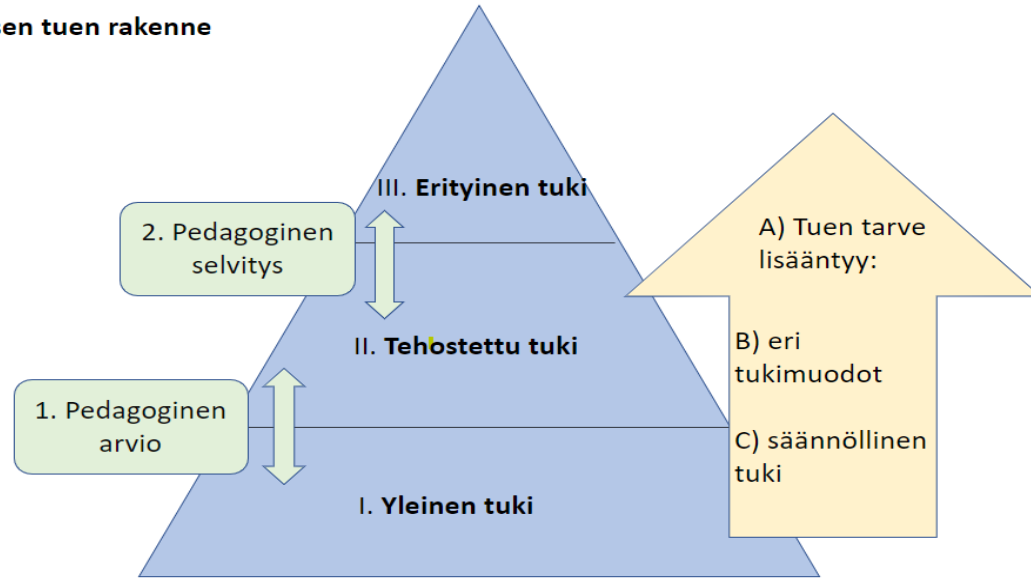


The structure of three-level support system

Kolmiportaisen tuen rakenne



2. Extensive pedagogical assessment

1. Pedagogical assessment

III Special support

II Intensified support

I General support

A) The need for support increases:

B) Different forms of support

C) Regular support

For more information, see the website of Finland's National Agency for Education (in Finnish):

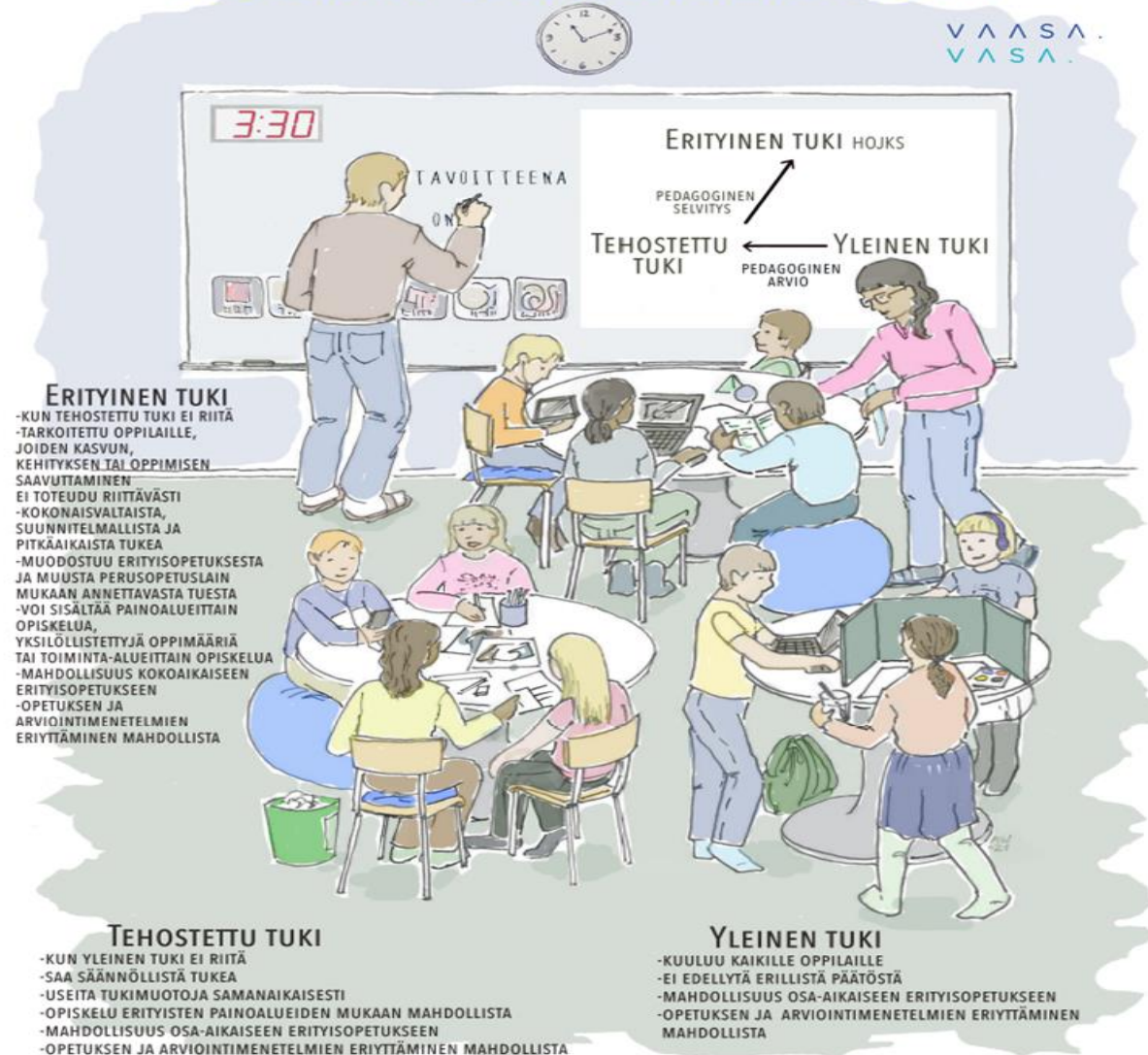
<https://www.oph.fi/fi/koulutus-ja-tutkinnot/opinmisen-ja-koulunkaynnin-tuki>

englanti

Three-level Support System Guide for Guardians

KOLMIPORTAINEN TUKI

V A A S A
V A S A



THREE-LEVEL SUPPORT SYSTEM

The pupils may need support for various challenges related to learning, concentration, and attention, working skills, behaviour, friendship skills or emotion regulation.

There are three levels of support available for learning and schooling, **general, intensified, and special support**. Only one level of support is available to a pupil at a time.

The aim of the support is to strengthen the pupil's self-esteem, learning motivation, social and learning skills. Guardians play a key role in supporting the pupil's learning and schooling.

The pupils' need for support is monitored and assessed continuously. **The child can move between the three levels in both directions according to their need for support.**

GENERAL SUPPORT

General support is the first step in responding to the pupil's need for support. This may include, for example, weekly support lesson, part-time special needs education or other forms of support suitable for the pupil in the classroom (e.g. seat cushion, hearing protectors, differentiated tasks). **Starting general support does not require any separate assessments or decision.**

The guardian's role is to support and encourage the child in their school assignments, to monitor them doing their homework and to contact teachers in case they have any concerns.

If the need for support increases, the teachers conduct a pedagogical assessment of the pupil. The assessment will evaluate the need to move towards intensified support.

INTENSIFIED SUPPORT

Intensified support is more continuous, more diverse, and more individual support for the pupil. This may mean, for example, more regular support provided by the special needs teacher in diverse ways, or weekly remedial teaching. There may also be a variety of support measures suitable for the pupil available in the classroom.

The guardian's role is to praise, encourage and assist the child in school work and in doing their homework. In addition, the guardian plays a key role in drawing up a learning plan.

If the need for support increases, the teachers prepare an extensive pedagogical assessment for the pupil, and it will be reviewed with the guardian. The decision on special support is based on the pedagogical assessment and it also requires an expert assessment (e.g. school psychologist, doctor). The final decision on moving to special support will be taken in multi-professional cooperation (e.g. class teacher/instructor, special needs teacher, school social worker, school psychologist).

SPECIAL SUPPORT

Special support is intended for pupils whose growth, development or learning require comprehensive and structured support. For example, special support may take the form of part-time or full-time special needs education. Special support makes it possible to provide all forms of support under the Basic Education Act for the pupil.

The guardian's role is to praise, encourage and assist the child in school work and in doing their homework. In addition, the guardian plays a key role in drawing up and evaluating the individual education plan (**IEP**).

The plan will record the appropriate forms of support for the pupil and assess their implementation and adequacy.