

FORSKNINGSPROJEKT – RESEARCH PROJECT

In Swedish

Barns delaktighet i förskolan – PEPI (Participation and Engagement in Preschool International)

Små barns hälsa och lärande har under de senaste åren uppmärksammats allt mer. Forskning har visat att barn som är delaktiga och engagerade i vardagliga aktiviteter mår bättre och har lättare att lära sig. Barns engagemang i förskolans aktiviteter beror både på barnets egenskaper och förskolemiljöns utformning.

Många små barn spenderar en stor del av vardagen i förskolan. Trots detta så saknas kunskap om barns delaktighet i förskolans aktiviteter. Vi vet heller inte vad som hjälper eller försvårar barns delaktighet i förskolan. Denna kunskap är extra viktig för barn i behov av särskilt stöd som inte alltid är delaktiga i aktiviteter på samma villkor som andra barn.

Projektet är en del i ett internationellt samarbete med Portugal, Sydafrika, USA och Australien. Syftet med detta projekt är att studera barns delaktighet och engagemang i aktiviteter och förskolemiljöns utformning för barn i och utan behov av särskilt stöd. I den inledande studien har förskoleverksamheten i förskolor i Sverige, Portugal och USA observerats genom att följa barns och personals aktiviteter under hela dagar, och relatera detta till mål, organisation och utbildningsfilosofi. Därefter har en fördjupad studie gjorts i Sverige, om de aktiviteter som barn och personalen deltar i under vardagen i förskolan.

Pågående studier fokuserar på hur vardagen i förskolan ser ut för barn med och utan behov av särskilt stöd, mönster i barns aktiviteter och engagemang i förskolan, relaterat till barnkaraktäristika, t.ex. behov av särskilt stöd, delaktighet i hemmet och förskolan samt hur övergripande demografiska strukturer är relaterade till förskolemiljöns utformning och aktiviteter.

In English

Participation and Engagement in Preschool International (PEPI)

The time children spend engaged in activities in their everyday life is related to well-being and learning at present and in the future, and can be described as one aspect of participation with attending the activity as the second dimension. The time children spend engaged in preschool activities is related both to child characteristics and environmental characteristics. Certain environmental characteristics promote engaging experiences better than other both for children with typical development and children in need of special support.

The aim of this project is to investigate the role of preschool environment characteristics on participation and engagement for children with and without a need for special support. In Sweden most young children, from the age of 2, spend a great part of the day in the universal preschool for all children, and their experiences in activities in the preschool environment is part of their everyday life. In spite of this, knowledge is missing about children's participation and engagement in the everyday life of preschool. We need more knowledge about facilitators and barriers for participation and engagement. This knowledge is of special value for children in need of special support. Are they active and engaged in the preschool

environment? Do they receive support for engagement and participation in the preschool environment?

PEPI is part of long-term international collaboration between the CHILD research environment and researchers in Portugal, South Africa, the U.S. and Australia. In the first study the preschool practices, teacher-child interactions, and interactions between children in preschools in Sweden, Portugal and the U.S. are in focus. The study evaluates the within-country relevance of two classroom observation measures primarily based on a behavioral count approach focused on teacher and child behaviors, and examines preschool practices as they reflect each country's Early Childhood Education and Care (ECEC) goals organization, and educational philosophies. This study is followed by a study focusing on how preschool teachers and children spend their time in preschool setting the stage for child engagement and learning in Sweden. Systematic observations of children and teachers were performed showing that indoor and outdoor free play were the main activity settings and that children interact as much with other children as with teachers. Findings are discussed in relation to the preschool curriculum and future research needs. Continued work is focused on the pattern in children's activities in preschool related to child characteristics, participation in the family environment and how demographic structures are related to the preschool environment.

Duration of Project

2015-2022

Project funding

Vetenskapsrådet (Swedish Research Council)

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Published within the project

Articles

Åström, F., Almqvist, L. (2022). Patterns of Observed Child Participation and Proximity to a Small Group including Teachers in Swedish Preschool Free Play. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2022.982837>

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Weis, J. E. (2020). *Play therapy interventions promoting intrinsic characteristics of resilience: A systematic literature review* (One-year master's thesis). <http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-48465>

Conferences

Åström, F. (2019, June 25-28). *Characteristics of Swedish Inclusive Preschools Where Children with Special Support Needs Are Highly Engaged*. International Society on Early Intervention Conference, Sydney, Australia.

Björck-Åkesson, E. (2019, June 25-28). *Early Intervention Across Boundaries - International Collaboration in Research and Education*. International Society on Early Intervention Conference 2019, Research to Practice in Early Intervention: An International Perspective, Sydney, Australia.

Granlund, M. (2019, March 14-16). *Participation as a transactional process – concepts, measures and interventions in early childhood*. Symposium Früförderung 2019, Partizipations – Wege und Ziele der Früförderung, Leipzig, Germany.

Björck-Åkesson, E. (2018, May 31-June 1). *An Ecosystem Model of Inclusive Early Childhood Education and Intervention*. II Congreso Internacional Sobre Familias y Disapacidad - 3rd International Congress on families and disability, Barcelona, Spain.

Björck-Åkesson, E. (2016, June 8). Keynote. *Early Childhood Intervention: Engaging Children, Families, Preschools, and Health Professionals in Sweden*. International Society on Early Intervention Conference. Children's Rights and Early Intervention, Stockholm, Sweden.

Björck-Åkesson, E. (2019, July 4-5). *Early Childhood Education-Intervention and Inclusion in Europe and Sweden*. National Institute of Education, Nanyang Technological University, Singapore.

Keywords

Early Childhood Education and Care (ECEC), Preschool, Participation, Engagement, Activities, Everyday environment. Child Observation in Preschool, Teacher Observation in Preschool (COP/TOP)