



UiT The Arctic University of Norway

Kindergarten in Norway – research on the Incredible Years in a Norwegian kindergarten population

Merete Aasheim, Associate professor

A young child, likely a toddler, is shown in a winter setting. The child is wearing a bright red jacket, a grey knit hat, and a brown scarf. They are holding a carrot in their hands. The background is a snowy outdoor environment.

IAS

Increasing Accessibility of
Integrated ECEC Services

Early Childhood and Care (ECEC)

The Kindergarten Agreement and The Kindergarten Act

Statutory right to a place in kindergarten from 1 year of age until school age

A maximum fee is 300 EUR per month

An increase in attendance for the youngest children and minority language children

A new regulation for the kindergarten environment (2021)



Kindergarten facts – Norway

5,788 kindergartens in Norway

**93% of children 1-5 years
and 73% 1-year-old children
attend kindergarten**

2.8% receive special needs
support

18% of the children are
minority language speakers



Kindergarten staff

40% of core staff are qualified kindergarten teachers

20% are qualified childcare- and youth workers

9% of core staff are male

Core staff ratio: 1 employee for every 3rd children under the age of 3 and 1 employee for every 6th children over the age of 3



A row of baby strollers is parked in a nursery. The strollers are covered with various colored cloths and blankets, including green, red, blue, and grey. The background shows a white metal railing and a tiled floor. The text is overlaid on the left side of the image.

An ideal arena for universal preventive interventions:

- to impact children's well-being, attainment, and development
- to improve children's social skills and their future academic achievement
- to reduce the experience of future behavioral and emotional problems

Research on the IY TCM* program

1 049 randomly selected children (92 kindergartens)

3-6 years old
(mean age: 4,3 year)

53% girls (n = 508)

10% scored in the clinical range on SESBI-R (n = 105)



*Incredible Years (IY) Teacher Classroom Management (TCM)

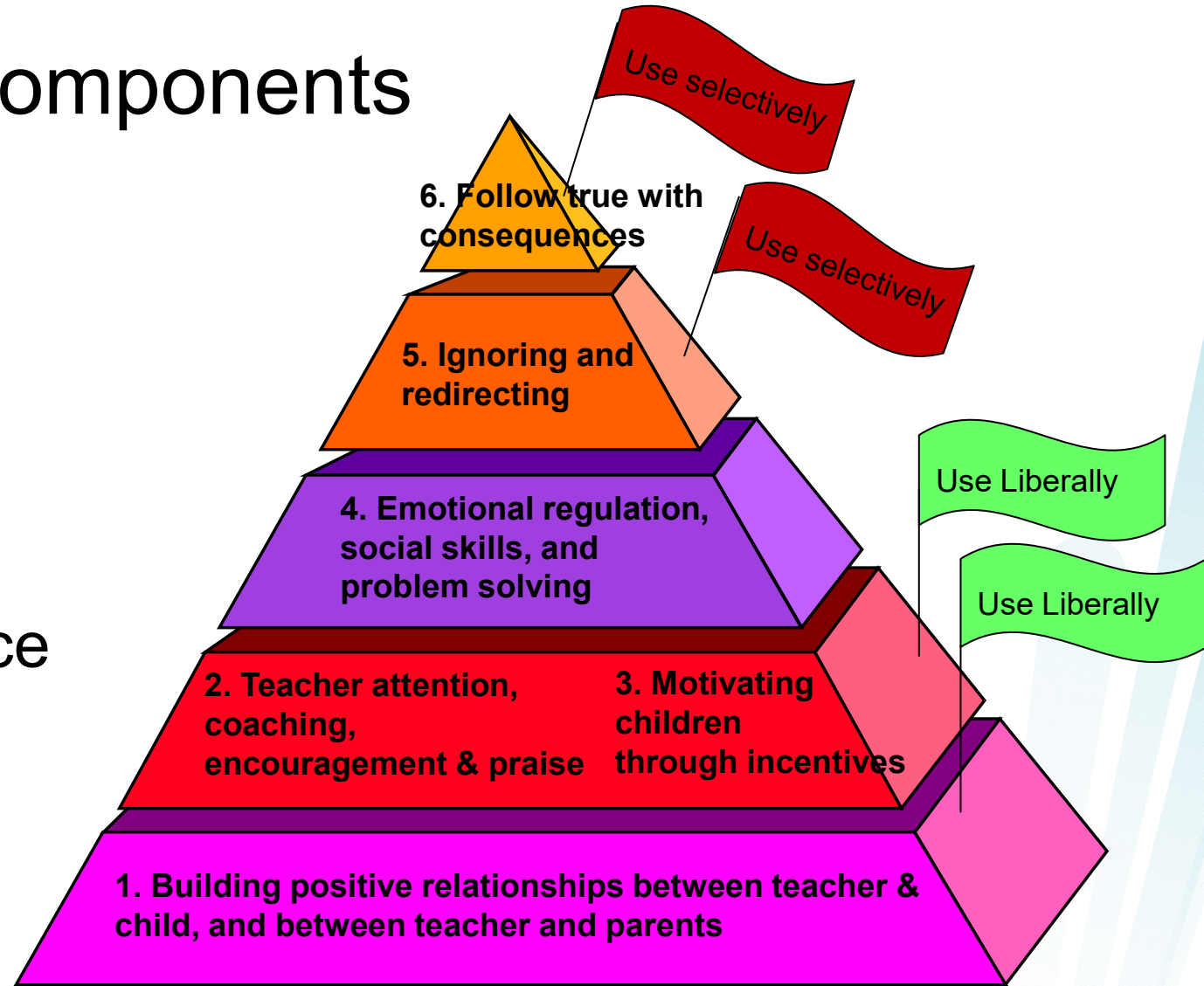
The IY TCM program components

6 full-day

Including in between guidance

42 hours in total

Full scale implementation



Findings on IY TCM in Norway

Strengthened teacher-child relationship
(for all children and children in the clinical range)

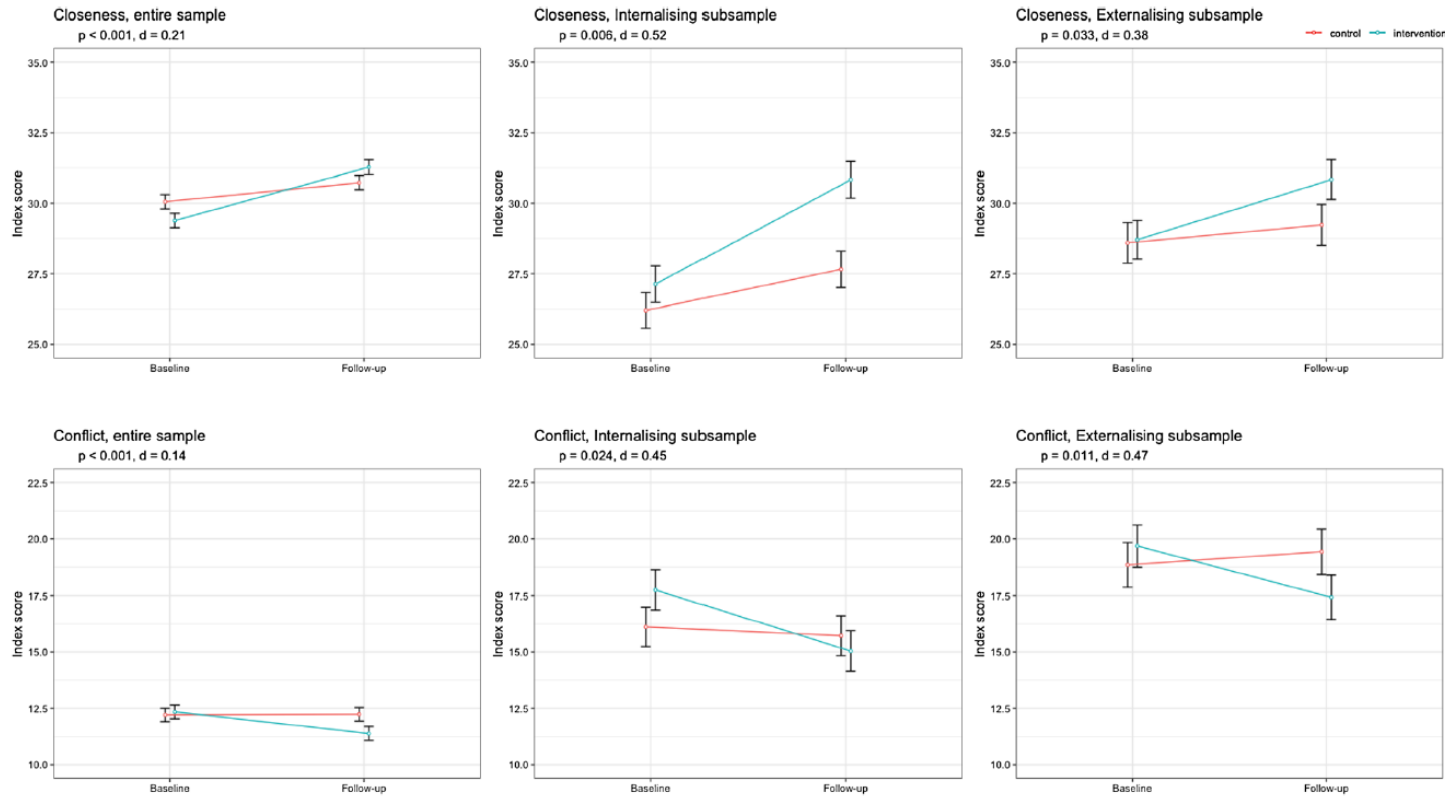
Increased social skills in children *(for all children and children in the clinical range)*

Reduced problem behavior, internalized difficulties, aggression and attention problems *(for all children)*

Effects of the TCM program were mediated via changes in the teacher-child relationship



Effects mediated via changes in the teacher-child relationship



Visualization of the intervention effects on STRS-SF Closeness (top) and Conflict (bottom), for the entire sample (left), the internalizing subsample (middle) and the externalizing subsample (right)

(Tveit, Drugli, Fossum, Handegård, Klöckner, & Stenseng, 2020)

References

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Thank you!
merete.aasheim@uit.no