

Neuropsykiatriska funktionsnedsättning: Autism, delaktighet och lärande i förskola och skola

Hampus Bejnö



Lise R-P



Noam Ringer



Judit Simons



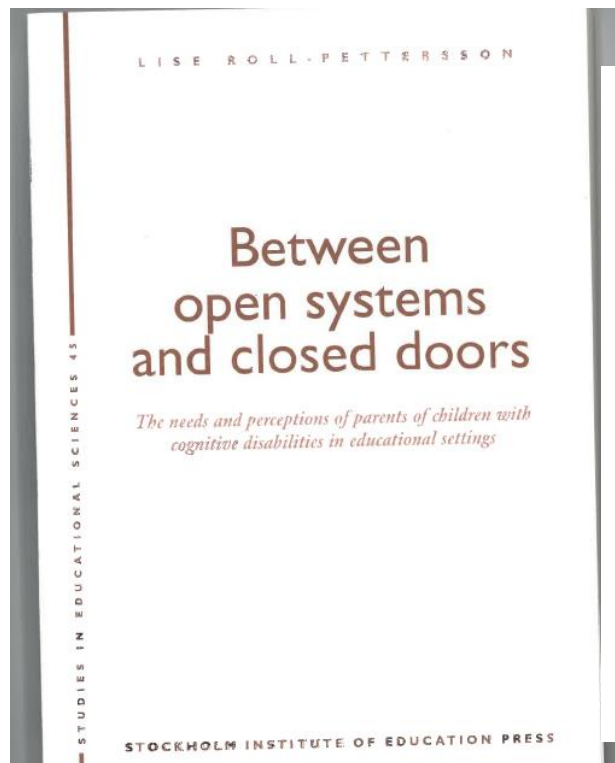
Karin Fröding



Vikten av utbildning och forskning

- Syftet med dagen; ge bild av forskning som försiggår gällande delaktighet och lärande, individer med autism 0-18 år
- Egen personlig historik
- Universitet och högskolans roll
 - Exempel vid SU
- Dagens upplägg
 - Förmiddagen
 - Eftermiddagen

Personlig berättelse



The findings from survey and interview studies revealed that parents expressed needing information concerning present and future school services; adolescent development; and help to advocate for child and family rights. Teachers reported needing more knowledge about and training in how to teach pupils with special education needs.

This dissertation postulates:

- Professionals need to focus less on the intra-psychological aspects of parenting a child with a cognitive disability, and more on how multi-level influences affect parents.
- Policy makers need to understand that families and systems which collaborate with families are affected by the vagueness in the legislation regarding both parental involvement and school choice.
- Teacher and special education programs need to focus on developing courses on teaching and learning involving pupils' with cognitive disabilities.

Universitets och högskolans ansvar

Kurs vid KI

ARTICLE

Using blended and guided technologies in a university course for scientist-practitioners

Teaching Applied Behaviour Analysis to autism professionals

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SHAHLA ALA'I-ROSALES University of North Texas, USA

Abstract Although the incidence of autism spectrum disorders is increasing worldwide, there is a shortage of professionals trained to provide effective interventions. The article describes an advanced university course in Applied Behaviour Analysis (ABA) and autism tailored to meet the needs of Swedish professionals from multiple disciplines. The course implemented both blended-learning technologies (web, telecommunication, and in vivo) and guided-design (problem-solving) exercises to promote the scientist-practitioner model. Overall, students advanced their skills related to identifying extant scientific literature, choosing appropriate single-subject design evaluation methods, and critically analysing the effects of attempted interventions. Students rated the course as having high social validity and predicted the course content would positively affect their professional practice. The relevance of the course and future directions are discussed in the context of meeting the global need for effective autism intervention professionals.



2010 samarbete vid SU

Issue # 17 - April, 2010

Benefits of BACB Certification for Universities in Europe: A Case Study from Sweden



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The endorsement of the Behaviour Analyst Certification Board (BACB) program by the European Association for Behaviour Analysis and the BACB's accreditation by the National Council for Certifying Agencies of the Institute for Credentialing Excellence are important factors for professional development and identity from the perspective of European behaviour analysts. Countries within Europe have different ideological and philosophical assumptions concerning important conceptual and practical knowledge for professionals like licensed psychologists and special educators. The conceptual knowledge base in one country might differ from that of another country. Certification in behaviour analysis, however, would clearly indicate that an individual has knowledge and skills in applied behaviour analysis and can apply them in an ethical and accountable manner in practical settings, regardless of the country in which the individual was trained and the academic discipline in which the individual obtained degree or coursework. Thus BACB certification may promote collaboration among countries, and may come to serve as a tie that binds theory and practice across countries as well as disciplines. For instance, a licensed speech language pathologist who received training in behaviour analysis in Sweden and is now a BCBA currently travels to France on a regular basis to supervise behaviour analytic programming for children with autism.

Lise Roll-Pettersson, Professor i Specialpedagogik

Tvärprofessionell fördjupning; Samarbete mellan Psykologiska och Specialpedagogiska institutionerna



Claudia Bernhard-Ottel



Lars Klintwall



Wissam Mounzer



Lise Roll-Pettersson

2010-

1. Autism, neuropsykiatriska och andra utvecklingsrelaterade funktionsnedsättningar (specialpedagogik)
2. Forskningsmetod: beteendeobservation och undersökningsdesign, (psykologi)
3. Teoretisk fördjupning inom tillämpad beteendeanalys (specialpedagogik)
4. Funktionell analys och kartläggning, (psykologi)
5. Evidensgranskning och kvalitet; kultur och etik (specialpedagogik)
6. Forskningsmetod; Implementering, etik och evidens (psykologi)

Lise Roll-Pettersson, Professor i Specialpedagogik



Det saknas kunskap

Early Intervention in Psychiatry 2017; 11: 444-450

doi:10.1111/eip.12335

**Early Intervention in the Real World
Allegiance and knowledge levels of professionals
working with early intensive behavioural
intervention in autism**

Ulrika Långh, ^{1,2} Martin Hammar, ^{1,3} Lars Klintwall^{4,5} and Sven Bölte^{1,3}

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**Quality of Early Intensive
Behavioral Intervention
as a Predictor of
Children's Outcome**

Ulrika Långh^{1,2,3} , Adrienne Perry⁴, Svein Eikeseth⁵, and Sven Bölte^{1,3,6}

JORSEN
Journal of Research in Special Educational Needs

Journal of Research in Special Educational Needs • Volume 14 • Number 3 • 2014 170-179
doi: 10.1111/j.1471-3802.2012.01252.x

**Inclusion of preschool children with autism in
Sweden: attitudes and perceived efficacy of
preschool teachers**

Rano Zakirova Engstrand and Lise Roll-Pettersson
Stockholm University, Sweden

Key words: Inclusion, preschool, autism, attitudes, self-efficacy.

nasen
norsk autisme forening

An International Peer Reviewed Journal

IEJEE
International Electronic Journal of Elementary Education

International Electronic Journal of Elementary Education, December 2016, 9(2), 317-336.

**Bridging the Research to Practice Gap: A Case Study
Approach to Understanding EIBI Supports and
Barriers in Swedish Preschools**

Lise ROLL-PETERSSON ^{a*} Ingrid OLSSON ^a
Shahla ALA'T-ROSALES ^b

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^b University of North Texas, USA

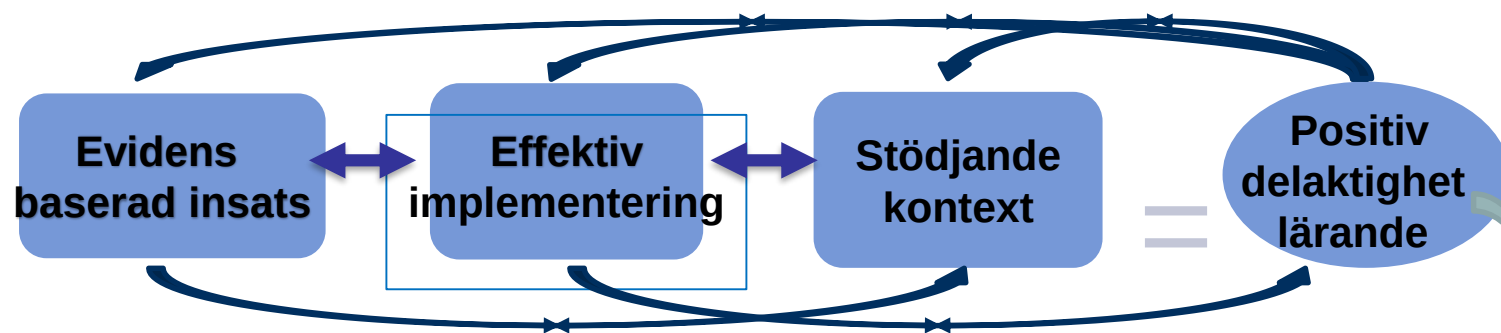
Lise Roll-Pettersson, Professor i Specialpedagogik



“Love and compassion are necessities, not luxuries. Without them, humanity cannot survive.” Dalai Lama XIV, The Art of Happiness.

Ett transaktionellt implementeringsramverk

Högskoleutbildning och forskning; resurser, ekonomiska och personalmässiga: Samarbete inom och mellan organisationer; stödjande ledning och organisation



Omsorgsfull, inkluderande lärmiljö av hög kvalité



system



Inspirerade av Metz (2016)

Lise Roll-Pettersson, Professor i Specialpedagogik



Stockholm
University

Förmiddagen

9.10-9.40 Introduktion: Neuropsykiatriska funktionsnedsättningar: fokus på autism, delaktighet och lärande i förskola och skola Lise Pettersson Roll

9.50-10.15 Om miljöansvar, möjligheter och styrkor vid NPF; En funktionell helhetssyn på NPF med ICF systemet som grund för mer delaktighet i vardagen och skolan. Sven Bölte, professor vid Karolinska Institutet och chef för kompetenscentret KIND.

10.30-11.05 Inclusion and social engagement - evidence based practices, children and youth with autism Sam Odom, professor of Special Education, San Diego State University, Honorary doctor in Special education at Stockholm University.

11.15-11:45 Hur föräldrar till barn med autism ser på sitt barns skolsituation Agneta Söder, utredare på Autism- och Aspergerförbundet.

11.45-12.00 Frågor till Sven Bölte och Agneta Söder



Frågor och sammanfattning av förmiddagen

Lise Roll-Pettersson, Professor i Specialpedagogik

Upplägg och innehåll fem spår 13.00-16.20



Spår 1. **Delaktighet i förskola** leds av Hampus Bejnö, doktorand i specialpedagogik

Spår 2. **Delaktighet i grundskola** leds av Lise Pettersson Roll

Spår 3. **Delaktighet i högstadiet och gymnasiet** leds av Noam Ringer PhD. och psykolog

Spår 4. **Familj och kultur** leds av Judit Simon, PhD.

Spår 5. **Specialpedagogiska skolmyndigheten, Autism i skolan – utifrån olika perspektiv, åldrar och förutsättningar** leds av Aurora Lindberg, verksamhetsområdeschef för Kunskapsutveckling.