



## COURSE SYLLABUS

# Introduction to Interventions in Childhood, 15 credits

*Introduktion till Interventioner i barndomen, 15 högskolepoäng*

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<b>Course Code:</b> HIBR24	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Utbildningsrådet Mar 12, 2024	<b>Disciplinary domain:</b> Health sciences
<b>Valid From:</b> Autumn 2024	<b>Subject group:</b> BU2
<b>Version:</b> 1	<b>Specialised in:</b> A1N
	<b>Main field of study:</b> Child Studies

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### 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
- describe the concept of intervention from different scientific perspectives
- describe the concepts of risk, prevention, and resilience
- 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 in a form that consistently comply to rules for presentations of scientific material
- compare different theoretical perspectives on child development and functioning.

#### Judgement and approach

- 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
- 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 and international perspectives on interventions in childhood

- ethical considerations concerning to evaluate interventions in natural environments and children's right to participate in everyday life situation
- leadership

### Type of instruction

The course is implemented through 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.

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, behavioral science, social work, disability research, 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 course is examined through an Individual written assignment with peer review. A written group assignment with oral presentation. A peer review seminar, and an individual written assignment and opposition.

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 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). Emerald Group Pub

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). 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* (793-828). N.J. Wiley, cop. .

Gal, T., & Faedi Duramy, B. (2015). *International perspectives and empirical findings on child participation : from social exclusion to child-inclusive policies*. 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. <https://onlinelibrary.wiley.com/doi/10.1111/dmcn.13237>.

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) (137-158)*. Emerald Group Publishing Limited

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., & Phillips, D. A. (2000). From neurons to neighborhoods: The science of early childhood development. *National Academies Press*.

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 (5-22)*. Routledge .

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

United Nations. (2011). Convention of the rights of persons with disabilities. <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](https://apps.who.int/iris/bitstream/handle/10665/43737/9789241547321_eng.pdf;jsessionid=B9D23BAEEFCA4F7B2D4379EAE54F0EB5?sequence=1)

Additional articles will be added.

The latest edition of textbooks will be used.