



ADDITIONAL SUPPORT AND MEDIATED LEARNING IN INCLUSIVE EDUCATION

Co-funded by the  
Erasmus+ Programme  
of the European Union



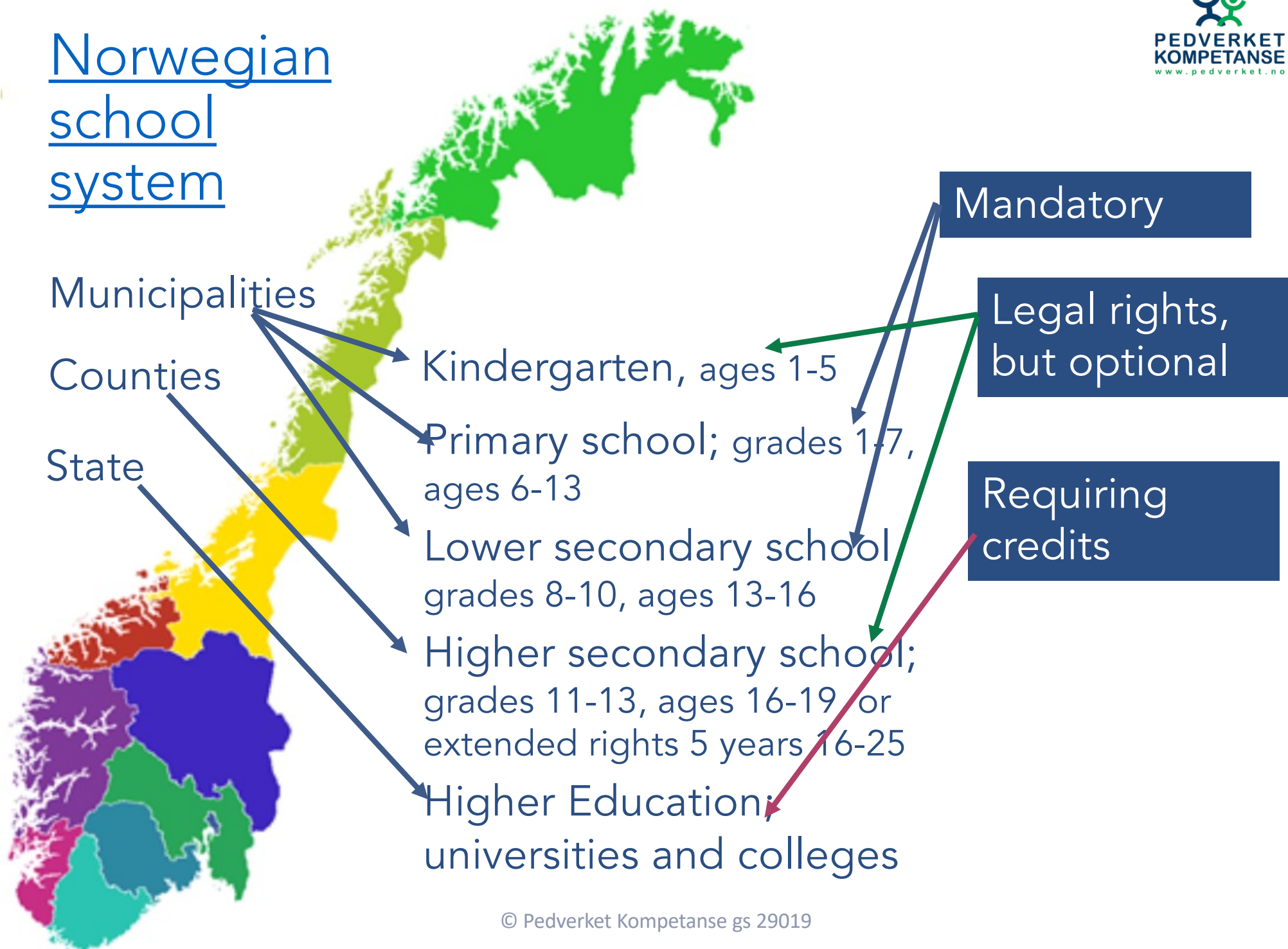
## ADDITIONAL SUPPORT & MEDIATED LEARNING IN INCLUSIVE EDUICATION

Kick off 2020  
Country presentation



[www.asumie.eu](http://www.asumie.eu)

# Norwegian school system



# Norwegian school system

Persons above compulsory school age who require primary and lower secondary education have the right to such education

Kindergarten, ages 1-5

Rights to get special educational support (help), related to normal development

Primary school; grades 1-7, ages 6-13

Rights to get special education related to satisfactory benefit from ordinary teaching.

Lower secondary school grades 8-10, ages 13-16

Possible rights to 'maxi two years' additional upper secondary education and training

Higher secondary school grades 11-13, ages 16-19, or extended rights 5 years 16-25

Higher Education; universities and colleges

Rights to any physical aid (universal design/ universal access

## Support systems

Health system

Somatic: Diagnosis

Remediation

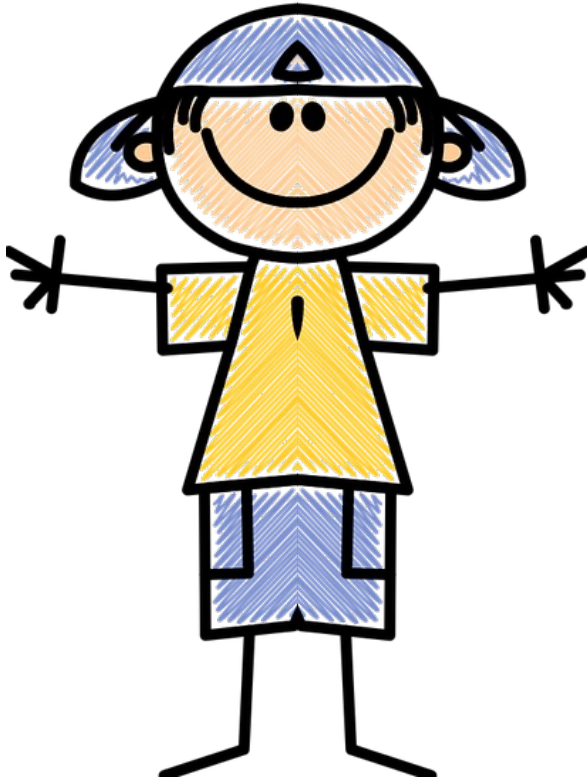
Psychiatry: Child and youth  
psychiatric centers

Education system

**Statped** is a special needs  
education support service  
for municipalities  
and county municipalities.

**Faculties and institutes in universities and colleges**  
providing research and university/college education for  
special needs teachers and supporters

# Ola is in the center of the purpose for our work



Some times we meet Ola directly, he comes to our office and/ or we go to his home or kindergarten or school

Some times our support is directed at Ola's teacher or special needs teacher

Some times our support is directed at Ola's supporter in the school psychology service

# OUTSIDE



Aids  
Support  
Intervention



# PROCESS



What is  
going on in

# PASS

We have taken the role to support the systems with knowledge and a tool for analysis of the neuro cognitive PASS-processes – based on research in several parts of the world since 1970, and demonstrating also how the processes are related to human activities including learning

# INSIDE

# LONG TERM MEMORY (STRUCTURE)



What have you  
learnt? What are  
you going to learn?

Which  
goals

# CTM

Also children with special needs have the rights to learn, and we – the systems – have the responsibility of providing building blocks like the basic concepts and methods that support the »natural learning processes« like the CTM to facilitate learning for all.

## Strengths and weaknesses

Regulated by detailed law

Procedures for processing applications

Systems for evaluation of needs according to the law

Systems monitored by government's representative in counties, including systems for appealing

Cooperation between municipalities and support systems

Competences in systems

Dedicated professionals

## Strengths and weaknesses

Rigid interpretation of law and regulations

Rigidity in processing applications

Lack of competence and local «understanding» of the systems for evaluation of needs according to the law

Lack of competences in those in the system that actually work with the child

Impact on a general superior knowledge in education of special needs teachers – less impact on specific understanding and teaching skills

Current changes in the systems by leaders who know leaderships and system structures, but with less deeper knowledge of the field



## Support resources

- Health issues and needs covered by the national health system (including psychiatry, physio-therapie etc)
- Educational needs covered by local municipalities
  - With more severe and generic needs there are special codes for support from national level
  - Use of public systems for support is free, but constrained by capacity