

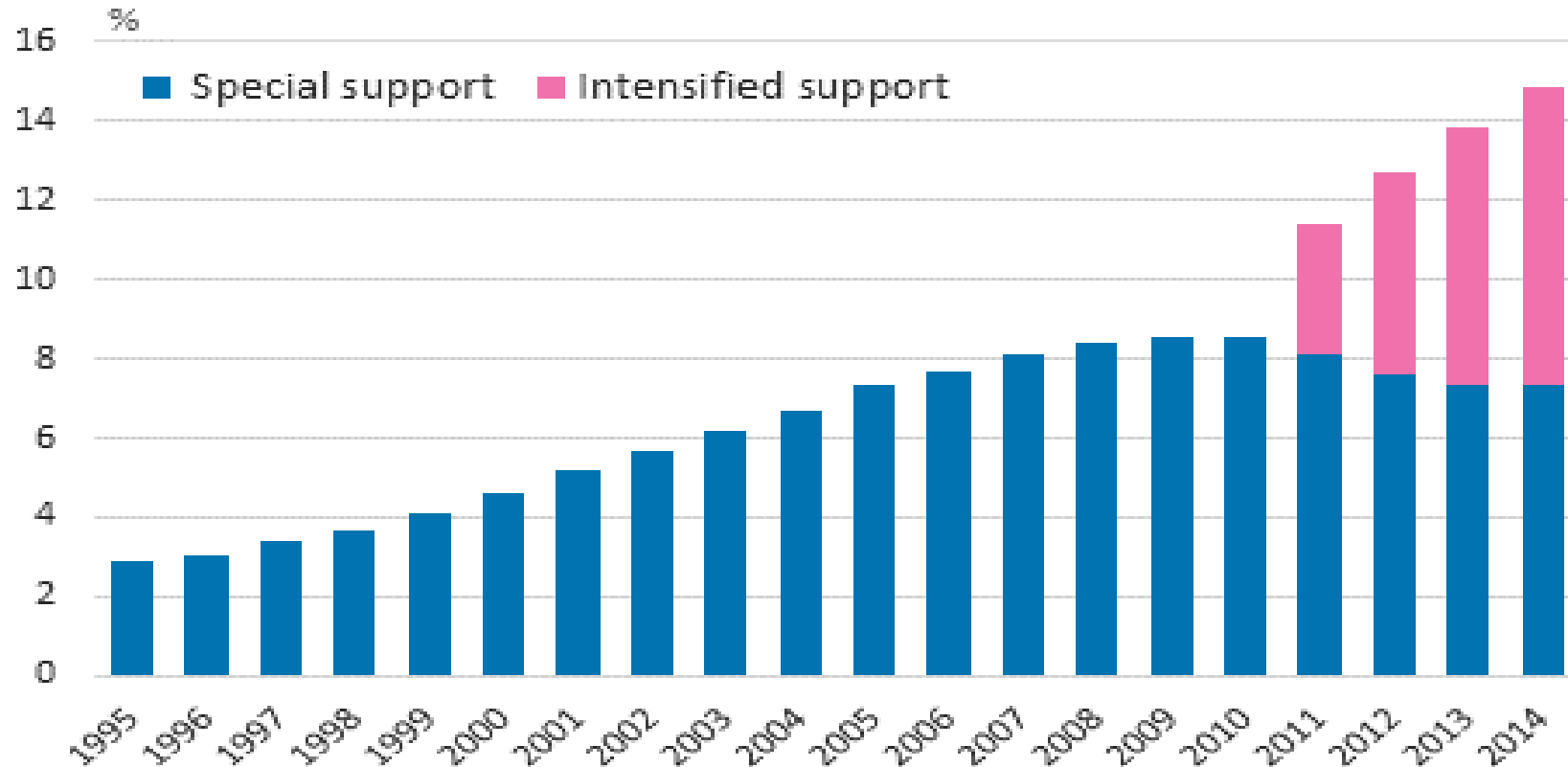
Special Education in Finland

Special education is defined by legislation and the curricula

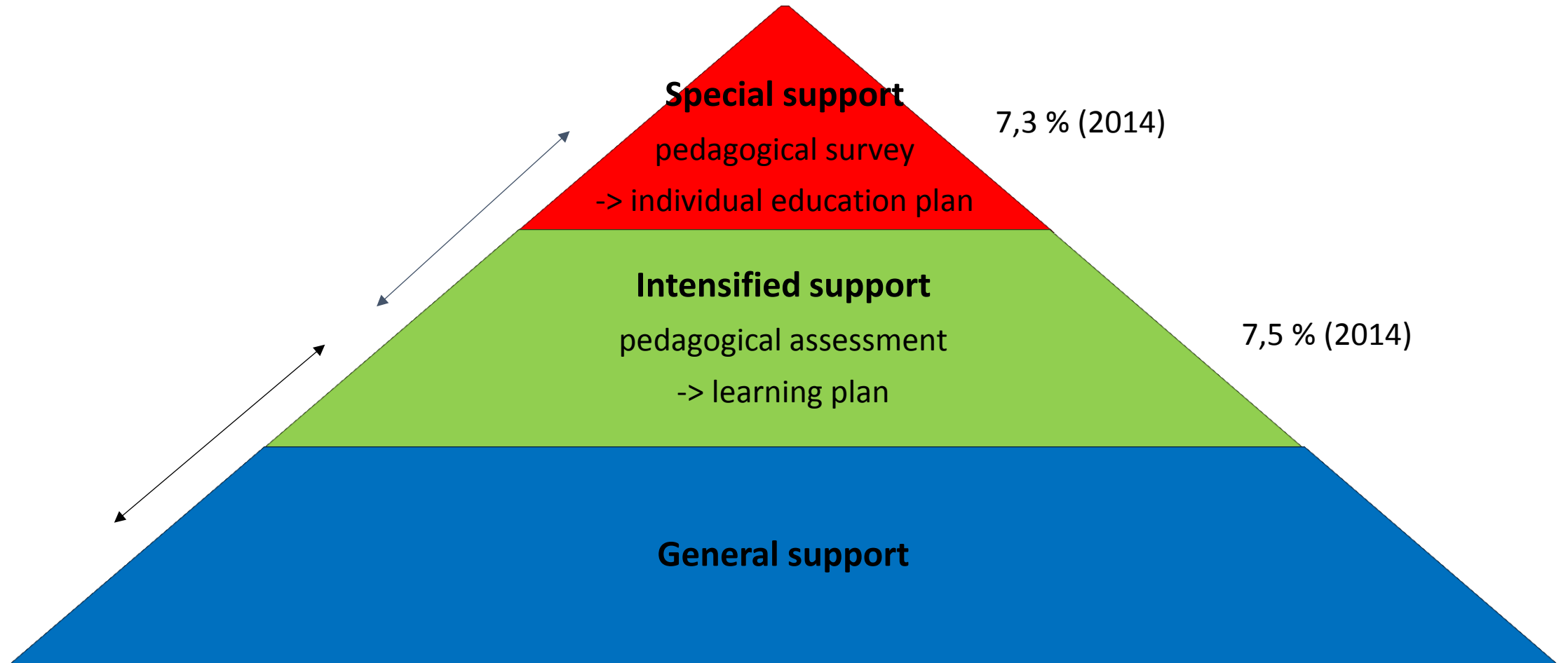
A pupil has **the right to get** instruction and guidance counseling in accordance with the curriculum and **sufficient support in learning and school attendance, as soon as the need arises** (amended Section 30, Basic Education Act)

1. The possibility to get support and counseling is the right every pupil has on every school day
2. The support is a collaborative effort involving all teachers, the pupil and his/her parent and, where needed, pupil welfare personnel

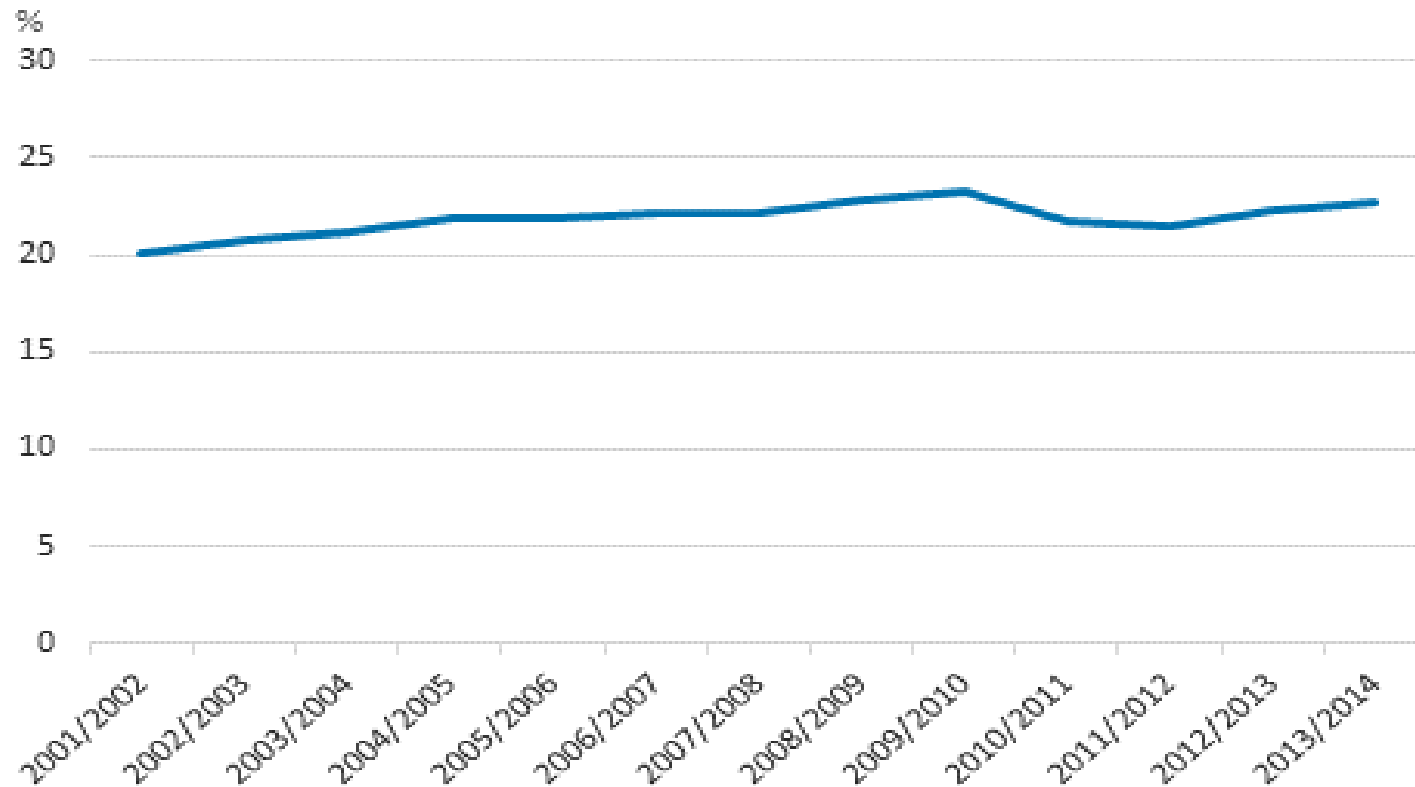
Share of comprehensive school pupils having received intensified or special support among all comprehensive school pupils 1995–2014



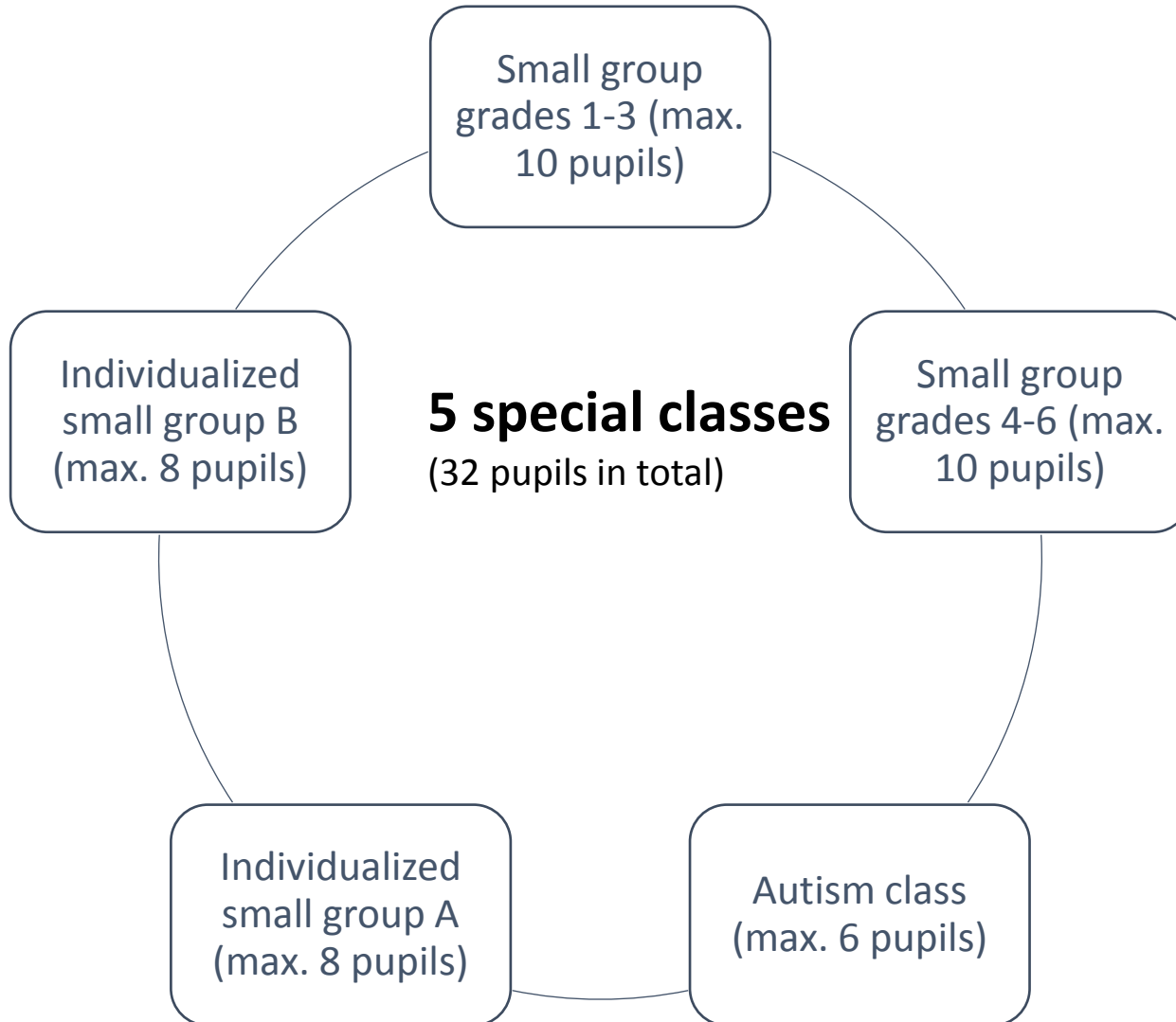
3-stage support



Share of comprehensive school pupils having received part-time special education among all comprehensive school pupils in academic years 2001/2002 to 2013/2014



Special classes in Vaajakumpu



- the special education of the area is centralized at our school

- each class has a special class teacher and school assistant(s)

- the pupils integrate to general education according to their abilities

- very intensive support to a small number of pupils -> equal?

Part time special education in Vaajakumpu

- the resources of 3 special education teachers
- approx. 2 hours per class per week
- in grades 7-9 almost fully co-teaching
- in grades 1-3 approx. 30 % co-teaching
- In grades 4-6 approx. 70 % co-teaching
- speech instruction in grades 1-2 (phonemes [s] and [r])
- 2 school assistants equals 1 special education teacher

Challenges?

- Class teachers' perspective -> more pupils with special needs in mainstream classes
- 3 stage support model -> practice varies according to municipalities and schools
- New strict legislation restricts teachers -> not all information available
- New curriculum reform -> special needs pupils?
- Further education (vocational special needs education)
-> upper-secondary school, universities