

Skaitymo ir kultūrinio raštingumo asociacija –
[Lithuanian] Association for Reading and Cultural
Literacy

FRIDAY, JANUARY 20th, 2017

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CONFERENCE: LITERACY IN THE DIGITAL AGE

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Prevention and support for all learners.

Prävention und Unterstützung für alle Lehrende.

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**Literacy and special needs education: different
approaches and perspectives**

Cygnaeus Elementary School 6–12 years old;
~400 pupils Turku/Åbo Finland



Characteristics of a good school

- Focus on the beginners
- Including all pupils
- Collaboration

Prevention and support for all learners

Characteristics of a good school

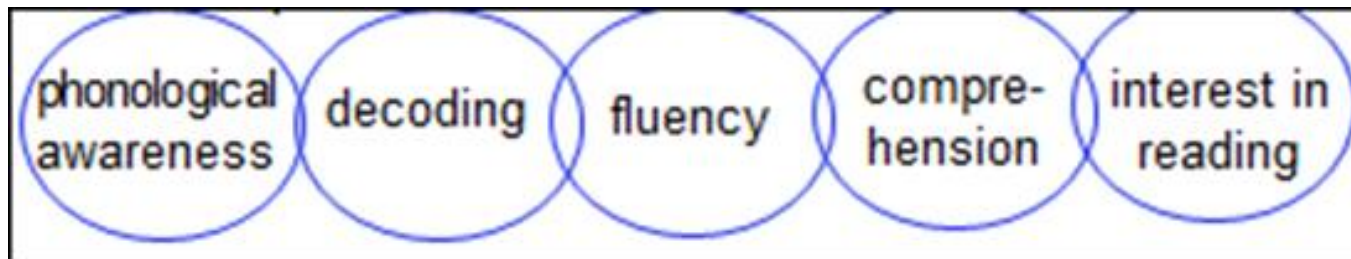
- Focus on the beginners
Early intervention
Individual approach
to give them a good start as learners

Prevention and support for all learners

Characteristics of a good school

- Focus on the beginners
to give them a good start as learners

the systematic screening includes all pupils, and is based on the theories of **Lundberg et al** (2003)



...a piece of my records of pupils' screening results in grade one

	månad	månad	månad	språklig medvetenhet	+ +	uppföljning RIM, FID fonem SEG fonemsegmentering, SYN	få bokstäver	många	alla	ljudenliga ord	icke ljudenliga	meningar	läs-bok ljud-läs-läs	hänthet, penngrept	mavalka
♥	8	2	5.6.6 17	ABC B/S	-	✓								vå #4	48/ 50
♥	8	2	6.4.6 16	ABC B/S	-	✓								hö #4	50/ 50
*	8	10	1/4 2.0.1 3	ABC B/S	RIM, FID SEG	✓							DLS bas XXX	hö #4	30/ 50
*	8	10	2 5.6.6 17	ABC B/S	-	✓							DLS bas XXX	hö #3	31/ 50
*	8	10	2 18	ABC B/S	lilla g↓									hö #4	47/ 50
♥	8	10	1 2.4.5 11	ABC B/S	RIM FID SEG	✓							DLS bas XXX	hö	38/ 50
*	8	10	2 6.5.6 17	ABC B/S	-	✓								hö #4	41/ 50
*	8	10	2 18	+ rysk	-								DLS bas XXX	hö #4	47/ 50
*	8	10	2 3.3.5 11	ABC B/S	RIM FID SEG	✓							DLS bas XXX	hö #2	39/ 50

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Prevention and support for all learners

Characteristics of a good school

- Including all pupils
to avoid stigmatising
not to miss anyone
individual approach
active role of students

Prevention and support for all learners

Characteristics of a good school

- Including all pupils
to avoid stigmatising
not to miss anyone

the systematic screening in grades 2–6 includes all pupils, and is based on the theories of **Hoover and Gough** (1990); assessed and translated into classroom practice

The Simple View of Reading

Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing*, 2, 127–160.

decoding x comprehension = reading



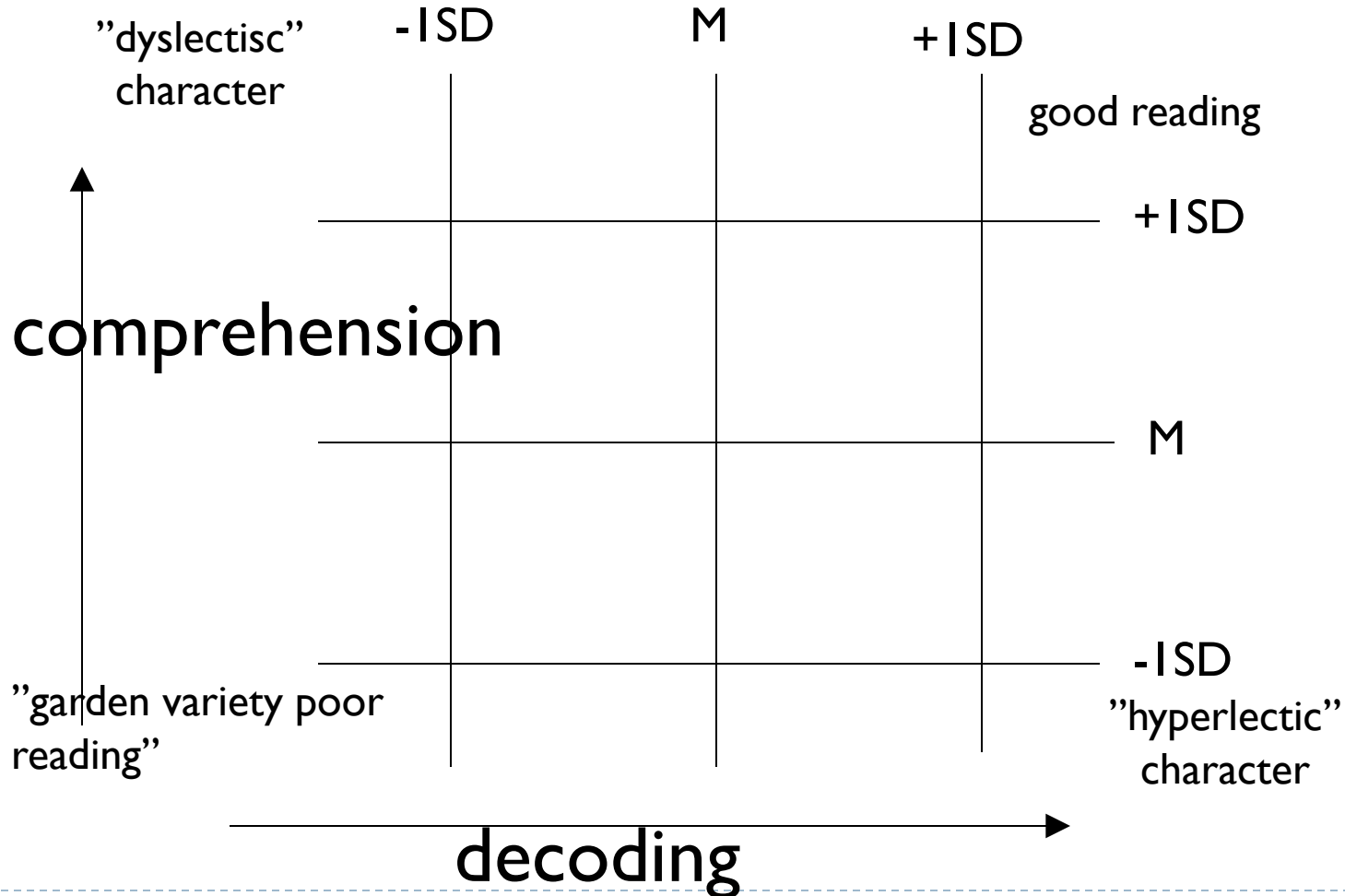
motivation

enligt Dalby, M., Elbro, C., Jansen, M. & Krogh, T. (1992).

Boken om läsning III – om læsehandicappede og læsehandicapp.

The Simple View of Reading

Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing*, 2, 127–160.



...a piece of my records of pupils' screening results from grade one to six

Marjar	2b	6b				0	28.9.2014	30	17	0	13	19:00					5	4	5	14	1				
ari	2b	6b	1.9.2014	71	5	66	30.9.2014	30	12	10	8	45:00					6	4	5	15					
xi	2b	6b	2.9.2014	69	2	67	26.9.2014	30	16	0	14	30:00					5	4	6	15					
anda	2b	6b	1.9.2014	73	2	71	30.9.2014	30	10	8	14	45:00					5	6	6	17		1			
xi	2b	6b	1.9.2014	75	4	71	27.9.2014	30	14	0	16	23:00					0	3	3	6		1			
lar	2b	6b	1.9.2014	83	1	82	26.9.2014	30	18	0	12	36:30					5	6	6	17					
cander	2b	6b	1.9.2014	86	1	85	26.9.2014	30	12	0	18	39:30					0	6	6	12		1	1		
ur	2b	6b	1.9.2014	86	1	85	26.9.2014	30	6	0	2	45:00					4	5	6	15					
	2a	6a	4.9.2014	86	0	86	18.9.2014	30	17	0	13	22:00					5	6	6	17					
nte	2b	6b	1.9.2014	87	0	87	26.9.2014	30	26	0	4	29:30					2	2	5	9		1			
ny	2a	6a	4.9.2014	88	0	88	18.9.2014	30	10	2	18	45:00					5	5	5	15			1		
n	4b	6b	1.9.2014	92	4	88	26.9.2014	30	7	10	13	45:00					6	6	6	18					
ilia	2a	6a	4.9.2014	89	0	89	18.9.2014	30	14	0	16	36:00					5	5	6	16					
ar	2a	6a	4.9.2014	90	0	90	18.9.2014	30	18	0	12	35:00					2	1	5	8		1			
la	2a	6a	4.9.2014	92	0	92	30.9.2014	30	16	3	11	47:30					6	5	6	17					
o	2b	6b	1.9.2014	93	0	93	26.9.2014	30	10	0	20	35:00					5	6	5	16					
soze	2b	6b	1.9.2014	96	0	96	26.9.2014	30	13	0	17	25:30													
iel	2a	6a	4.9.2014	98	2	96	30.9.2014	30	11	0	19	22:30													
h	2a	6a	4.9.2014	98	0	98	18.9.2014	30	17	0	13	16:00					5	5	6	16			1		
	2a	6a	4.9.2014	99	0	99	18.9.2014	30	14	0	16	45:00					6	5	5	16					
-Maria	2b	6b	1.9.2014	105	3	102	26.9.2014	30	15	0	15	33:00					1	6	6	13					
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tin	2a	6a	1.9.2014	105	1	104	18.9.2014	30	22	0	8	17:00					1	1	4	6		1			
n	6a	5.9.2014	105	1	104	30.9.2014	30	13	0		17	31:00					5	5	6	16					
simur	2a	6a	5.9.2014	105	0	105	30.9.2014	30	11	0	19	17:00					6	6	6	18					
cander	2b	6b	1.9.2014	107	1	106	26.6.2014	30	19	0	11	32:00					6	6	5	17					
ael	2a	6a	1.9.2014	111	3	108	18.9.2014	30	18	0	12	22:00					2	1	4	7			1		
oca	2b	6b	1.9.2014	113	5	108	26.9.2014	30	17	0	13	25:00					6	5	6	17					
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dra-	2b	6b	1.9.2014	121	6	115	26.9.2014	30	10	0	20	24:00					6	6	6	18					
na	2a	6a	4.9.2014	116	0	116	30.9.2014	30	10	0	20	22:30					6	6	6	18					
iola	2a	6a	4.9.2014	117	1	116		30			20					4	6	6	16			1			
ja	2b	6b	1.9.2014	122	1	121	30.9.2014	30	11	0	19	41:00					5	6	6	17					
mur	2a	6a	4.9.2014	123	1	122	18.9.2014	30	13	0	17	40:00					1	5	4	10					
na	6b	3.9.2014	125	3	122	26.9.2014	30	18	0		12	34:30													
la	2b	6b	2.9.2014	126	3	123	26.8.2014	30	18	0	12	18:00													
lina	2b	6b	2.9.2014	128	5	123	26.9.2014	30	19	0	11	34:00					4	4	4	12					
per	2a	6a	4.9.2014	125	0	125	18.9.2014	30	14	0	16	22:00					4	6	6	16					
hiar	2b	6b	1.9.2014	127	1	126	26.9.2014	30	7	0	23	29:30					3	6	6	15					
mar	2a	6a	4.9.2014	129	3	126	18.9.2014	30	9	0	21	35:00					2	3	4	9		1			
	2b	6b	1.9.2014	136	0	136	26.9.2014	30	2	0	28	24:00					1	6	6	13					
rtaffor	2a	6a	4.9.2014	141	2	139	18.9.2014	30	16	0	14	29:00					0	3	5	8		1			
	2b	6b	1.9.2014	141	2	139	26.9.2014	30	13	0	17	28:30					6	6	6	18					
a	2a	6a	4.9.2014	141	2	139	18.9.2014	30	12	0	18	30:30					0	1	0	1		1			
la	2b	6b	1.9.2014	141	1	140	26.9.2014	30	13	0	17	30:30					6	6	6	18					
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			stdev		20,79	stdev					4,48														
			1a-		127	1a-					20														
			1a-		85	1a-					11														
			spreading		66-145	spreading					4-28														

Prevention and support for all learners

- ▶ screening and assessment
- ▶ for classroom work
- ▶ information of individuals and group
- ▶ for improving the quality of teaching

Prevention and support for all learners

Characteristics of a good school

- Collaboration
with class teachers,
all teachers
parents
students

Prevention and support for all learners

- By focus on the beginners
- By including all pupils
- By collaboration

Prevention and support for all learners

- ▶ Provides support for each individual learner.
- ▶ Provides each teacher with in-depth knowledge of their pupils.
- ▶ Shows parents the strengths of their child and give suggestions for support.
- ▶ Supports the professional development of the teachers and support staff.
- ▶ the system adds to the knowledge & catches at-risk learners that might be unidentified for years.
- ▶ <http://www.eli-net.eu/good-practice/examples-of-good-practice/detail/project/whole-school-safety-net>



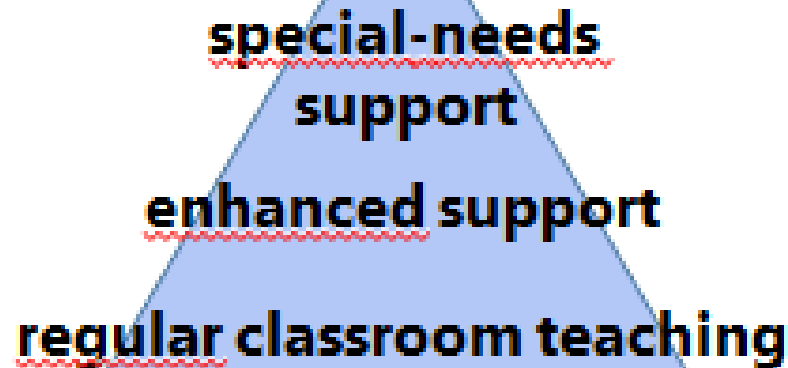
Prevention and support for all learners

- ▶ The system provides
 - knowledge and awareness of
 - ▶ strengths to build on, and
 - ▶ challenges to be aware of
 - ▶ for the teachers, the pupil and the parents

Prevention and support for all learners

every pupil and student has the right to educational support (special needs education) generally provided in conjunction with mainstream education

Basic Education Act 1998,2010



https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Finland:Special_Education_Needs_Provision_within_Mainstream_Education

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Thank you!

Support education, ignorance is
devastating!

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