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RESEARCHER PROFILE

I am a PhD student at the research school GiftED and have been employed as a lecturer at Karlstads University since August 2021.

Getting the opportunity to attend a graduate program has been something I have dreamed of for a long time, and the area of giftedness, in which the graduate school will build new knowledge, is very inspiring, interesting and important!

I am a trained high school teacher in health and care and also a trained special education teacher with focus on intellectual disabilities and have worked in recent years with students at an early developmental level. My work has dealt a lot with differentiation and adaption of the teaching to meet students' differences and functional variation within the framework of the teaching. This is to enable inclusion and community, to offer students opportunities to be part of a context and learn together and from each other and to make horizontal peer contacts among other things. I have also worked in preschool before. I also have extensive experience in producing level-adjusted learning materials. I have extensive experience of working with alternative, supplementary communication.

I am early in my doctoral studies, but the idea is that my research should be directed somewhere towards preschool, preschool class/early school years, where the focus will be in the area of early detection/mapping, pedagogical documentation and handover – how can we identify these children already in preschool, so that the school then meets their needs in a good way right from the start?

In preschool, it can be difficult to spot the particularly gifted children, for example they can be misinterpreted as being hyperactive and having difficulty concentrating. The more experience and knowledge educators acquire, the greater the chance that these children are detected early. I hope to contribute with knowledge in the field so that preschool teachers and teachers have more opportunities to meet these children in teaching.

Pupils with special talents risk doing badly in the Swedish school system. They need to be stimulated and meet like-minded students in order to not lose motivation or end up in isolation.

- * What strategies are there for how to draw attention to and identify special talent within students in preschool and the early years of primary school?
- * How is the identification of students with special talent documented in preschool and how do you ensure that this documentation follows the student to school?
- * What practical and concrete tools for how teachers can work inclusively with specially gifted students are available today in preschool and preschool class/early school years?

I imagine that in-depth interviews and focus groups can be useful methods in my research but I am open to different method choices.

You need to pay attention to and map each student's individual conditions and then challenge and stimulate at the right level, while active support is needed in the children's/students' socio-emotional development. It is also valuable for specially gifted children to meet children/students in a similar situation, the feeling of belonging and acceptance is crucial for self-esteem and confidence in their own abilities.



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In addition to challenging specially gifted children/students with learning based on individual conditions, it is important to provide the opportunity for reflective and complex discussions.

It is also important that relevant materials and teaching aids are available at the preschool/school, where the children's age is not the focus, but where the children's interests and abilities are based instead.

Like all children, gifted children have individual needs, interests and abilities, therefore you cannot meet everyone in the same way. What specially gifted children have in common, however, is the restlessness that occurs when there is a lack of stimulation. This places high demands on the educators who work with these children in preschool. I intend to contribute knowledge so that teachers will achieve tools to recognize and support the gifted students early in an inclusive teaching environment. I also contribute to the teacher training program at the university.

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