

Togetherness in Play and Learning

Special Needs Education in Mainstream Settings



Adaptation for
participation and learning

1.1



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.

Grete Stabæk and Hilde Kolstad Danielsen:

Pupils with severe and complex learning difficulties in lower secondary school – success factors for an inclusive practice

Grete and Hilde base their discussion on interviews in lower secondary schools to determine what factors have been important in order for the schools to succeed in creating an inclusive learning environment for all pupils.

Pupils with severe and complex learning difficulties at lower secondary school

– success factors for an inclusive practice

This chapter is aimed at anyone who is a teacher or head teacher, or who will encounter pupils with severe and complex learning difficulties at lower secondary school. We have been working as speech and language therapists and advisers to schools who have pupils with severe and complex learning difficulties.

Grete Stabæk and Hilde Kolstad Danielsen

Our experiences show that it is challenging to create an inclusive learning environment in which this pupil group can feel belonging, with the result that many of the pupils have been excluded from the classroom community and instead received various forms of group teaching.

We therefore wanted to perform a more systematic study of the following problem: *What factors could help to support schools' work on developing an inclusive learning environment?* We have interviewed head teachers and teachers at two schools on topics that, on the basis of our experiences and existing theory, are relevant in this context.

In this chapter, we will highlight factors that, according to our interview study, have helped the schools to successfully create inclusive learning environments for all pupils. In particular, it is the success factors that are connected to the organisational and academic aspects of inclusion that can help pupils with learning difficulties to feel that they are included and able to participate in the classroom community. These are 1) the transition from primary to lower secondary school, 2) collaboration in the teaching team, 3) adaptation of the teaching and 4)

evaluation of the learning outcome. We will show that inclusion is largely about facilitating to ensure a diversity of pupils by developing the general educational provision at schools.

Background

The target group for our chapter are teachers working with pupils who have severe and complex learning difficulties. This pupil group is a low-frequency group of children and young people who need special educational measures from an early age. They tend to have severe, complex and multiple barriers to learning (Tøssebro & Kittelsaa, 2015). The *Learning together* Report to the Storting, no. 18 (2010–2011) (Ministry of Education and Research, 2010), discussed children, young people, and adults with special needs for adapted teaching. The objective of this report was to draw attention to the task of improving the academic and social outcome for pupils with severe and complex learning difficulties. It expressed concern that these pupils are encountering excessively low expectations, and that the educational conditions for learning and development in schools are not good enough. The pupils tend to have difficulty

mastering the subject matter in the classroom. The teaching is often at an early stage in terms of developing the fundamental skills mentioned in the reform called *Kunnskapsløftet [Knowledge Promotion]*. Our experience has been that when this pupil group is taught at a basic level in lower secondary school, the subject matter is often taken from beginner-level teaching or the particular pupil's own areas of interest.

The background behind our choosing this issue was that in 2013, Statped was commissioned by the Norwegian Directorate for Education and Training to carry out the pilot project *Vi sprenger grenser [We're pushing beyond the boundaries]*. The aim of this project was to increase the expectations and awareness of, and expertise in the educational provision for pupils with severe and complex learning difficulties. The pilot project carried out by Statped North examined the transition from primary school to secondary school for a pupil with a developmental disorder. We saw in this project that it was important to adopt the core curriculum of the Knowledge Promotion. Both before this project and in the years since then, we have emphasized facilitating learning in an inclusive environment. We have found that in many cases, the intentions have been good, but that it has been difficult to put them into practice. The result has been that education for pupils with special needs has been fragmented and not been part of a rounded educational provision. In this chapter, we will take a closer look at the organisational and academic aspects of inclusion.

The theory of inclusive practice and learning environment

Wendelborg (2014) points out that going to school can be a trajectory out of one's community of peers. Figures clearly show that the number of pupils subject to segregation increases from primary school to

lower secondary school. Research also shows that expectations of pupils with severe learning difficulties are set too low, and that the course of education can gradually become a transition to more care-oriented measures with little emphasis on learning. In the project *We're pushing beyond the boundaries*, we have looked at why the transition to secondary school can be particularly critical. This project emphasises that lower secondary school is a different kind of school, where there is a wide and complex environment with which pupils must cope. Many lower secondary schools also have separate groups for these pupils.

Haug (2017) points out that there is a lack of coherence between general education and special education. He refers to Section 5-1 of the Education Act, which says that the educational provision must have a content with this coherence, and that the education as a whole must be able to give the pupil adequate benefit from the instruction. Achieving good coherence between special education and general education is a challenge and vital in terms of fulfilling the right to learning. The book *"Faglig inkludert?" ["Academically included?"]* (Olsen, Mathisen & Sjøblom, 2016) describes four aspects of inclusion: academic, cultural, social, and organisational. *Academic inclusion* means that the school in general and the teacher in particular have implemented measures to adapt the learning environment to ensure that as far as possible, every pupil can maximise their potential for learning. These measures include planning, implementing and evaluating the teaching. *Social inclusion* means that the learning environment gives pupils a sense of social belonging and security. *Cultural inclusion* means that pupils can identify with the learning environment, that it safeguards diversity and that it has a culture of learning.

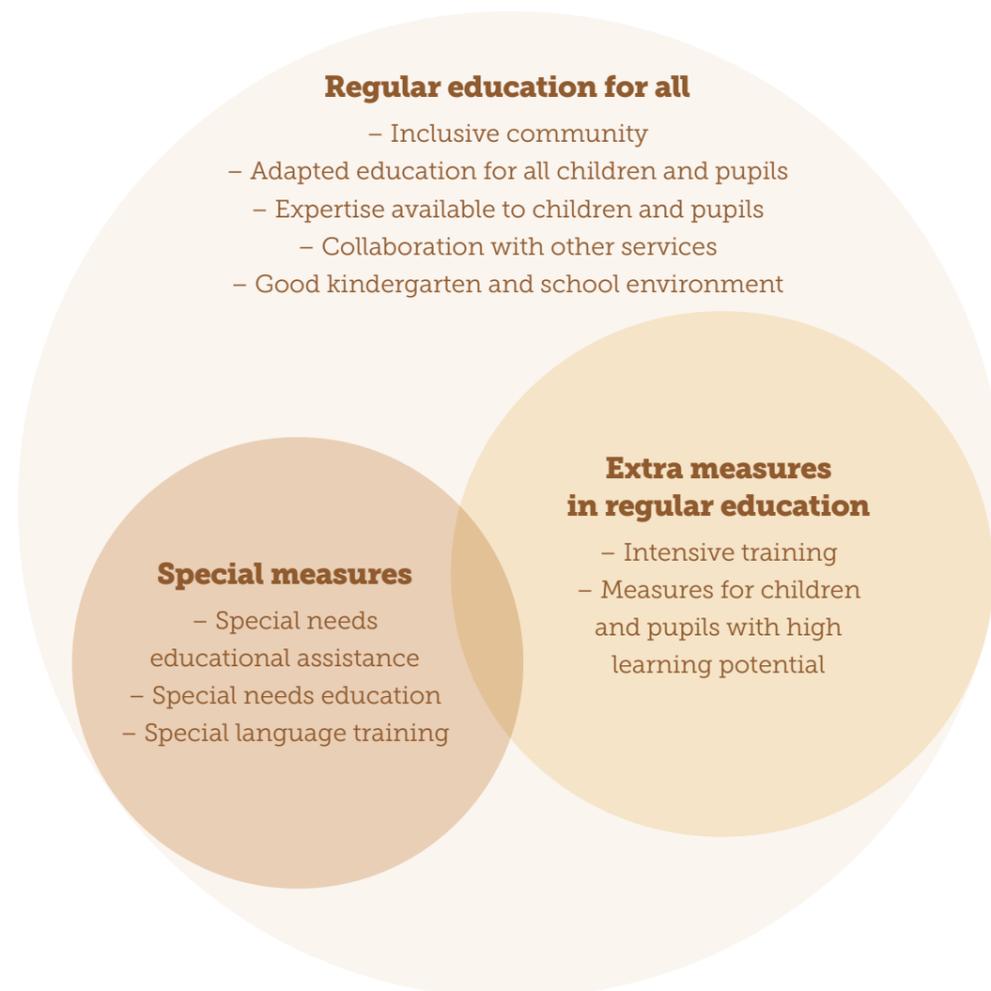
Organisational inclusion provides a framework to ensure that these four factors can work well together. In the interviews, we have highlighted the academic and organisational aspects of inclusion.

Inclusion has been and continues to be a dominant principle in Norwegian education policy. In our advisory work, it has been important for us to work to ensure that everyone participates in the kindergarten's or school's learning community.

In the Reports to the Storting "*Lærelyst – tidlig innsats og kvalitet i skolen*" ["*The desire to learn – early intervention and quality in schools*"], "*Tett på – tidlig innsats og inkluderende fellesskap i barnehage, skole og SFO*" ["*Staying close – early*

intervention and the inclusive community in kindergartens, schools and after-school clubs" (Ministry of Education and Research, 2017 and 2019), and in the general section of the Curriculum Reform (2020), inclusion is highlighted and made a clearer overarching principle in schools. In this connection, the Report to the Storting presented a model that clearly and unambiguously refers to inclusion as an overarching concept. The model points out how inclusion covers the general educational provision for all pupils and is based on the principle of adapted instruction. Within this overarching framework, there are some children receiving support via extra measures within the *general educational provision*.

Figure 1. Inclusive community in kindergartens and schools (Ministry of Education and Research, 2019, p. 49).



These are pupils who receive extra support for short or long periods. Other pupils need *special measures* such as special education teaching and special Norwegian language teaching. These are pupils who do not benefit from the general education provided. Our chapter deals primarily with the group of pupils receiving special education in accordance with Section 5-1 of the Education Act.

Historically, inclusion has been particularly associated with pupils receiving special education. This model shows that inclusion is more than special education, and that it is about developing the entire school in order to facilitate a diversity of pupils. The model shows how special measures and the general education provided to all pupils are interrelated. As part of the school Curriculum Reform, the Norwegian Directorate for Education and Training published the *Overordnet del – verdier og prinsipper for grunnopplæringen* [*General section – values and principles for primary education*] (2019). In this section, we also see that the core curriculum for schools highlights inclusion as a fundamental value and as the first of several principles of education. It also emphasises that inclusion is not synonymous with pupils are receiving special education, but that the special measures needed by some pupils are part of an inclusive community. With an understanding of inclusion as an overarching principle that includes the whole class and not individual pupils, talking about "the included pupil" becomes meaningless. Inclusion is a principle that concerns all of the pupils in a school.

How the study was performed

In our study, we wanted to expand knowledge about factors that could help to support schools' developing an inclusive learning environment. We did this by interviewing teachers and head teachers about their experiences with inclusion in lower

secondary schools. The method was informant interviews using a semi-structured form as the method (Jacobsen, 2015).

We prepared an interview guide with four topic-based questions designed to lead us into areas about which we wanted more information. The interviews contained the same questions to all the informants and dealt with

1. the concept of inclusion
2. collaboration in the teaching team
3. inclusive practice with an impact on learning outcome
4. impact on teaching for the whole class.

We contacted the management of two schools that we knew from our previous work and asked for informants among teachers and head teachers. We thus gained access to a group of teachers at each school and conducted the interviews at those schools. We used digital recordings, transcribed the interviews and anonymized and subsequently destroyed the recordings. The informants consented to our using the responses they gave in the interviews in our study.

The four questions in the interview guide formed the basis for our analysis and comparison of the responses.

Presentation of the schools

The one school is a purely lower secondary school with 350 pupils between Grade 8 to 10. The school receives pupils from three different primary schools. The municipality has created a fixed plan for the transition from primary to secondary school. This describes when the collaboration between schools begins, transition procedures and when teachers must be in place. The school has a special education team with its own coordinator and teachers who mainly work with special need education. We interviewed three contact teachers from the same year

group and who collaborated on subject teaching and contact teacher duties. One teacher told us that she was the contact teacher responsible for 11 pupils. She was responsible for adapting the teaching in various subjects, planning the special need education, and writing Individual Learning Plans (ILP) in collaboration with the parents.

The other school is a municipal primary and lower secondary school with 480 pupils between Grade 1 to 10. The school receives pupils from several primary schools. This school has no plan in place for the transition between primary and lower secondary school. Nor does the school have a special education team or teachers who exclusively work with special need education, but it has some teachers who are qualified in special need education. One teacher was the contact teacher for the entire class, and the class also had several subject teachers as well as an educator who was responsible for the special need education of one pupil, and who worked with the contact teacher and parents to prepare an ILP.

Presentation of the results and discussion

We reviewed and analysed the interviews and reached the conclusion that the following success factors have formed a good basis for teachers and head teachers in the work of facilitating inclusive education:

1. the transition from primary to lower secondary school
2. collaboration in the teaching team
3. adaptation of the teaching
4. evaluation of the learning outcome.

1. The transition from primary to lower secondary school

Schools have a statutory duty pursuant to the Education Act to collaborate with kindergartens to ensure that children's transition from kindergartens to primary school is as smooth as possible (Section 13-5 of the

Education Act). However, there are no equivalent rules for the transition from primary to lower secondary school. In Report to the Storting no. 6 (2019–2020) (Ministry of Education and Research, 2019) it states that the transition to lower secondary school involves a change of school, new teachers, and the introduction of grades. This therefore requires good planning, good leadership, a good transfer of information and good cooperation across levels and subjects. Our study confirmed that a good transition from primary to lower secondary school was considered to be a significant success factor.

In the interviews, head teachers and teachers describe experiences of the transition from primary to lower secondary school for pupils with severe and complex learning difficulties. All emphasised that it was important to make an early start on the planning. The key to this planning work was for the head teacher to make an early decision on who the contact teacher would be, and who would be responsible for the special need education. The head teacher at one of the schools made it clear that this preparation should be made one year before the pupil would start at the lower secondary school. There is a good tradition for pupil in their last year at primary school to get the chance to visit the lower secondary school in order to become familiar with it. This can help make the pupils feel more secure about starting at the lower secondary school and give them a kind of "familiarity" about what they will face. Naturally, it is important to give the pupils a sense of confidence about what they will face, but a visit like this is not in itself sufficient to ensure that there are good arrangements in place for all the factors when the pupil is to start at the school.

We also believe that the transfer of knowledge from the primary to the lower secondary school is very important.

One way of achieving this is for teachers from the lower secondary school to visit the primary school. This enables them to obtain knowledge of the organisation, working methods, the pupil in the learning situation and the pupil's way of learning. Such a visit to the primary school can thus help to improve the knowledge of the teachers at the secondary school. The head teacher's responsibility is to organise and make the arrangements for achieving this. The head teacher must also make an early decision on which teachers will teach the pupil at the lower secondary school. Information from the primary school is also very significant in terms of the head teacher's planning.

2. Collaboration in the teaching team

In the *We're pushing beyond the boundaries* project, it was clear that collaboration between contact teachers, subject teachers, special education teachers and assistants was vital for the success of an inclusive practice. In the follow-up evaluation of this project (Kittelsaa & Tøssebro, 2015) it emerged that the staff at the school had different roles and expertise, and that clarifying roles is of absolute importance. The follow-up evaluation showed that many schools think that the contact teacher is responsible for general matters, while the special educator teacher is responsible for tasks based on their expertise. A lack of collaboration can result in a pupil receiving less benefit from their schooling. The evaluation therefore showed that time should also be set aside for collaboration. It is the head teacher's responsibility to put arrangements in place to ensure that such collaboration is incorporated into schedules.

The interviews in the survey showed that time for collaboration was set aside in the schedules at both schools. This proved to be easier to implement at the school where the special educator teacher was also the contact teacher for the class. The teacher

thereby focused on teaching in the class at the same time as the time she had set aside for special teaching. With this structure, it was easier to adapt academic topics around the pupil's needs.

The head teacher at one of the schools explained that time for collaboration had gradually become an essential part of implementing a more inclusive education. When the pupil started at the lower secondary school, the roles of special education teacher and assistants were allocated, but not the role of contact teacher. Nor had time been specifically set aside for collaboration. When the contact teacher joined the collaboration with the special education teacher and assistant, they had a good basis for adapting the teaching around the class's academic topics. This collaboration team also became important for the preparation of an ILP. Neither the contact teacher nor the special education teacher had experience of designing an ILP. When they were able to collaborate on this, it became a mutual learning process.

At the one school, they did not elaborate on this topic, other than to say that the time set aside for collaboration has been vital. At the other school, they were more specific about the content of the collaboration meeting. They have meetings once a week. They talk about what happened in the last week, and what will happen in the next week. They also plan activities that are further ahead, such as video presentations, plays, excursions, etc. The special education teacher said that when they started in 8th grade, he had to do all the planning and adaptation alone. In the current situation, he prepares a separate weekly plan at the collaboration meeting, based on the weekly plan for the rest of the class. Now they jointly set the topics that will be included in the plan, as well as the pupil's learning goals. They stress that it is also important for the assistant to take part in this collaboration

meeting. The assistant says that he gains knowledge about what the other pupils in the class are working with. This helps to make the special need education part of a greater whole. The special education teacher put it like this:

In the collaboration meeting, we talk about what has happened in the last week, and what will happen next. That is worth its weight in gold, compared to the way we used to do things. Back then, I was left to plan the teaching on my own, and I had to ask other teachers about what the class was doing. Now I make the weekly plan after we have had the meeting and base it around the class's weekly plan. The activity for my pupil is a result of joint planning. Before, we each decided on what we would do, but now we decide on things together. We plan what my pupil will be doing, and what he will learn.

One element that makes lower secondary schools different to primary schools is that the pupils must deal with more teachers. It is important to clarify what roles each of these has. In our work, we have seen that assistants often play a more important role in the teaching of pupils with severe learning difficulties. They are often given tasks that are beyond their qualifications and responsibilities. It is for this reason that we believe it is essential for the roles of contact teacher, special education teacher, subject teacher, and assistant to be clarified. The interviews showed that head teachers and teachers at lower secondary schools believe that collaboration is vital for successful inclusion. Our study shows that when contact teachers, subject teachers, special education teachers and assistants collaborate to plan the content of and to organise the teaching, this contributes to a greater degree of academic and organisational inclusion.

3. Adaptation of the teaching

The community is the basis of social and academic inclusion. Everyone needs to feel that they have achieved to the level of their ability, and to see each other in a learning situation. Everyone also needs to have something to strive towards and to have good models as motivators. In the interviews we asked head teachers and teachers at the schools whether working on inclusive practice has resulted in changes in teaching in the classroom.

The head teacher at the one school pointed out that in the school system in general, a process has been started that puts a greater focus on knowledge of new types of learning, such as the use of digital tools like iPads. It is clear that digital tools have changed working methods through the use of different ways of presenting information.

The teachers at one of the schools use digital aids widely. It then becomes important for everyone to have the same equipment, and for it to become a natural part of the teaching for everyone – including the pupil who needs special education. Teachers turn digital aids into a shared focal point by using smartboards and get pupils to use them to develop talks and presentations for each other. The pupils are good at helping each other when they have to develop presentations.

A contact teacher at one of the schools thinks that her teaching methods have changed now that she has adopted a more inclusive practice. Among other things, the teacher conveys clearer information about the start and conclusion of the lesson, what the learning objective is, how they will perform the work and how they will conclude. This started as a means of ensuring that the pupil was included, but she found that it was also good for the other pupils. The teacher explained that they have lowered the requirements for the pupil with

special needs in order to ensure that they experience a sense of achievement. The teacher also highlights the importance of consciously choosing topics and feels that they do not have to go into absolutely every topic within a subject. They filter out certain topics and spend more time working on the remaining topics using writing, reading and digital tools.

At both schools, it gradually became the practice to view the subjects in a more rounded way. One teacher had found that the teaching could be perceived as fragmented when they adapted goals in individual subjects, and that it was difficult to motivate the pupil. Some topics in individual subjects had difficult learning goals, while other goals were easier to adapt. At the start of a semester, this teacher started looking at the goals of each of the subjects, selecting a few goals and putting them together in the form of a topic or project.

The teacher explains:

Enthusiasm and motivation are important. It can be difficult getting him motivated to do some things. You have to be creative. He must have 2–3 hours on each topic, and it is important for him to feel that he is working on the same topic as the rest of the class.

Another teacher explained that they worked on that kind of project over a long period, and that the emphasis of the working method was on reading, writing, and using digital tools. In that kind of topic-based work or project, there was a structure with a start, middle and end, resulting in either the production of a book or a presentation. This allowed the pupils to feel that the education was meaningful and motivating. We will now go on to present inclusion based on the curriculum and the particular factors on which the teachers focused. This includes what they believe constitutes good adaptation and good working methods, what results in good learning outcomes, and how these can be evaluated. This is the pedagogic side of inclusion.

One teacher gave the example of a particular learning activity in which all the pupils were to give different presentations. The teacher designed the goals and assessment criteria so that they could be used for all of the pupils. This resulted in good adaptation for each pupil, and for the rest of the class.

We show an example of this below.

The topic of the class was Norwegian and interpretive reading. It was based on various texts from Knut Hamsun's "Victoria". These texts were to be interpreted and presented in the class. The pupils sat in groups of two with various extracts of the text and prepared to read them aloud.

The evaluation criteria for the class as a whole were as follows:

- does not hide their face
- talks loudly and clearly
- gets into the text and the mood of the text
- shows enthusiasm
- does not fool around or laugh

The teacher described a learning situation around “Victoria” by Knut Hamsun. The goal of the pupil who needed adaptation was to talk a little about the author, when he lived, the title of the book and who the main characters in the novel were. Preparations for this took place in several work sessions with the teacher, on the basis of a digital mind map program. The teacher described that in the presentation, the pupil brought up their mind map on the smartboard and presented to the class with assistance from the teacher. The pupil was careful not to hide his face, he talked loudly and supported his unclear speech with signs and gestures, showed enthusiasm and he did not fool around. The pupil thereby got to show that he met all the assessment criteria.

In the study, we have seen that when the academic adaptation involves more thematic teaching, it is easier for pupils with complex learning difficulties to see connections in their education. A particular topic could involve competence objectives from different subjects. The teaching is therefore perceived to be more meaningful and motivating, and the pupil achieves a greater learning outcome.

A specific example of this is work on the written language by reading adapted texts, the content of which is taken from subjects and topics that are relevant in the class (Danielsen & Stabæk, 2019). Danielsen and Stabæk describe how a topic from the curriculum in natural science forms the basis of a text which is the subject of work in Norwegian lessons. Oral subjects in particular can be a good starting point for adaptation. Using this way of working, reading becomes both a skill in itself and a tool for learning. It can also make a good contribution to academic inclusion.

The informants in the interviews highlighted thematic teaching as an important prerequisite towards achieving academic inclusion. The teachers gave us

good examples of thematic teaching and how this practice can help to turn the special need education into part of the general education provision for the rest of the class.

4. Evaluating the learning outcome

The Norwegian Directorate for Education and Training specifies four principles that are key to evaluating in a way that promotes learning in education. These four principles are research-based and are part of the Regulations to the Education Act. They apply to all pupils.

1. The pupils must understand what they will be learning, and what is expected of them.
2. The pupils must receive feedback that tells them about the quality of their work or performance.
3. The pupils must receive advice on how they can improve.
4. The pupils must be involved in their own learning work, for example by assessing their own work and development.

The interviews showed that it was difficult for the head teachers to answer questions about evaluating the learning outcome. They have little overview of the details of the curricula and the pupils’ learning objectives. However, both expressed that they believe that when the pupil participates in the classroom community and feels that he is participating in the class’s learning activity, this will naturally result in a greater learning outcome. One head teacher emphasised that the requirement for the pupil to achieve a learning outcome is adapted teaching in which the pupil is in his “learning zone”.

One of the teachers highlighted the motivation factor. When the pupil participates in an academic community in the class, this helps to boost motivation. The pupils see that everyone is working on an element of

the same topic, and this means that the pupil picks up on what the others are working with. When teachers show that he is interested, through interaction with the rest of the class, the pupils feel that they are getting recognition for their work. At this school, they also pointed out that the learning outcome applies to all pupils. They learn tolerance and also find out that many pupils need different types of adaptation. The adaptation also involves the use of learning partners in the classroom, in which everyone participates. The pupils then learn to listen to each other, to be considerate and to explain things to each other. They do this both by explaining and by demonstrating/showing.

All the pupils have a clear understanding that they must look after each other and help each other with work.

A teacher at one of the schools explained that it is a challenge for the school to balance the requirements of the various pupils. It can be difficult to know whether the requirements they set are too high or too low for the pupil’s prerequisites. Achievement and motivation for the pupil are closely linked to realistic requirements. It must be clear to the pupils what the objectives of an activity are, and whether these objectives have been achieved. The teacher told us a good example, in which the goals of the pupil receiving special need education were so specific that they could be ticked off as they were achieved.

The whole class worked on the topic of comparing different countries and regions in Asia. The learning objectives set for the pupil we were observing were as follows:

- I have found a country in Asia.
- I have found the capital.
- I can say two things about the country.
- I have incorporated two pictures in the presentation.

This was simple and easy to follow and had a good connection to the class topic. He was often able to build on these learning objectives and extend them, because he had learned more than the set learning objectives.

The teacher explained that when the learning objectives were that specific, evaluating them became similarly specific. The pupil felt that he received direct feedback on the tasks as he did them. He also received an overall assessment at the end of each term, with a summary of what he had been working with and what he had learned.

One teacher explained that if the class was having a test in a subject, then a test would also be prepared for the pupil receiving special education. An example of this was a mathematics test, with exercises that the pupil had been working on beforehand. His answers were marked,

and he was given a percentage grade and written feedback, which the pupil then had to take home for his parents to sign, in the same way as the rest of the class. One teacher referred to what a mother said about this: “*You should be setting requirements – because look how proud he was when he came home with the test and showed us what he was able to achieve!*”

Our study shows that if a school wants to have an inclusive practice, the teachers at the lower secondary school need to adapt goals and evaluation according to the pupil’s needs. This is described in the Regulations to the Education Act, and the Norwegian

Directorate for Education and Training (2011) has also created its own guide to evaluating teaching. Our study suggests that an inclusive practice can be closely connected to the evaluation of pupils' learning outcome, and that this is thereby a right that can have a positive effect on inclusion for pupils with complex learning difficulties. The informants emphasise that separate objectives should be regarded in context with the topics and objectives set for the rest of the class. Assessing pupils with complex learning difficulties according to the same objectives as the other pupils in the class also seems to play a major role in whether the pupils receiving special need education feel that they are receiving inclusive teaching on the same lines as the other pupils.

Summary

In this chapter, we have highlighted how the organisational and academic aspects of inclusion must have coherence if schools are to succeed in their work of developing an inclusive learning environment for all pupils. Through our practice, we have seen many examples of how lower secondary schools find it challenging when pupils with severe and complex learning difficulties start at the school. As a result, planning and adaptation have tended mainly to involve organisational issues, and to a lesser degree the academic content of the teaching.

In our study, we have described four success factors based on interviews with teachers and head teachers. We have found that having good transition schemes in place is an important success factor. Collaboration to ensure that the transition between primary school and lower secondary school is satisfactory is not a statutory obligation, and there is a great risk that this transition is not accomplished satisfactorily. Valuable time can be lost in the work of developing good adaptation for the pupils. We have also seen

that time set aside in schedules for collaboration between teachers is an important prerequisite for ensuring that the teaching is well rounded and has coherence. Adaptation based on the subject material being studied by the rest of the class, with the particular adaptations required by the pupil in question, can ensure that all the pupils experience an inclusive learning environment. Finally, the study shows that objectives and the evaluation of learning outcomes are an important part of this coherent provision. Overall, the study shows that these four success factors – transition, collaboration, adaptation and evaluation – are closely linked to the work of creating an inclusive learning environment.

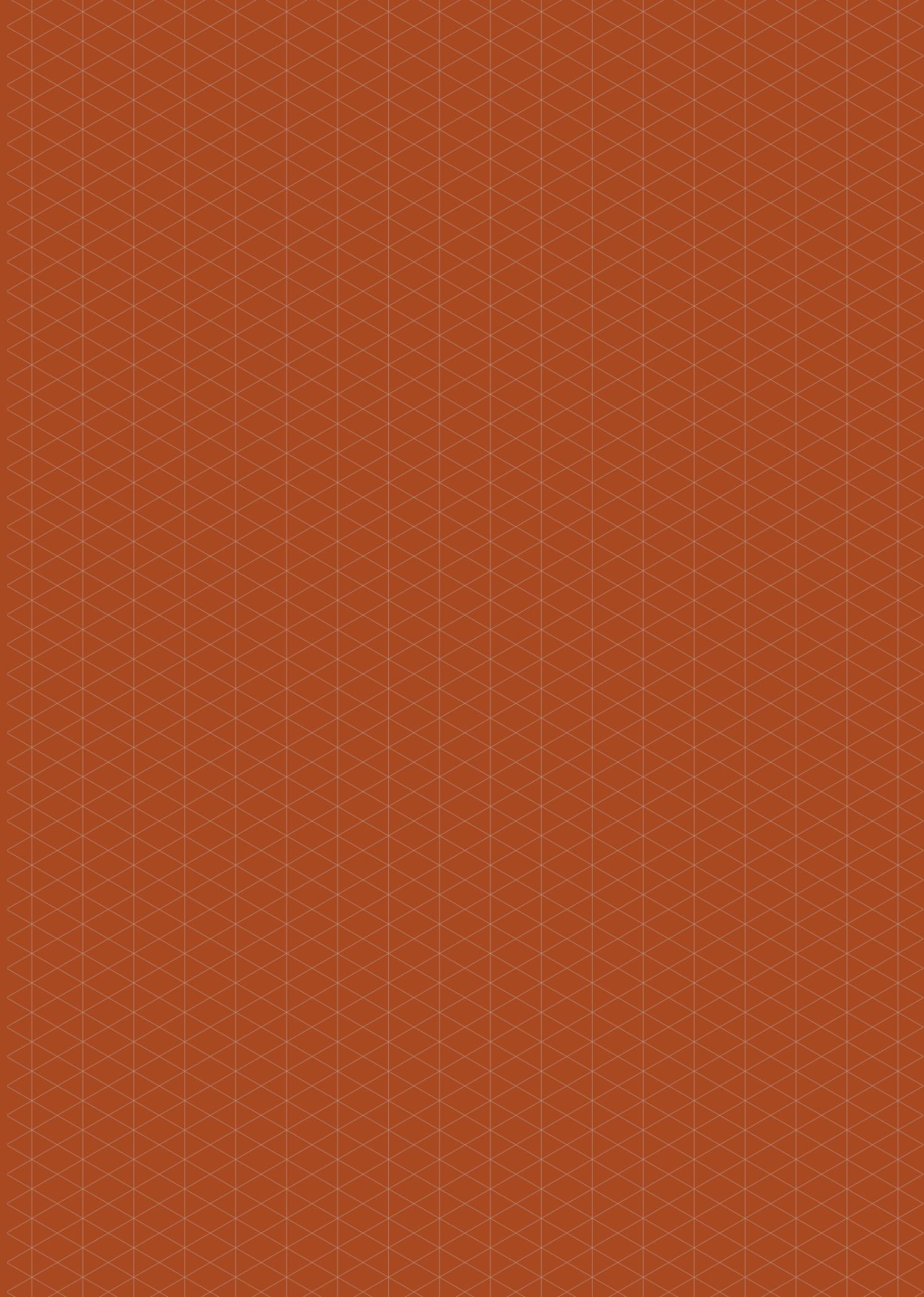
By looking at the results of the survey in the context of the model (Figure 1) presented in Report to the Storting no. 6 (2019–2020), we have achieved a better appreciation that everything that happens in schools must be seen within the framework of an inclusive community. The model provides a good framework for understanding the connection between special measures and the general educational provision for all pupils. The study we have performed provides the results from two lower secondary schools. On the basis of this, we cannot generalise the findings to apply to all schools, but we can point out some tendencies. We hope that our study can provide teachers with a good basis and inspiration to provide adaptation for inclusive teaching, also for pupils with major and complex learning difficulties at lower secondary.

References

- Danielsen, H. & Stabæk, G. (2019). Helhetslesing som et redskap for faglig og sosial inkludering for elever med store sammensatte lærevansker [Unified approach to literacy as a tool for academic and social inclusion for pupils with severe and complex learning difficulties]. *Spesialpedagogikk journal*, 4 (19), 29–37.
- Haug, P. (2017). Kva spesialundervisning handlar om [What is involved in special education]. *Paideia journal*, 2. Retrieved from <https://utdanningsforskning.no/artikler/kva-spesialundervisning-handlar-om/>
- Kittelsaa, A. & Tøssebro, J. (2015). *Vi sprenger grenser. Følgeevaluering av et pilotprosjekt [We're pushing beyond the boundaries. Follow-up evaluation of a pilot project]* (report from NTNU Social Research). Retrieved from <https://samforsk.no/Publikasjoner/Vi%20sprenger%20grenser%20TRYKK.pdf>
- Ministry of Education and Research. (2019). *Tett på – tidlig innsats og inkluderende fellesskap i barnehage, skole og SFO. [Staying close – early intervention and the inclusive community in kindergartens, schools and out-of-school-hours care]. (Report to the Storting no. 6 (2019–2020)).* Retrieved from <https://www.regjeringen.no/no/dokumenter/meld.-st.-6-20192020/id2677025/>
- Olsen, M.H., Mathisen, A.R. & Sjøblom, E. (2016). *Faglig inkludert? [Academically included?]* Oslo: Cappelen Damm Akademisk.
- Norwegian Directorate for Education and Training (n.d.). *Fagfornyelsen – prosess for å utvikle nye læreplaner [The Curriculum Reform – process for developing new curricula]*. Retrieved from <https://www.udir.no/laring-og-trivsel/lareplanverket/fagfornyelsen/>
- Norwegian Directorate for Education and Training (n.d.). *Tilpasset opplæring – inkludering og fellesskap [Adapted education – inclusion and community]*. Retrieved from <https://www.udir.no/laring-og-trivsel/tilpasset-opplaring/>
- Norwegian Directorate for Education and Training. (2011). *Undervisningsvurdering – en veileder for elever og lærere [Evaluating teaching – a guide for pupils and teachers]* [Guide]. Retrieved from <https://www.udir.no/kvalitet-og-kompetanse/kvalitetsarbeid-i-opplaringen/undervisningsvurdering-retteljar/>
- Norwegian Directorate for Education and Training. (2017). *Overordnet del – verdier og prinsipper for grunnopplæringen [General part – values and principles for primary and lower secondary school education]*. Retrieved from <https://www.udir.no/lk20/overordnet-del/>
- Statped. (n.d.). *Vi sprenger grenser [We're pushing beyond the boundaries]*. Retrieved from <https://www.statped.no/temaer/Vi-sprenger-grenser/>
- Statped. (n.d.). *Inkludering [Inclusion]*. Retrieved from <https://www.statped.no/temaer/inkludering/>
- Wendelborg, C. (2014). *Fra barnehage til videregående skole – veien ut av jevnaldermiljøet [From kindergartens to upper secondary school – the way out of one's circle of peers]*. I J. Tøssebro & C. Wenderborg (Ed.), *Oppvekst med funksjonshemming. Familie, livsløp og overganger [Growing up with disability. Family, course of life and transitions]*. Oslo: Gyldendal Academic Publishing.
- Wendelborg, C., Kittelsaa, A., & Caspersen, J. (2017). *Rett til spesialundervisning eller rett til deltakelse? Faktorer som påvirker ekskludering og inkludering i skolen [Right to special education or right to participation? Factors that affect exclusion and inclusion in schools]* (Report from NTNU Social Research). Retrieved from <https://samforsk.no/Sider/Publikasjoner/Rett-til-spesialundervisning-eller-rett-til-deltakelse.aspx>

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

