

PhD Course in the Doctoral programme in Special Education directed towards Early Interventions in Early Childhood Education

**Stockholm University, Department of Special Education, in collaboration with
Karolinska Institutet, Jönköping University and Linköping University**



Bild: Eva Dalin

Theories and Frameworks of Intervention and Implementation in Early Childhood Special Education

7,5 ECTS credits

Course code: UQ006FU

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Learning outcomes

After having completed the course, course participants will be able to:

- develop insight into the motives for intervention in Early Childhood Special Education
- identify strengths and challenges in intervention research and implementation
- develop awareness of ethical issues in intervention research with children and families
- synthesize common elements in various frameworks of intervention
- apply theories and frameworks of intervention to a specific topic of Early Childhood Special Education
- reflect upon the own intervention project in relation to philosophical standpoints, and established theories and frameworks

Course content

The course presents philosophies of interventions as improvement in educational and special educational research and practice.

Theories and frameworks of intervention and implementation in early childhood Special Education: system theory, transactional theory, bio-ecological model, concepts of vulnerability and resilience; developmental model of early intervention; socio-cultural theory, theory of change, response to intervention, (RtI) multi-tiered framework of intervention, ICF CY as a framework for evaluation and intervention; evidence-based practices in the educational field. Implementation science and lessons learned from interventions.

Typologies of early interventions: individual, group, learning environment, professional development, coaching.

Examples of international and national intervention programs and studies with various typologies: i.e. children, family, professional development, organisation.

Short term and long term effects of early interventions.

Education

Lectures, seminars, activities on web platform.

Forms of examination

Oral and written examinations.

Required reading

The books, chapters and articles are freely available online through the university library.

Pring, R. (2004). *Philosophy of educational research* (2. ed.) London: Continuum.

Reichow B., Boyd B., Barton E., Odom S. (Eds.) (2016). *Handbook of Early Childhood Special Education*. Springer, Cham.

Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

Song, M-K, Sandelowski, M, & Happ, M B. (2010). Current Practice and Emerging Trends in Conducting Mixed Methods Intervention Studies in The Health Sciences. In: A. Tashakkori and C Teddlie (Eds.) *Handbook of Mixed Methods in Social & Behavioural Research*. pp 725-741. Washington DC: Sage Publication.

Additional reading

The students are suggested to choose some references from this list in connection with scheduled activities as seminars and lectures. Some readings are recommended by the lecturers, see the following schedule.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon, R. Lerner, & N. Eisenberg (Eds.), *Handbook of child psychology* (Vol. 1, pp. 793–828). New York, NY: Wiley.

Danielsson, H., Henry, L., Messer, D., & Rönnerberg, J. (2012). Strengths and weaknesses in executive functioning in children with intellectual disability. *Journal of Research in Developmental Disabilities*, 33, 600–607. Doi:10.1016/j.ridd.2011.11.004

Dunne, J. and Pendlebury, S. (2003) Practical Reason, in N. Blake, P. Smeyers, R. Smith and P. Standish (Eds). *The Blackwell Guide to the Philosophy of Education*, Blackwell Publishing Ltd, Oxford, UK. doi: 10.1002/9780470996294.ch12

Durlak, J. A. (2010). The importance of doing well in whatever you do: A commentary on the special section, "implementation research in early childhood education". *Early Childhood Research Quarterly*, 25(3), 348-357. 10.1016/j.ecresq.2010.03.003

Feldman, Maurice A. (red.) (2004). *Early intervention: the essential readings*. Malden, MA, USA: Blackwell Pub.

Fixsen, Dean L., (2005). *Implementation research: a synthesis of the literature*, National Implementation Research Network, Tampa, Florida, <http://ctndisseminationlibrary.org/PDF/nirnmonograph.pdf>

- Guralnick, M.J. (2016). Early intervention for children with intellectual disabilities. An update. *Journal of Applied Research in Intellectual Disabilities*, 30, 2011-216.
- Hogan, P. and Smith, R. (2003) The Activity of Philosophy and the Practice of Education, in N. Blake, P. Smeyers, R. Smith and P. Standish (Eds.) *The Blackwell Guide to the Philosophy of Education*, Blackwell Publishing Ltd, Oxford, UK. doi: 10.1002/9780470996294.ch10
- Hunfeld, J. A. M., & Passchier, J. (2012). Participation in medical research; a systematic review of the understanding and experience of children and adolescents. *Patient Education and Counseling*, 87(3), 268-276. doi:10.1016/j.pec.2011.09.006
- 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. doi:10.1111/dmcn.13237
- Jörg T. (2016) Opening the Wondrous World of the Possible for Education: A Generative Complexity Approach. In: Koopmans M., Stamovlasis D. (Eds.) *Complex Dynamical Systems in Education*. Springer, Cham.
- Koopmans M., Stamovlasis D. (2016) Introduction to Education as a Complex Dynamical System. In: Koopmans M., Stamovlasis D. (eds) *Complex Dynamical Systems in Education*. Springer, Cham.
- Långh, U., Cauvet, E., Hammar, M., & Bölte, S. (2017). Cross-cultural validation of the York measure of quality of intensive behavioral intervention. *Behavior Modification*, 41(6), 808-828. doi:10.1177/0145445517719397
- Långh, U., Hammar, M., Klintwall, L., & Bölte, S. (2017). Allegiance and knowledge levels of professionals working with early intensive behavioural intervention in autism. *Early Intervention in Psychiatry*, 11(5), 444-450. doi:10.1111/eip.12335
- Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The quality implementation framework: A synthesis of critical steps in the implementation process. *American Journal of Community Psychology*, 50(3-4), 462-480. 10.1007/s10464-012-9522-x
- Odom S.L. (2016) The Role of Theory in Early Childhood Special Education and Early Intervention. In: Reichow B., Boyd B., Barton E., Odom S. (Eds.) *Handbook of Early Childhood Special Education*. Springer, Cham
- Ogden, T., & Fixsen, D. (2014). Implementation Science: A Brief Overview and a Look Ahead. *Journal of Psychology Hogrefe*, (1) 4-11. <http://dx.doi.org/10.1027/2151-2604/a000160>
- Pedersen, D. and Shonkoff, J. P. (2010) Translating the Science of Early Childhood Development into Policy and Practice, in B. M. Lester and J. D. Sparrow (Eds.) *Nurturing Children and Families: Building on the Legacy of T. Berry Brazelton*. Wiley-Blackwell, Oxford, UK. doi: 10.1002/9781444324617.ch29

- Pring, R. & Thomas, G. (red.) (2004). *Evidence-based practice in education*. Maidenhead: Open University Press.
- Rogoff, B. (2003). *The cultural nature of human development*. New York, NY: Oxford University Press.
- Rusk, R.D. Vella-Brodrick, D.A. & Waters, L. (2017). A complex dynamic systems approach to lasting positive change: The Synergistic Change Model. *The Journal of Positive Psychology*, DOI: 10.1080/17439760.2017.1291853
- Sandall, S.R. & Schwartz, I.S. (2013). Building Blocks: A framework for meeting the needs of all young children. In, V.B. Buysse & E.S. Peisner-Feinberg (Eds.), *Handbook of Response to Intervention in Early Childhood* (pp. 103-117). Baltimore: Paul H. Brookes Publishing.

Reports and Evaluations

- European Agency for Special Needs and Inclusive Education (2017). Inclusive Early Childhood Education: An analysis of 32 European examples. <https://www.european-agency.org/resources/publications/inclusive-early-childhood-education-analysis-32-european-examples>
- Folkhälsomyndigheten (2018). Varför har den psykiska ohälsan ökat bland barn och unga i Sverige? <https://www.folkhalsomyndigheten.se/publicerat-material/publikationsarkiv/v/varfor-har-den-psykiska-ohalsan-okat-bland-barn-och-unga-i-sverige/>
- Granlund, M., Almqvist, L. (2015). Tidig insats-tidig upptäckt-Slutrapport Socialstyrelsen. CHILD Jönköping University, Socialstyrelsen.
- OECD (2015). *Skills for Social Progress: The Power of Social and Emotional Skills*, OECD Skills Studies, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264226159-en>.
- Skolinspektionen (2018). Förskolans kvalitet och måluppfyllelse (tre rapporter). <https://www.skolinspektionen.se/sv/Rad-och-vagledning/forskolan/>
- Socialstyrelsen (2015). Förteckning över kunskapsmaterial - Tidiga insatser för barn och unga. <https://www.socialstyrelsen.se/publikationer2015/2015-2-34>

Other resources

Websites

<http://fpg.unc.edu/>

<http://afirm.fpg.unc.edu/afirm-modules>

<http://community.fpg.unc.edu/connect-modules/learners>

<http://www.ucl.ac.uk/ioe/departments-centres/centres/centre-for-language-literacy-and-numeracy>

<http://haringcenter.org/aru/>

<http://www.dec-sped.org/dec-recommended-practices>

<https://ies.ed.gov/ncee/Wwc/>

<https://educationendowmentfoundation.org.uk/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit>

Links to Video-recorded lectures

Chaplin. Involvement of children and families in interventions and research from an ethical perspective

Presentation:

https://play.hj.se/media/01+Presentation/0_bkduyhtn

What is a clinical trial? https://play.hj.se/media/02+What+is+a+clinical+trialF/0_t5e80mz0

Ethical considerations:

https://play.hj.se/media/03+Ethical+considerations/0_1dccpq5e

Satisfying children's medical needs:

https://play.hj.se/media/04+Satisfying+children%27s+medical+needs/0_8ybc22ui

The RESPECT project:

https://play.hj.se/media/05+The+RESPECT+project/0_7h36tblu

Empowerment:

https://play.hj.se/media/06+Empowerment/0_2hi40uks

Schedule

Time and place	Activity	Content	Literature
August 15-30	Reading Prepare assignment 1		Reports and evaluations from European Agency on inclusion and quality; Reports from School inspectorate; Reports from OECD; Shonkoff; Odom
4 September Djurönäset 11.30 13.00-14.00 https://www.djuronaset.com/om-djuronaset/	Lunch Presentation of the participants Introduction Lecture: Professor Samuel Odom University of North Carolina at Chapel Hill	Short introduction of the Research School and the course Research on Early interventions in Special Education and Evidence-based practices	Odom (2016)
5 sept morning	Group activity	Team building	
5 sept afternoon	Seminar: Assignment 1	PhD students discuss in small group on needs of interventions, based on their experiences and the literature on child development; on motives for interventions based on recent reports	
6 sept	Lecture:	Review of early intervention in the	Imms et al. ICF

Time and place	Activity	Content	Literature
	Professor Mats Granlund, Jönköping University Lecture: Professor Sven Bölte, Karolinska Institute, KIND	Nordic and European context Strength and challenges in implementation; Examples from research	Långh et al. Fixsen
September 7-17	Available lectures on the web: Chaplin, John. Psychologist, PhD. University of Gothenburg, Sweden Involvement of children and families in interventions and research from an ethical perspective	Individual or pairwise work	(Lecture)
September 18 13.00-15.00	Webinar with Associate Professor Henrik Danielsson, Linköping University	Webinar on Ethics in research with children	Hunfeld
October 18 13.00-15.00	Webinar Professor Mara W. Allodi, Stockholm University Associate Professor Jenny Wilder, Stockholm University	Webinar on educational philosophy	Pring (2004) & other philosophical texts
October	Choose a chapter from Reichow and prepare a short presentation, making the connection to the own project and to a theoretical framework	Individual or pairwise work	Chapter from Reichow
5 November SU	Lecture: Professor Susan Sandall, University of Washington Seattle Associate Professor Henrik Danielsson,	Models and typologies of early intervention and implementation	Sandall, Durlak, Fixsen

Time and place	Activity	Content	Literature
	Linköping University Professor Terje Ogden, The Norwegian Center for Child Behavioral Development Oslo, Norway	Follow up on ethics in interventions Implementing and evaluating early intervention programs in Norway: experiences and outcomes.	Ogden & Fixsen
6 November morning SU	Presentation of research on chosen topic and own project plan	Presentations Feedback from teachers and Odom	Reichow
6 November afternoon SU	Lecture: Professor Samuel Odom	Content: Short term and long term effects of early interventions	
November December	Written assignment Send to teachers and to group Prepare feedback to give to assigned participant	Individual work	The paper shall refer to the course literature
17 December morning SU 17 December afternoon SU	Presentation and feedback Presentation and feedback		
18 December Morning SU	Julie Dockrell, Professor of Psychology and Special Needs, Institute of Education, University of London Professor Mara W. Allodi, Stockholm University	Early intervention in the field of Special Education: views from the international landscape Early interventions in the Swedish context: why and why not?	
18 December Afternoon	Seminar with course teachers and PhD supervisors: reflections and		

Time and place	Activity	Content	Literature
SU	outlooks on the tasks of the Research School		

Detailed information about locations

In September we start the Research School at Djurönäset, Seregårdsvägen 1, 139 02 Djurhamn. There are scheduled local buses (SL) from Slussen station in Stockholm: buses 433 and 434. Travel time is approximately 50 minutes and the bus stop is named 'Djurönäset'.

In November we will be at the Department of Special Education at Stockholm University, at Frescati Hagväg 10, room 222.

In December we will be in the room Bergmannen at Stockholm University Aula Magna.

Getting to the University:

<https://www.su.se/english/about/campus/getting-to-stockholm-university>

Getting to the Department of Special Education

[Directons to the Dept of Special Education](#)

Updated information about the locations at the link below (Time Edit)

<https://cloud.timeedit.net/su/web/stud1/ri107355X37Z06Q5Z16g3Y40y5066Y30Q00gQY5Q54727.html>

Assignments

Assignment 1 (September 5). Read actual reports and evaluations and identify which reasons for special educational interventions are emerging from these evaluations. Suggest some possible targets for interventions and discuss which of them should be prioritized and why.

Assignment 2 (September/November) Seminar on ethics in intervention with children. Read the literature, participate to the discussion and answer the questions posed.

Assignment 3 (October 18). Seminar on educational philosophy. Read the literature and participate to the discussion on possible philosophical stances for intervention research in the educational and special educational field. Which stance are you going to choose? Why?

Assignment 4 (November 6) Choose a chapter from Reichow. Prepare a short presentation on the specific topic or target of intervention presented in the chapter; relate the content of the chapter to your own project and to a theoretical framework. Identify possible strength, difficulties and weaknesses in this approach.

Assignment 5 (December 17). Write a paper on one of the following topics:

- a) Theoretical frameworks of early interventions: similarity and differences
- b) Reflections on the relations between research and practice, in particular early intervention research and evidence-based practices.
- c) Which arguments against early interventions and evidence-based practices in the educational field are possible to find? Which assumptions are these arguments based upon? How can you respond to these arguments?
- d) Describe some models of early interventions and reflect about their possible implementation.

Web platform & web communication

To get access to information about the course on the web, log in to Athena <https://athena.su.se/>

To communicate with teachers and students we will use Zoom.

Installation and other information:

<https://zero.comaround.com/link/7b8811dfed3e4f30843bcb25e2e691d8/>

<https://zero.comaround.com/link/1eb31583d613464e9dab6c1466c3495a/>

<https://support.zoom.us>

Contact

Mara Westling Allodi 08-1207 64 78 mara.allodi@specped.su.se

Jenny Wilder 08- 674 73 46 jenny.wilder@specped.su.se

Administration and booking (not train ticket): Jovana Martic 08-12 07 64 81

jovana.martic@specped.su.se