



SCHOOL OF EDUCATION  
AND COMMUNICATION  
JÖNKÖPING UNIVERSITY

The syllabus is presented at the meeting of the Research Board 27<sup>th</sup> of March, 2012 and decision taken by the Chairman of the Research Board 16<sup>th</sup> of April, 2012  
Kursplanen är föredragen vid Forskningsnämndens möte den 27 mars 2012 och godkänd genom Ordförandebeslut den 16 april 2012

## **Environmental Assessment and Intervention in Early Childhood, 7,5 credits (ECTS)**

*Kartläggning av miljö och intervention i tidig barndom, 7,5 högskolepoäng*

Third-cycle course/Forskarnivå

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### **Intended Learning Outcomes**

#### ***Knowledge and understanding***

At the conclusion of the course, students are expected to have knowledge and understanding about:

- The UN Convention of Children's rights
- Assessment of children's natural environments, family, preschool, school
- Analyzing environments in caring of children's health, childhood education and early intervention/habilitation
- Analyzing the child in relationship to the environment in an interactional framework
- Describing environments in inclusive education
- Evaluating environments in interventions with children and families
- Applying presented theories as an analytical tool in design of research and in practice

#### ***Skills and abilities***

Students are expected to:

- Define and measure children's environments
- Use a hierarchical systems model in understanding environmental influences on child functioning and development
- Use a transactional model to analyze child-environment interactions
- Describe how characteristics of environments mediate and moderate children's development, activity, participation and learning
- Use the ICF-CY in assessment and intervention

## **Contents**

The course focuses on:

Modeling child-environment interactions:

- Children's rights to facilitating environments
- Systems theory and developmental science
- Bronfenbrenner's systems model
- Biopsychosocial model
- Transactional model

Defining and measuring children's environments:

- Definitions of environments
- Child influence on the environment
- Environmental factors mediating and moderating children's learning and development
- Cultural influences and environments
- Classifying environments
- ICF-CY
- Methods and tools in measuring environments

Influences of environments:

- Environments in caring of children's health
- Environments in preschool and schools, with a special focus on inclusion
- Use of environments in intervention
- Characteristics of environments mediating children's development
- How environments can limit/restrict "universal activities" of children in need of special support?

## **Type of instruction**

The course involves pre-course work, intensive studies and post-course work. Pre-course work consists each student's description of environments for young children in their country/culture and the PingPong communication system is used. The intensive studies take place in a two-and a half week study period with lectures and seminars on campus. The last meeting is a full day session is devoted to presentations and discussions of course papers. It takes the form of a presentation of the preliminary paper. Post-course work consists of finalization of course papers that are graded by professors in the course.

## **Prerequisites**

The course is open for doctoral students within the social sciences and humanities. The course is offered in English. Students should be proficient in writing course papers in English.

## **Examination and grades**

The course requirements are participation in the lectures and seminars, and approved assignments and a course paper with joint preparation with partners from different countries. The course paper should be in the form of an article, a conference paper or similar and be based on the course content. It also has to be related to the dissertation topic of the student, and demonstrate that the learning outcomes have been achieved. The examination is individual. Each student writes a course paper delivered on time. The grades used are pass or fail.

## **Course evaluation**

The course will be evaluated after the post-course work using the evaluation form of the School of Education and Communication and GEDS evaluation forms.

## **Other information**

For admission procedures and schedule, see separate attachment.

## **Course literature**

Shonkoff, J. P., & Phillips, D. A. (Eds.) (2000). *From neurons to neighborhoods. The science of early childhood development*. Washington, D. C.; National Academy Press. Selected chapters. (appr. 200 pages).

Wachs, T.D. (2000). *Necessary But Not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development*. Washington D C: American Psychological Association. Selected chapters (appr. 200 pages).

Universal Conventions on The Rights of the Child.  
<http://www.unicef.org/crc/crc.htm>. (20 pages).

WHO (2007). *International Classification of Functioning, Disability and Health*. A derived version for children and youth (ICF-CY), WHO, Geneve. (269 pages).

## **Complementary literature**

Dissertations, scientific articles and reports, chapter in edited books as specified by lecturers or by dissertation topics of students (300 pages).