Adapted Curriculum EBIFF/PRECIOUS

ENGLISH

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1. Structure of the Curriculum

The curriculum is divided into 8 Key areas :

- Recognition/detection
- Joining the family
- Team work
- Individual intervention methods
- Personal competences
- Specific functional competences
- Internship/practice
- Masters Thesis

Please study all 8 Key areas carefully! You will find the following information for each key area:

a. General descriptions of the area including associated knowledge, skills and wider personal competences

b. Associated contents, which characterizes the key area in a more detailed way (comparable to teaching units).

ECTS	120
EQF	6 (Masters)
Structure	8 Key areas
	0-5 Clusters
Online	www.precious.at

Key areas	**Clusters**
Recognition/Detection	Development and Learning
	Various Disabilities
	Related domains
	Assessment tools for young age
	The impact of the environment
Joining the family	Various challenges families encounter
	Family-systems coping with disability
	Family-systems coping with disadvantage
	Various challenges professionals encounter in communication and interaction with the family system
	To empower families (empowerment, resilience) and to know about the concept of partnership
Team Work	Making teams to work
	Ethics in ECI
	Quality of ECI
	Research in ECI
Individual Intervention Methods	Key concepts and philosophies in ECI
	Evidence based intervention methods
	Documentation
	ECI- process and result-evaluation
Specific Functional Comptences	Due to the function in an ECI team
	Due to the target groups
	Due to institutional requirements
	Due to legal requirements
Personal Competences	Using internal and external Resources
	Processes and competences
	Preconceptions and perceptions
Internship/ Practial Transfer	
Master Thesis	

2. Key Areas

Key Area 1: RECOGNITION/DETECTION

(= Holistic Knowledge about (child) development: (biological, psychological and social development)

Related Knowledge: Knowledge of the normal , abnormal and pathological range of development in terms of a bio-psycho-social model of health and disease, including biological, psychological and social-emotional development.

Related Skills: The learner should be able to recognize the individual's bio-psycho-socio/emotional stage of development according to a certain theory of reference.

Wider Personal Competences: Ability to distinguish between the individual's evaluation and the theory of reference (e.g. being able to have an operative model of reference, but not being overwhelmed by it). Being able to communicate about one's own theory of reference

1.1 Development and Learning

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• In depth knowledge of normal bio-psycho-social development, including in depth knowledge about classification systems and learning	• Ability to apply various theories and derived methods of diagnosis or intervention	• Ability to integrate knowledge from different sources. To talk to parents about various developmental approaches, their impact on expectations, emotions and developmental needs of the child and the family

Suggested Contents for this Cluster:

- Fundamentals of neuroanatomy and neurophysiology of child development
- Developmental Neuropsychology (Cognitive development, Psychomotor development, Language development)
- Brain Plasticity theories
- Scientific Studies on Child Personality (biological bases)
- Theories of child physical development
- Theories of child functional development
- Classification Systems (ICD, DSM, ICF)

- Theories of child psychological development
- Developmental Psychology (birth to aging)
- Child Psychopathology
- Learning theories
- Theories of psycho-socio-emotional development
- Theories of child socio/adaptive development
- Psychology of the cultural differences in development
- Scientific Studies on Child Personality (environmental bases)
- The child within different systems (micro, meso, makro, exo)
- Other relevant

1.2 Various Disabilities

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• To know about various forms of disability, their medical, psychological and sociological implications. • To know about causes and • To know about various assessment tools, detection and diagnosis of disability	• •To be able to assess the importance of various forms of disability concerning the intervention methods and goals. • To be able to communicate chances and limits (diagnosis and prognosis). To use new media for own state of the art information • To be able to recognise the individual's disability according to one's own (profession-related) precise tools of assessment.	• To be able to communicate with parents about causes, status quo and possible prognoses concerning various forms of disabilities. (See also 6. Personal Competences) • Reflection on own ethical issues (Prenatal Screening...). Reflection about the impact on the own personality to work with disabled children (See also 6. Personal Competences) • To be aware of the psycho-social issues of disability. (See also 3.2 Ethics in ECI) • To be aware of ethical guidelines for assessment processes and results communication with parents

- Practice/Internship

Suggested Contents for this Cluster:

- General theories of disability: definition, updated theories, epidemiology, models of reference (what is a disability, etc.) Disability/handicap
- Intellectual Disability
- Physical disability

- Generalized developmental disabilities including Developmental disorders of unknown etiology
- Neuromotor disabilities
- Multi developmental disabilities
- Most common syndromes (Down's syndrome, fragile X, Prader Willi) including Fundamentals of Medical complications connected to disability
- Most common syndromes and Fundamentals of biological parameters of most common syndromes
- Sensorial deficiencies, hearing and vision problems, including audiology, opthalmology (development and pathology)
- Behavioural problems including Social adaptation problems and theories of behavioural disorders
- Autism
- Minority syndromes
- Other relevant
- Fundamentals of genetics
- Fundamentals of toxic agents in disabilities
- Main studies in Disability Causes (e.g. peri/post/pre natal causes)
- Fundamentals of metabolic disorders
- Other relevant
- The impact of educational factors on disability, including special education
- The impact of social-emotional factors of disability
- Main theories associated with psychological factors (including Clinical Psychology)
- Dual Diagnosis and Classification
- Personality factors associated with disability
- Behavioural aspects associated with disability

1.3 Related Domains

Related Knowledge

- To know about basic domains of related areas in the medical, psychological, pedagogical and rehabilitative field
- (Please note: arbitrary order of the listed domains)

Related Skills

- To be able to recognise main concepts of related areas, To identify areas of possible intervention or assessment
- To understand the language and concepts of related scientific areas.

Wider Personal Competences

- Capacity of acquainting standards of practice and the ethical guidelines for working within the developmental disability field.
- Capacity of collaborating with other professionals in the same or other areas of specialisation.
- (See also 3. Teamwork)

Suggested Contents for this Cluster:

- Pedagogies (main concepts, philosophies)
- Special education
- Clinical psychology (main concepts)
- Speech therapy
- Social work
- Psychotherapy (including behaviour therapy)
- Play therapy
- Occupational therapy
- Physiotherapy (rehabilitation)
- Neurology including neurophysiology (development and pathology)
- Neonatology
- Neuropaediatrics (development and pathology)
- Biochemistry (development and pathology)
- Neurology (brain development and pathology)
- Orthopaedics (development and pathology)
- Audiology and ophthalmology (development and pathology)
- Paramedical approaches
- Other relevant information

1.4 Assessment tools for young age

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• Knowledge of assessment instruments and assessment methods (tests, observation etc.).	• To understand what assessment tools measure, what the results mean • Capacity of selecting, using and interpreting an appropriate tool for assessment referring to the own professional background • Co-construction of an assessment-reality	• Ability to communicate results and methods. (See also 6. Personal Competences) • To reflect about the validity of assessment tools and own observations

- Practical Transfer/Internship

Suggested Contents for this Cluster:

- Fundamentals of descriptive and inferential statistics
- Fundamentals of psychometrics
- Fundamentals of standardized evaluation tests (bio-medical parameters, etc.)
- Assessment techniques (psychological, pedagogical, family-system-oriented including knowledge of structured scheme/instrument how to assess environmental influence to a child and his/her development

- Fundamentals of developmental tests
- Quantitative and Qualitative interpretation of assessment processes
- Other relevant information
- Baby observation techniques
- Psychological tests
- Play time techniques
- Functional Tests (cognitive tests, movement tests, etc.)
- Developmental Checklists
- Observation methods
- Other relevant information

1.5 The impact of the environment

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• Knowledge of environmental impacts	• To be able to work in varying life situations or societal issues and to detect resources and deficits within environmental factors	• Knowing how to operate in a specific situation possessing ethical competence. (See also 6. Personal Competences)

Suggested Contents for this Cluster:

- Ecological Theories (Knowledge of life contexts and society contexts)
- Theories of religions differences (in coping with disability)
- Fundaments of Sociology (family sociology, cultural sociology, sociology of pathological situations)
- Fundamentals of Civil Right/Social Rights of Persons (especially Persons with DD)
- Other relevant information

Kea Area 2: JOINING THE FAMILY

(=Listening to families -Knowledge of family needs, resources and family functioning)

Related Knowledge: Knowledge of family needs, resources and family functioning, knowledge about family systems and systemic approach, knowledge about relevant contexts of families.

Related Skills: Ability to join families, ability to come into respectful contact with families, ability to identify relevant contexts of families and their impact, ability to respect family values, ability to identify conflict of interests, ability to exchange about different perceptions

Wider Personal Competences: Developmental approach to the family as a system. Tolerance of social diversity of families, recognition of need for changes, reflections on one's personal and professional attitudes, accepting family as system. To accept the responsibility for one's own activities. (See also 6. Personal Competences)

2.1. Various challenges families encounter

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• Developmental phases/stages of the family; Family needs and personal needs; • Strategies to approach family problems	• Evaluation/assessment of family (family member) needs • Appropriate style of communication (talking/listening) with family regarding the disability of the child	• Positive attitudes towards families in complicated situations (because of child disability etc.) • Emotional stability and self-controlling in critical situations Critical thinking (reflection ...) • (See also 6. Personal Competences)

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- Family circles and crisis
- New families (patchwork, single parents) considering cultural and social variability
- Other relevant information

2.2 Family-systems coping with disability

Related Knowledge

- Theories and models of adaptation and adjustment to disability.

Related Skills

- Recognition and Identification of resources (internal and external) and using them.

Wider Personal Competences

- Professional ethics in terms of positive attitudes towards disability.
- Empathy, Reflectivity, Critical thinking/Revision of one's own personal and professional values, attitudes. Revision of one's own professional identity (functions and roles within the families in complicated situations).
- (See also 6. Personal Competences)

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- Models of adaptation to disability
- The situation of siblings and grandparents
- ECI as a part of the ecological system of families (roles of the professionals)
- Other relevant information

2.3 Family-systems coping with disadvantage

Related Knowledge

- Theories and models of adaptation and adjustment to social disadvantage (e.g. due to economic or ethnic reasons).

Related Skills

- Recognition and Identification of resources (internal and external) and using them.

Wider Personal Competences

- Professional ethics in terms of positive attitudes towards social disadvantage.
- Empathy, Reflectivity, Critical thinking/Revision of one's own personal and professional values, attitudes.
- Revision of one's own professional identity (functions and roles within the families in complicated situations).
- (See also 6. Personal Competences)

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- The impact of social disadvantage on families
- The impact of migration on families
- The impact of psychiatric disorders (of at least one family member) on families
- Other relevant information
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2.4 Various challenges professionals encounter in communication and interaction with the family system

Related Knowledge

- Communication theories and strategies; Professionals and family relations.
- Modern ways of communication (written, oral), communication in various contexts /environments (office/home)

Related Skills

- Using the strategies for understanding the family

Wider Personal Competences

- Accept the responsibility of one's own activity (either positive or negative)
- Self-reflections in order to recognise one's own reactions in complicated situations
- Predisposition to adapt one's own knowledge and attitudes with others, striving for consensus
- (See also 6. Personal Competences

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- Professional and family relations based on communication (including communication techniques)

2.5 To empower families (empowerment, resilience) and to know about the concept of partnership

Related Knowledge

- •Knowledge about family resource planning and family-resource management; Models and experiences of resource activation; Cooperation with the family in EI.
- Concepts of empowerment, coping, Sense of coherence, resilience

Related Skills

- •Using main principles and instruments of identification of family needs and wishes related to the child?s education;
- Using the main strategies of resource management involving the families into the process
- Identification of conflict of interest, strategies to solve them regarding the existing resources.

Wider Personal Competences

- Appreciation of equality in the team (among the members including families);
- Positive professional attitudes/capacities in order to be able to work with the family;
- Reflections on various ways a family can interact and display some behaviour (overprotective).
- (See also 4. Individual Intervention Methods and 6. Personal Competences)

Suggested Contents for this Cluster:

- Empowerment and fostering resilience in ECI

Kea Area 3: TEAM WORK

(= Basic dimensions and processes within a transdisciplinary team)

Related Knowledge: General theoretical knowledge of the issue of "Teamwork". The question: What is teamwork. Basic dimensions and dynamics of teams, communicating in teams.

Related Skills: Learners should be able to work in a group. Applying and putting into context techniques and strategies of teamwork. Using communicative skills and competences, e.g. to talk the "same language", to have the same idea about ECI, to follow a consensus about ethical standards.

Wider Personal Competences: Values: commitment, respect and non-intrusive behaviour. Attitudes of active listening, empathy, active participation, positive attitude towards learning and working in group. Knowing how to transmit their knowledge and ideas clearly and respectfully. (See also 6. Personal Competences)

3.1 Making teams to work

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• In depth knowledge of "Teamwork" and knowledge about specific functions	• •Learners should show competence when directing, leading and organising groups. • Applying and putting into context techniques and strategies of teamwork. • Using communicative skills and competences	• •Values: commitment, respect and non-intrusive behaviour • Attitudes of active listening, empathy, active participation, positive attitude towards learning and working in group • Knowing how to transmit their knowledge and ideas clearly and respectfully. • (See also 6. Personal Competences)

- Importance of practical transfer (see 7.) in terms of e.g. team supervision

Suggested Contents for this Cluster:

- Leadership in teams
- Motivating teams
- Requirements of teamwork in ECI
- Attitudes in teamwork (managing diversity in teams)
- To create a team around the child: (interdisciplinary, multidisciplinary and transdisciplinary teams: e.g. Creation and exchange models
- Coordination of teamwork (key-person)
- Coordination with the family (within the organisation) including interagency coordination
- Supervision and intervision in teams
- Other relevant information

3.2 Ethics in ECI

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• Knowledge of ethical issues in EI	• Competence when ensuring confidentiality, privacy and data protection of the families and the children in the early intervention centre. • Adjusting their professional practice to the beliefs, values and rearing practice of the families they attend to.	• •Commitment. • Respect. • Interest to carry out assessment. • Self-reflection, reflection. • Rigour. • (See also 6. Personal Competences)

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- Ethical principles: Confidentiality, privacy, data protection, etc.
- Ethical aspects of ECI
- Adjustment of practices in ECI to values, beliefs and cultural practices of each family
- Other relevant information
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3.3 Quality of ECI

Related Knowledge

- Knowledge of Assessment of Quality of the service and/or team

Related Skills

- Being competent when applying and putting into context protocols and assessment tools.
- Use of motivational strategies in order to involve all the professionals in the centre

Wider Personal Competences

- Respect, positive assessment and towards different cultures of families and professionals in the centre.
- Commitment to ethical issues.
- (See also 6. Personal Competences)

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- Dimensions, sub dimensions and indicators of Quality in ECI centres
- Models, systems, protocols and assessment tools of quality management in teams
- Participation of all agents when assessing the service
- Other relevant information
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3.4 Research in ECI

Related Knowledge

- Knowledge of research issues in ECI.

Related Skills

- Learners are competent when using databases, searching for documentation, and using resources.
- They are able to understand and interpret research findings regarding their practical daily work
- Designing and carrying out a research project in their centre (i.e., being able to detect and define needs or problems, define objectives, propose the most suitable methodology, etc.) with the support of a person with expertise in projects.

Wider Personal Competences

- Commitment, respect, rigour, interest, and self-reflection.

Suggested Contents for this Cluster:

- Introduction to research
- Current research in ECI
- Project management
- Other relevant information

Kea Area 4: INDIVIDUAL INTERVENTION METHODS

(= Planning the individual intervention process)

Related Knowledge: Knowledge of how to link assessment and intervention (resource-oriented), knowledge of how to use hypotheses and relate them to models, knowledge how to define functional and realistic goals based on person-centred planning. Knowledge of working contracts.

Related Skills: To be able to interpret results based on multidimensional assessments. To be able to extract personal hypothesis-oriented working models (why are we doing what with which purpose), to be able to write a multidimensional personal centred plan. To link multidimensional assessment with a goal-defining process within a transdisciplinary process To create and exchange functional and realistic goals based on existing resources. To define hypotheses and know how to use based on empirically observable working methods and to communicate and contract defined goals with the parents and/or other involved partners.

Wider Personal Competences: To work and share experience and/or hypotheses in a team, to be flexible concerning working models, to be able to communicate one's own hypothesis. To be able to assess and exchange realistic goals and to deal with unrealistic expectations. (See also 6. Personal Competences)

4.1 Key concepts and philosophies in ECI

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• Knowledge about the historical development of ECI (expert model ...) including development of different key concepts (prevention, family-orientation, needs-orientation...)	• •Be aware of the connection between ECI practice and theoretical and historical background • To reflect impacts according to a theoretical and work model.	• Reflection on one's own motivation to work in Early childhood intervention • To be able to use models in a dynamic way • (See also 6. Personal Competences)

Suggested Contents for this Cluster:

- History of ECI
- General knowledge of key concepts
- Models of ECI

4.2 Evidence based intervention methods

Related Knowledge

- Knowledge of hypothesis-based empowerment and developmental stimulation methods on diverse developmental domains of the child: e.g. motor behaviour, cognition, perception, language and communication, social-emotional development, play...)
- Methods for the empowerment of the family and important others

Related Skills

- To be able to integrate knowledge and skills concerning normal development, disability and therapeutic/stimulation techniques within a meaningful way into the world of the child.
- To be able to initiate change processes in complex family systems
- To counsel families

Wider Personal Competences

- To empower children and follow the way children create their world.
- To motivate, reinforce and initiate new hypothesis-based experience for the child, family and within the broader social context of the child
- To "be interested" in communication and perceive one's owns role as a counsellor

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- Evidence based approaches
- Child-centred interventions methods based on holistic approach from the pedagogical, psychological, social and medical/paramedical point of view
- Didactics of child stimulation
- Family-centred interventions methods
- Creating a family support plans together with the family
- Theories of family counselling including communication techniques
- Crisis intervention
- Environment-centred interventions methods
- Other relevant information

4.3 Documentation

Related Knowledge

- To know about documentation standards and diverse documentation systems

Related Skills

- •To be able to apply relevant documentation systems and exchange relevant documentation data
- Based on ethical axioms (data protection)

Wider Personal Competences

- To communicate about challenging contents (disability, prognosis...)
- (See also 6. Personal Competencies)

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- Documentation of the intervention process
- Other relevant information

4.4 ECI- process and result-evaluation

Related Knowledge

- To know about evaluation diverse systems, levels (conceptual, structural, formative, result-oriented) and tools
- To know about self evaluation, internal and external evaluation
- To know about the link between goal-definition processes, intervention, documentation and evaluation

Related Skills

- •To determine a transparent evaluation strategy
- To be able to differentiate diverse evaluation strategies and to assess the feasibility of a strategy
- To link the individual goal with interventions and evaluation by means of predefined observable criteria

Wider Personal Competences

- •To be "interested" in the results of one's own work and initiate changes based on feedback
- To be able to assess, which method could answer which question
- Self-criticism and ability to reflect on one's own behaviour

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- General issues of evaluation (levels of evaluation)
- Forms and tools of evaluation
- Criteria for evaluation
- Linking quality management, documentation and evaluation
- Other relevant information

Kea Area 5: SPECIFIC FUNCTIONAL COMPETENCES

(= Functions and roles within ECI-Centres)

Related Knowledge: To know about different functions and roles in an ECI centre and to know about the transparency of functions and roles.

Related Skills: To be able to identify different functions/professional roles e.g. due to initial trainings and reflect role-behaviour Importance of practical transfer (see 7.)

Wider Personal Competences: Transparent and respectful communication Importance of practical transfer (see 7.)

5.1 Due to the function in an ECI team

Related Knowledge	**Related Skills**	**Wider Personal Competences**
• To know about management techniques, public relations and networking, quality management, etc.	• To lead the team following management techniques, considering human resource management, public relation and networking, quality management, etc.	• Transparent and respectful communication, ability to listen, to use monitoring instruments

- Importance of practical transfer (see 7.)

Suggested Contents for this Cluster:

- leadership/team leading
- human resource management
- monitoring and controlling
- public relation and networking
- quality management
- Other management related issues
- issues related to other functions, e.g. case manager, ICT-expert, quality manager

5.2 Due to the target groups

Related Knowledge

- Knowledge of cultural, linguistic and socio-economic differences, including knowledge of the social construction of disability and the development of social attitudes towards different groups of people.
- Knowledge of Intervention strategies which are fitting to the needs of the target group (e.g. issues such as compliance, voluntary co-operation..)
- Knowledge of different systems of ethical values. Knowledge of Intervention strategies which are relevant to the needs of the target group

Related Skills

- •Ability to act and communicate in the context of different ethical values.
- Dealing with different systems of ethical qualities

Wider Personal Competences

- Flexibility to adapt one's own behaviour to different forms of disability
- (See also 6. Personal Competences)

- Placing a very high importance of practical transfer and reflection!

Suggested Contents for this Cluster:

- Families with the background of migration, social disadvantaged families; Target groups which do not fit into the classic labels of disability (e.g. children with ADHD; children with a background of a psychiatric disorder of their parents)
- Other

5.3 Due to institutional requirements

Related Knowledge

- Knowledge of how to design ECI programs
- Research methods, educational programmes, development, financing

Related Skills

- Ability to apply knowledge

Wider Personal Competences

- To identify key issues of ECI-centres (e.g. Corporate Identity), to follow innovative ideas

Suggested Contents for this Cluster:

- To design ECI programs
- To work in research groups and apply for grants
- Masters Thesis
- Other relevant information

5.4 Due to legal requirements

Related Knowledge

- Relevant legislation, rights of children and families with special needs including those of different backgrounds and the legal system of one's own country

Related Skills

- Ability to communicate relevant legislation but also ability to propose changes in legislation regarding ECI and provisions for parents and their children

Wider Personal Competences

- Being aware of the ethics code of different professions related to the disabled and to ECI

Suggested Contents for this Cluster:

- Legal expert in the ECI Centre, Interagency coordinator...
- Other relevant information

Kea Area 6: PERSONAL COMPETENCES

(= Reflection on one's own preconceptions)

Related Knowledge: Knowledge of preconceptions and clichés and perception of disability and handicap and knowledge about own motivation to work in ECI.

Related Skills: Ability to deal with my own and different preconceptions of disability and make them transparent, to be able to work with one's own biography. Importance of practical transfer (see 7.)

Wider Personal Competences: Ability to deal with my own and different preconceptions of disability and make them transparent, to be able to work with one's own biography. Importance of practical transfer (see 7.)

6.1 Using internal and external Resources

Related Knowledge	Related Skills	Wider Personal Competences
• Knowledge how to make use of resources within and outside of oneself	• Competence to make use of resources within and outside of oneself	

Suggested Contents for this Cluster:

- To activate one's own resources

6.2 Processes and competences

Related Knowledge	Related Skills	Wider Personal Competences
• To know how to describe activities and inner processes. • To know how to assess own competences	• To talk about and receive feedback within supervised or peer-reviewed reflection units • To be able to identify necessary competences and improvements	

<u>Suggested Contents for this Cluster:</u>

- To reflect on one's own professional activities and competences

6.3 Preconceptions and perceptions

<u>Related Knowledge</u>　　　　**<u>Related Skills</u>**　　　　**<u>Wider Personal Competences</u>**

- Knowledge of preconceptions and clichés and perception of disability and handicap

- Ability to deal with different preconceptions of disability and make them transparent.

<u>Suggested Contents for this Cluster:</u>

- To reflect on one's own emotional reactions and their impact on interactions

Kea Area 7: INTERNSHIP/ PRACTICAL TRANSFER

Kea Area 8: MASTER THESIS

3. Literature

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