

Ericsson, I. (2006). Attention ability in a Relational perspective. [In Swedish: Koncentrationsförmåga ur ett relationellt perspektiv]. *Educare*, 2(1), 38-53.

## Abstract

There is a lack of educational research about attention among children and research concerning attention in an interactionist perspective can hardly be found. Many researchers and teachers tend to look upon attention and any attention deficits a pupil may get in school as if they belonged to the pupil, i.e. in a *punctual perspective*. In special needs education, on the other hand, any difficulties a child may get in school are more and more looked upon in a *relational perspective*, i.e. the difficulties are considered to arise in relation to others and to the context.

The aim of this article was to seek to relate traditional concepts and ways of understanding attention deficits to those concepts used by interaction researchers. By doing this some new ways of thinking and understanding attention and attention deficits may occur, of which some examples are presented in the article. A short discussion about results from an intervention study in the so called Bunkeflo Project is included.

New research questions can be asked from new perspectives, which may lead to other than traditional studies, using different methods and designs, in order to contribute to create a more widely knowledge about attention and attention deficits.

Key words: Children, Concentration, Motor Skills Observation, Motor Skills Training, Perception