

## **FORSKNINGSPROJEKT – RESEARCH PROJECT**

### In Swedish

#### **Tidig upptäckt - tidig insats – en longitudinell studie av engagemang och beteendestörning hos barn i svenska förskolor**

Förskolan är en miljö där beteendestörningar hos små barn ofta upptäcks. En god förskolemiljö har också visat sig stödja fungerande hos barn samt skydda barn från att utveckla beteendestörningar. Fungerande hos barn kan beskrivas som barnens positiva engagemang i förskolans aktiviteter. Det här projektet har två syften. För det första att pröva validitet i och använda ett frågeformulär avsett att identifiera beteendestörningar hos barn i svensk förskola. För det andra att identifiera faktorer som under en två års period verkar påverka barns positiva engagemang i förskolans aktiviteter. Påverkansfaktorerna kan handla både om barnens egenskaper och egenskaper i barns samspel och barnens förskolemiljöer.

#### **Förskolans miljö, små barns engagemang, beteendeproblem och lärande i tidiga skolår**

Förskolor där barn är positivt engagerade i olika aktiviteter bidrar till barns psykiska hälsa och lärande, både i förskolan och senare i skolan. Beteendesvårigheter kan minska barns möjlighet att vara positivt engagerade och lärare kan främja engagemang. Projektets syfte är att studera hur faktorer i förskolans miljö är relaterade till barns engagemang och beteendesvårigheter i förskolan och senare till skolprestation i årskurs tre. Projektet bygger vidare på forskningsprojektet "Tidig upptäckt – tidig insats" (TUTI). Här används redan insamlade enkätdata samt observationsdata av förskolepersonalens agerande och barnens engagemang. Förskoleavdelningar och barn i två kommuner följs upp i skolåldern för att studera om faktorer i förskolans miljö påverkar senare skolprestation. De barn som vid tillfälle tre inom TUTI-projektet är 3, 4 och 5 år gamla ingår.

### In English

#### **Early detection - Early intervention – a longitudinal study of children's engagement and behavior problems in Swedish preschool environments**

Preschool is an environment where behavior problems in children frequently are identified. It is also known that a high quality preschool environment can support good functioning and health in children and protect children from behavior problems. One way to operationalize health and functioning for preschool children is children's positive engagement in preschool activities. The aim of this study is twofold. First to test and use a questionnaire aimed at identifying children 1-5 years old with behavior problems. Second to identify factors that over a two year period influence children's engagement in preschool. Investigated factors concern both child characteristics and characteristics in the preschool environment.

#### **Preschool environments, young children's engagement, behavior problems and learning in early school years**

Preschools where children are positively engaged in everyday situations contribute to children's mental health and learning in school. Behavioral problems can be a barrier for the time children spend positively engaged, while teachers' responsiveness promote this engagement. The aim of the project is to study the relation between factors in the preschool environment, children's engagement, behavior problems in preschool and academic



achievement in third grade. The study is a continuation of the research project "Early detection - early intervention" and builds on previously collected questionnaire data and new observational data of preschool staff's behavior and children's engagement. Children from two communities will be followed up in third grade to investigate the influence of factors in the preschool environment on subsequent achievement.

**Duration of Projects**

2012-2014, 2014-2017

**Project funding**

Socialstyrelsen, FORTE

**Project leader**

Mats Granlund, Professor, Jönköping University, SIDR, CHILD, [mats.granlund@ju.se](mailto:mats.granlund@ju.se)

**Project co-workers**

Per Gustafsson, Professor emeritus, Linköping University

Lena Almqvist, Associate professor, Mälardalen University, Jönköping University, CHILD

Marie Proczkowska-Björklund, Doctor of Medicine

Marie Golsäter, PhD, Jönköping University, CHILD

Madeleine Sjöman, PhD, Malmö University, CHILD, SIDR

Berit Gustafsson, PhD, Linköping University, CHILD

**For more information, contact**

Madeleine Sjöman, [madeleine.sjoman@mau.se](mailto:madeleine.sjoman@mau.se)

**Information film about the TUTI project (in Swedish)**

[https://play.ju.se/media/TUTIA+Tidig+uppt%C3%A4ckt+-+tidig+insats/0\\_5pxn2jok](https://play.ju.se/media/TUTIA+Tidig+uppt%C3%A4ckt+-+tidig+insats/0_5pxn2jok)

**TUTI Final report, from March 2016 (in Swedish)**

<http://ju.se/download/18.7d241c5015334a41afbaaf9/1456998747634/TUTI+Rapport+till+Socialstyrelsen.pdf>

**Comments and more information about the Final report, from March 2016 (in Swedish)**

<http://ju.se/forskning/forskningsinriktningar/child/aktuellt-inom-child/arkiv/2016-03-03-slutrapport-om-sma-barns-psykiska-halsa-i-forskolan.html>

**Published within the projects**

Almqvist, L., Sjöman, M., Golsäter, M., & Granlund, M. (2018). Special Support for Behavior Difficulties and Engagement in Swedish Preschools. *Front. Educ.* 3:35.

<https://doi.org/10.3389/educ.2018.00035>

Granlund, M., & Lillvist, A. (2015). Factors influencing participation by preschool children with mild intellectual disabilities in Sweden: With or without diagnosis. *Research and practice in intellectual and developmental disabilities*, 2(2), 126-135.

<https://doi.org/10.1080/23297018.2015.1079729>

Gustafsson, B. M., Gustafsson, P. A., & Proczkowska-Björklund, M. (2016). The Strengths and Difficulties Questionnaire (SDQ) for preschool children—a Swedish validation. *Nordic journal of psychiatry*, 70(8), 567-574. <https://doi.org/10.1080/08039488.2016.1184309>



Gustafsson, B. M., Proczkowska-Björklund, M., & Gustafsson, P. A. (2017). Emotional and behavioural problems in Swedish preschool children rated by preschool teachers with the Strengths and Difficulties Questionnaire (SDQ). *BMC pediatrics*, 17(1), 1-10.

<https://doi.org/10.1186/s12887-017-0864-2>

Gustafsson, B. M., Danielsson, H., Granlund, M., Gustafsson, P. A., & Proczkowska, M. (2018). Hyperactivity precedes conduct problems in preschool children: a longitudinal study. *BJPsych open*, 4(4), 186-191. <https://doi.org/10.1192/bjo.2018.20>

Sjöman, M., Granlund, M., & Almqvist, L. (2016). Interaction processes as a mediating factor between children's externalized behaviour difficulties and engagement in preschool. *Early child development and care*, 186(10), 1649-1663.

<https://doi.org/10.1080/03004430.2015.1121251>

Gustafsson, B. M., Gustafsson, P. A., Granlund, M., Proczkowska, M., & Almqvist, L. (2020). Longitudinal pathways of engagement, social interaction skills, hyperactivity and conduct problems in preschool children. *Scandinavian journal of psychology*.

<https://doi.org/10.1111/sjop.12700>

Sjöman, M., Granlund, M., Axelsson, A. K., Almqvist, L., & Danielsson, H. (2020). Social interaction and gender as factors affecting the trajectories of children's engagement and hyperactive behaviour in preschool. *British Journal of Educational Psychology*, e12383.

<https://doi.org/10.1111/bjep.12383>

Pozneanscaia, C. (2020). *Hyperactive Behavior and Participation in Social Play in a Swedish Preschool Context: A Cross-Sectional Study* (Two-year master's thesis).

<http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-49522>

Karteri, C. (2020). *Play interventions as a means to promote social engagement in preschoolers with autism: A 2010-2020 Systematic Literature Review* (One-year master's thesis).

<http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-50637>

Pinkert, A. T. (2020). *Early Preventive Interventions for Attention-Deficit/Hyperactivity Disorder: A Systematic Literature Review* (One-year master's thesis).

<http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-50577>

Sahamkhadam, N. (2020). *Effect of In-service Training on Teachers' Attitudes Towards Inclusion: A Systematic Literature Review* (One-year master's thesis).

<http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-49949>

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>

## Keywords

*Engagement, Behavior difficulties, Mental health, Preschool, elementary school, academic achievement*

*Engagemang, beteendesvårigheter, psykisk hälsa, förskola, grundskola, resultat nationella prov*

