

**A glance into the support system at the  
Municipality level!**

**Anne Lium Berger, Tromsø kommune, Norway**



## **Educational and psychological counselling service (PPT)**

**Norway's formal system for assessment  
and Counselling for special needs  
education.**





## The Education Act

### §5-6 Educational and psychological counselling service:

- Each municipality and county authority in Norway shall provide an educational and psychological counselling service. The service in a municipality can be organized in cooperation with other municipalities or with the county authority.
- The service shall assist the school in work on organizational development and development of expertise in order to improve the adaptation of instruction for pupils with special needs. The educational and psychological counselling service shall ensure that expert assessments are prepared where this is required by the Act.





## The Education Act

### **(§ 5-1) The right to special education.**

- Pupils who either do not or are unable to benefit satisfactorily from ordinary teaching have the right to special education.
- In assessing what kind of instruction shall be provided, particular emphasis shall be placed on the pupil's developmental prospects.
- The content of the courses offered shall be such that the pupil receives adequate benefit from the instruction as a whole in relation to other pupils and in relation to educational objectives that are realistic for the pupil.
- Pupils who receive special education shall have the same total number of teaching hours as other pupils.





## Pupils with Special Needs

- Education in school is to be adapted to the individual pupil's abilities and capabilities.
- Pupils who do not, or cannot, achieve a satisfactory learning yield from the ordinary teaching, has a right to special needs education.
- Special needs education is as far as possible to be planned in collaboration with the pupil and parents.





## Pupils with Special Needs

The municipal educational and psychological counselling service (the PP-service) is the expert and advisory authority in these matters:

- Speech and language disorders
- Hearing impairment
- Visual impairment
- Intellectual disability
- Behavior disorder
- Multiple disabilities
- Learning environment



Special education resource centres can after referral from the PP-service help municipalities and schools in their work with children, young people and adults with special educational needs.





## **PPT Tromsø 32 employees – different competences:**

- Teachers/ preschool teachers with various degrees in special education
- School Psychologists (Master in Education and Special needs)
- Speech therapists
- Psychologists
- Socialworker – degree in family therapy
- Audiopedagog – specialist in hearing impairment
- Visual pedagog – specialist in visual impairment
- Administration secretaries
- Management





## The main task of the support system

- Assessment and monitoring of preschool children and children of primary school age who need special help after the Education Act.
- Expert evaluation and assessment
- Individual level –, assessments, and guidance (individual plans)
- Increase the school's expertise and knowledge and competence
- Increase the school's expertise to improve the adaptation of instruction
- Advice and guidance for parents, kindergarten and school
- Expertise in relation to forward or postponed starting school
- Direct assistance - acute cases ( Serious behavior problems)





## Important competence/ service offered from PPT:

- **Consultation:**
  - - Collaborate with teachers, parents and administrators to find effective solutions to learning and behavior problems
  - - Help the school to understand child development and how it affects learning and behaviour
  - - Strengthen working relationships between teachers, parents and service providers in the community.
- **Evaluation:**
  - Evaluate eligibility for special education services
  - Assess cognitive skills and aptitude for learning
  - Determine social-emotional development and mental health status
  - Evaluate learning environment





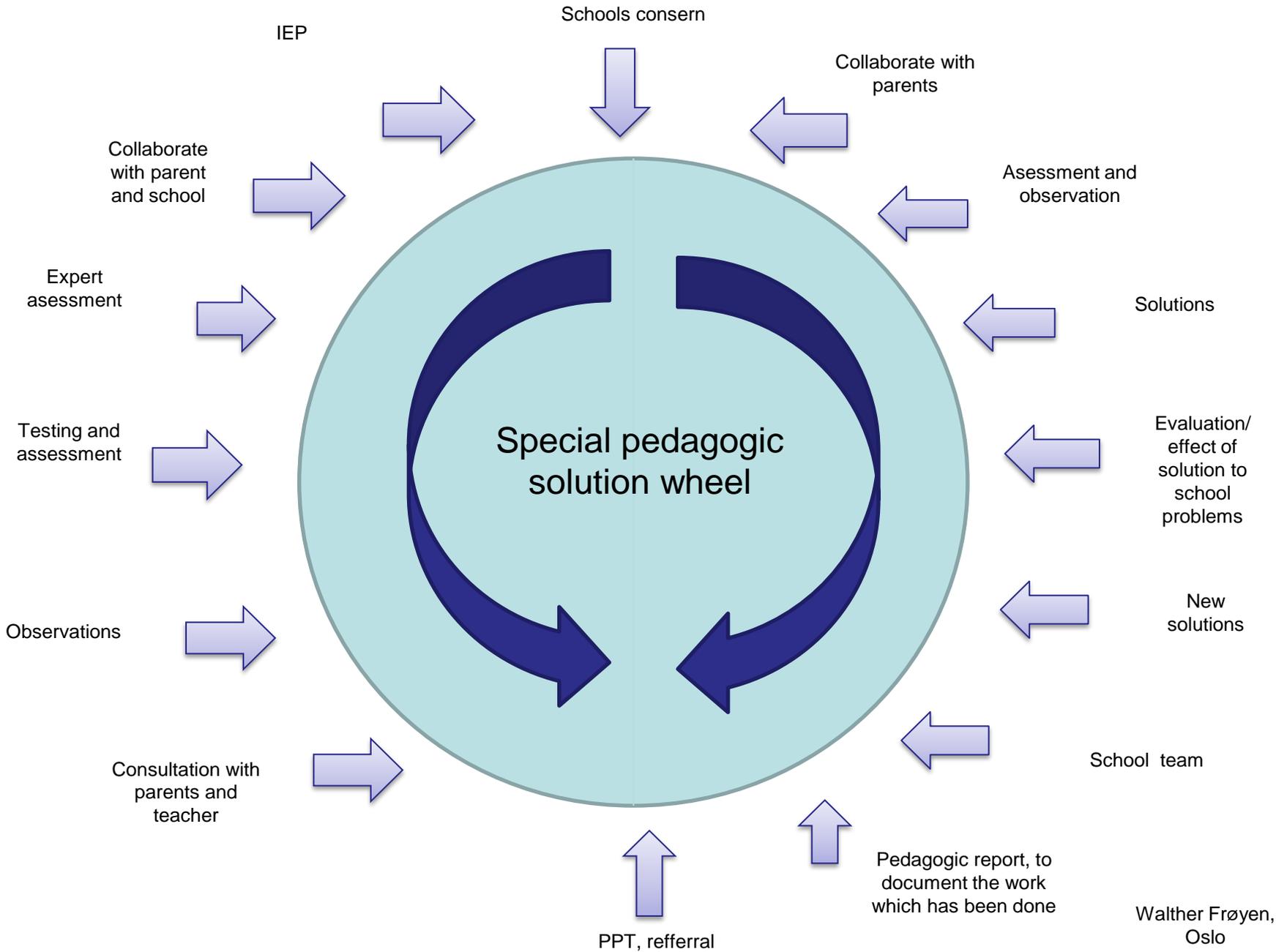
- **Intervention:**

- Provide counselling to help resolve interpersonal or family problems that interfere with school performance. Advise to refer to other service providers. (The Child welfare agency, psychological health system)
- Provide training in social skills and anger management.
- Parent courses

- **Prevention:**

- Promote tolerance, understanding, and appreciation of diversity with the school community.
- Develop programs Implement programmes and strategies to improve schools, to make schools safer and more effective learning environments
- Regular meetings with school – School teams
- Help provide the School system: Standard assessment reading/writing/math, solutions and a basic level
- Courses on the standard problems: reading/ writing, behaviour, different terms.





Walther Frøyen,  
Oslo



## Benefits of inclusion for pupils with disabilities

- Improved quality of life.
- Friendships
- Increased social initiations, relationships and networks
- Peer role models for academic, social and behavior skills
- Increased achievement of goals
- Increased inclusion in future environments
- Greater opportunities for interactions
- Higher expectations
- Increased school staff collaboration
- Increased parent participation. Families are more integrated into community



## Benefits of inclusion for pupils without disabilities



- Meaningful friendships
- Increased appreciation and acceptance of individual differences
- Increased understanding and acceptance of diversity
- Respect for all people
- Prepares all pupils for adult life in an inclusive society
- Opportunities to master activities by practicing and teaching others
- All pupils needs are better met, greater resources for everyone





## Teachers competence in inclusive schools.

- Knowledge about child development
- Be able to see when a pupil do not have an effort of normal education
- Deviate from the ordinary curriculum
- How to make a good learning environment
- How to prevent behaviour problems
- System, structures
- Reading/ writing development
- Reading/ writing disabilities
- Different solutions
- Humour
- Collaborating: with parents, class teacher, special teachers

*Practicing inclusive education is a demanding task. It is thus important that the government organises teacher training so as to ensure that all teachers are properly equipped with pedagogical qualifications for adaptation of teaching to the individual learners' needs.*

(Lisbeth Rugtvedt)





## Successful Inclusion – «To believe that the impossible is possible»



Sammen for et *varmt*  
og *livskraftig Tromsø*



Tromsø kommune