

Early intervention, preventive actions

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FinRA

Elinet, European Literacy Network
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Early intervention, preventive actions

Equity

Attitude

Professionalism

Equality, a principle of Finnish Education

equal opportunities for learning and growth to all

- all people must have **equal access** to high-quality education and training, **professional teachers**
- no selection of pupils, school **close to home**
- basic education **free of charge**
- **warm meals** free of charge
- every pupil and student has the **right to educational support**
- special needs education is generally provided in conjunction with **mainstream education**

http://www.oph.fi/download/146428_Finnish_Education_in_a_Nutshell

Early intervention, preventive actions



Ann-Sofie Selin
fil.dr, speciallärare,
prorektor
Cygnaeus skola 1–6

Handledande speciallärare
för Åbo svenska förskola
och skola

- special education | remedial | reading teacher in Cygnaeus elementary]school in Åbo/Turku, grades 1–6 age 7–12
- language of instruction Swedish; the difference to a school with Finnish as the language of instruction is of no significance
- I work with all 353 pupils with focus on the first years



Early intervention, preventive actions

Equity

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motto

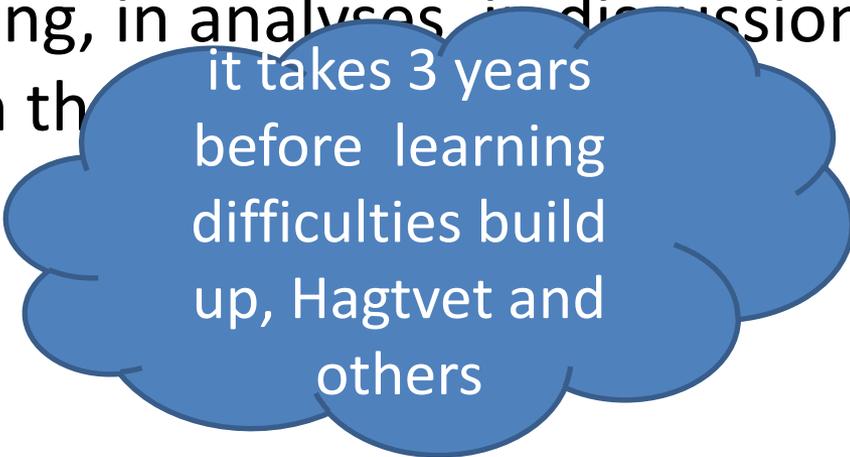
We learn in different ways – our strengths and our needs differ

- ✓ special education is a natural part of the school's everyday work
- ✓ the special teachers work with all pupils; all are included in screening, in analyses, in discussions and consultations with the teachers
- ✓ focus is in prevention

motto

We learn in different ways – our strengths and needs differ

- ✓ special education is a natural part of the school's everyday work
- ✓ the special teachers work with all pupils, that is all are included in screening, in analyses, in discussions and consultations with the
- ✓ focus is in prevention



it takes 3 years
before learning
difficulties build
up, Hagtvet and
others

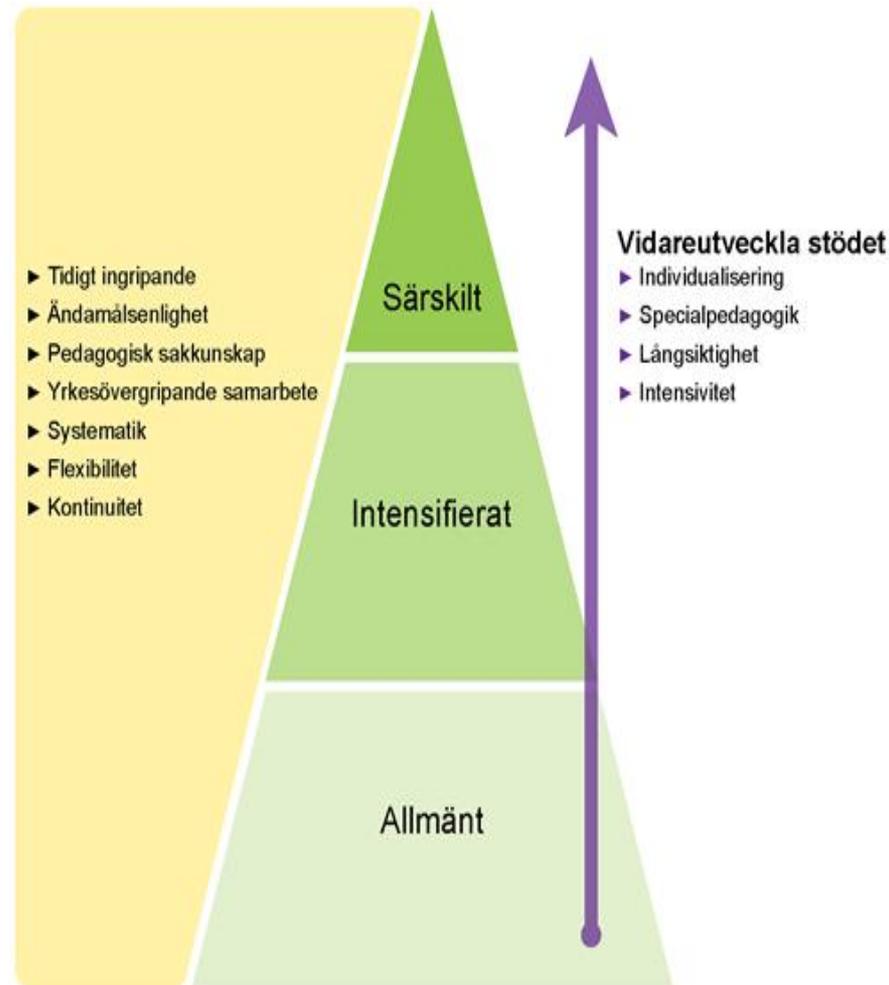
speciallärarna

The professional [special] teacher knows Why, What, and How to act. He|she has the knowledge, makes the evaluation and builds on it to rule out obstacles and prevent difficulties

by screening and (dynamic) assessment to identify and exclude, by planning of program and by coaching

and occasionally
special education must be offered –
in order to figure out whether
special education is needed

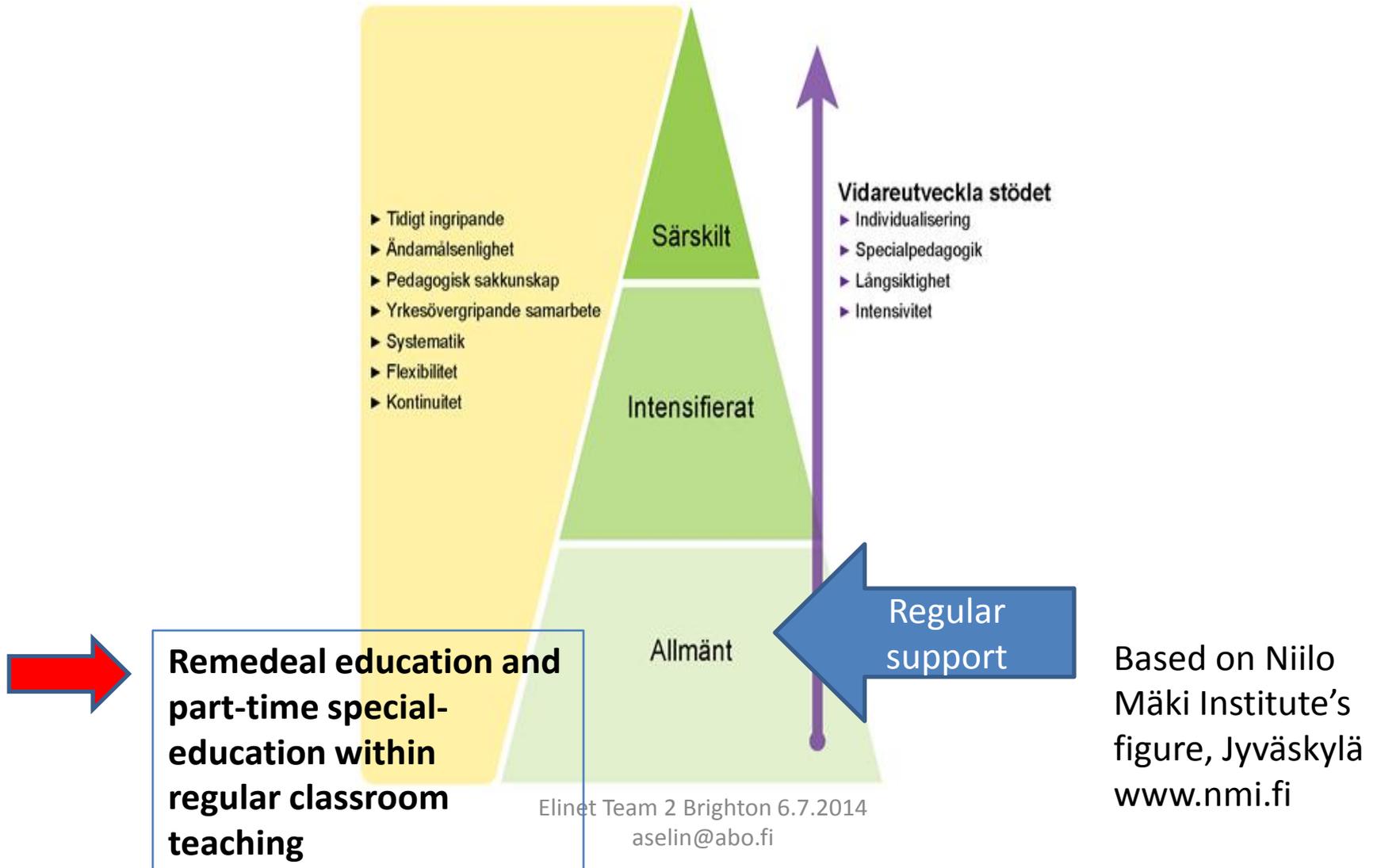
Three levels of support, Basic Education Act 1998, amended 2010



Elinet Team 2 Brighton 6.7.2014
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Based on Niilo
Mäki Institute's
figure, Jyväskylä
www.nmi.fi

Three levels of support, Basic Education Act 1998, amended 2010



”all pupils have the right to general support, that is high-quality education as well as guidance and support in learning and other school-work as soon as need arises”

Olli Määttä

the special education teacher helps identifying pupils’ needs and provides assistance

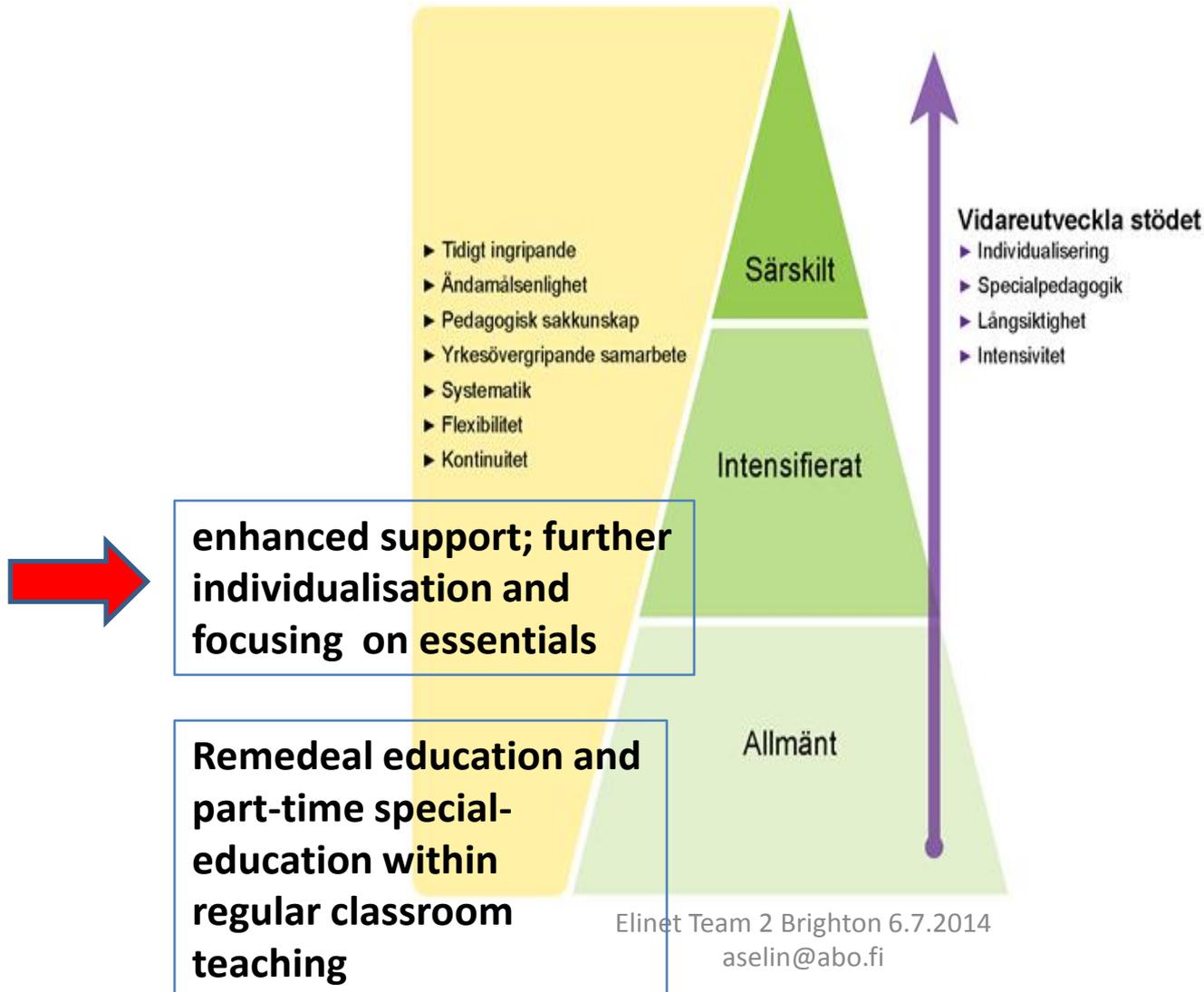
www.minedu.fi/OPM/Verkkouutiset/2012/09/special_education.html?lang=en
<http://www.edutopia.org/education-everywhere-international-finland-video>

in Cygnaeus school

Remedial education and part-time special education for all

- **the first six weeks in grade 1**
- **systematic screening in grades 2–6**
- **collaboration with (class)teacher, the pupil in focus**
- **special education in periods**
- **continuing assessment and efforts**

Three levels of support, Basic Education Act 1998, amended 2010



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in Cygnaeus school on the level of

enhanced support

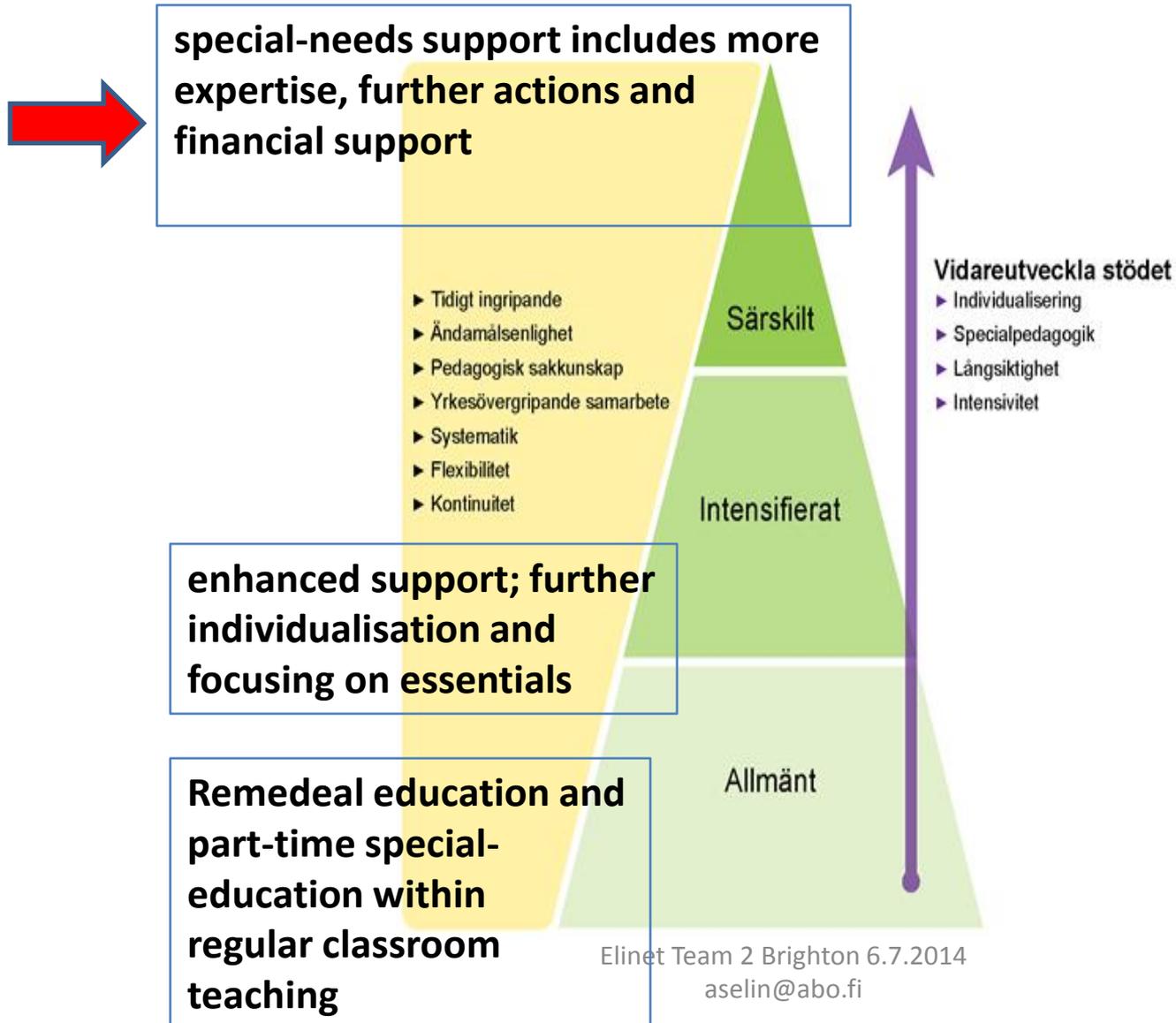
All of the previous

- the first six weeks in grade 1
- systematic screening in grades 2–6
- collaboration with (class)teacher
- special education in periods
- continuing assessment and efforts

and in addition

- **individual learning plans**
- **networking**
- **consultation**

Three levels of support, Basic Education Act 1998, amended 2010



the level of

special-needs support

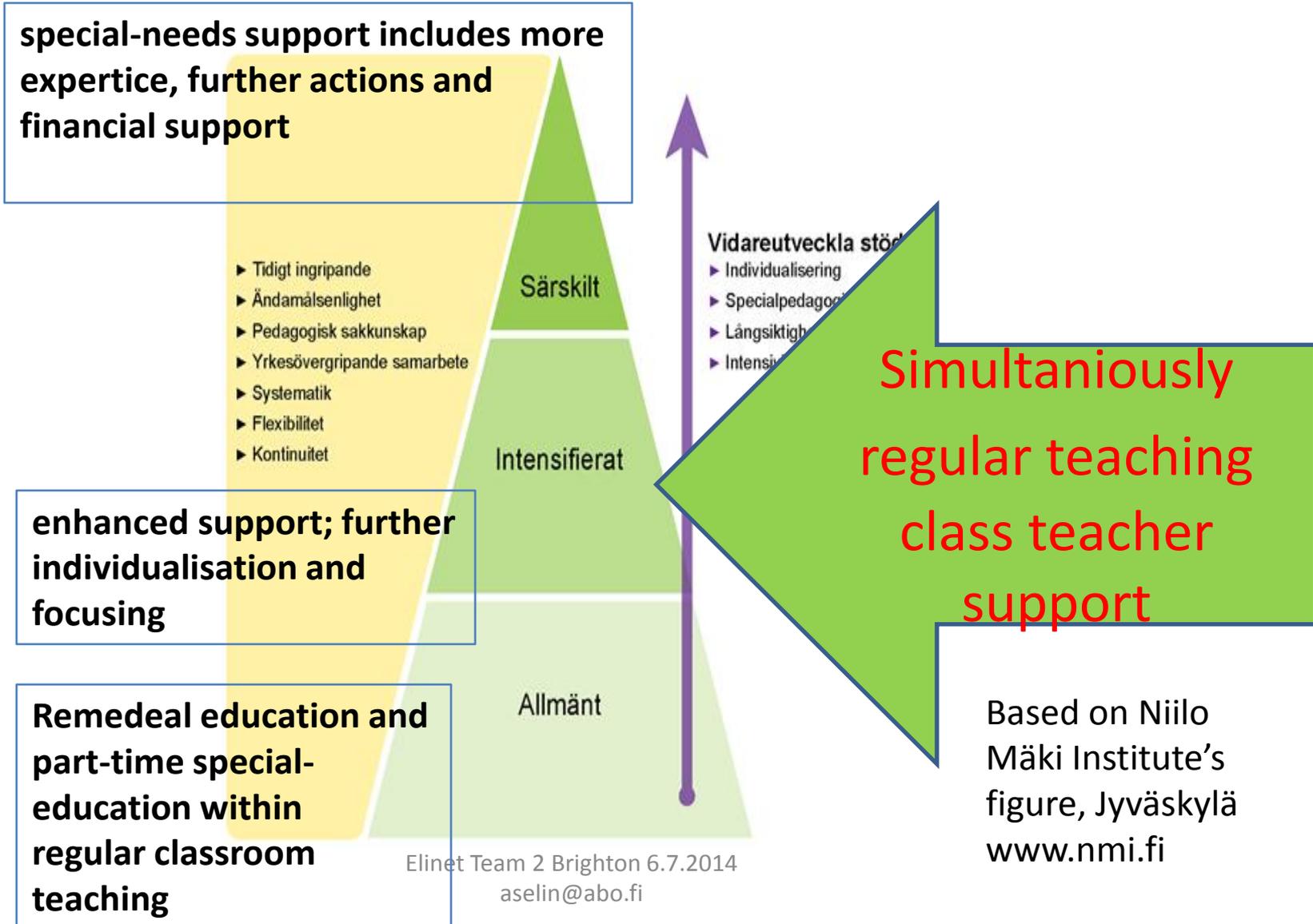
all of the previous

- the first six weeks in grade 1
- systematic screening in grades 2–6
- collaboration with (class)teacher
- special education in periods
- continuing assessment and efforts
- individual learning plans
- networking
- Consultation

and in addition

- **gathering of information of learning methods and preparation of administrative decisions**
- **teaching**
- **consultation**

Three levels of support, Basic Education Act 1998, amended 2010



Lina, an eager first grader

- **August:** low phonological awareness; several letters, no reading; concept of math on its way; low self concept, misses mother but is still happy when succeeds
- **Periods 1–2, 12 weeks:** 3x15min/week in pair: strengthening of phonological awareness, letter knowledge, writing; positive and happy
- **October, follow up:** phonem identification and synthesis ok; low rhyming and segmentation despite explicit work; all letters, reads a couple of words

Lina, an eager first grader

- **Period 3 to end of December:** continuing special education in small group, focus on segmentation and writing; positive and happy
- **Period 4:** Graphogame letters, sounds, reading, computer "literacy" and fine motor control; four times in school, then at home in collaboration with parents; eager
- **April, follow up:** reading comprehension stanine 3, writing level 1, reading interest and attitude for school positive 9 of 10 (Lina says: "I cannot fix two things at the same time!"); positive and happy

Lina, an eager first grader

- **Period 6:** small group work 15 minutes x week.
- **All year:** Simultaneous work in classroom, after school class-teacher support. The class-teacher meets the parents several times over the year and makes **suggestions**, which are summarized **for summer** activities such as reading aloud, playing with words and language, and family activities that raise awareness

Lina, an eager **second** grader

- **In September in grade 2:** Whole class screening of word reading and spelling three weeks in to the school year. Based on the results and the planning at the end of grade 1, Lina will be included in a group for a minimum of one period, 6 weeks, of special education to support her in her learning efforts.

it is essential that we are aware of needs,
difficulties and possibilities

and

it is essential that we build on the strenghts
while being aware of the special needs

some principals:

- periods
- 3 groups /45 min lessons
- pupil guidance
- presentation of strategies and methods
- teacher collaboration
- student study teams
- family collaboration

The fundamental principle of Finnish education is to provide equal opportunities for learning and growth to every pupil or student. **Support for learners plays a key role.**

Finnish National School Board at

http://www.oph.fi/english/education_system/support_for_pupils_and_students

Early intervention, preventive actions

the presentation aimed at
presenting Early intervention,
preventing actions within the
principles of

Equity

Attitude

Professionalism

Learning is everybody's business.

Support education—ignorance is devastating!

Tack!