



**Faculty of Business & Humanities**  
**Department of Sport & Early Childhood**

**Master of Arts in Early Intervention and Inclusive Practice for  
Children**



# Programme Team

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**TUS**

Ollscoil Teicneolaíochta na Sionainne:  
Lár Tíre, An tIarthar Láir  
Technological University of the Shannon:  
Midlands Midwest



# Early Intervention and Inclusive Practice for Children – MA

The Master of Arts in Early Intervention and Inclusive Practice for Children is a pioneering programme designed to provide postgraduate-level study for those who wish to enhance their knowledge, skills and competencies in working with children (Birth – 12 years) from diverse backgrounds who experience adversity and a resultant inability to meaningfully participate in their education. The key features of this master's programme have been designed to evaluate the evolving international theoretical frameworks, policies and varied research in relation to Early Intervention and to explore its links to supporting the inclusion of children and their families.

Level: 9 (Full Time 1 Year/ Part Time 2 Years)

Campus: Moylish Limerick

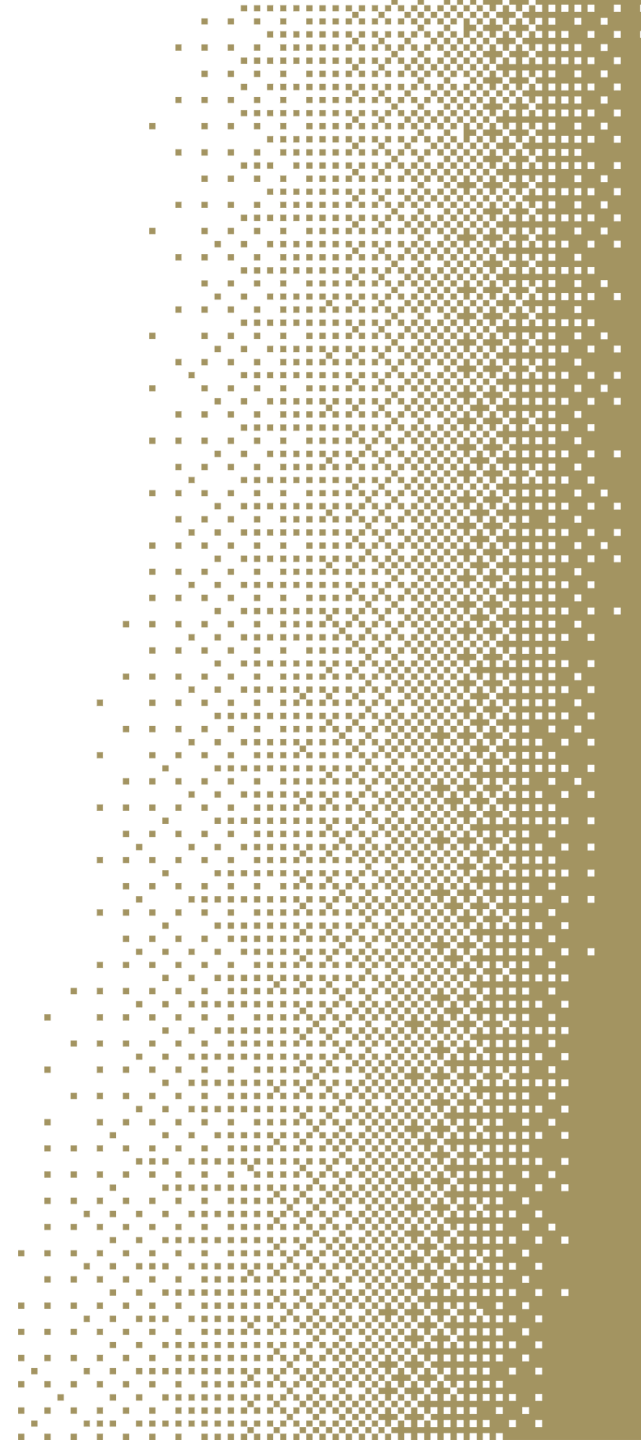
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[Craig.Coffey@tus.ie](mailto:Craig.Coffey@tus.ie)



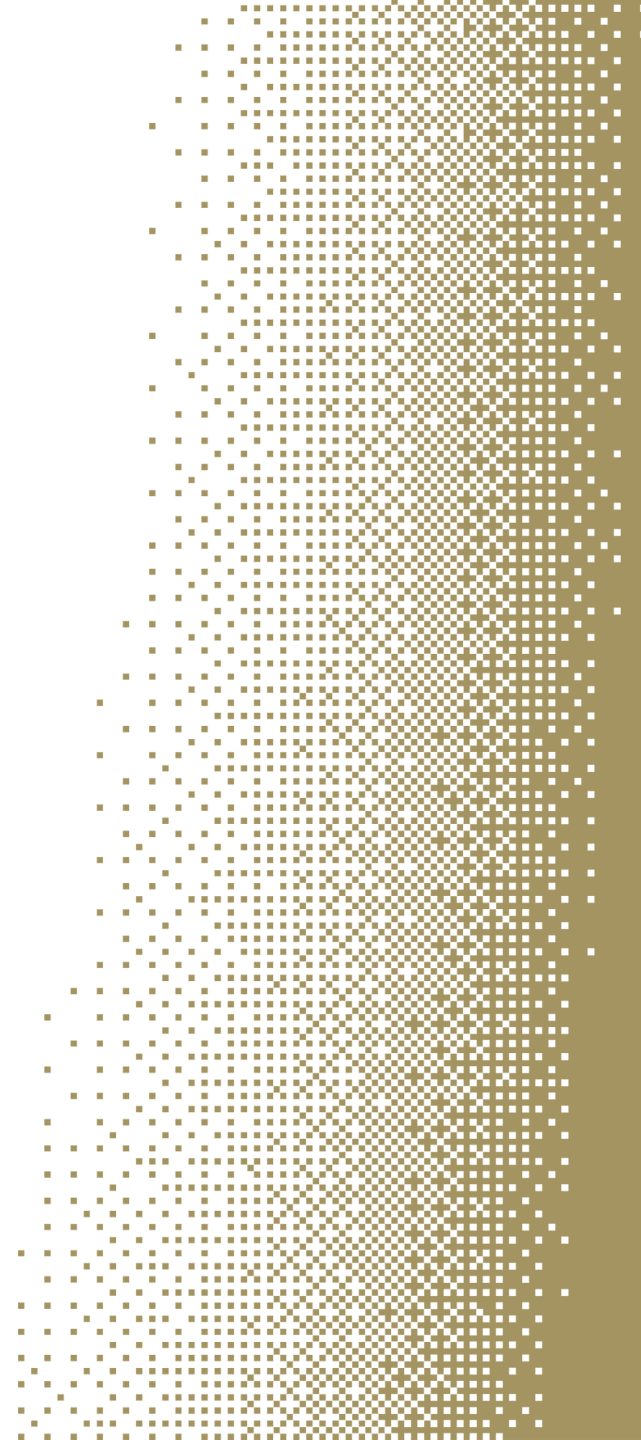
# Programme Description

- The **Master of Arts in Early Intervention and Inclusive Practice for Children** is a pioneering programme designed to provide postgraduate-level study for those who wish to enhance their knowledge, skills and competencies in working with children.
- (Birth – 12 years)
- Impact of adversities on childhood
- Disabilities
- Additional learning needs (ALN)
- Poverty
- Substance abuse
- Criminality



# Programme Description

- Toolkit for students to adapt to working with children who have additional needs and may also be affected by but not limited to:
  - Inclusion
  - Education
  - Adversity
  - Trauma
- Empower staff to connect /support children, families and communities.
- Allow students working in a setting to provide a starting point with large waiting lists for children and families to attain early intervention.





# Rationale – National Policy & Practice

*May 2023 - 4,300 children on waiting lists for CAMHS services*

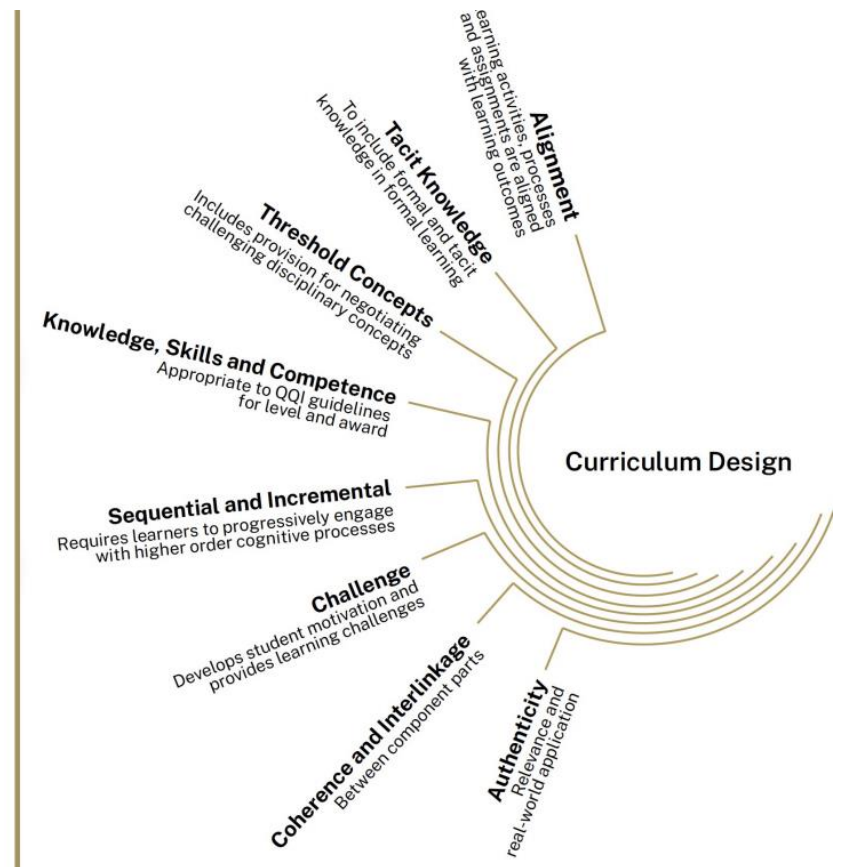
*The HSE, in August 2023 there were over 24,000 children on the waiting lists waiting for speech and language therapy*

*16,253 children waiting on psychological therapy*

*15,941 waiting on occupational therapy.*

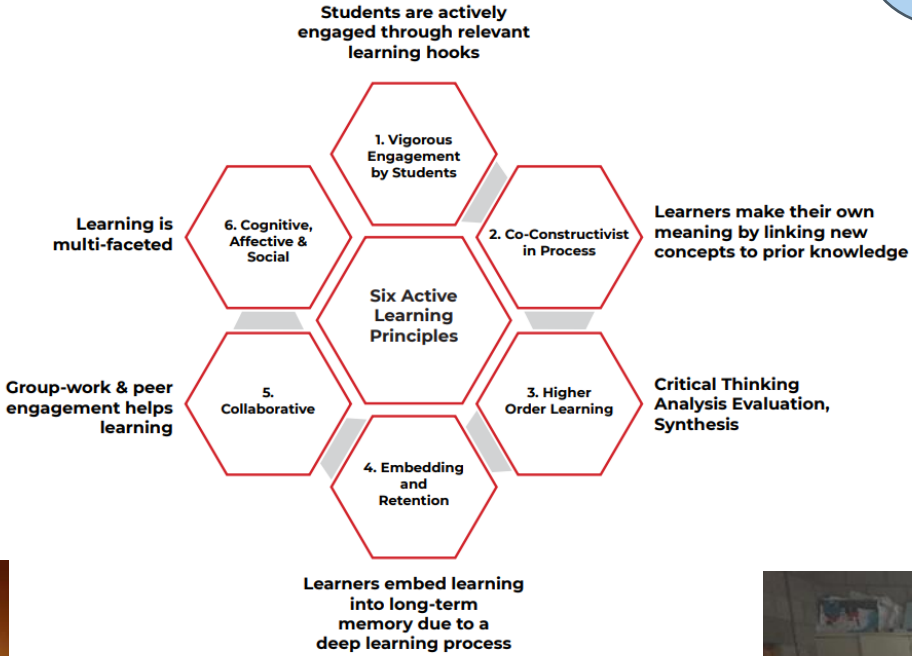
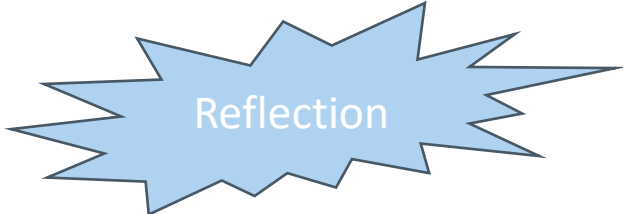
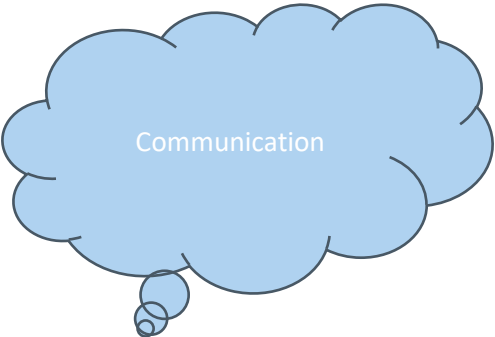
# Educational Aims

- Positive community links and networks that have been fostered locally.
- Value of active learning and the importance of practical application of theory. E.g. creative arts, play research , physical activity.
- Programme team have extensive knowledge and experience in this sector.
- To prepare skilled, professional, and competent graduates evolving and dynamic environment.
- Quality, creativity and innovation are the principal hallmarks of the programme.
- This includes regular workshops and practical classes centered around Early Intervention and Inclusion.
- Emphasise research , evidence-based practice e.g. review and potentially create new evidence-based programmes.





# TUS Active Learning Strategy





# Graduate Attributes

- Students will have the opportunity to extend and develop their professional practice, future study and career opportunities.
- The programme will encourage students to deepen their interaction skills through creative and practical engagement.
- Opportunities to critically consider, evaluate and reflect on practice and emergent policy.
- Students will be afforded the opportunity to self-assess their values and attitudes.
- Potential to identify opportunities for multidisciplinary work while also understanding the role of collaboration in initiating interventions with children's families and community.

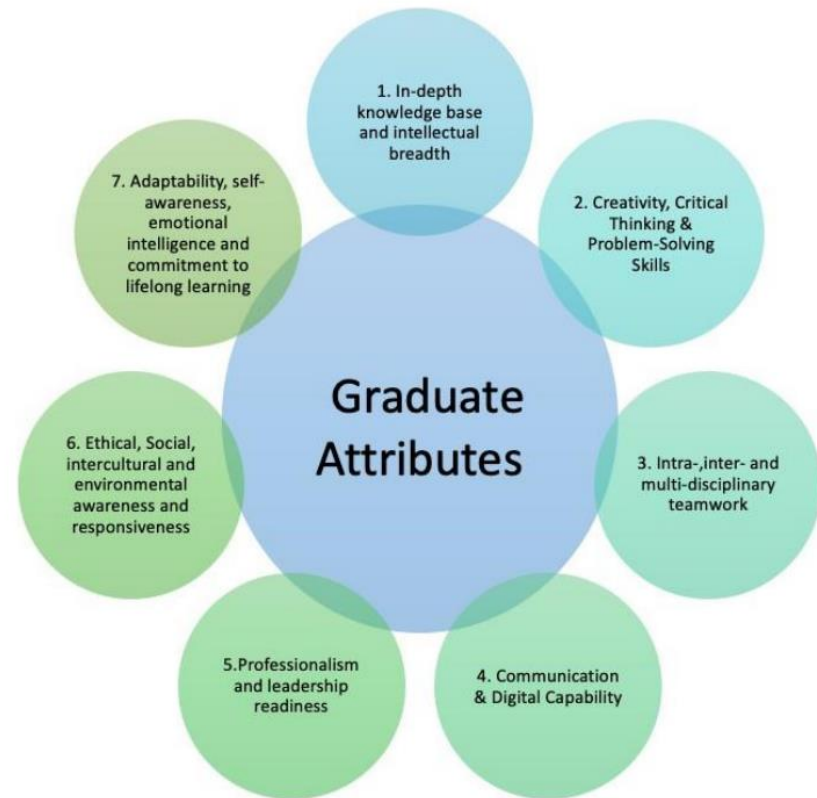


Figure 2 TUS Graduate Attributes

# Employment potential for the programme graduates

- Graduates may find work in the private and public sectors nationally and internationally.
- Settings include but are not limited to ELC & SAC settings.
- Primary Schools.
- DCEDIY, (Department of Children, Equality, Disability, Integration and Youth).
- Family Supports.
- Early Intervention Projects.
- Pobal, Tusla, Better Start, HSE.
- Youth Services.





# Fees & Delivery

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- **Full time** – 2 days a week (1 Year)
- **Part time** – 1 day a week ( 2 years)



# Proposed Structure

<b>Semester 1</b>			
Historical & Contemporary Perspectives of Inclusion  (5 credits)	Early Intervention through Physical Education  (10 credits)	Therapeutic & Creative Play Skills  (10 credits)	Professional Development & Self Care  (5 credits)
<b>Semester 2</b>			
Adversity Trauma & Resilience  (5 credits)	Strategies for early intervention and practices  (10 credits)	Positive Behaviour Strategies & Child Development  (10 credits)	Applied Research Methods  (5 credits)
<b>Semester 3</b>			
Research Thesis  (30 credits)			

# Full Time Schematic – As per previous “Proposed Structure”

## Year 1 Semester 1

- Historical & Contemporary Perspectives of Inclusion
- Early Intervention through Physical Education
- Therapeutic & Creative Play Skills
- Professional Development & Self Care

## Year 1 Semester 2

- Adversity Trauma & Resilience
- Strategies for Early Intervention & Practices
- Positive Behaviour Strategies & Child Development
- Applied Research Methods

## Year 1 Semester 3

- Thesis Taught Masters

Full Time

Semester 1 - 30 Credits  
Semester 2 - 30 Credits  
Semester 3 - 30 Credits

Semester 1 - 14 Hours  
Semester 2 - 14 Hours  
Semester 3 - 2 Hours



# Part Time Schematic

## Year 1 Semester 1

- Historical & Contemporary Perspectives of Inclusion
- Early Intervention through Physical Education

## Year 1 Semester 2

- Adversity Trauma & Resilience
- Strategies for Early Intervention & Practices

## Year 2 Semester 1

- Therapeutic & Creative Play Skills
- Professional Development & Self Care

## Year 2 Semester 2

- Positive Behaviour Strategies & Child Development
- Applied Research Methods

## Year 2 Semester 3

- Thesis Taught Masters

## Part Time

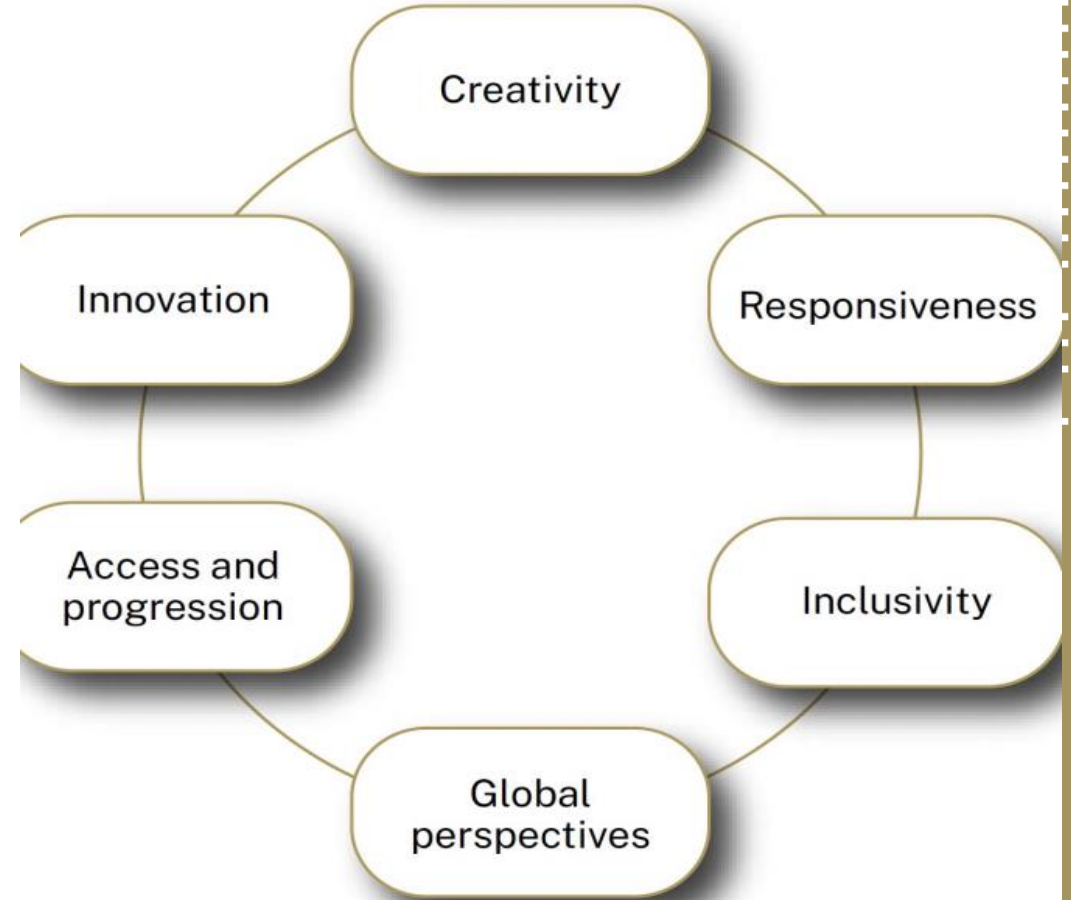
Year 1 Semester 1 - 15 Credits  
Year 1 Semester 2 - 15 Credits  
Year 2 Semester 1 - 15 Credits  
Year 2 Semester 2 - 15 Credits  
Year 2 Semester 3 - 30 Credits

Year 1 Semester 1 - 7 Hours  
Year 1 Semester 2 - 7 Hours  
Year 2 Semester 1 - 7 Hours  
Year 2 Semester 2 - 7 Hours  
Year 2 Semester 3 - 2 Hours

# Unique Features

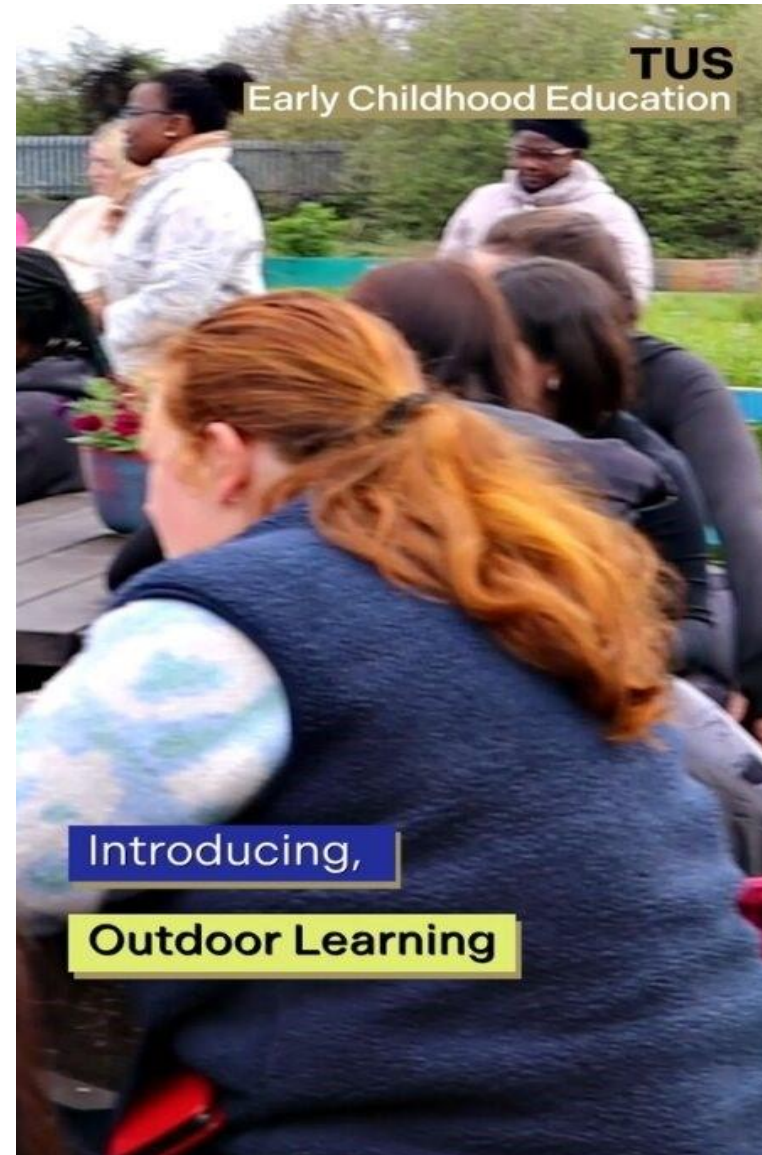
- Range of **teaching facilities**, including the early years outdoor classroom and sports hall.
- Programme team are **reputable, highly respected** and **research-informed** academics
- Create a **community of practice** and culture of **collaboration**.
- **Provide and nurturing enriching student experience – Promoting welfare and wellbeing throughout the programme e.g link with student supports**
- An integral element of the programme is the integration of **theory, practice, ethics and values**.
- To promote professional behaviour through enhancing **professional confidence** within the area of **supporting inclusion and early intervention**.
- Evaluate and analyse how to implement evidence-based interventions that **optimize children's development and meaningful participation**
- Specialised skills and knowledge of **early intervention methods, practices and frameworks**.

## TUS Curriculum Design Values



# Facilities

- Sports Hall
- Flat classroom
- Creative Arts Room ( 4B06)
- Outdoor Classroom



Thank You

