

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered in the middle of the slide.

# **INCLUSIVE EDUCATION & SPECIAL NEEDS**

# STRIVING TO ENHANCE THE INDIVIDUALITY AND DEVELOPEMENT OF EACH STUDENT

- IT IS THE DUTY OF THE MUNICIPALITY AND THE INDIVIDUAL SCHOOLS TO INCLUDE PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN THE MAINSTREAM EDUCATIONAL SYSTEM.
- **THE FIRST ALTERNATIVE FOR PROVIDING SPECIAL NEEDS SUPPORT IS TO INCLUDE PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM CLASSES AND, WHEN NECESSARY, PROVIDE SPECIAL NEEDS EDUCATION IN SMALL TEACHING GROUPS.**
- ONLY WHEN THIS IS NOT FEASIBLE IS THE SECOND ALTERNATIVE CONSIDERED: THE PROVISION OF SPECIAL NEEDS EDUCATION IN A SPECIAL GROUP, CLASS OR SCHOOL.

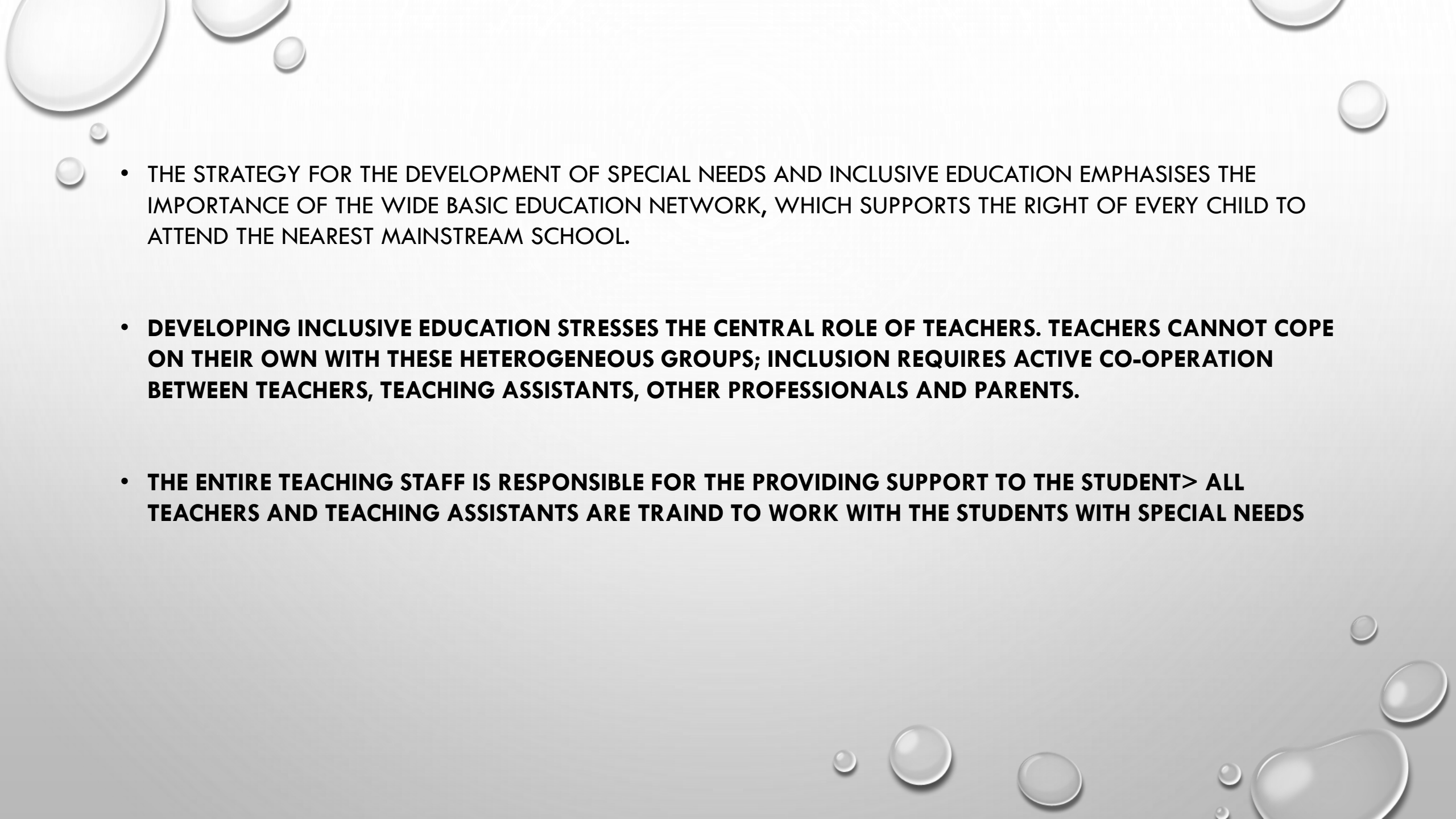
# TECHNOLOGY HELPS INTEGRATION



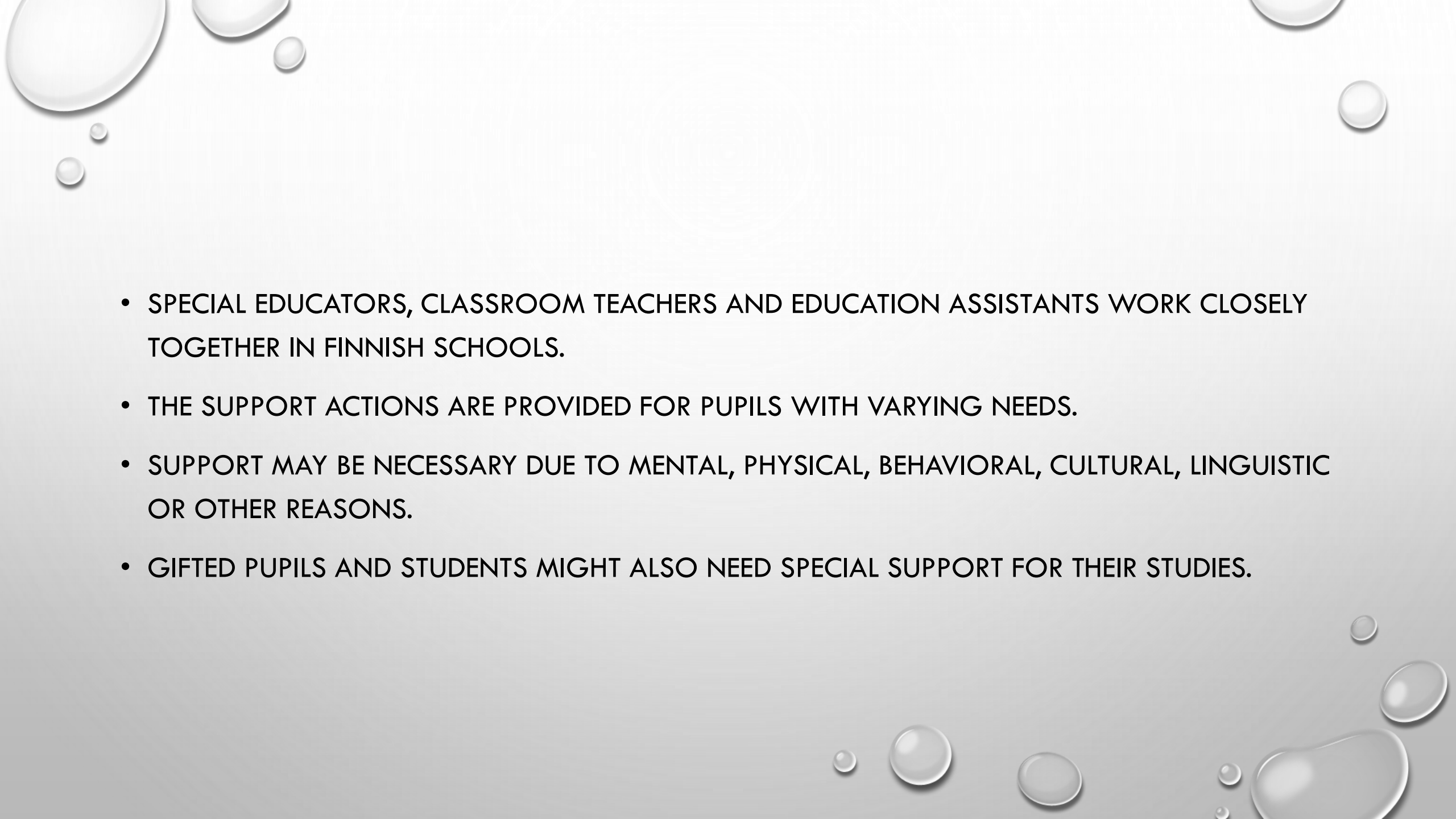
# STUDYING IN A SMALL TEACHING GROUP





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- THE STRATEGY FOR THE DEVELOPMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION EMPHASISES THE IMPORTANCE OF THE WIDE BASIC EDUCATION NETWORK, WHICH SUPPORTS THE RIGHT OF EVERY CHILD TO ATTEND THE NEAREST MAINSTREAM SCHOOL.
  - **DEVELOPING INCLUSIVE EDUCATION STRESSES THE CENTRAL ROLE OF TEACHERS. TEACHERS CANNOT COPE ON THEIR OWN WITH THESE HETEROGENEOUS GROUPS; INCLUSION REQUIRES ACTIVE CO-OPERATION BETWEEN TEACHERS, TEACHING ASSISTANTS, OTHER PROFESSIONALS AND PARENTS.**
  - **THE ENTIRE TEACHING STAFF IS RESPONSIBLE FOR THE PROVIDING SUPPORT TO THE STUDENT> ALL TEACHERS AND TEACHING ASSISTANTS ARE TRAINED TO WORK WITH THE STUDENTS WITH SPECIAL NEEDS**



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- SPECIAL EDUCATORS, CLASSROOM TEACHERS AND EDUCATION ASSISTANTS WORK CLOSELY TOGETHER IN FINNISH SCHOOLS.
  - THE SUPPORT ACTIONS ARE PROVIDED FOR PUPILS WITH VARYING NEEDS.
  - SUPPORT MAY BE NECESSARY DUE TO MENTAL, PHYSICAL, BEHAVIORAL, CULTURAL, LINGUISTIC OR OTHER REASONS.
  - GIFTED PUPILS AND STUDENTS MIGHT ALSO NEED SPECIAL SUPPORT FOR THEIR STUDIES.





# **SUPPORT ACTIONS ENTAIL REMOVING THE FOLLOWING TYPES OF BARRIERS:**

- LEARNING
- PHYSICAL
- ATTITUDINAL
- PEDAGOGICAL ACHIEVEMENT
- EARLY INTERVENTION
- SUPPORT

# THE THREE-STAGE SUPPORT SYSTEM

- THE NEW SYSTEMATIC WAY OF ORGANISING SUPPORT HAS BEEN IMPLEMENTED NATIONWIDE SINCE 2010 IN PRE-PRIMARY AND BASIC EDUCATION.
- THE FOCUS IS ON PROVIDING SUPPORT AS EARLY AS POSSIBLE IN ORDER TO PREVENT THE EMERGENCE AND GROWTH OF PROBLEMS.
- **SUPPORT FOR GROWTH, LEARNING AND SCHOOL ATTENDANCE IS SHAPED INTO THREE CATEGORIES:**
  - **GENERAL SUPPORT**
  - **INTENSIFIED SUPPORT**
  - **SPECIAL SUPPORT**

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- EVERYONE IS ENTITLED TO GENERAL SUPPORT. IT IS A NATURAL PART OF EVERYDAY TEACHING AND THE LEARNING PROCESS.
  - INTENSIFIED SUPPORT AND SPECIAL SUPPORT ARE BASED ON CAREFUL ASSESSMENT AND LONG-TERM PLANNING IN MULTI-PROFESSIONAL TEAMS, USING INDIVIDUAL LEARNING PLANS FOR PUPILS.

# THE THREE-STAGE SUPPORT SYSTEM

## Tuen tasojen kuvaus

TURKU  SIVISTYSTOIMIALA



**TUKITOIMIEN SÄÄNNÖLLINEN KIRJAAMINEN**

# CONCRETE WAYS TO IMPLEMENT THE THREE-TIER SUPPORT

AT SCHOOL LEVEL THE FOLLOWING FORMS OF SUPPORT ARE USED DAILY:

- CO-TEACHING IN DEFFERENT COMBINATIONS > CLASS TEACHERS, SPECIAL CLASS TEACHERS, PART TIME SPECIAL NEEDS TEACHERS
- SCHOOL ASSISTANTS
- FLEXIBLE TEACHING GROUPS
- EVERY SCHOOL HAS SEVERAL PART TIME SPECIAL NEEDS TEACHERS
- STUDENT WELFARE SERVICES; PSYCHOLOGIST, SCHOOL SOCIAL WORKER, SCHOOL NURSE, SCHOOL CHOCH
- DIFFERENTIATION OF TEACHING AND MATERIALS
- SCHOOL-WIDE INTERVENTIONS AS WELL AS INDIVIDUAL INTERVENTIONS

# EVERY SCHOOL IN FINLAND HAS

## A) COLLECTIVE PUPIL WELFARE TEAM

- ITS TASK IS TO DEVELOP THE WELL-BEING OF THE WHOLE SCHOOL COMMUNITY
- JOINT PROGRAMS AT SCHOOLS:
  - SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT > **PRO-SCHOOL PROGRAM**
  - **CICO-MODEL**
  - ANTI BULLYING PROGRAM > **KIVA-PROGRAM**

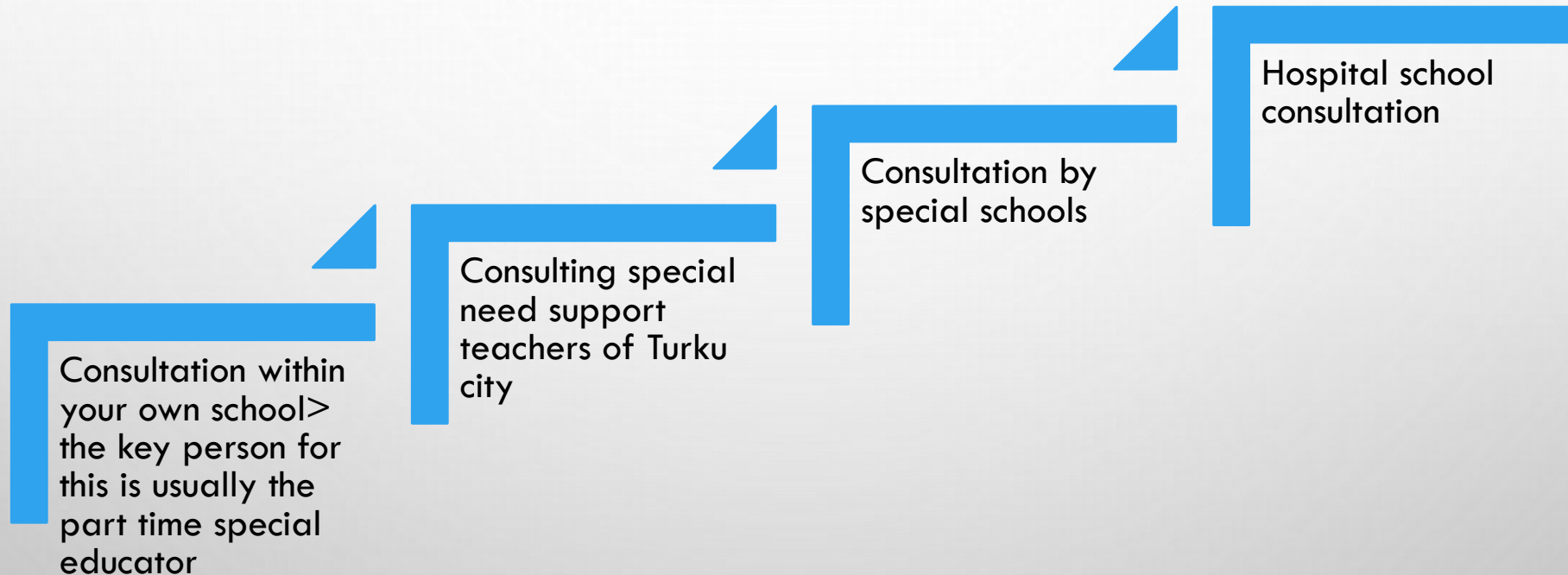
## B) MULTIDISCIPLINARY STUDENT WELFEAR TEAM

- THE GROUP IS MADE UP FOR AN INDIVIDUAL STUDENT

# THE ENTIRE SCHOOL IS COMMITTED TO IMPLEMENTING PRO-SCHOOL PROGRAM AND POSITIVE PEDAGOGY



# SPECIAL NEEDS CONSULTATION MODEL IN THE CITY OF TURKU





# NEUROPSYCHIATRIC COACHING

- THE NEED OF NEUROPSYCHIATRIC GUIDANCE AT SCHOOLS HAS INCREASED> THERE ARE MORE AND MORE PUPILS WITH DIAGNOSES WITH ADD/ADHD (ATTENTION- DEFICT/HYPERACTIVITY DISORDER), ASPERGER, TOURETTE AND SO ON
- MANY TEACHERS TRAIN AS NEUROPSYCHIATRIC COACHES OR COACHES CO-OPERATE WITH TEACHERS AT SCHOOLS ALSO
- THE CITY OF TURKU OFFERS VARIOUS RELATED TRAININGS TO IT'S TEACHERS> CURRENT TOPIC IN FINLAND

# STUDENTS ARE STRONGLY INVOLVED IN THE DAILY ACTIVITIES OF THE SCHOOL

- EACH SCHOOL HAS A STUDENT ASSOCIATION
- EACH CLASS HAS A REPRESENTATIVE ON THE SCHOOL'S ASSOCIATION
- EACH CLASS HAS ALSO EXTRA LESSONS FOR TO DISCUSS THE COMMON ISSUES IN THE CLASS AND AT SCHOOL
- **THE TASK OF STUDENT ASSOCIATION IS TO GUIDE STUDENTS TO MUTUAL COOPERATION TO STRIVE TO IMPROVE THE POSITION OF STUDENTS IN THE SCHOOL AND TO PROMOTE RESPONSIBILITY FOR TAKING CARE OF COMMON ISSUES. THE STUDENT ASSOCIATION CAN INFLUENCE THE EVERYDAY AFFAIRS OF THE SCHOOL LIKE THE SCHOOL ENVIRONMENT AND SCHOOL JOINT EVENTS.**
- THE TURKU CHILDRENS' PARLIAMENT HAS 12 MEMBERS FROM DIFFERENT SCHOOLS

# WORKSTATIONS DESIGNED BY STUDENTS



# STUDENTS PLAN AND DO EVENTS



# STUDYING IN A SMALLER GROUP IS MORE STRUCTURED THAN IN A LARGER GROUP



# TURKU CHILDRENS' PARLIAMENT





# THANK YOU FOR LISTENING!

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ONE OF THE SPECIAL NEED EDUCATION CONSULTING TEACHERS IN TURKU CITY

NEUROPSYCHIATRIC COACH SINCE 2021

