

Program Statped conference 2019

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Wednesday March 20th

17:15 Thank you for today

March 20

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Sign up [here](#) !

March 19th

09:00 Registration

10:00 Welcome at Statped

10: 15 Learning and inclusion on the agenda

Ministry

10:30 Learning from a neurological perspective

Marianne Fyhn

11:10 Pause

11:40 Learning opportunities and outcomes for children with disabilities: perspectives from the Global South

About a decade, the number of primary age school children in school dropped from 108 million to 61 million (1999-2010), but this progress has stalled. More recently, as a result of the Sustainable Development Goals there has been a renewed commitment towards providing inclusive quality education for all children (SDG4). Such an affirmation opens up new opportunities but also highlights the many challenges faced when responding to increased diversity in mainstream classrooms, especially when education systems are struggling with some fundamental issues around equitable access and quality of commission for all.

In my presentation, drawing on a significant body of primary research undertaken in different contexts in the Global South, I will critically examine how developments in the field of education are shaping the lives of children with disabilities. Based on data exploring shifting patterns of primary school enrollment, student learning outcomes, teacher perspectives and practices, this presentation will highlight key ways in which some countries are promoting the inclusion of children with disabilities. While there is more recent evidence of how children with disabilities, in some countries, more likely to be in schools, issues around quality of learning, social participation and academic outcomes remain a challenge. Such insights bring to the surface some fundamental dilemmas in these contexts around the type of educational commission and purpose of schooling for children with disabilities. I will conclude the presentation by proposing a model or change, which acknowledges the role of rights, resources and research in taking forward the field.

Dr. Nidhi Singal, Reader in Education, University of Cambridge

12:25 Do we forget about learning in inclusion? Considerations from a user perspective

Terje Holsen, member of the National User Council, Statped

12:40 How to look after the special educational perspective in education

13:00 Lunch

14: 00-14: 30 Parallel sessions / workshop

A: Serious school absence for students with complex difficulties

The fact that a student has high school absence is usually only a symptom of something else. Of the students with serious school absence, a large proportion of composite learning disabilities have occurred, and as a rule, the student has had challenges in school for a long time. The level of conflict is often high and the parents may have lost confidence in the school. A number of instances are inside, but there are few who come into position with the pupil. Which survey tools and measures has Statped experienced that is useful in working with these students?

Maren-Johanne Nordby, senior advisor in Statped

B: From single room to classroom

A student's learning journey from "one to one training" in one's own room for learning in an inclusive community.

Stigeråsen school works according to the vision "Stigeråsen more than a school". The school will share its experiences about what they perceive as necessary conditions for creating inclusive communities that are also experienced inclusive by the students.

Stiger's school

C: Welfare technology for children and adolescents with disabilities

At Trudvang school in Sogndal, all the assistants have been replaced by social workers, nursing staff and child welfare practitioners. There are twelve environmental therapists who work both at school and at SFO. They participate in

the school hours, out in the breaks and in the activities. The Rector has decided that all classes in the first step should have a permanent environmental therapist. On the other steps, the environmental therapists are put into classes where pupils have decisions on special education according to section 5.1 of the Education Act. The environmental therapists have taken over the hours that were previously with the assistant, while the students still get the measured time they should have with a special educator. The school scores top when it comes to student satisfaction, and they also score high on national tests. The school broader and will take a greater responsibility than what lies in the legislation. The goal - to create students who succeed.

Trudvang school, Bjarte Ramstad

D: Welfare technology for children and adolescents with disabilities

At this seminar you will get an insight into how the use of welfare technology can be useful and enjoyable for children and young people with disabilities. Results will be presented from a qualitative research project carried out by the National Center for eHealth research in collaboration with the Norwegian Directorate of Health, the Directorate for eHealth, and Drammen and Horten municipalities. The study has followed the testing of welfare technology for children and adolescents with disabilities, which have been carried out in the municipalities of Drammen and Horten. We have examined the experiences with welfare technology for the families that have been involved, based on interviews of 19 parents / guardians. The purpose of the study has been to explore whether and how welfare technology can contribute to participation and mastery of leisure activities and contribute to the rehabilitation and habilitation process of children and young people.

Marianne Trondsen from the National Center for eHealth Research

14:45 Parallel sessions / workshop

E: Workshop How to learn the brain

Marianne Fyhn, UiO and Gry Fluge Vindedal, department head for nationwide professional unit, acquired brain injury.

F: Learning potential of pupils with congenital deafblindness

How can a training offer for students who primarily experience the world through the body, make them robust and linguistic enough to be part of the community that surrounds them?

Teachers at Skådalen school together with professional advisors in Statped

G: How we work to create an equal and inclusive school culture built on a warm heart and sharp eye

Apalløkka school in Oslo Municipality is the winner of Queen Sonja's school prize in 2018. The school has distinguished itself with a systematic and holistic work to create a safe and good school for everyone. Community and collective learning are strong, and students will experience having a good team around them, both academically and socially. Hear how collaboration at all levels has contributed to an inclusive community - beyond the student's school life.

Fred Ivan Sydengen, teaching inspector at Apalløkka School

H: Digital didactics - inclusive use of technology in school

Statped is receiving an increasing number of system applications with a desire for competence raising on inclusive use of digital tools. In a major project work, Statped therefore develops an e-learning course where the target group is teachers on the 1st to 10th. step. Competence raising takes place on the basis of e-learning modules, but is followed up with municipal days and supervision, rooted in school management and PPT. Hear how e-learning with Statped can create collective teacher lifts that ensure better inclusion and pupil adaptation.

Fredrik Lillestølen Ekren, project manager and senior advisor in Statped

16:10 Pause

16:30 A school for everyone - about gender differences in school performance and consequences for society

Why do boys make it worse at school than girls, and how can we help make the difference? The Stoltenberg Committee collects knowledge about gender differences in school performance and shall propose measures that could reduce

these differences. What are the consequences of the gender differences for the individual and for society, and what measures can be implemented? And how can we who work in the upbringing sector work to equalize gender differences?

Camilla Stoltenberg, chair of the Stoltenberg committee

Wednesday March 20th

17:15 Thank you for today

Dinner 19:30

March 20

09:00 Welcome to day 2

09:05 Center for Reaching & Teaching the Whole Child

This will present a brief overview of the work conducted by the Center for Reaching and Teaching the Whole Child over the past 11 years, including the following:

- Why we have focused on developing educators' lens rather than a program?
- What is meant by the "Social, Emotional, Cultural, and Academic" (SECA) Lens?
- Research showing the value of this lens in supporting student academic success and teacher and student ability to thrive
- Overview of the CRTWC Anchor Competencies Framework and Resource Guide, which provides practical tools for classroom use and support teachers' personal growth
- Bringing SECA lens to school practice by focusing on the professional development continuum, including teacher preparation programs, new teacher support, and on-going teacher professional development
- CRTWC Teacher Educator Institute: Description of and research supporting the effectiveness of the SECA lens in teacher preparation programs

Nancy Lourié Markowitz, Ph.D., Founder and Executive Director, CRTWC Professor Emerita, SJSU Department of Teacher Education

The post will be held in English

09:30 Life management in school

In the school year 2017/2018, ninth graders have had their own life-master's subject on their schedule. The results from the Trondheim project highlight the pupils' experiences with the life mastery subject and further what effects the teaching has had on various variables related to mental health.

Anne Thorhild Klomsten, NTNU

10:00 Pause

10:30 Learning for everyone - educational facilitation for children using ASK

Children who cannot use speech as the primary form of expression need to use alternative ways, such as hand signs and graphic symbols, to express themselves. The right to use ASK in the training is statutory in the Education Act §2-16, but the experience is that many children still do not have the facilitation that is necessary for them to be able to learn as much at school as they have cognitive conditions for. Facilitating a good education program for children who use ASK requires both coordination, resources and expertise, and not least a willingness to create a good and inclusive learning environment. Challenges and opportunities for school-age children who use ASK will be discussed.

Kristine Stadskleiv, Oslo University Hospital, Children's Department for Neurophage

11:10 Youth on the road to work

A youth who is left outside the workplace costs society more than NOK 11 million. Preventing young people from falling out is at the top of Nav's priority list How can cooperation between health, education and NAV be intensified to ensure that more of the young people enter the workplace?

Sigrun Vågeng, Director NAV

11:30 Lunch

12:30 Parallel sessions / workshop

M: Absence and completion in high school

Absence is an issue that gets attention in several countries. High absences can have a negative impact on grades, implementation and employment. American studies have shown that nearly 75 per cent of high school graduates can be identified by early and early school indicators. Norwegian studies have shown that students report various causes of absence such as illness, diffuse health problems, shoulder and school refusal. Diffuse health problems are more than twice as often stated as cause (Havik, Bru and Ertesvåg, 2015). Underlying causes of absence are often associated with factors related to social and mental challenges. Lack of relational association with people in school has been shown to be related to incipient absence and later dropouts (Christenson et al., 2012). Students who have cognitive and social challenges early in the school run are especially at risk for establishing dysfunctional interaction with teachers, school staff and fellow students, and further to drop out in the transition to higher school level (Finn and Zimmer, 2012). Researchers point out that absence has the cause in various challenges the student has, but that "a vicious circle" is created in which relationships around the pupil are maintaining or creating the avoidance behavior (Kearney and Bensaheb, 2006; Pellegrini, 2008). In Maynard and colleagues' (2010) meta-analysis of measures aimed at absence, it was recommended to look at the school's organization and opportunities to identify students early in the risk zone in order to develop absence. We currently lack good measures that identify and follow up students who are at risk for developing absenteeism and further falling out of high school. school staff and fellow students, and further to drop out in the transition to higher school level (Finn and Zimmer, 2012). Researchers point out that absence has the cause in various challenges the student has, but that "a vicious circle" is created in which relationships around the pupil are maintaining or creating the avoidance behavior (Kearney and Bensaheb, 2006; Pellegrini, 2008). In Maynard and colleagues' (2010) meta-analysis of measures aimed at absence, it was recommended to look at the school's organization and opportunities to identify students early in the risk zone in order to develop absence. We currently lack good measures that identify and follow up students who are at risk for developing absenteeism and further falling out of high school. school staff and fellow students, and further to drop out in the transition to higher school level (Finn and Zimmer, 2012). Researchers point out that absence has the cause in

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Robin Ulriksen, Statped R&D

N: Life management as educational platform in Bærumsskolen

Bærum municipality has initiated a systematic work on life management in schools. Life management is both about the right to a safe and good school environment, but also about developing robustness and good mental health. Listen to how Bærum municipality works holistically with life management - from planning documents to pedagogical practice

Kari Kolbjørnsen Bjerke, department head primary school education in Bærum municipality and Aase Lunde, principal Eikeli Skole

O: Universal design of schools for pupils with cognitive and sensory difficulties - presentation of report 2018

What can universal design mean for students with cognitive and sensory difficulties? This is too little knowledge about. Already when choosing a floor plan, the premises for how well the school will work are laid. Pupils who have reduced tolerance for sensory impressions such as sound, light and visual impressions are not well taken care of in new school projects.

The report focuses on students with ADHD, autism spectrum diagnoses and / or Tourette's syndrome as many of these pupils may have cognitive and sensory difficulties. However, there are several students who may have similar challenges. Together, this applies to a relatively large group of students, and the theme is therefore relevant to all schools. Find out more about the report, which is a start in the work of gathering information and increasing the competence on how physical design of schools can contribute to participation and accessibility for students with cognitive and sensory difficulties.

Karen Anne Noer, Universal Design AS

P: Is the school adapted to the school starter? Learning body and physical environment in beginner training

From a holistic learning perspective, pupils are changing learning bodies. The first class is boys and girls, some are almost a year younger than others, and what they have experienced and learned before they start school is somewhat different. The training will be adapted to the abilities and prerequisites of the individual student, and increased knowledge of the child's body could lead to a better school practice for both boys and girls.

The physical environment is an influence and an educator in relation to the learning and development of small and large people. This is not a new knowledge, but rather a "forgotten" relationship that deserves renewed interest. What ideas about children are conveyed through the design of the classroom? What opportunities do boys and girls have for holistic learning and development in today's classroom?

Aslaug Andreassen Becher and Inger Marie Vingdal OsloMet

13:00 Pause

13.20 From facts to communication

Jo Røislien, mathematician, program leader and professor of medical statistics

14:20 A slant on inclusion and integration

Leo Ajkic came to Norway as a relocation after Yugoslavia's fall. Join a journey and hear his experiences from childhood when he had to flee with his family. Leo gives us a slant on integration, exclusion, identity and, most importantly, opportunities.

15:15 Thank you for today