



Fredrik – how ICTs needed to support his reading and writing were identified

The context for the use of ICT for Inclusion

Fredrik

As our first example we have a film that was one of Sweden's contributions to the 'Inclusive Education in Action' project. The introductory sequence, minutes 1–4, shows much of what was successful in this example. See: <http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=240>

Fredrik attends a mainstream class. He has trouble keeping up with reading and writing, loses motivation, feels sad, angry and frustrated, and does not achieve the curriculum goals. In grade 5 he gets a new teacher, who sees his situation and reacts to it. Together with Fredrik and his parents, the teacher begins to survey the situation, calling in a special needs teacher and the *Skoldatatek* to test various solutions. IT becomes a tool for Fredrik.

The policy context

The Education Act and 'A Strategy for Implementation of Disability Policy'.

The use of ICT

Now Fredrik has a computer for word processing and reading. He uses speech synthesis for listening to text, a scanner pen for scanning it, a spellchecker when he writes and DAISY books when he reads.

Highlights:

One important factor for success in this example of inclusion through IT is that both Fredrik and his parents were involved throughout the process in understanding the problems and testing and finding solutions. Thus, today Fredrik, his teacher and his parents have a high degree of awareness about the situation, disabilities and problems and strategies for overcoming them. Fredrik's schoolwork has been adapted so that he can use the computer for different subjects throughout the school day.

Another important factor when the teacher began to take action was the organisation already in place in the municipality (please see the third example). The teacher received advice from the special needs teacher in the school and from a well-functioning *Skoldatatek* in the municipality.

Key outcomes and benefits

Fredrik still goes to the same class, with his friends, and now has equal conditions for his studies. He has reached the curriculum goals and he feels pleased and motivated in his schoolwork. This is noticeable both in school and at home.

Both the teacher and the school Fredrik goes to have improved their ability to support all pupils, thanks to the skills they gained in finding the right support for Fredrik.

Main challenges and obstacles

One obstacle to giving Fredrik equal conditions for his learning was late discovery and intervention. It was not until a new teacher, who noticed Fredrik's unhappiness, began to survey the situation with Fredrik and his parents that changes were initiated for the school and the pupil.

A well-functioning organisation that could support teachers and pupils was already in place for testing tools and applying them to schoolwork. A special needs teacher and the



Skoldatatek became involved. The school drew up an action plan that included the tools. In grade 6 the action plan covered all subjects and now, two years later, there is an action plan for only one subject, Swedish.

Additional information

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