

Att utveckla lärmiljön i förskolan

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Vem är jag?

- Psykolog
- Doktorand
- Forskar om autism
- Tidiga insatser
- Lärmiljö



Vad är svensk förskola?

- För *alla* barn
- Samma läroplan
- Delaktighet
- Olika i praktiken



Hur utmärker vi oss?

- Hög närvaro
- Låg ålder
- Inkluderande grupper
- Fri lek



Hur utmärker vi oss?

- Vara utomhus
- I samhället
- Universellt



Barn med autism

- Växande grupp
- Yngre
- Funktionsnivå
- Livskvalitet



Tidig insats

- Definition
- Olika fokus
- Avgränsat
- Mångsidigt
- Early Intensive Behavioral Intervention (EIBI)



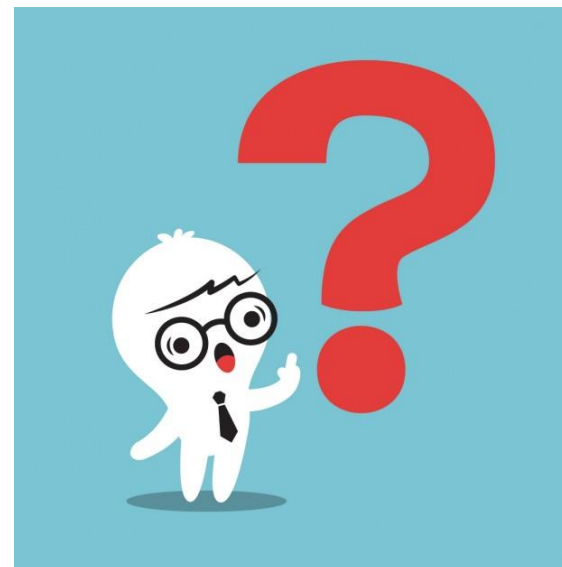
EIBI

- Definition
- Tid
- Innehåll
- Implementering
- Forskningsstöd



Vilka är utmaningarna?

- Olika huvudmän
- Olika uppdrag
- Utbildning
- Stöd på plats?
- Matchad miljö?



Autism Program Environment Rating Scale

- Omfattande skala
- Kvalitet i lärmiljö
- Systematisk kvalitetsutveckling
- Professionell utveckling
- Forskning

Assessing Program Quality
with the
Autism
Program
Environment
Rating Scale



National Professional Development Center on Autism
Spectrum Disorders, FPG Child Development Institute,
The University of North Carolina at Chapel Hill

I USA

- Studier inom förskola
- Studier i grundskola och gymnasium
- APERS
- Fortbildning
- Coachning

Journal of Autism and Developmental Disorders
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ORIGINAL PAPER

Employing Evidence-Based Practices for Children with Autism in Elementary Schools

Ann M. Sam¹ · Samuel L. Odom¹ · Brianne Tomaszewski¹ · Yolanda Perkins¹ · Ann W. Cox¹

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Abstract

The purpose of this study was to test the efficacy of a comprehensive program model originally developed by the National Professional Development Center on Autism Spectrum Disorder (NPDC). Sixty elementary schools with 486 participants were randomly assigned to an NPDC and services as usual condition (SAU). Significantly greater changes in program quality occurred in the inclusive NPDC programs as compared with the SAU schools. Teachers in NPDC schools report using more evidence-based practices (EBPs) and implemented EBPs with significantly greater fidelity than teachers in SAU schools. Autistic students in NPDC schools had significantly higher total attainment of educational goals than students in SAU schools, and the two groups made equivalent progress on standardized assessment outcomes across the school.

Keywords Evidence-based practices · Autistic students · Elementary schools · Teacher implementation

Exceptional Children

Implementation Science, Professional Development, and Autism Spectrum Disorders

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ORIGINAL PAPER

Assessing Quality of Program Environments for Children and Youth with Autism: Autism Program Environment Rating Scale (APERS)

Samuel L. Odom¹ · Ann Cox¹ · John Sideris¹ · Kara A. Hume¹ · Susan Hedges¹ · Suzanne Kucharczyk² · Evelyn Shaw¹ · Brian A. Boyd³ · Stephanie Reszka³ · Jennifer Neitzel¹

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Abstract

The purpose of this study was to examine the psychometric properties of the Autism Program Environment Rating Scale (APERS), an instrument designed to assess quality of program environments for students with autism spectrum disorder. Data sets from two samples of public school programs that provided services to children and youth with autism spectrum disorder were utilized. Cronbach alpha analyses indicated high coefficients of internal consistency for the total APERS and moderate levels for item domains for the first data set, which was replicated with the second data set. A factor analysis of the first data set indicated that all domain scores loaded on one main factor, in alignment with the conceptual model, with this finding being replicated in the second data set. Also, the APERS was sensitive to changes resulting from a professional development intervention.

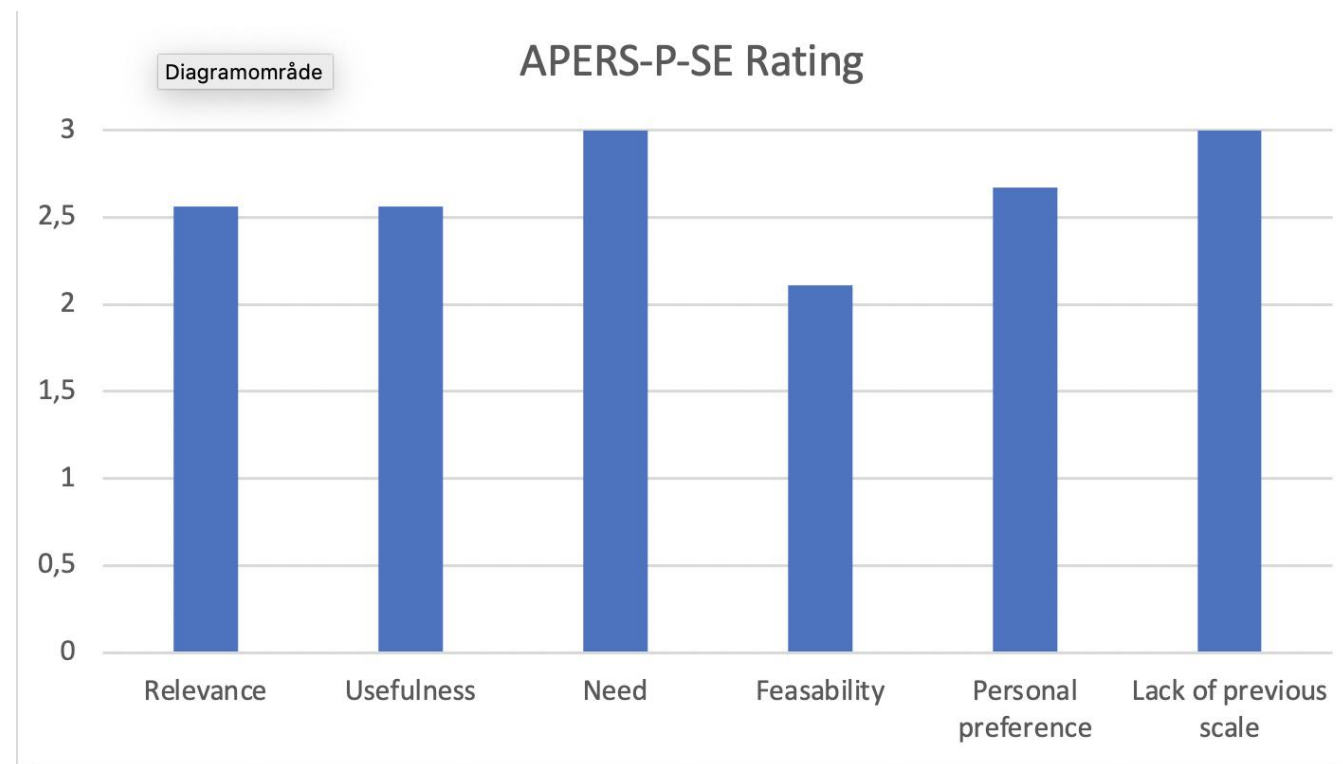
Keywords Autism · Psychometrics

Anpassning till Sverige

- Översättning
- Anpassning
- Validering
- Experter
- Skattningar



Relevans

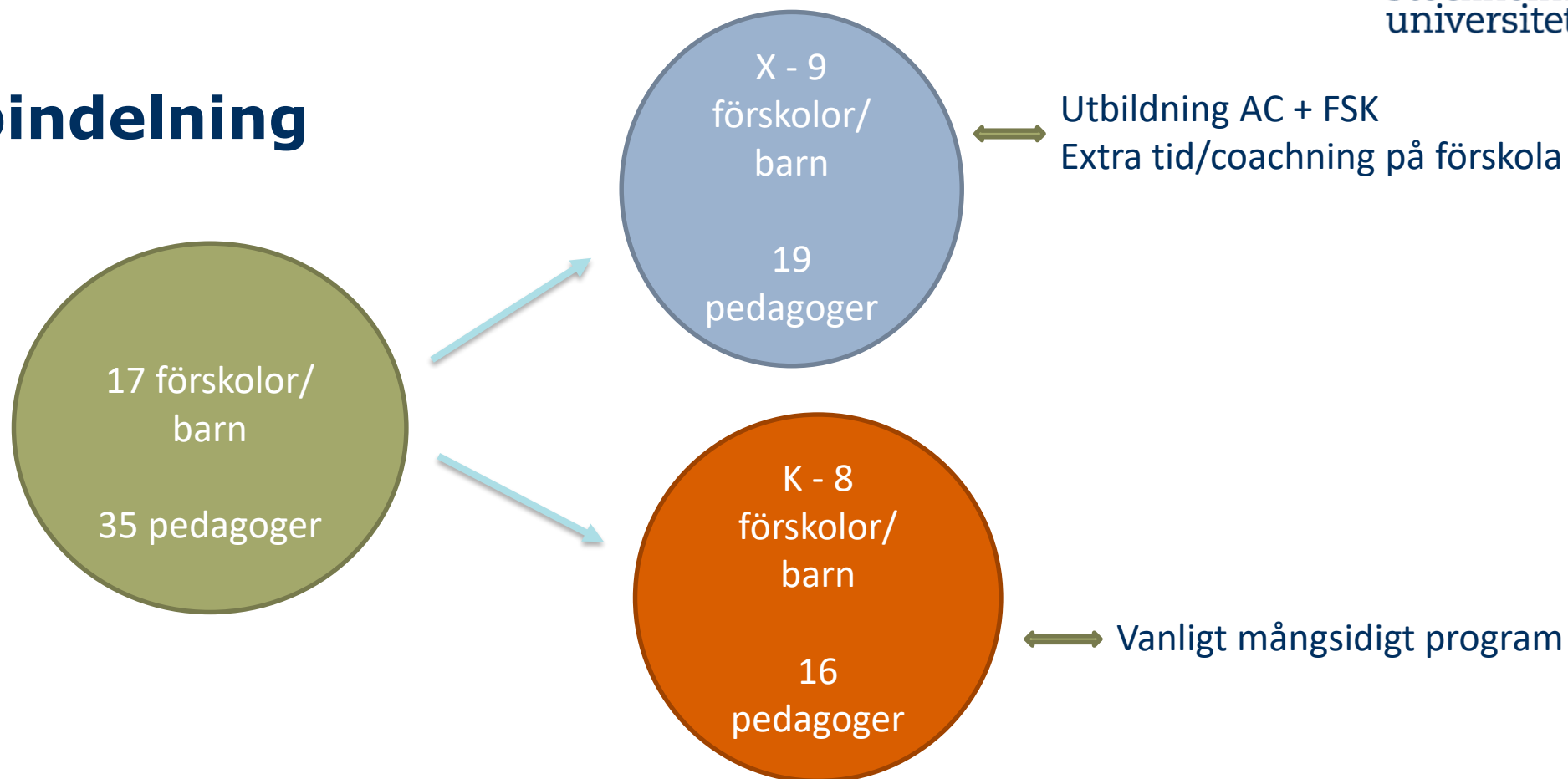


Bejnö, H., Roll-Pettersson, L., Klintwall, L., Långh, U., Odom, S., & Bölte, S (2019). Cross-Cultural Content Validity of the Autism Program Environment Rating Scale in Sweden. *J Autism Dev Disord* **49**, 1853–1862

Använda och utvärdera i Sverige

- Kvasi-randomiserad gruppstudie
- 17 barn
- 17 förskolor
- 35 pedagoger
- Stockholms län

Gruppindelning

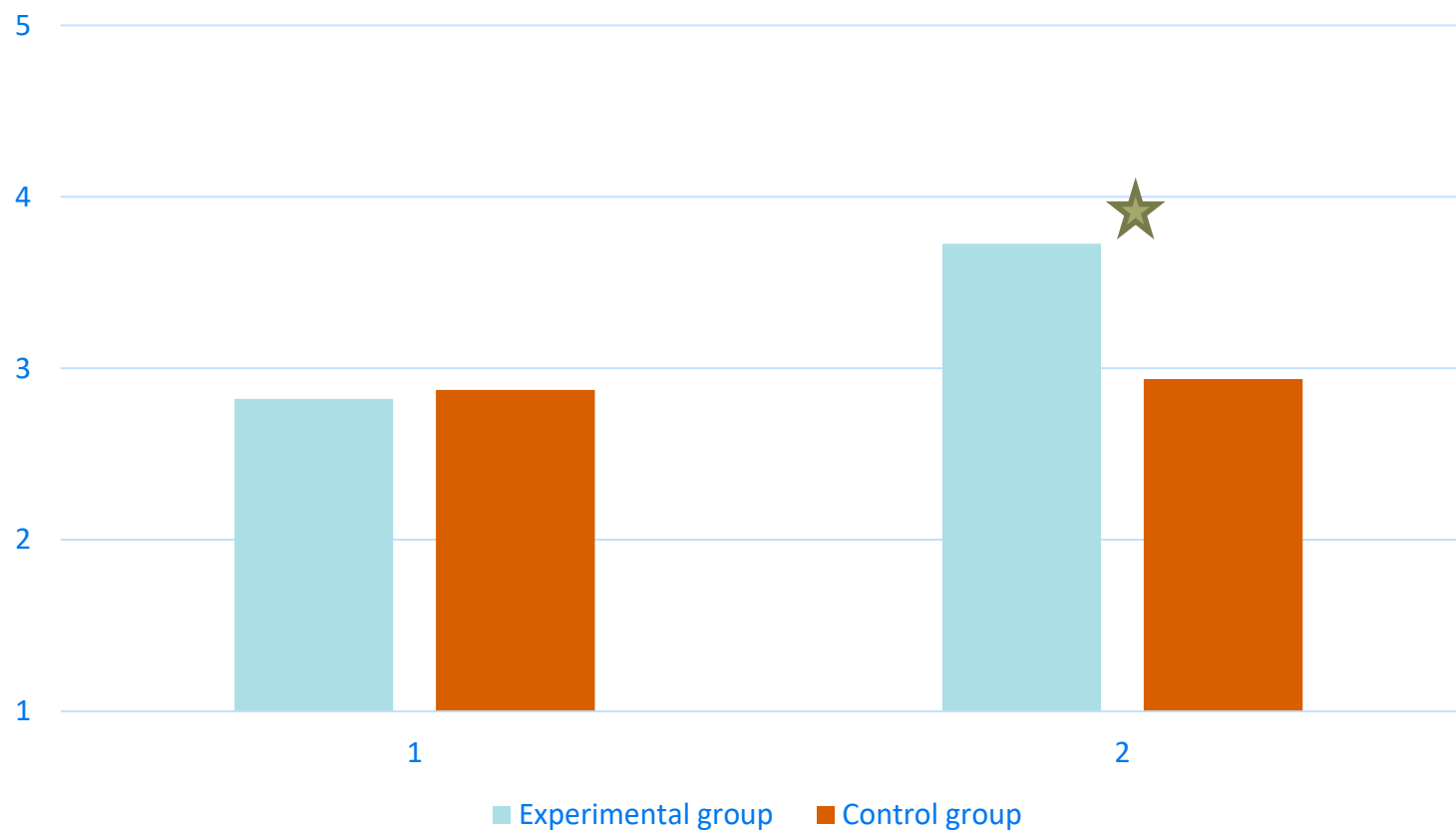


Insats

- Komplement till EIBI
- APERS
- Feedback
- Fortbildning
- Coachning

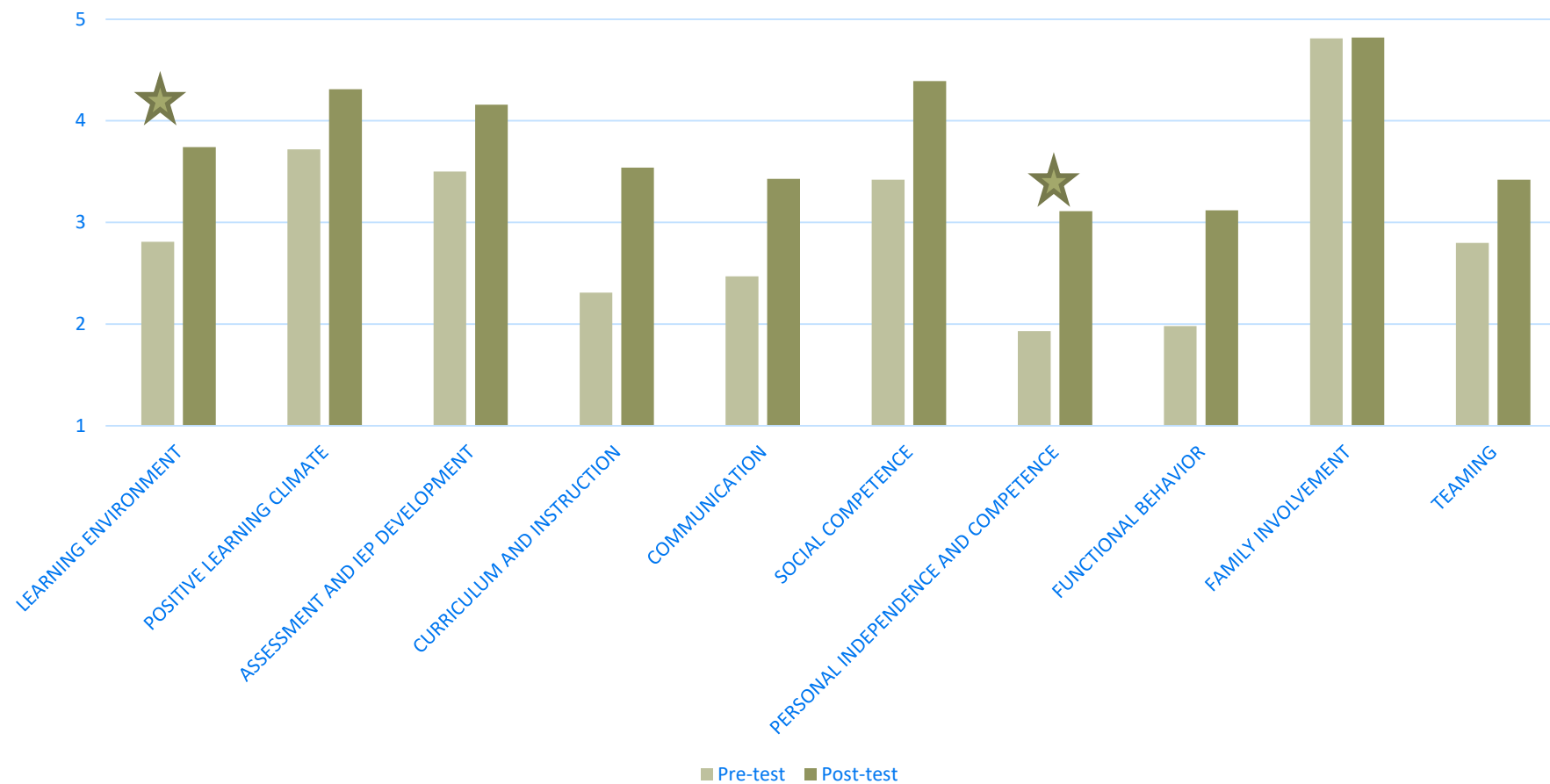
Resultat

APERS-P-SE TOTALT



Resultat

APERS DOMAIN SCORES



Kvalitativ utvärdering - Intervjuer

- Föräldrar
- Rektorer
- Handledare från habiliteringen
- Pedagoger i förskolan



Resultat

- Kompetens
- Inkludering och delaktighet
- Samarbete
- Lärmiljö

Slutsatser

- APERS relevant
- Kan utveckla lärmiljö
- Kan stötta barns lärande och delaktighet?
- Kan stötta pedagogers lärande och arbete?

Autism och tidig intervention



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Lise Roll-Pettersson
Lars Klintwall



Sven Bölte
Ulrika Långh



Sam Odom



pedagogik
och
utveckling



Vetenskapsrådet

Tack!

