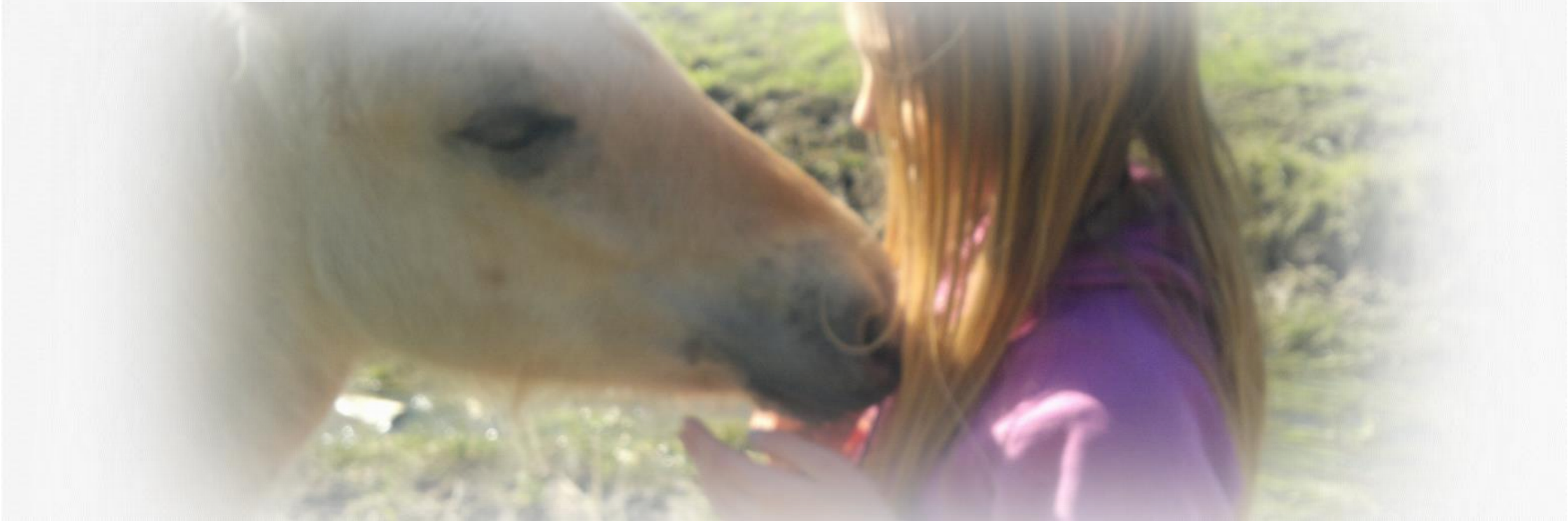




INCLUSIVE STRATEGIES

GENERAL, INTENSIFIED AND SPECIAL SUPPORT





My pedagogical roles

teacher (class teacher, special class teacher)
principal

head of the special education unit in Espoo

researcher, PhD

equine assisted social education -practitioner®

Member of the Animal assisted activities working group
(the Finnish Parliament)





*The purpose of the steering of basic education is to ensure the equality and high quality of education and to create favorable conditions for the pupils' **growth, development, and learning.***

*National Core Curriculum for Basic Education 2014, p. 9
Finnish National Agency for Education*

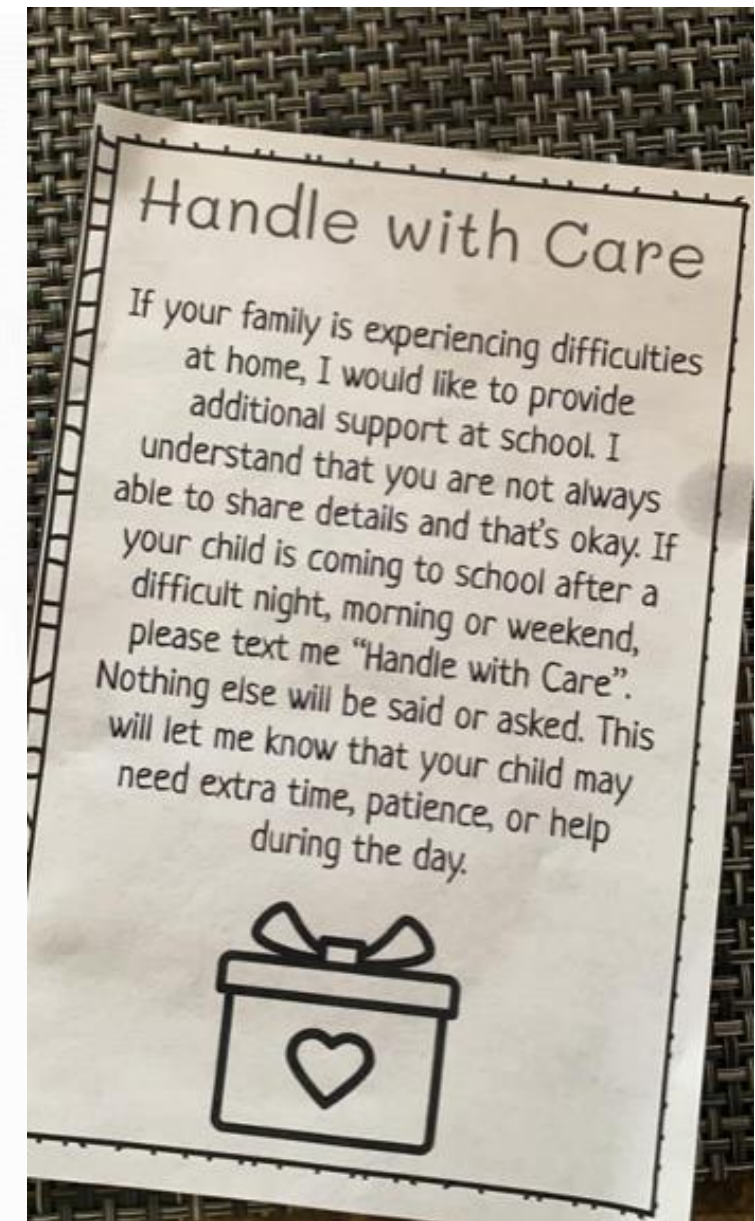
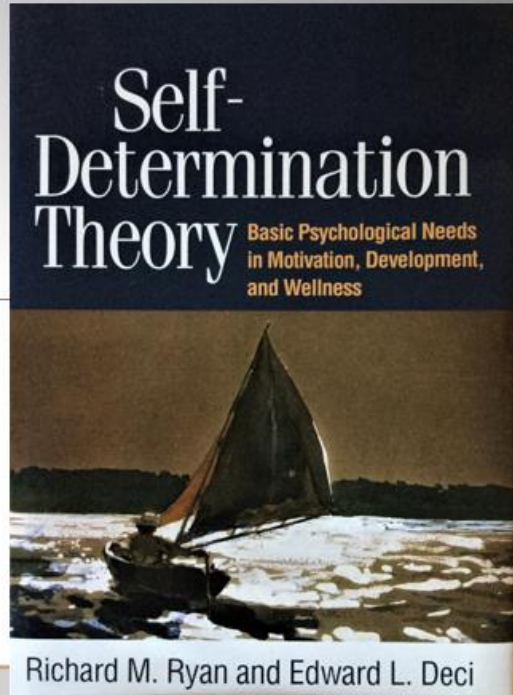
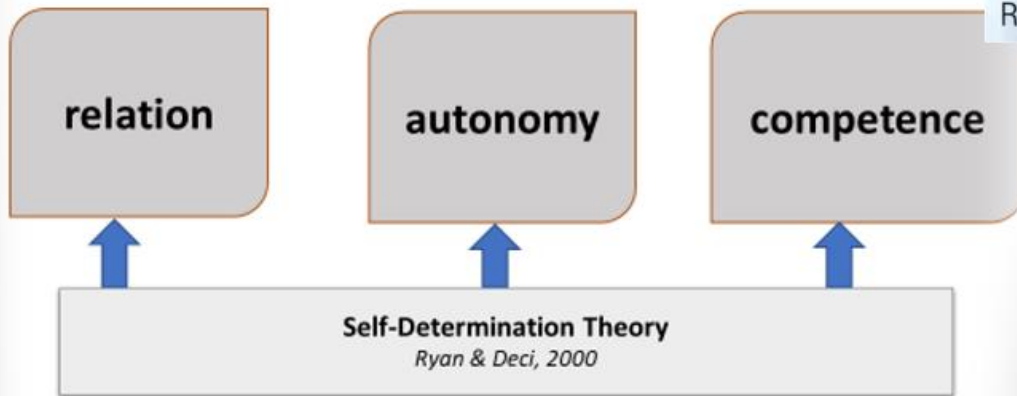


Finnish national curriculum 2014

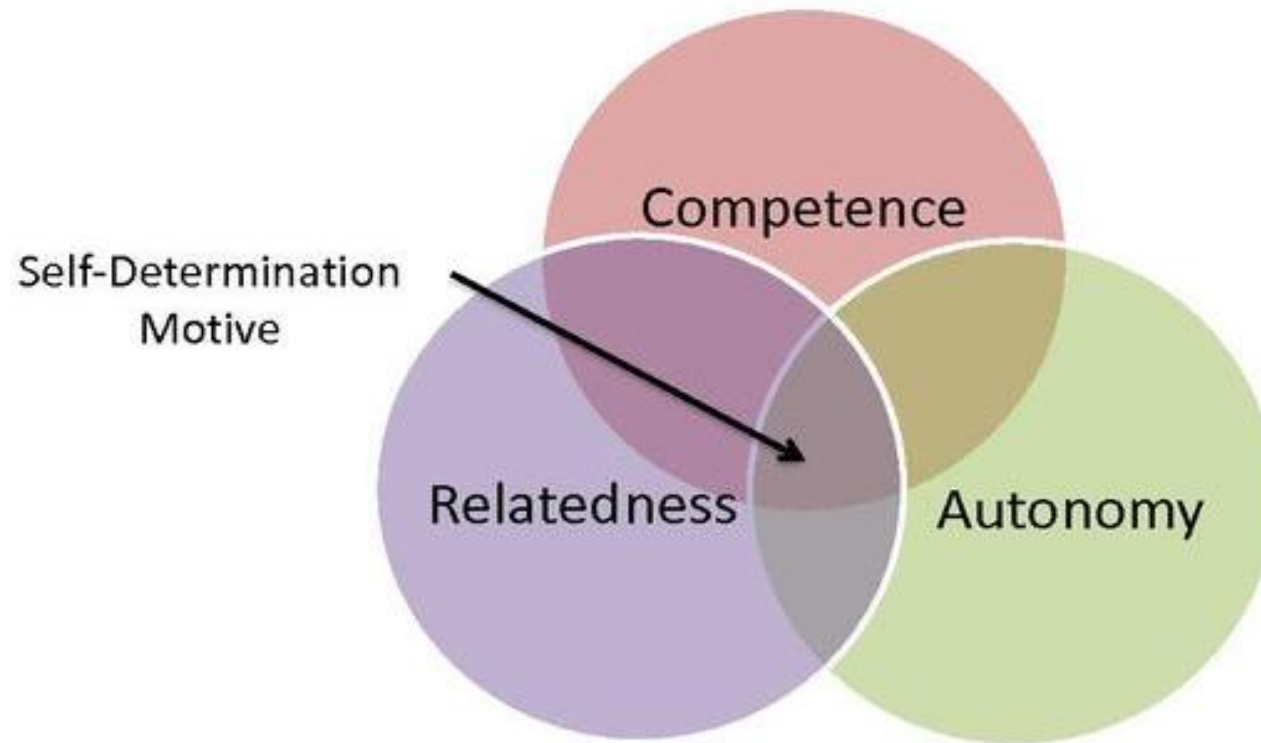
safety

a need to belong

to be accepted



Three Innate Psychological Needs Comprise The Self-Determination Theory of Student Motivation

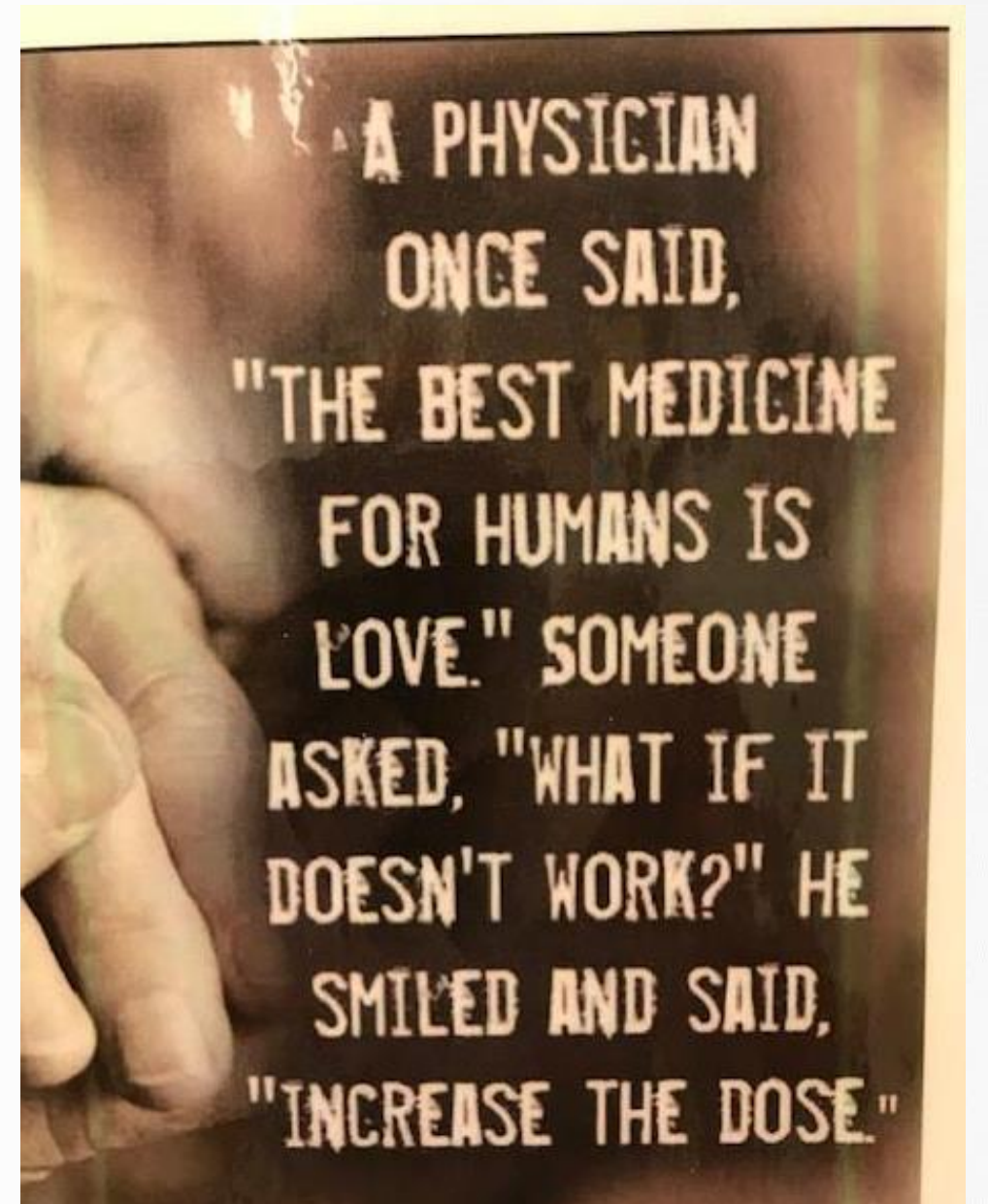


Source: Deci, E.L., & Ryan, R.M. (2000). The "What" and "Why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.



ELEMENTS FOR SUCCESSFUL SCHOOL DAYS

- good quality in teaching and learning
- standards of activities that support growth and development
- sense of community and belonging
- home-school co-operation
- safety

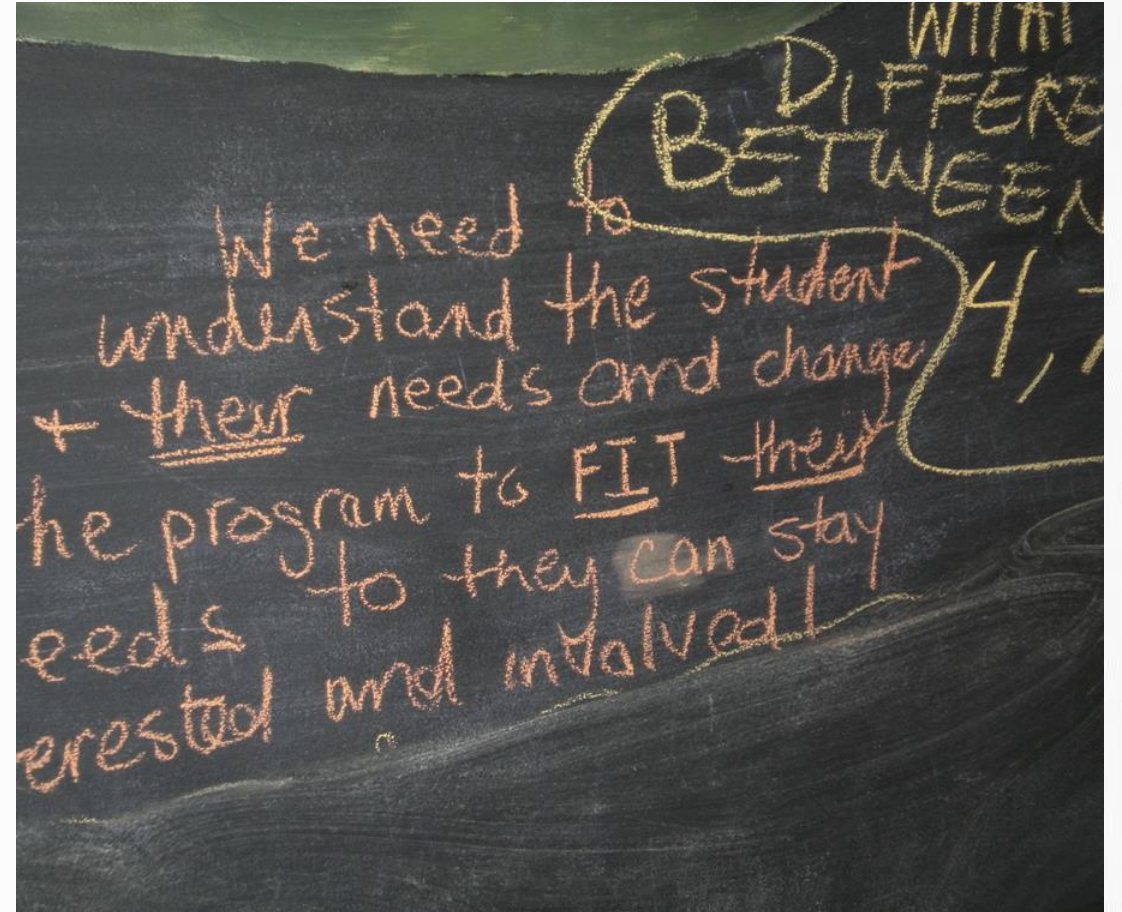




Maximizing Student Success with Differentiated Learning (Morgan 2014)

We need to understand the students and their need and change program to fit their needs---

So that they can stay interested and involved

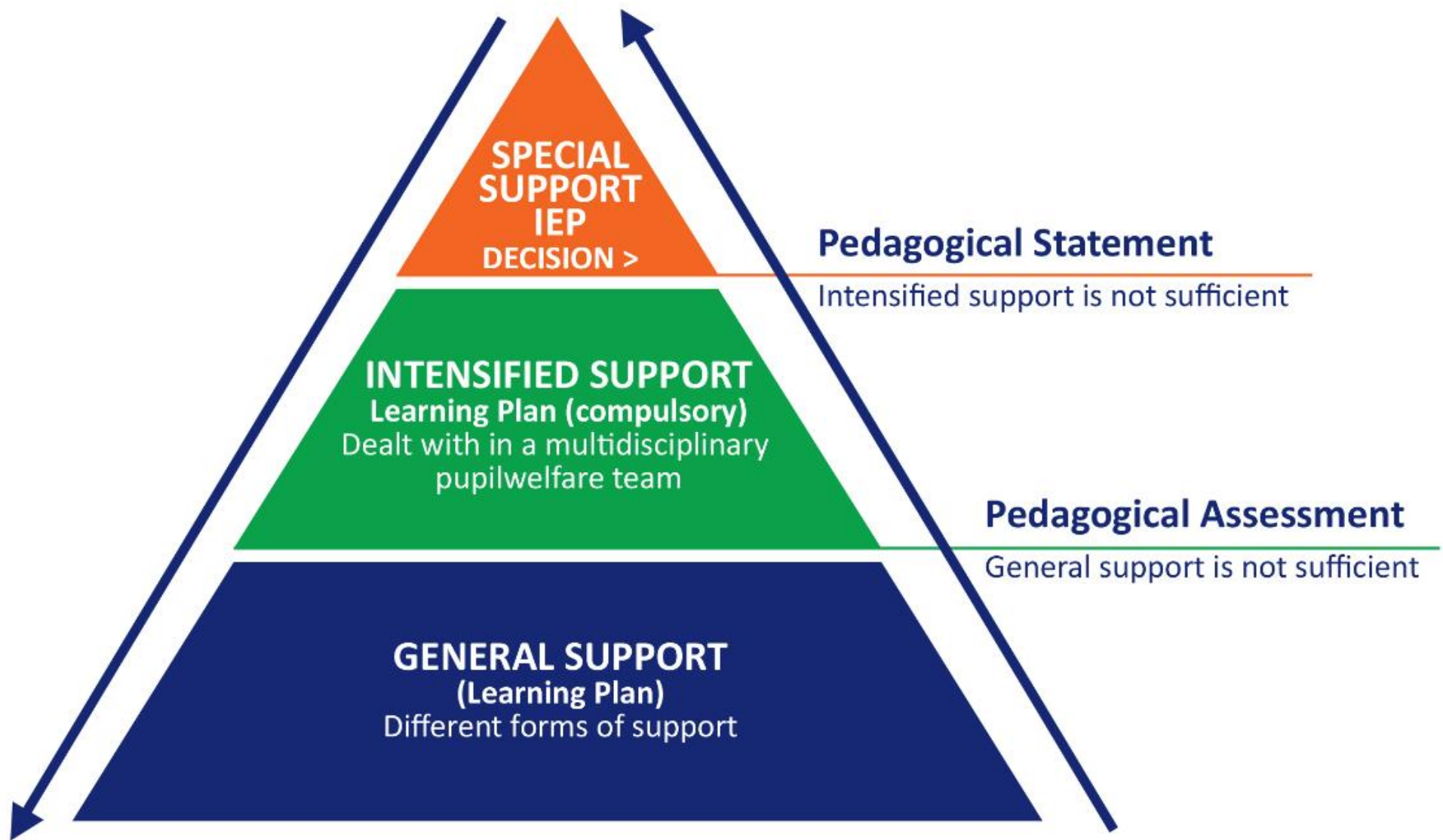




WHY MAINSTREAM? WHY INCLUSION?

*Knowing the learner
is at the heart of an
effective classroom.*

- **every** student needs to reach his/her maximum potential
- higher tasks to "speed up" learning





GENERAL SUPPORT

differentiating

counseling

student welfare

remedial instruction

part-time special education

implements and aids

school assistant

guidance and other support





INTENSIFIED SUPPORT

differentiating

counseling

student welfare

remedial instruction

part-time special education

implements and aids

school assistant

guidance and other support





SPECIAL SUPPORT

differentiating

counseling

student welfare

remedial instruction

part-time special education

full-time special education

implements and aids

school assistant

guidance and other support





Keys to support students' mental well-being

Jukka Mäkelä, child psychiatrist

DAILY CARE

warm interaction

listening, open and curious attitude
toward students' things and thoughts

caring environment, students'
involvement, sense of community

quick steps with daily problems

INFORMATION AND SKILLS

social skills

knowledge of vital information and skills
for own healthy

STRUCTURE

staff

student welfare group

committed leaders

collaborative approach



How adults could support the whole school community, and students' learning and well-being? Fall & Roberts, 2012 (*Journal of Adolescence*)

Teachers:

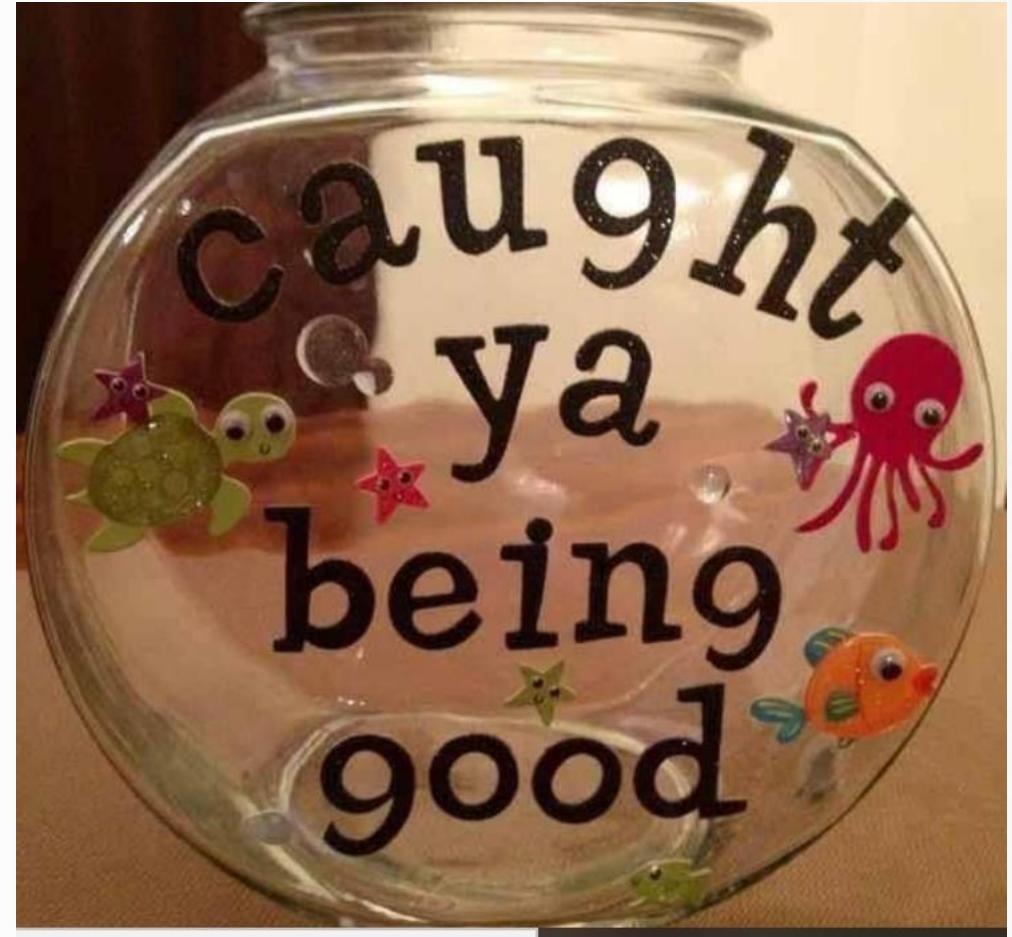
- be interested
- give notice and award for students who try
- keep up sense of community by different activities to let students get to know each

Parents:

- have a regular discussion about school with your child



Catch them being good!





OUR PURPOSE: TEACH UP RATHER THAN TEACH DOWN!

- every student has an opportunity to develop own learning and skills
- every student reaches own maximum potential
- there is no gap between “the best” and the “less good” students



OUR STRATEGIES

- every students has an individual learning plan
- students are involved
- good relations and trust with parents: this is teamwork
- carefully selected teachers => the most important competence is *how they interact with students*
- the question of equality => homeroom teachers perform activities to relate students with the group (animal activities...)
- instead of labelling students, we ask what they need





Who do we teach ?

- ... gender, cultural background, interests, talent and skills, experiences

What do we teach ?

- ... subject or students?
- what do I want them to learn ?
- what should I know before I start ?

Where do we teach ?

- flexible use of space
- who is studying in where and with whom
- how students are placed in the classroom

Learning environment could have a significant meaning for successful studying

How do we teach ?

- appreciating students' differences
- same instructions for all ?
- instructions for a single group ?
- lists of instructions ?



*“Equal and high-quality education
is the best way to respect children and childhood,
and to build a sustainable future
for both individuals
and the whole country.”*

Halinen, 2018



Ritva Mickelsson

LESSONS LEARNED FROM HORSES

Three Pedagogical Interventions Promoting Well-being of Students with Special Educational Needs





Motivational Model of Context, Self, Action, and Outcomes (Skinner & Edge, 2002)

CONTEXT

warmth vs.
hostility

structure vs.
chaos

autonomy vs.
coersion

SELF

relatedness

competence

autonomy

ACTION

ENGAGEMENT
and
COPING

OUTCOME

social
development

cognitive
development

personality
development

(Skinner & Edge, 2002, julkaistu tekijöiden luvalla)



THE EFFECTIVE TEACHER "BUILDS AND BONDS"

Rothuizen & Harbo 2017,
with the permission of authors

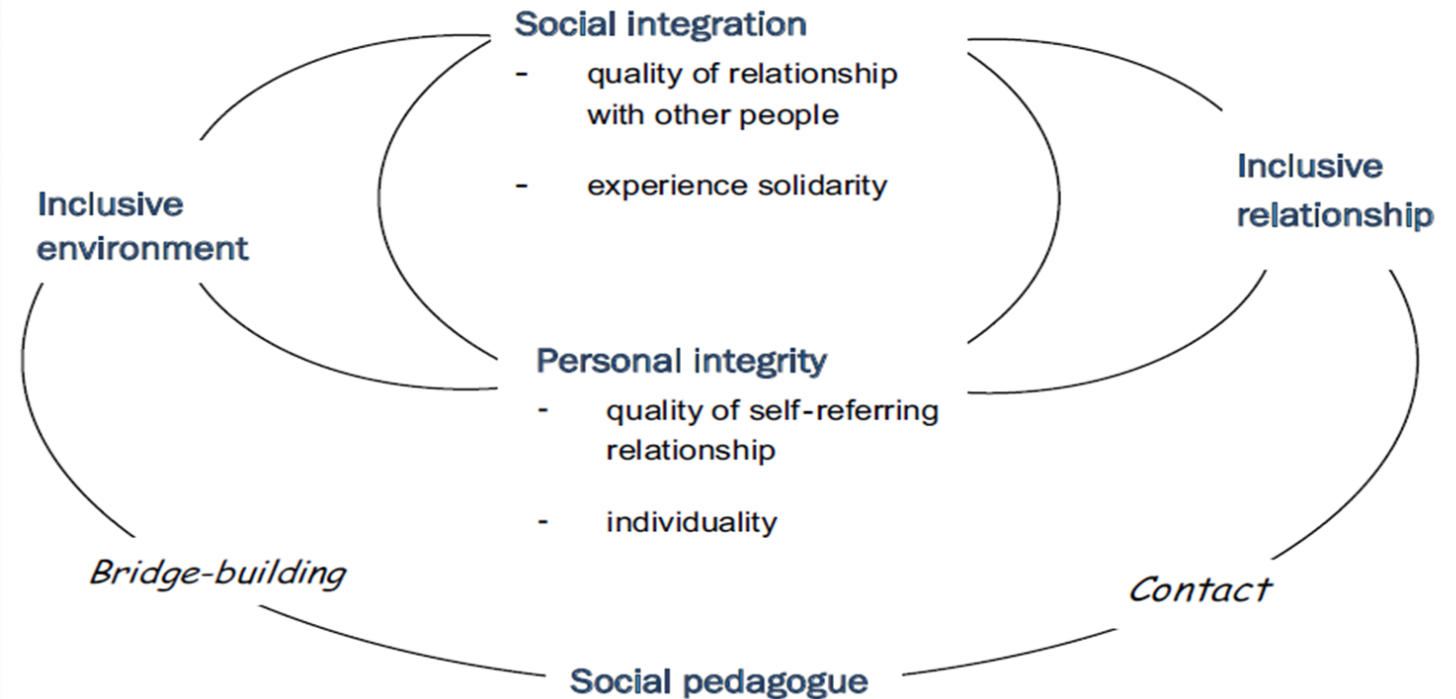


Figure 1 The task of pedagogue: turning the negative cycle by means of contact and bridge-building



What teachers do matters **Hattie (2008)**

As effective educators build inclusive learning environments and bonds with students, incorporating informal learning practices that differ from formal teaching and learning would help teachers build these social contacts in the classroom.
(Mickelsson, 2023).





Kaitaan koulu



- 320 students
 - four groups of preparatory classes for basic education
 - one group of special class education (behavioral and social-emotional issues)
- 35 teachers and four school assistants
- a student welfare group (psychology, social worker, counselor, community educator and a nurse)
- one principal and two vice-principals
- 6 teacher teams: environmental issues, assessment, community spirit and anti-bullying, co-workers and partners, school events and animal assisted learning
- specialities: animal-assisted well-being, learning and activities



The building is over 50 years old, but was renovated in 2010.



”Open-doors school” with opportunities to study outside classrooms

LEARNING ENVIRONMENTS: CLASSROOMS, HALLS, YARD ETC.





HOME ECONOMICS





ALL THE SCHOOLS IN FINLAND LOOK DIFFERENT. LONG HALLWAYS ARE NOT POPULAR ANY MORE...



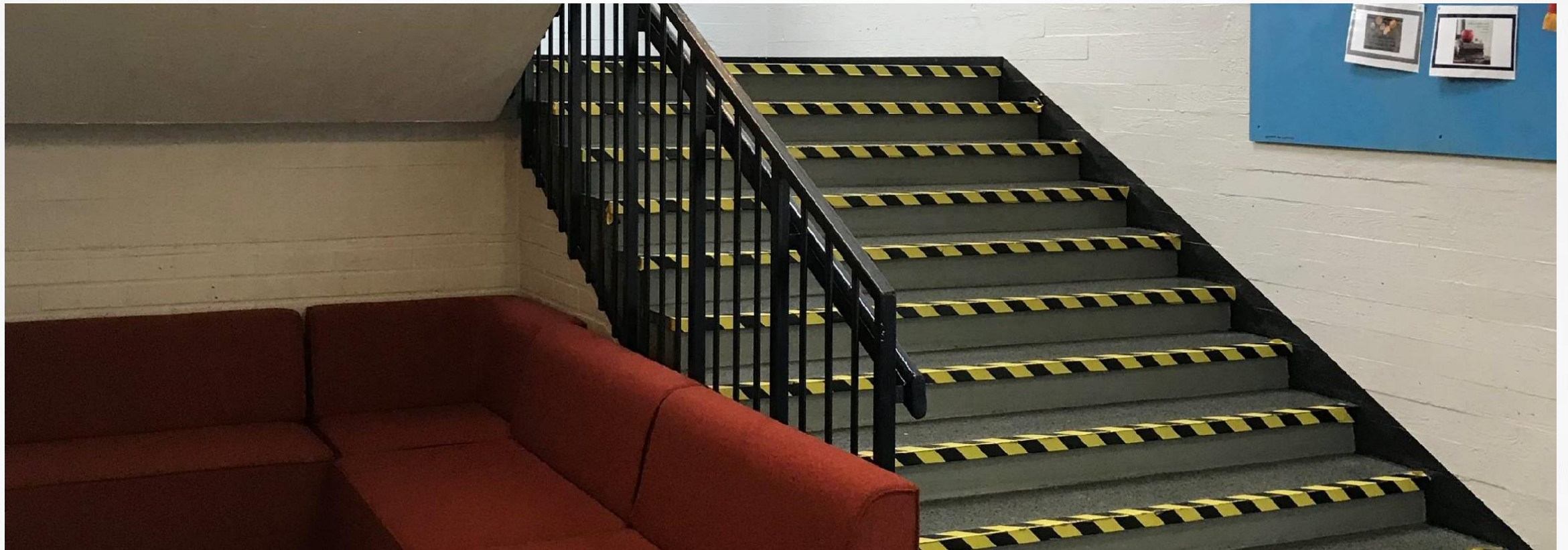


LIBRARY IS USED AS A CLASSROOM





ALL STAIRS HAVE TAPINGS SO THAT THE STUDENT WITH POOR EYE-SIGHT COPE IN SCHOOL DAYS





EVERYONE HAS OWN CUP FOR COFFEE.

THE MAIN STAFF-ROOM” WITH LOCKERS AND SOME PLACE FOR WORK.



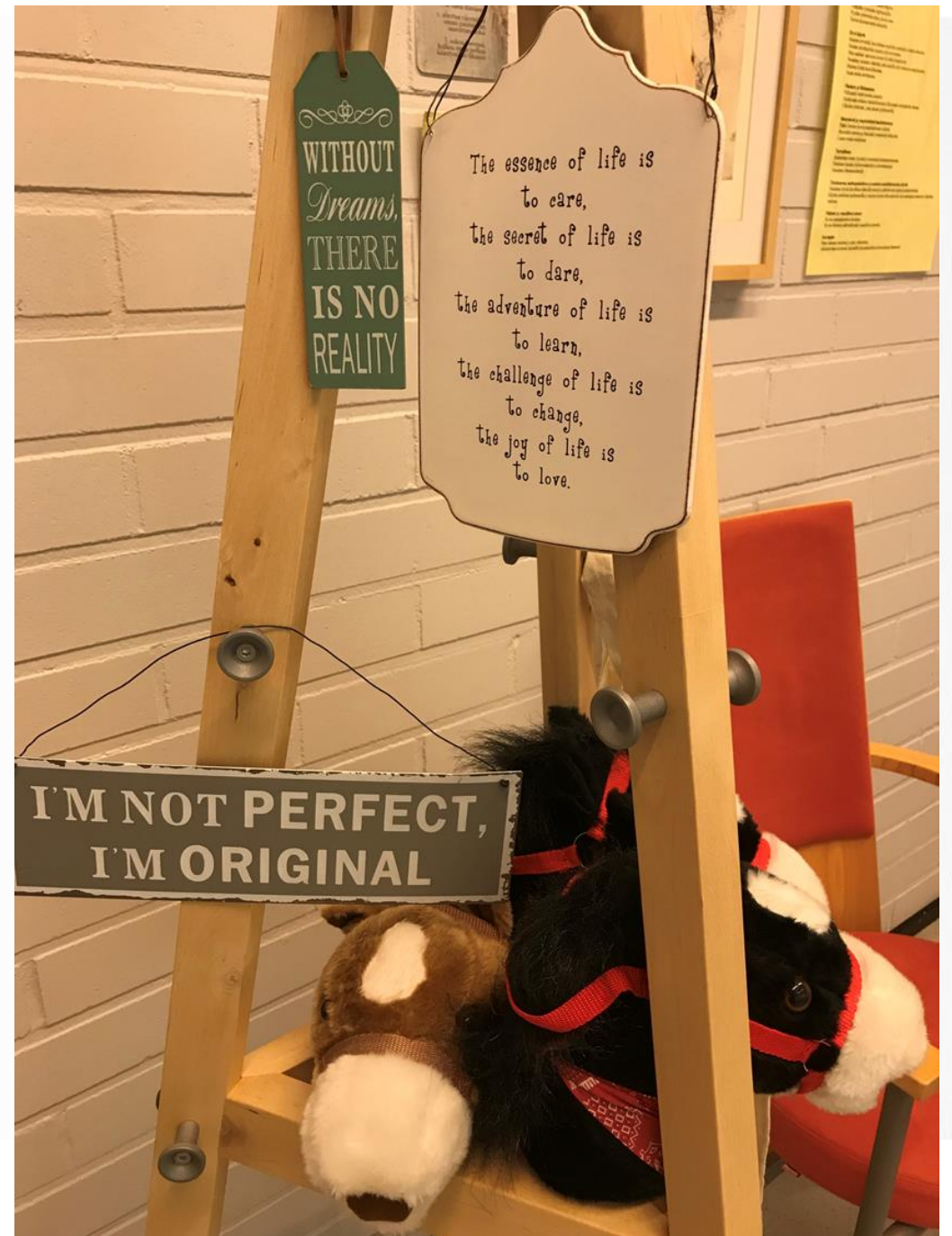


STUDENTS HAVE FREE SCHOOL LUNCH.





EVERYONE NEEDS TO FEEL THAT THEY ARE WARMLY WELCOME TO PRINCIPAL'S OFFICE





THE ROUND TABLE AND SCHOOL DOGS ARE ESSENTIAL IN FAMILY MEETINGS TO BUILD BRIDGES.





***TEACH THEM TO BE KIND TO ANIMALS.
THEY WILL GROW UP ALSO KIND TO PEOPLE.***





Questions?





Ritva Mickelsson

ritva.mickelsson@espoo.fi

[Equine-Assisted Social Education as a Co-Intervention to Prevent Dropout by Improving Social Skills and Engagement in Learning](#)

[Harnessing horses in social pedagogy: Equine-assisted social education in a school context](#)

[Lessons Learned from Horses: Three Pedagogical Interventions Promoting Well-being of Students with Special Educational Needs](#)

[Lessons from a Finnish classroom](#)

[Lyyti the schooldog](#)

[VIA-test](#)

[Aggression Replacement Training \(ART\)](#)

