



Course Code EDUC-522	Course Title Early Childhood Intervention and Systems Analysis	ECTS Credits 9
Department Education	Semester Fall	Prerequisites
Type of Course Elective	Field	Language of Instruction Greek
Level of Course 2 nd Cycle	Year of Study 1 st or 2 nd	Lecturer(s) Dr Marios Constantinou
Mode of Delivery face-to-face	Work Placement N/A	Co-requisites None

Objectives of the course:

The purpose of the course is to help students (a) develop data collection instruments and test their validity and reliability and, (b) understand the concepts and the principles of multi-level model and structural modeling and how they fit in the whole quantitative research process. Included in the course are methods of (a) developing research questions and theoretical models, and (b) testing them and accepting or rejecting the relevant hypotheses associated with these models. Special emphasis will be placed on interpreting the model results and their parameters, as well as being able to cross validate their results.

Learning outcomes:

At the end of the course the student will be able to:

- Use the terminology relative to multi-level modeling and structural equation modeling.
- Develop data collection instruments.
- Test the validity and reliability of the results obtained from such instruments.
- Develop a research proposal for a quantitative research study.
- Develop, analyze and interpret the results of multi-level and structural models using appropriate statistical packages.
- Examine such models in relation to published research studies.

Course content:

In class presentations of social and developmental systems that affect the child
How social systems interact
Childhood Disorders and Behavioral Issues that need to be identified early on
Biological risks and genetics
Evaluation as a mean of identification of children in need for intervention
Current interventions that are empirically supported
Evaluation of the validity and integrity of intervention and prevention systems
Theory driven intervention and prevention

Learning activities and teaching methods:

Teaching via multiple media (ppt, movies, documentaries) Student presentations Students developing early intervention and prevention programs Research Projects based on current research and theories In class experiences with already existing intervention and prevention programs
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Assessment methods:

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| 1. research papers
2. in class presentations
3. individual development of intervention programs
4. group development of prevention programs
5. in class discussion and critical evaluation of research |
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Required textbooks/reading:

Shonkoff & Meisel	Handbook of Early Childhood Intervention (2 nd Edition)	Cambridge	2000
Τζουριάδου Μαρία	Πρώιμη παρέμβαση-Σύγχρονες τάσεις και προοπτικές	Εκδόσεις Προμηθεύς	2001

READINGS

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- Kasari, C. (2002). Assessing Change in Early Intervention Programs for Children with Autism. *Journal of Autism and Developmental Disorders*, 32 (5), 447-461.
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- Landa, R. (2007). Early Communication Development and Intervention for children with Autism. *Mental Retardation and Developmental Disabilities Research Reviews*, 13, 16-25.
- Leyendecker, Chr.& Horstmann, T. (1997). *Frühförderung und Frühbehandlung*. Heidelberg: Schindele.
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- Peterander, F. (Ed.). (1996). *Helios II Final Report, Thematic Group 1: Early Intervention*. Munich: Schwarz.
- Peterander, F. & Speck, O. (1996). *Frühförderung in Europa*. München: Ernst Reinhardt.
- Peterander, F. & Speck, O. (1997). Η συμμετοχή της οικογένειας και η συνεργασία των μητέρων τυφλών παιδιών και παιδιών με μειωμένη όραση στις διαδικασίες πρώιμης υποστηρικτικής παρέμβασης. (Α. Κυπριωτάκης, μετάφραση). *Εκπαιδευτικοί Προσανατολισμοί*, 14, 12-16.
- Schlack, H. G. (1997). Neue Konzepte in der Frühbehandlung und Frühförderung. In Chr. Leyendecker & T. Horstmann (Eds.). *Frühförderung und Frühbehandlung* (pp. 15-22). Heidelberg: Schindele.
- Steinbach, Chr. (1997). Familienberatung in der Frühförderung: Bedingungen und Wirkungen aus der Sicht der Mütter. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, 1 46 (1), 15-35.
- Weiss, H. (1992). Annäherungen an den Empowerment-Ansatz als handlungsorientierendes Modell in Frühförderung. *Frühförderung Interdisziplinär*, 4, 157-169.