National Inclusion Counseling Unit

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The Inclusion Counseling Unit

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• Supporting improved and increased inclusion and inclusive environments in preschool, school and school activities within the school

• Target group is all children and young people across preschool, school and school activities within the school and across special- and mainstream education – but with particular focus on the children in vulnerable positions and the professionals around them.
Approach to inclusive environments

• Vision: That all pre-schools, schools and school activities within the school offer inclusive learning environments, where all children thrive and achieve as high academic skills as possible through active participation.

• Children develop themselves in relation to others and through participation in academic and social communities – strong communities and sense of belonging is essential for their well-being, development and academic skills.
Activities and working methods

• Consolidating and collecting knowledge about inclusive environments and the specific topics
• Projects collaborating with specific municipalities and institutions (pilots and network activities in and across municipalities)
• Transferring current knowledge at national level
Three focal topics

• Reducing the gap between special needs- and mainstream education
• Well-being and classroom management
• Early interventions through intersectoral collaboration
Early interventions...

• “Early” - both early in life and early interventions in current problems or concerns
Hvorfor tidlige indsatser?

Rates of return to human capital investment

Preschool programs
Schooling
Job training

Rate of return to investment in human capital

Preschool
School
Post-school

Age

Opportunity cost of funds

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Heckman, 2006
Ulighed i evner gennem barndommen

3-5 år
Vurderede færdigheder

8-14 år
Test resultater, læsning

25 år
Ingen dom for kriminalitet

30 år
Års fuldført uddannelse

40 år
Indkomst

40-50 år
Ikke kontaktet hospital

54 år
1 arbejds styrken

60 år
1 live
• Children from families in vulnerable positions face higher risk of encountering social problems (1/3 of children with social problems)

• BUT... if only focusing on these children, we tend to overlook the remaining 2/3 and miss the opportunity to work preventive with this group
... and intersectoral collaboration

• All professionals around the child have particular tasks and perspectives in relation to the child, but crucial that it is considered a joint task and that they aim for a joint goal
How?

• Testing and developing models of collaboration and identifying the ”promoting” and ”limiting” factors for progression

✓ Identifying common denominators for a joint vision and joint basis for the interdisciplinary collaboration
✓ Working with child perspective and ”relational coordination”
✓ Economic structures of incentive supporting the collaboration
✓ Processes of assessment and reassessment of SEN

• Sharing this knowledge
Den forebyggende og konsultative indsats
30 minutes session

- Reflections in groups (15)
- Sharing key findings (15)