

# EQ903-30 Early Intervention

**24/25**

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Samantha Flynn

**Credit value**

30

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module will provide an overview of early intervention as a means of improving the life chances of children, with particular reference to addressing the adverse effect of social disadvantage and special educational needs and disabilities, especially autism or intellectual disability.

[Module web page](#)

### Module aims

By the end of the module you should understand the rationale and research basis for early intervention, recent and current large scale examples of early intervention and programmes, and identify the actions needed for implementing an early intervention programme at local level.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module introduction will consider the background issues related to early intervention (e.g., risk

and protective factors, delivery of early intervention). The next three topics will provide further information about early intervention in general, centring on: 1) theories and models, 2) principles and importance of early intervention, 3) developing an evidence base. The remaining six topics will each cover a different area of early intervention: 1) parenting, 2) youth criminality, 3) mental health, 4) intellectual disability, 5) autism, 6) learning/teaching. Each topic will have preparatory reading, a formal one-hour lecture followed by a 2-hour interactive seminar.

## Learning outcomes

By the end of the module, students should be able to:

- Understand the origin and rationale for early intervention; the technical issues regarding early intervention of children and parents that might benefit; the range of foci for early intervention.
- Provide an account of the emergence and development of the early intervention model of public policy implementation.
- Have an increased understanding of how government policy and arm's length national organisations influence local early intervention practice.
- Understand the nature of, and factors influencing early psycho-social development in children with intellectual and developmental disabilities including autism.
- Have an increased understanding of local and other constraints that also shape practice on the ground.
- Critically engage with recent research methods and findings related to early intervention.
- Describe general principles and example approaches to early intervention with children with intellectual and developmental disabilities including autism.
- Critically evaluate the evidence base for early intervention approaches for children with intellectual and developmental disabilities including autism.
- Provide an account of current policy and practice relating to early intervention and the implications for the development of local and national services and policy.

## Indicative reading list

Grindle, C., Hastings R.P. et al (2012) Outcomes of a behavioural education model for children with autism in a mainstream school setting. *Behavior Modification*, DOI:

10.1177/0145445512441199

Marmot M (2010). *Fair Society, Healthy Lives. Strategic Review of Health Inequalities in England post 2010*. London: The Marmot Review.

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), 462-80.

Reichow, B. (2012) Overview of Meta-Analyses on Early Intensive Behavioral Intervention for Young Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 42, 512-520. doi: 10.1007/s10803-011-1218-9.

Tickell, C., (2011), *The Early Years: Foundations for life, health and learning; an independent report on the Early Years Foundation Stage to Her Majesty's Government*, Department for Education, London.

United Nations Office on Drugs and Crime (UNODC) (2010) *Compilation of Evidence-Based*

Family Skills Training Programmes. New York: United Nations.

[View reading list on Talis Aspire](#)

## **Interdisciplinary**

Psychology, education, public administration, and policy in practice.

## **International**

Each of the final six topics will consider early intervention internationally, and the module assessment asks students to apply an early intervention to an international context.

## **Subject specific skills**

- the diversity of learners and the complexities of the education process.
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process.
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
- constructively critique theories, practice and research in the area of education.
- constructively critique theories, practice and research in the area of child development.
- critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood.
- plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being.
- lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams with parents, carers and other professionals.
- generate and explore hypotheses and research questions relating to early childhood in an ecological context.
- carry out empirical studies ethically involving a variety of methods of data collection, including observation relating to early childhood in an ecological context.
- analyse data relating to early childhood.
- present and evaluate research findings in early childhood.
- demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities .

## **Transferable skills**

- Active listening.
- Analysis and decision making.
- Application of numeracy.
- Attitudes and aptitudes for work.

- Basic numeracy skills.
- Character/personality.
- Cognitive flexibility.
- Communication skills.
- Complex problem solving.
- Confidence.
- Coordinating with others.
- Critical thinking.
- Data handling.
- Initiative and also follow instructions.
- Intellectual ability.
- International cultural awareness.
- Interpersonal and communication.
- Judgement and decision making.
- Literacy.
- Management of learning.
- Planning and organisational skills.
- Positive attitudes to work.
- Problem solving.
- Quality Control.
- Reasoning.
- Self-management/resilience.
- Team working.

## Study

### Study time

Type	Required	Optional
Lectures	10 sessions of 1 hour (5%)	
Seminars	10 sessions of 2 hours (9%)	
Tutorials	(0%)	1 session of 1 hour
Private study	190 hours (86%)	
Total	220 hours	

### Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group tasks.

### Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A3

	Weighting	Study time	Eligible for self-certification
A case study with logic model	100%	80 hours	Yes (extension)

Choose an Early Intervention that you have learned about and work through how you would suggest that it could be implemented in another country. Consider the specific context of both the intervention and the country you are suggesting it be implemented in, as well as what resources would be needed, develop a simple logic model for the intervention implementation in the chosen country. Consider whether additional evidence would need to be generated, and what this would need to be, in the initial development and implementation stages.

### Feedback on assessment

Detailed written feedback and opportunity to discuss this.

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## Availability

### Courses

This module is Core for:

- TEQA-C8X3 Postgraduate Taught Psychology and Education
  - Year 1 of C8X3 Psychology and Education
  - Year 3 of C8X3 Psychology and Education

This module is Core optional for:

- TEQA-C8X3 Postgraduate Taught Psychology and Education
  - Year 1 of C8X3 Psychology and Education
  - Year 2 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
  - Year 1 of C8X4 Psychology and Education
  - Year 2 of C8X4 Psychology and Education

This module is Optional for:

- Year 1 of RIEA-X3X8 Postgraduate Research Doctorate in Education
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
  - Year 1 of X35R Education (Part-time - 2 years)
  - Year 2 of X35R Education (Part-time - 2 years)
- TIEA-X31L Postgraduate Taught Educational Innovation
  - Year 1 of XL20 Educational Innovation (Early Years)
  - Year 1 of XL02 Educational Innovation with Specialism in Assessment
  - Year 1 of XL04 Educational Innovation with Specialism in Childhood
  - Year 1 of XL05 Educational Innovation with Specialism in Drama
  - Year 1 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
  - Year 1 of XL07 Educational Innovation with Specialism in Further Education
  - Year 1 of XL14 Educational Innovation with Specialism in Language and Literacy
  - Year 1 of XL09 Educational Innovation with Specialism in Leadership
  - Year 1 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 1 of XL11 Educational Innovation with Specialism in Mentoring and Coaching
  - Year 1 of XL13 Educational Innovation with Specialism in New Technology
  - Year 1 of XL15 Educational Innovation with Specialism in Primary Education
  - Year 1 of XL16 Educational Innovation with Specialism in Religious Education
  - Year 1 of XL17 Educational Innovation with Specialism in Science
  - Year 1 of XL18 Educational Innovation with Specialism in Special Educational Needs
  - Year 2 of XL20 Educational Innovation (Early Years)
  - Year 2 of XL02 Educational Innovation with Specialism in Assessment
  - Year 2 of XL06 Educational Innovation with Specialism in English
  - Year 2 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 2 of XL15 Educational Innovation with Specialism in Primary Education
  - Year 2 of XL16 Educational Innovation with Specialism in Religious Education
  - Year 2 of XL17 Educational Innovation with Specialism in Science
  - Year 2 of XL18 Educational Innovation with Specialism in Special Educational Needs
  - Year 3 of XL02 Educational Innovation with Specialism in Assessment
  - Year 3 of XL06 Educational Innovation with Specialism in English
  - Year 3 of XL10 Educational Innovation with Specialism in Mathematics
  - Year 3 of XL17 Educational Innovation with Specialism in Science
  - Year 3 of XL18 Educational Innovation with Specialism in Special Educational Needs
  - Year 4 of X31L Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M1 Educational Leadership and Management by Dissertation
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - Year 2 of X3M2 Educational Leadership and Management by Professional Route
- Year 2 of TEQS-X3AN Postgraduate Taught Global Education and International Development
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 2 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-

time - 3 years)

This module is Option list A for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- TIEA-X30C Postgraduate Taught Drama and Theatre Education
  - Year 1 of X3C2 Drama and Theatre Education by Dissertation
  - Year 1 of X3C3 Drama and Theatre Education by Portfolio Route
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
  - Year 1 of X35S Education (Part-time - 3 years)
  - Year 2 of X35S Education (Part-time - 3 years)
- Year 1 of TIEA-X31L Postgraduate Taught Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - Year 3 of X3M2 Educational Leadership and Management by Professional Route

This module is Option list B for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- Year 2 of TIEA-X31L Postgraduate Taught Educational Innovation
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development
- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 1 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list D for:

- Year 3 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)