's last report



Click on "[Läs](#)" to read Margareta Adolfsson's last report from UNC Chapel Hill. The report was written in December 2009.



Newly accepted and published articles within CHILD



Torbjörn Falkmer, Marita Falkmer, M Larsson and A

Samordningsrådet for arbeid for mennesker med psykisk utviklingshemning (SOR), Norway and Nordens Välfärdscenter, Sweden. [Read more about the Nordic conference here.](#)



Editorial information

External Newsletter #3 will be release around March 25th. Please send your contributions by the latest on March 22nd to [Ida Serneberg](#).



Bjällmark have recently got their article "The Importance of the Eye Area in Face Identification: Abilites and Visueal Search Strategies in Person With Asperger Syndrome" submitted in *Research in Autism Spectrum Disorders*.

- ❗ Claes Nilholm have got his article "Demokratiska aspekter på specialpedagogik" published in *KRUT, nr 4, s 50-61*.
- ❗ Gregor Maxwell, Marta Moretti and Ines Alves have got their paper "A systematic literature review of the situation of the ICF and the ICF-CY in education: a useful tool or a flight of fantasy? A systematic literature review of the situation of the ICF and the ICF-CY in education: a useful tool or a flight of fantasy?" for the conference Junior Researchers in EARLI (European Association for Research in to Learning and Instruction) in Frankfurt on the 19th til 22nd of July 2010
- ❗ University of Porto has been giving fundings for a project where CHILD, i.e. Rune Simeonsson, Eva Björck-Åkesson and Mats Granlund, will be involved. [Read the project description \(in Portugese\) here.](#)
- ❗ Gregor Maxwell, Ines Alves and Marta Moretti have got their round-table discussion "The ICF-CY as a tool to enhance communication between education professionals: Applying the ICF coding rules to education documents" accepted for Junior Researchers in EARLI 2010 in Frankfurt on the 19th til 22nd of July, 2010.
- ❗ Jönköpingsposten recently acknowledged CHILD and the grant from Swedish Research Council (VR) and SIDA for cooperation wit University of Pretoria. [Read the article here.](#) [Read the press release here.](#)

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Editor: [Ida Serneberg](#)



Newsletter from the research area
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Research seminar arranged by SIDR/Jönköping University

Implementation research and quality improvement in service provision

Today Evidence based practices is put forward as important in many different service sectors serving people with disabilities, e.g health services, habilitation, social services and school. Evidence based research is primarily focused on providing evidence for the effectiveness of certain practices or intervention programs. But what happens after that in terms of implementation? Is it possible to apply knowledge generated from randomized controlled trials in everyday practices? What do clinicians and other professionals "take up" of the knowledge proved to work under ideal conditions? Can the quality of everyday work be improved without first conducting randomized trials? Such questions are posed in implementation research and quality improvement work. The seminar will provide opportunities to gain basic knowledge on implementation research and quality improvement with examples within the disability field. Opportunities are also provided for discussing own research related to the implementation field.

Lecturers:

Johan Thor, MD, PhD in social medicine, at Karolinska Institutet and Harvard School of Public Health, USA. Johan's dissertation was titled "Getting going on getting better: how is systematic quality improvement established in a healthcare organization?: Implications for change management theory and practice". Johan work almost full time at Jönköping Academy as director, teacher and researcher.

Boel Andersson-Gäre, MD and PhD, adjunct professor in quality improvement at School of Health Sciences, Jönköping. Boel is the Director of FUTURUM, Jönköping County Council. She has several years of experience of quality improvement work and has been guest professor at Dartmouth Medical Institute, USA. Boel is active in "Bridging the Gap" an international collaboration aimed at bridging the gap between what is known to be good practices and what is actually done in health services.

Mia Pless, licensed physiotherapist and PhD. Mia is currently Director of the Unit for research and development in habilitation and assistive technology at Uppsala county council. Mia has several years of experience of implementation research in the habilitation field

Where: School of Education and Communication, Lecture room Hb220

When: Wednesday march 10, 10.00-16.00

For information contact: Mats Granlund mats.granlund@hhj.hj.se



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Submitting a paper to a themed edition of the Journal of Nursing Management?

My friend and colleague Ruth Davies has suggested that I contact you in the hope that you, together with colleagues, students and research assistants, may be interested in submitting a paper to a themed edition of the Journal of Nursing Management.

We are planning a themed issue on 'adverse events' for April 2011, which I shall be editing. Accordingly, I should like to invite you and your colleagues and students to submit a paper around this theme. A data paper would be ideal.

Further details:

The word limits are 1,000-5,000 words. I should need the first draft by July 2010, if possible, to allow for the editing and production processes.

All papers published in this journal bring out the relevance of the work to nurses and nursing management. The penultimate and final paragraphs of each article are, 'Implications for practice' and 'Implications for nursing management'. Abstracts are structured rather differently from many journals:

Summary: All research, review and commentary articles must include a structured abstract of 200 words. This provides a simple way of ensuring adequate detail is provided about the contents of the study or article (what, when, why, how and so-what?).

For research articles please use the following headings in your structured abstract:

Aim(s) - what was the purpose of the study?

Background - why was this study important?

Method(s) - a brief description of the method(s) used, including size and nature of sample

Results - what were the main findings?

Conclusion(s) - what are the main conclusions and implications for practice?

Implications for Nursing Management - What are the implications for nurse managers and/or nursing management? And what does this add to current knowledge?

For review and commentary articles please use the following headings in your structured abstract:

- Aim(s) - what is the purpose of the article?
- Background - why is the article important at this time?
- Evaluation - what types of information were used and/or how were these analysed or evaluated?
- Key issue(s) - what were the most important issues to emerge from the analysis?
- Conclusion(s) - what are the main conclusions and implications for practice?

Implications for Nursing Management - What are the implications of the article for nurse managers and/or nursing management? And what does this article add to current knowledge?

Similar headings may be useful as section headings in the body of the text.

Please add up to 5 keywords after the abstract. I suggest one of these is 'adverse events' or 'adverse effects'.

The Journal of Nursing Management is part of the Wiley-Blackwell portfolio and is indexed on Medline etc. More information is available on the website <http://www.wiley.com/bw/journal.asp?ref=0966-0429> .

The theme will be refined when I know the nature of the contributions. Please contact me with further comments and suggestions.

Best wishes,

Sue

 Tillbaka

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Report from UNC - written in December 2009

Since I got a question about the schools in the US, this extra report from my stay in Chapel Hill is mainly about the school systems for children and adolescents. The information is based on what I have been told about schools in North Carolina generally and schools in Durham particularly. I have to say, that I find some facts a little bit inconsistent, but maybe it still provides some interesting information for you.

The state North Carolina has 100 counties but 114 school districts. Each school district has a board of education with a superintendent as boss. The schools are for all children, that is for typically developed and children with disabilities. Children are legally forced to stay in school for 13 years. They start at age 4-6 in Kindergarten (K). A four year old child has to become five in October the year it goes to school. This means that the classes have a wide range of ages (up to 1 year 9 months). The US states have planned for compulsory school start as early as at the age of 3 or 4, but it has been delayed because of the budget.

Parents do not pay tutorials for children in compulsory public schools. City-schools are paid by the community, the county, and the state. Recourses for special needs are paid by federal money. People pay taxes based on property to all these four society levels. The taxes are paid once/year and for a townhouse with a small garden, the city and county taxes together might be around 4.500 USD plus additional 550 USD for schools. Families living far away from towns do not pay city tax as they do not belong to a community and as they are supposed to send their children to county-schools. These use to have a poor reputation and families sometimes lie about their address to be able to enroll their children to a city-school (!). For me, it is hard to understand that the authorities do not keep information on citizens.

The school types are typically: Elementary school (K-5), Middle (6-8), High (9-12). There are also other combinations: K-8 or Secondary (6-12). Special needs schools might be K-12. EC = Exceptional Children with special needs. The average classroom sizes are 21.5 students in Kindergarten up to 27,5 students in High school.

Student racial and ethnic distribution is self-reported by parents in the following categories: Native American, Asian, Hispanic, African American, Caucasian, Multi-racial. Multi-racial is a new and wide category meaning that the parents have different raises, whereof one might be Native American.

The quality of the schools is evaluated based on how they meet Annual Year Progress (AYP). The achievement gap is most apparent for African American men, especially on reading. Other important statistics are race, exceptionality, and free or reduced lunch (the value for SocioEconomic Status, SES).

Students from different race backgrounds show unequal ambitions and study achievement. Oct 20, the newspaper wrote about one school district: "qualified black and Hispanic students were far less likely than their white peers to Algebra in 8th grade. Only 40% of black and Hispanic students who were taking the course compared to nearly 60% of white students. Access to 8th-grade algebra had also been identified as a gatekeeper for college success". This shows that there is an achievement gap also in math, but not as apparent as for reading.

College success is followed up in various ways and shows big differences among universities. Historically there is a different distribution of students, both concerning SocioEconomic Status (SES) and race. For example, in the Triangle you can compare the state universities in Chapel Hill (UNC-CH) and Durham. UNC-CH has a good repute. It is older and has four times as many students as Durham. Most students come from other counties in the state (70% compared with 7% from the home county). In Durham the numbers are equal (35%). At UNC-CH, most students are white (72%) and just a small part is black (11%) whereas in Durham it is the opposite way around (86% black and 7% white). Durham university is by tradition a "black university" and ranked lower than UNC-CH. The socioeconomic status is lower, the financial aid rate is high (94% compared to 63% at UNC-CH), and the quality of "everything" seems lower since the overall costs are about 60% of what the students have to pay in Chapel Hill. Many Durham college students are working (27%). In addition, the achievement rate is low at the "black university of Durham". At UNC-CH, almost all students (97%) passed their Freshman year at college (first year) and 85% finished college after four years.

In Durham 71% passed their first year, only 23% finished college after four years, and after six years not more than 55% had finished. I find these facts quite scary and I understand it is a long "class-journey" getting over these differences. As I see it, it will not happen until the races mix up and everyone appreciate reading and education.

If we go back to the compulsory schools again, the percentage of students with free/reduced lunch (FRL) constitutes the poverty indicator, as I have described before. Sept 3, the newspaper wrote about the current situation: "During 2009-10 school year, at least 3,000 students – about 25% of students in the Chapel Hill-Carrboro school district – will qualify for free or reduced-price lunches. That amount is a jump of at least 8% in three years. The increase is largely due to families coping with lower incomes during the economic downturn." Despite this increase, the number in the Chapel Hill-Carrboro area is low compared to the rest of the state, where some districts had as many as 86% of students qualifying in 2007-08. Durham with mostly African-American students, is one example of an area with a high degree of FRL.

The US has a huge teacher shortening. 50% of teachers finish within their first year. Research has showed that this is not due to large classes but there is no explanation to why teachers choose to finish. As for everything else, I hear about lots of different "programs" for example for reading and the teachers have to follow a program if it is decided. The program is often presented and directed by instructions in colorful, comprehensive books for teachers containing concrete instructions about how to plan lectures and how to teach children, including homework and tasks for the parents. These books might be a great help for inexperienced teachers during their first professional years. However, the outline has to be followed, parents have to be involved, and children who do not catch up with the others are left behind. It may be frustrating for the teachers and they have to find ways to deal with this. One scary alternative is to suggest drugs for children with too much energy. I understand extra resources might be administered to classes/schools based on the amount of children using drugs. However, when students are all calm and easy to handle, why do they need extra resources?

I think I should need to stay a very long period to find out everything I want to know about the policies, systems and habits in this big country. A colleague here told me, though, that she had worked in the field for at least 20 years and still didn't understand how it works. So, maybe it is a good idea to go back home and be satisfied with the information I got so far. I bring back some heavy books but all experiences I bring in my heart and laptop are not heavy at all, they rather make me fly.

When this is published by Ida in a Newsletter, I am already home in Sweden!

Margareta



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