

# Together in Play and Learning

Special Needs Education in Mainstream Settings



Adaptation for  
participation and learning **1.4**



# Adaptation for participation and learning

The objective is for all children and young people who require special adaptation in kindergartens and schools to receive the support they need in order to take part in the learning community. An important premise for this work is the child's right to be heard. Inclusive communities are contingent on structures, cooperative relations and professionals in kindergartens and schools who are able to safeguard the child's physical, academic, social and psychological needs. The following four chapters demonstrate in different ways how adaptation for participation and learning can occur in practice.

**Helene Fulland and May-Britt Monsrud:**

## **Inclusive learning – for newly arrived second language learners in upper secondary schools with and without special needs**

Pupils who enter upper secondary school as recent immigrants or after having attended only a few years of Norwegian primary and lower secondary school, face complex challenges. Helene and May-Britt describe what implications this may have for the work of adapting for participation in learning communities.

# Inclusive learning

## – for newly arrived second language learners in upper secondary schools with and without special needs

Participation and learning when the second language has not been fully acquired.

**Helene Fulland and May-Britt Monsrud**

### Introduction

Second language learners (SLLs) who have recently arrived in Norway, or who are starting secondary school after a few years in Norwegian primary and lower secondary school, make creating an inclusive environment more complex. One issue is that several SLLs experience difficult life situations and have different or limited experiences with school. A second issue is that the conditions for learning and participation change when the Norwegian language is not sufficient for communication and teaching. A third issue is that some of the students will also have special needs and require special education. Potential special needs have not always been identified before the students enter secondary school, and this raises the question of what additional adaptation the students may need.

Many newly arrived students will need more adaptation than just a few hours of adapted language education<sup>1</sup> in order to be able to participate and learn. One of the main responsibilities of a school is to identify and provide adaptation for these needs. Second language teaching and special education combined are important in

inclusive learning, because such support may provide an opportunity for participation and learning and prevent learning difficulties from escalating. In this chapter, we will investigate some implications for teaching newly arrived SLLs.

### Complex conditions

#### Life – and love – await

Newly arrived students entitled to upper secondary education in accordance with the statutory rights for young people are aged between 16 and 24. Thus, some are youths, and some are young adults. Many feel that too much time has already passed for them as young people. Life with income, family life and responsibilities, is waiting. Some have already spent an excessive time on their education, compared with their peers in Norway or with young people in the environment from which they have come, while some have put years of their life on hold in a refugee camp. Others are still living in an asylum reception centre and do not know what the future will bring. Some feel too old to be going to secondary school. Some think that going to school is too challenging compared to the life they were living before,

while others are impatient to get started on higher education. Life outside school is also waiting, during and after school hours. There may be a parent who needs an interpreter at the doctor's, which means that the student misses lessons. They may have a great many worries. Often friends, a girlfriend and a soccer game feel more important than putting in extra academic work in their leisure time.

The complex life circumstances of these students are an important backdrop to which adaptations a school may manage to implement. A student's home life outside school affects their physical attendance at school, their attentiveness towards learning activities and their motivation to complete their upper secondary education. Even though students may be entitled to adapted language education, this service has proved difficult to implement, since the programmes are perceived to be out of step with what the students themselves regard as important (Rambøll, 2016). At the same time, many will want the teaching and structure that lead to a final qualification as quickly as possible. Thus, in order to provide adaptation for participation in learning, a dialogue with the students is crucial.

### Being a student when both the language of instruction and subjects are unfamiliar

Students who have immigrated into Norway are overrepresented among young people who apply for and start but do not complete secondary education (Markussen, 2010; Reegård & Rogstad, 2016). There could be many reasons for this. One explanation could be that it is difficult to participate in education that essentially assumes that the students have already completed 10 years of Norwegian education and have the relevant background knowledge (Solbue, 2013; Thorshaug & Svendsen, 2014). The subject curricula have been developed on the

assumption that students already possess basic competence. This applies both to basic skills in Norwegian as a language of instruction, the compulsory subject of English as a foreign language and a knowledge of subjects and concepts that the students must acquire in the upper secondary course of education. Solbue writes:

*When teaching has been adapted to an academic level based on the targets of the Knowledge Promotion reform (Kunnskapsløftet), it is the students who must adapt to the level of teaching, and not the other way around. This means that they must have a certain academic and linguistic competence in order to acquire knowledge, and consequently a number of students do not have equal access to this level of education. (Solbue, 2013, p. 75, our translation)*

There is enormous variation in the student group in the length of time and amount of support that students have been given to learn Norwegian before they start secondary school. The same variation also applies to the students' proficiency in their first language and also to their proficiency in and experience with the English language (Burner & Carlsen, 2017; Ryen, 2018). The students' previous school experiences also vary, in length, scope, content and quality. Thus, newly arrived students bring with them varying degrees of language proficiency in their first language, in Norwegian and in English, as well as varying degrees of other school-related knowledge when they start secondary school. In inclusive learning, we would like every student to have the opportunity to participate and learn based on their linguistic and academic qualifications: for everyone to have equal access to education.

<sup>1</sup> § 3.12 Norwegian Education Act

### Do the students also have special needs?

Some newly arrived students will also have vulnerabilities associated with language and learning due to various types of learning disabilities, such as dyslexia, developmental language disorder (DSD), dyscalculia, cognitive problems or neuropsychological developmental disorders (Egeberg, 2012; Geva & Wiener, 2014; Øzerk, Handorff & Øzerk, 2011). Difficulties with learning may also be connected to traumatic experiences from a student's earlier or current life circumstances. These traumas may be expressed in the classroom as behavioural difficulties or psychosocial difficulties. In order to understand the students and identify their adaptation needs, schools may need assistance.

When assessing whether a student has special education needs, the Educational Psychological Service (EPS) is the school's most important partner. An expert assessment by the EPS will examine a student's linguistic, cognitive, social, emotional and motivational capacities for learning, which requires an individual assessment. However, this assessment is not just about a student's individual capacity for learning. Although special education is a right that can be activated by the student's individual capacities for learning, the right to special education can also be activated by inadequate adaptation or a lack of available qualified teachers. EPS's work will therefore also be about obtaining information about the teaching that the student has received. An expert assessment will consider the school's overall competence, teaching skills, teaching methods and learning environment. The aim is to be able to evaluate the connection between the learning environment and individual capacities, as well as how the

learning environment is structured in terms of allowing the student to participate and obtain a learning outcome. This means that schools are responsible for ensuring that the educational provision offered to newly arrived students does not cause or exacerbate learning difficulties or special needs.

### The feeling of falling short – a feeling shared by teachers and students<sup>2</sup>

Teachers encounter a diversity of students in their everyday work. A study conducted in Sweden investigated teachers' experiences with newly arrived students in ordinary classes (Juvonen, 2015). On this matter, the Swedish teachers thought that for inclusion and learning to succeed, students must have basic second language skills, and that the school must be equipped to address their needs through good enough adaptation (see Holum, 2019 for elaboration). Acquiring academic knowledge may be more challenging with limited second language vocabulary skills. Several teachers confirm this challenge, as illustrated in the following statement:

*So, when the students come to us, should we be able to expect a certain level of Norwegian skills? How are we supposed to do our job if we constantly have to explain what words mean? After all, they should know what a set of scales is? Surely it is not our job to teach students that?*

It is easy to understand that if teachers are to successfully take care of the students, they consider it essential for students to have basic language skills in the language of instruction – particularly at secondary school. The extract from Solbue's study of the communities of practice encountered by

young immigrants when they come to secondary school illustrates the complexity involved in becoming a participant in a community – both as a student and as a teacher – when the verbal language as a communication tool is inadequate:

*Ishmael has to do some turning work on a big machine. The teacher has explained the procedure, but he is obviously doing something wrong. Ishmael tries, the teacher stands on the other side and says: "Lift there, stop there". Ishmael chooses the wrong lever, and the teacher shouts: "NO, no, not like that! THAT lever there!" The teacher demonstrates one more time, slowly while explaining. Ishmael watches what he is doing, but he cannot see his hands. Then he tries again and gets it wrong once more. The teacher then places himself behind the boy, takes hold of his hands, and physically goes through the process. With slow and steady movements, they perform the operation. Then Ishmael nods, yes, now he can do it. And repeats the process several times on his own. Observation of a lesson in Industrial Machinery (Solbue, 2013, p. 73, our translation)*

The examples illustrate that the teacher's attempt to "explain the procedure" of how to perform turning on the big machine was not sufficient for Ishmael. Instructions such as "lift there!" and "stop there!" did not provide specific enough guidance for Ishmael to be able to perform the operations on his own. The teacher gradually starts to slow things down and demonstrate the procedure, but Ishmael is unable to see what the teacher is doing. Finally, the teacher physically guides Ishmael through the process, and then he manages it on his own. This episode shows both the shortcomings of language-based instruction and the attempt to find solutions. It illustrates the student who needs guidance

in order to understand, and the teacher who does not succeed at first, but who finds a way and adapts.

Other teachers report the importance of communicating with their students like this:

*One of the first things the students must learn in the machinery workshop is health and safety. That is absolutely vital. Because it could be fatal if the students push the wrong button! It is no use shouting from the other side of the workshop when they do not understand what we are saying. I would think we have the law on our side, but we are the ones who would have to live with ourselves for the rest of our lives if something happened to one of our students.*

This description shows the potentially serious implications of the situation for teachers and students. The responsibility for students' health becomes even clearer when teachers cannot easily protect the students through verbal instructions or written guidance material. The schools must therefore find solutions that help the teachers to address the safety of their students. In terms of critical functions, the necessary adaptation could be to give the teacher or one of their colleagues the opportunity to perform individual reviews, in which they demonstrate, model and physically guide the students.

Safety is an important topic on many vocational training programmes. For example, we can imagine the significance of understanding basic safety for ourselves and others in the subjects of health and upbringing or restaurant and food studies. However, it is not only teachers on vocational training programmes who describe that they feel as if they are falling short in communication with students.

<sup>2</sup> References to teachers' statements other than in Solbue (2013) are based on comments made by teachers we have met through our work as advisers in Statped. We would particularly like to thank the staff at secondary schools in what used to be Vest Agder county authority for informative collaboration on the project *Inkludering på alvor* [Taking inclusion seriously]. The quotations are our own representations of the content of the discussions, and we have used them to highlight important topics from the teacher's perspective.

A common core subject teacher says:

*Sometimes, when I stand there trying to explain something, and notice that a student has not understood a word of what I am saying, it feels almost like an assault. It hurts that this is what I have to offer. And even teachers know what it is like not to understand. So finally we give up and pretend, or carry on. It is exactly what we do not want the students to do. It is frustrating.*

The teacher's statement highlights something fundamental: It is unpleasant not to understand or be understood when we talk. Teacher and student both give up, without quite knowing what the outcome of the conversation was. The frustration remains, and can accumulate over time.

Our focus is often whether newly arrived students are "sufficiently proficient in Norwegian" to be able to benefit from ordinary education (Education Act, 1998). However, "sufficiently proficient" also involves an emotional component, which relates to the experience of not being adequate in communication. Skowronski describes young people's insecurity in ordinary classes as academic insecurity and a feeling of language as a limiting factor (Skowronski, 2013). The examples above also show the teacher's insecurity. Several studies have shown that teachers experience insecurity when they encounter linguistic diversity (Hilt, 2017; Iversen, 2019). In other words, feeling inadequate in communication is a feeling shared by both students and teachers. Within the shared experience is a pedagogic opportunity to adapt expectations, make linguistic variation and linguistic shortcomings harmless, find solutions and acknowledge how long it takes to understand and to make oneself understood. It must be acknowledged that both teachers and students have different conditions for participation and communi-

cation in an inclusive learning environment.

For teachers, this is also about professionalism. About how they will provide teaching and participation when the Norwegian language is not sufficient in their interaction with students. We will now further investigate the teachers' pedagogic opportunities.

### **Pedagogic opportunities in an inclusive learning environment**

In the following section, we present four approaches to adaptation of teaching that can address the complex set of challenges we have outlined. The approaches are based on a social constructivist view of teaching and on the connection between students' experiences, their language skills, participation and learning. The approaches target newly arrived students, both with and without special needs, in that they provide a structure for considering participation and learning in students with differing conditions for learning.

#### **Systematic assessment**

The first approach is about assessment. When teachers suspect learning disabilities, they try out various forms of adaptation in their teaching and consider the need for assessment of the students (Education Act, 1998). This expectation is inherent in the Norwegian Education Act and indicates that every teacher who teaches a student should have knowledge of that student's need for adaptation in the subject that they are teaching. This applies to measures in ordinary teaching, adapted language education and special education. For example, a natural science teacher needs to know whether a student has good enough Norwegian language and reading skills to acquire knowledge from Norwegian language academic texts.

The practice of assessing students is not necessarily well enough incorporated in

schools, even for newly arrived students (Rambøll, 2016). It therefore becomes important for schools to ask themselves what they need to know about the students, and how they can embed this information in their system in a meaningful way.

#### **Building relationships through dialogue**

Many teachers highlight the initial dialogue with students as important. Here, the teachers receive valuable information about the students, and get to know them better. In the initial dialogue, teachers have the opportunity to communicate that they are interested in getting to know the students, and to acknowledge the students' self-presentations. The dialogue can give the teacher an initial insight into the life that the student has lived so far. The teacher learns about the student's educational background, areas of interest, motivation and wishes. The student's skills in their first language and other languages can be highlighted, and the teacher can guide the student in how these skills could be useful in the student's education. It is also important to get a sense of how the student perceives themselves as a student, which subjects the student feels they are good at, and what the student is dreading or is unsure of.

This information is important in terms of allowing teachers to adapt teaching (Ryen & Palm, 2019). For example, a student with several years of schooling and good written language skills in their first language has different adaptation needs compared to a student with fewer years of schooling (Geva & Wiener, 2014). In the same way, a student who so far feels comfortable with Norwegian schooling may feel better equipped for further education than a student who has so far been struggling. Every school should have a system in place for dialogues like this, which are based on a caring interest in who the student is and how education can

best be further adapted. There are also different ways of facilitating these dialogues, such as using bilingual teachers and interpreters (Ryen & Palm, 2019).

An initial dialogue is just the start of a continuous dialogue with the student. The teachers' observations of the student and exchanges during the school day are also important. It is also enshrined in the Education Act that every student shall be allocated a contact teacher who has special responsibility for the practical, administrative and social educational tasks concerning the student (Education Act, 1998). The role of the contact teacher is described by teachers in upper secondary schools as involving close collaboration with multiple parties in and outside the school community (Oldervik, Saur, & Ulleberg, 2020). One teacher describes this responsibility as like being "the student's immediate supervisor" (Oldervik, Saur & Ulleberg, 2020, p. 153). For newly arrived students in particular, the contact teacher can potentially be a kind of social guide: the contact teacher is part social worker, part public health nurse and part Norwegian State Educational Loan Fund adviser. The contact teacher is therefore a key person over time in terms of building up knowledge about how the education should be adapted in order to ensure that the individual student is learning.

#### **Use of assessment tools**

In addition to dialogues and observations, assessing students can involve procedures including both standardised tests and more informal assessments (Sattler, 2008). Assessment tests and test material must have good psychometric properties in order to be reliable and valid tools. This requires the tests to be linguistically and/or culturally adapted to the student group being assessed, and that the material has been standardised for the student group on whom the test will be used (Sattler, 2008).

The assessment tools currently available to the EPS and schools for assessing newly arrived students, have not been satisfactorily adapted to SLLs (Arnesen, Braeken, Ogden, & Melby-Lervåg, 2019; Rambøll, 2016). Interpreting test results and converting them into pedagogic adaptation therefore requires a high degree of expertise, both from schools and the EPS (Aagaard, 2011; Bøyesen, 2017). Because using Norwegian test tools with newly arrived students introduces potential sources of error, the need for adapted language education and special education should not be based on the test results alone but also be supplemented by qualitative assessments and other information.

Given the challenges involved in assessment procedures for newly arrived students, elements of dynamic assessment from socio-cultural learning theory are often recommended (Wertsch & Wertsch, 2009). The aim of dynamic assessment is to investigate what support the student needs in order to master a particular task. This kind of assessment is closely related to education in which the teacher consciously assesses what support and adaptation would help to give a student the opportunity to participate and learn.

#### **A system perspective on assessment**

Since most newly arrived students will receive most of their education within the setting of the classroom, the contact teacher and a cooperating teacher team play a key role in assessing the need for adapted language education. For the results of the assessment to be meaningful, the student themselves and all the student's teachers should be informed of the results and work together to establish relevant adaptation. Gathering information from multiple sources will enable teachers to understand how much and what type of support the student will need, for example when the student

needs to familiarise themselves with safety procedures, learn practical manual skills, read a text or work in a group in order to put together a presentation of a topic.

However, the prerequisites for a particular teacher to build up extensive knowledge of a student's learning capacities vary. In the upper secondary school system, some teachers teach large numbers of students in a week, giving them fewer hours with each student. Other teachers have fewer students and encounter each one of them more often. It is therefore important to have good systems for building up a partnership in order to provide adaptation for classes and individual students. This kind of partnership can be established through a team at the school made up of subject teachers, Norwegian teachers, as well as special education teachers and the EPS, who all build up expertise in implementing, interpreting and using assessment as a basis for adaptation. It may also be beneficial to incorporate the results of assessments and follow-up work on adaptation implemented for newly arrived students in annual plans, ensuring that these become regular topics on planning days, subject team meetings, class teacher councils and tripartite meetings.

#### **Incorporating students' linguistic background and experiences into teaching**

The second approach we would like to highlight involves incorporating students' resources in terms of language and experience into language teaching and classroom dialogue (Egeberg, 2012; Egeberg & Fulland, 2019; Gibbons, 2016). Newly arrived students come to Norway with skills in at least one language. We want to emphasise that their vocabulary skills obviously do not just consist of their vocabulary in their second language Norwegian, but also consist of vocabulary in their first language,

and often a third language such as English or French (Monsrud, Rydland, Geva, Thurmann-Moe, & Halaas Lyster, 2019). Similarly, newly arrived students will have experienced the world in contexts that are different to those of students who have grown up in Norway. Some newly arrived students will be the only ones at their school to have their particular first language or frame of references, while others will share their language and frame of reference with a few or many fellow students. This provides a range of opportunities for teaching and interaction in their school.

The students' first language and previous language of instruction are important, in terms both of learning a new language and establishing new knowledge, because all learning should be based on students' existing skills (Gibbons, 2016). The content of the curriculum should therefore always be based around an individual student's experience with the subject matter to be learned. The students might know very well what a set of scales is, it is just that they do not know the Norwegian word for it. Or the student may never have seen a set of scales, and therefore needs to acquire specific experience with how scales are used in the kitchen, while also acquiring the language for this experience. Subject and language learning thereby interact reciprocally. Øzerk (2016) describes the relationship between linguistic development, experience-based development and academic development as *the substantial hypothesis*. The basis of the hypothesis is that in order to develop linguistically, the student must also have some content to talk about. The subject matter consists of knowledge, academic terms, words, expressions, phrases, approaches, skills and attitudes, and is the substance of the subject (Øzerk, 2016).

On the basis of such an understanding, linguistic development is as much a result

of as a requirement for the newly arrived student's academic development. By working with the term *scales*, a student will both learn the language needed to talk about scales and weighing, and also obtain knowledge of how and why we must measure weight in various contexts. In a learning situation, the student will also be able to support their understanding of the academic content by using their first language, which in turn will support their ability to use the Norwegian language to communicate on the subject (Egeberg, 2012). In practice, this can involve teachers providing adaptation to ensure that students prepare for a topic in their strongest language and use their first language when they make notes and work, before presenting something in Norwegian, reflecting with other students with the same first language, using multilingual reference material or systematically using digital translation functions. For example, see resources on the Tema Morsmål website: <https://morsmal.no/no/matematikk/matematikkvideoer-pa-flere-sprak>.

#### **Interdisciplinary vocabulary learning**

A third approach emphasise systematic and interdisciplinary work with vocabulary. A large and nuanced vocabulary is highly significant in terms of learning outcome and reading comprehension. A large group of newly arrived students starting at secondary school have a Norwegian language vocabulary that is not yet well developed. This applies both to the words of which they have knowledge (broad vocabulary), and to the words of which they have a good understanding (in-depth vocabulary). Broad and in-depth vocabulary are both important in terms of learning outcome and reading comprehension, and if the vocabulary does not develop well enough, this can lead to persistent difficulties in following and participating in education (Lyster, 2019).

When it comes to strengthening the Norwegian language, it is the same factors that facilitates adequate development of monolingual skills, that facilitate the adequate development of a second language. The National Reading Panel in the USA summarised studies of the effect of measures to strengthen vocabulary development (2000). They concluded that vocabulary teaching must be systematic and long-term in order to be effective. The effect also depends on explicit and thorough teaching. The conclusions across the studies indicate that vocabulary should be learned both directly and indirectly using a range of methods and approaches.

Engaging and differentiated texts, a range of contexts and numerous repetitions help to strengthen vocabulary (National Literacy Panel on Language-Minority & Youth, 2006).

An example of a research-based programme that has been developed to help teachers integrate work with vocabulary into practical teaching is “Word Generation” (Lawrence, Capotosto, Branum-Martin, White, & Snow, 2012). The programme emphasises vocabulary that generates new knowledge and an understanding beyond the immediate use of the word. The programme is therefore not based on typical subject-specific words, but on academic words, such as *reflect* and *argue*. The thinking behind the programme is that understanding academic vocabulary will also help to achieve a better understanding of new words, because students learn to think about vocabulary in a more nuanced way and acquire strategies to use when they encounter words that they do not understand (Frost, Ottem, Hagtvet, & Snow, 2016; Monsrud, 2013). This programme also involves a clear component of collaboration. Turning the systematic and thorough learning of words into a joint endeavour for all students helps to create inclusive learning.

It is important to have an organisational model for groups of newly arrived students that ensures coherence between the various educational provisions (Holum, 2019). There has been a focus here on the coherence between the adapted language education and the ordinary teaching received by the student. Curriculum planning work is regarded by many people as a way to collaborate in order to create inclusive education. It allows the teachers to jointly reflect about the adaptations within their subject areas and across curricula through the entire academic year. We also highlight the opportunities that lie in the fact that collaboration does not necessarily involve being in the same place at the same time. Digital collaboration platforms make it possible to collaboratively write and contribute to the same document, but at different times. This would enable teachers to plan their teaching together, even if their schedules are different.

#### **Visual support, modelling and alternative forms of expression**

A fourth and final approach is recognising visual support, modelling and alternative forms of expression in teaching.

In the earlier example about Ishmael, we saw how the teacher adapted his linguistic expression by slowing the pace and then modelling the procedure and physically guiding the student. Modelling is an important pedagogic principle in all teaching. It can involve the teacher showing a finished product, demonstrating how an experiment is to be done, holding a presentation for students in the same way as the students are expected to make a presentation, or allowing the students to see a finished text. Systematic modelling involves gradually making the student independent through a number of phases (Refsahl, 2012): first modelling the learning goal of the student, then carrying out a new strategy together

with the student, then guiding the student when he or she tries the procedure themselves, and finally facilitating in order to allow the student to independently practise and use what they have learned (Refsahl, 2012).

Another question is how teachers can assess what the students know in a subject, when what they know cannot be identified through monolingual expressions of competence.

One teacher puts it like this:

*Students know so much more than they get to demonstrate! We know that they know something, but they are not able to explain that to us or write it in Norwegian. But we know that they know! We just know it.*

These teachers feel that students know so much more than what they are able to express in the Norwegian language, and this leads us to the question of how the students can demonstrate what they know. We believe that it is important for teachers to explore how they can gain insight into students’ skills. Is it through observations of the student’s behaviour in the classroom? When the student uses their first language and their communication appears to have a different flow? When the student demonstrates, draws or builds something?

Through their interest and the questions that the student tries to ask? By exploring students’ competencies beyond the second language only, teachers can convert assumptions into pedagogic and inclusive adaptation. For example, we could see students getting to demonstrate their competencies by filming or photographing procedures instead of writing a log. Or by using mind maps instead of writing a coherent text.



### Together on inclusive learning

In this chapter, we investigated the implications that the complex background of newly arrived students with and without special needs could have on teaching adaptation. We have highlighted some aspects of the teacher's role as a facilitator of participation and learning for newly arrived students. We have looked at how creating inclusive learning requires knowledge both of a student's learning conditions and of the adaptation options generally available in the school.

Our experience is that teachers in upper secondary schools are highly committed on behalf of a composite group of students. Every upper secondary school is a unique organisation, but many of them have the same challenges and find different solutions

within their school systems. Inclusive learning for students with varying language skills and conditions for learning requires cooperation between teachers representing different subject areas with respect to teaching content. Adapted teaching and special adaptation in order to develop an inclusive community also requires cooperation between players at different levels and between parties with different competencies.

Our meetings with teachers at upper secondary schools have taught us a great deal about good practice that preferably could be shared internally between teaching communities and between schools to a greater extent, in order to further develop inclusive learning for all students.



### References

- Arnesen, A., Braeken, J., Ogden, T. & Melby-Lervåg, M. (2019). Assessing children's social functioning and reading proficiency: A systematic review of the quality of educational assessment instruments used in Norwegian elementary schools. *Scandinavian Journal of Educational Research*, 63(3), 465–490.
- Bjerkan, K.M., Monsrud, M.-B. & Thurmann-Moe, A.C. (2013). *Ordforråd hos flerspråklige barn: pedagogiske og spesialpedagogiske utfordringer [Vocabulary in multilingual children: Challenges in pedagogy and special education]*: Oslo: Gyldendal Akademisk.
- Burner, T., & Carlsen, C. (2017). English instruction in introductory classes in Norway. In Kverndokken, K, Askeland, N. & Siljan, H. H. (eds.), *Kvalitet og kreativitet i undervisningen – ulike perspektiver på undervisning [Quality and creativity in instruction – different perspectives on teaching]* (s.193-208). Bergen: Fagbokforlaget.
- Bøyesen, L. (2017). Kartlegging i et minoritetsspråklig perspektiv [Mapping in a minority-language perspective]. I: Lunde, M. og Aamodt, S. (red.) *Flerspråklig og inkluderende opplæring [Multilingual and inclusive education]*. Bergen: Fagbokforlaget.
- Egeberg, E. (2012). *Flere språk – flere muligheter. Flerspråklighet, tilpasset opplæring og spesialpedagogisk metodikk [More languages – more opportunities. Multilingualism, adapted education and methods in special education]*. Oslo: Cappelen Damm Akademisk.
- Egeberg, E., & Fulland, H. (2019). Flerspråklig opplæring for elever i ungdomskolen med kort botid [Multilingual education for newly arrived students in lower secondary schools] (Statped report retrieved from: [Flerspråklig opplæring for elever i ungdomsskole med kort botid | www.statped.no](http://www.statped.no)
- Frost, J., Ottem, E. & Hagtvvet, B.E. (2014). Samordnet styrking av vokabular og lesing – i intensive arbeidsøkter på mellomtrinnet med tekster fra samfunnsfag [Coordinated strengthening of vocabulary and reading – in intensive work sessions in Years 5–7]. *Spesialpedagogikk. Forskningsutgave*, (2), 43–57.
- Geva, E. & Wiener, J. (2014). *Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents: A Practitioner's Guide*. New York: Springer Publishing Company.
- Gibbons, P. (2016). *Styrk sproget, styrk læringen: sproglig utvikling og stilladsering i flersprogede klasserum* (2. utg.) [Strengthen the language, strengthen the learning: developing language skills and scaffolding in multilingual classrooms]. Frederiksberg: Samfundslitteratur i samarbejde med Professionshøjskolen UCC.
- Hilt, L.T. (2017). Education without a shared language: dynamics of inclusion and exclusion in Norwegian introductory classes for newly arrived minority language students. *International Journal of Inclusive Education*, 21(6), 585–601.
- Holum, L-M.(2019). Organisering av opplæring for minoritetsspråklige elever [Organizing education for minority-language students]. In: Selj og Ryen (red). *Med språklige minoriteter i klassen. Språklige og faglige utfordringer*. (s. 255-274). Cappelen Damm Akademisk.
- Iversen, J.Y. (2019). Negotiating language ideologies: Pre-service teachers' perspectives on multilingual practices in mainstream education. *International Journal of Multilingualism*. doi:10.1080/14790718.2019.1612903.
- Juvonen, P. (2015). Lärarröster om direktplacering av nyanlända elever [Teacher's voices on direct placements of newly arrived students]. In: Nyanlända och lärande - mottagning och inkludering (Oslo: 139–176). Stockholm.
- Lawrence, J. F., Capotosto, L., Branum-Martin, L., White, C., & Snow, C. E. (2012). Language proficiency, home-language status, and English vocabulary development: A longitudinal follow-up of the Word Generation program. *Bilingualism: Language and cognition*, 15(3).

Lunde, M. & Aamodt, S. (2017). *Inkluderende og flerspråklig opplæring [Inclusive and Multilingual Education]*. Fagbokforlaget, Bergen.

Lyster, Solveig-Alma Halaas (2019). *Elever med lese-og skrivevansker. Hva vet vi? Hva gjør vi? [Pupils with reading and writing difficulties: What do we know? What do we do?]* Revised edition. Oslo: Cappelen Damm AS.

Markussen, E. (2010). Valg og gjennomføring av videregående opplæring før Kunnskapsløftet [Choice and implementation of upper secondary education before the Kunnskapsløftet reform [Knowledge Promotion]]. *Acta Didactica Norge*, 4(1).

Monsrud, M-B. (2013). Hvordan tilrettelegge for utvikling av ordforråd [How to facilitate vocabulary development]. In: Bjerkan, Monsrud og Thurmann-Moe. *Ordforråd hos flerspråklige barn: pedagogiske og spesialpedagogiske utfordringer*. (s. 129-152). Oslo: Gyldendal Akademisk.

Monsrud, M-B., Rydland, V., Geva, E., Thurmann-Moe, A.C. & Halaas Lyster, S.-A. (2019). The advantages of jointly considering first and second language vocabulary skills among emergent bilingual children. *International Journal of Bilingual Education and Bilingualism*, 1–17.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (Rapport fra National Reading Panel). Hentet fra <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Oldervik, E., Saur, E. & Ulleberg, H.P. (red.). (2020). *Et mangfold av kvaliteter i videregående utdanning [A diversity of qualities in upper secondary education]*. Oslo: Universitetsforlaget.

Rambøll. (2016). *Evaluering av særskilt språkopplæring og innføringstilbud* (Rambøll-rapport) [Evaluation of adapted language education and introduction programme]. Retrieved from: [Report \(udir.no\)](https://www.udir.no)

Reegård, K. & Rogstad, J. (red.). (2016). *De frafalne: om frafall i videregående opplæring [The Dropouts: On dropout in upper secondary education]*. Oslo: Gyldendal Akademisk.

Refsahl, V. (2012). *Når lesing er vanskelig: Leseopplæring på grunnleggende nivåer for unge og voksne [When reading is difficult: Reading education on basic levels for children and adults]*. Cappelen Damm akademisk.

Ryen, E. (2018). Språkopplæring for minoritetsspråklige barn, unge og voksne. En forskningsoversikt [Language teaching for minority-language children, youth and adults: A research overview]. *NOA – Norsk som andrespråk*, 26(2).

Ryen, E. & Palm, K. (2019). Kartlegging av språklige og faglige ferdigheter hos elever fra språklige minoriteter [Mapping linguistic and academic skills in pupils from linguistic minorities]. In: Selj og Ryen (red). *Med språklige minoriteter i klassen. Språklige og faglige utfordringer [With linguistic minorities in the classroom. Linguistic and academic challenges]*. (s. 40-51). Oslo: Cappelen Damm Akademisk.

Sattler, J.M. (2008). *Assessment of children: Cognitive foundations* (5 utg.). San Diego: Jerome M. Sattler Publisher.

Selj, E. & Ryen, E. (red.) (2019). *Med språklige minoriteter i klassen. Språklige og faglige utfordringer [With linguistic minorities in the classroom: Linguistic and academic challenges]*. Oslo: Cappelen Damm Akademisk.

Skowronski, E. (2013). *Skola med fördröjning: nyanlända elevers sociala spelrum i «en skola för alla» [School with delay: newly arrived pupils' social opportunities in "a school for everyone"]* (PhD Dissertation). Lunds Universitet, Lund.

Solbue, V. (2013). Praksisfellesskap innvandrerdømmer erfarer i møte med videregående skole [The community of practice experienced by young immigrants entering upper secondary school]. I *Dialogen som visker ut kategorier: En studie av hvilke erfaringer innvandrerdømmer og norskfødte med innvandrerforeldre har med videregående skole. Hva forteller ungdommenes erfaringer om videregående skoles håndtering av etniske ulikheter? [The dialogue that erases categories: A study of the experiences young immigrants and youth with immigrant parents have with upper secondary school. What do the youths' experiences of upper secondary schools' handling of ethnic differences tell us?]* (PhD dissertation). Universitetet i Bergen, Bergen.

The Education Act (Opplæringsloven) (1998). Lov 27.11. 1998 om grunnskolen og den videregående opplæringa.

Thorshaug, K. & Svendsen, S. (2014). *Helhetlig oppfølging: Nyankomne elever med lite skolebakgrunn fra opprinnelseslandet og deres opplæringssituasjon [Thorough follow-ups: Newly arrived pupils with little education background from their country of origin and their education situation]*. Trondheim: NTNU Samfunnsforskning.

Wertsch, J. V., & Wertsch, J. V. (2009). *Voices of the mind: Sociocultural approach to mediated action*. Harvard University Press.

Øzerk, Kamil (2016). *Tospråklig oppvekst og læring [Bilingual childhood and education]*. Oslo: Cappelen Damm Akademisk

Øzerk, M., Handorff, J.A, Øzerk, K. (2011). Assessment of bilingual children, over activity and impulsivity – Challenges and solutions. *International Electronic Journal of Elementary Education*, 3(3), 193–212.

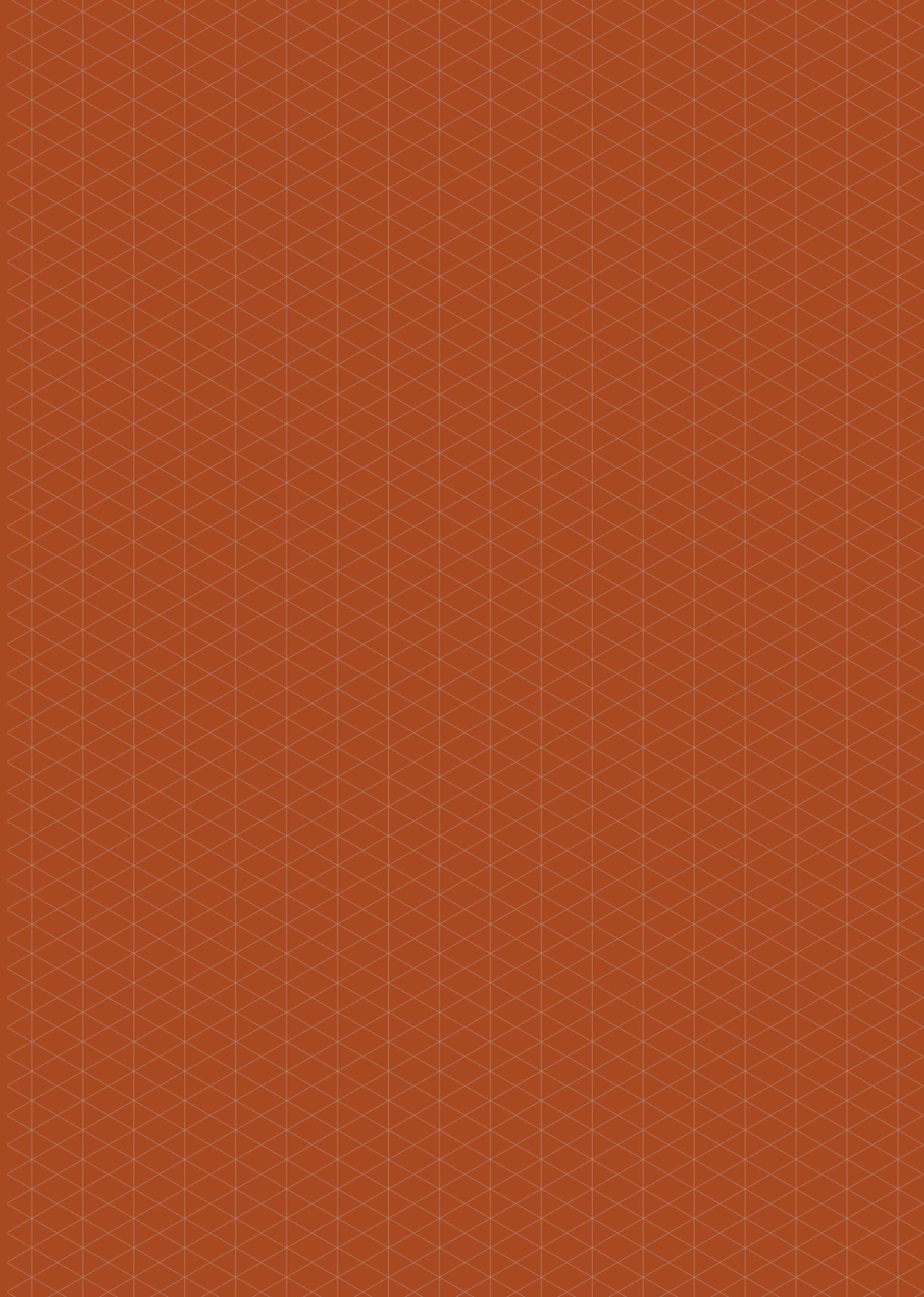
Aagaard, K. E. (2011). *Den språklige faktor: Pedagogisk-psykologisk utredning av barn med minoritetsspråklig bakgrunn [The linguistic factor: Pedagogical-psychological assessment of children from a minority-language background]*. (Doktoravhandling). Universitet i Oslo, Oslo.

#### Resources:

Tema Morsmål [Topic – first language]: <https://morsmal.no/no/matematikk/matematikkvideoer-pa-flere-sprak>

Editorial staff: Siv Hillesøy, Eli Marie Killi, Ann-Elise Kristoffersen  
Design and illustrations: Miksmaster Creative · [www.miksmaster.no](http://www.miksmaster.no)  
Publisher: © Statped, Oslo 2020  
[www.statped.no](http://www.statped.no)

ISBN 978-82-323-0355-7 (printed version)  
ISBN 978-82-323-0356-4 (digital version)



**From a sociocultural perspective, children’s learning and development occurs through participation in social communities – where community with peers is of particular importance. Children’s participation in learning communities with other children, or facilitation of such participation, is a recurring theme in this anthology. The contributors to this anthology are advisers at Statped with experience from a variety of fields. They account for various approaches founded on experienced-based and research-based knowledge. What they all have in common is that they, through their adviser roles, have worked closely with the field of practice. This anthology shares the experiences from collaborations with kindergartens and schools in the efforts to develop a knowledge-based practice.**

**The anthology is primarily directed at students and professionals who work in kindergartens and schools but may also be of interest to others.**

