

The educational and psychological counselling service in Norway (EPS) as a central agent for developing inclusive practices in schools?



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The Norwegian (special) education context

ALL CHILDREN ARE

- Entitled to attend local school
- Entitled to adapted teaching
- Follow the same national curriculum
- **If necessary: Entitled to special education and IEP based on expert assessment from EPS (The Educational and Psychological Counselling Service)**
- **Special education is expected to be seen in close connection with ordinary education**

EPS and the legislation



The Education Act for Primary and secondary Education, 2024: § 11-13

The EPS must collaborate with and support the schools in the preventive work to provide an inclusive training offer to pupils who may need to facilitate their training. EPS must

- a. support and guide the schools in sorting out the need for the provision of education and in introducing measures as early as possible when needed
- b. help with competence and organizational development so that the training offer is as inclusive and well organized as possible

Where the law or regulations to the law require expert assessment, it is the EPS that must prepare the assessment.

SUKIP – AN INNOVATIVE CASE-STUDY

- The SUKIP project 2019-2023
(Collaboration for the Development of Competence for Inclusive Practice)
- Funding from the Research Council of Norway
- Developed and explored a new infrastructure for collaboration between EPS, one kindergarten, and one school in two different municipalities



<https://press.nordicopenaccess.no/index.php/noasp/catalog/book/186>

Data for article about Collaboration EPS - schools

Case A

- Transcript from a collaboration meeting March 20
- Transcript from a collaboration meeting Oct 20
- Transcript from a collaboration meeting April 21
- Interview with head of EPS Mai 20
- Interview with principal Dec 20
- Interview with EPS advisers Febr 22

(Moen & Mjøs, 2023; Moen et al., 2023)

Case B

- Transcript from one team's last collaboration meeting May 21
- Transcript from one team's first collaboration meeting Oct 21
- Interview with EPS's management team Febr 20
- Interview with the school's EPS adviser Jan 21
- Interview with principal June 21

(Mjøs & Moen, 2023)

Based on our analysis of each case; three main themes emerged:

- *The importance of leadership*
(Aas & Vennebo (red.), 2021)
- *The need for role clarification, meeting choreography, and exercise.*
(Lahn & Jensen, 2008; Nesper, 1994)
- *Psychological safety based on good relationships as a prerequisite.*
(Edmondson, 2019) .



How can an innovative collaboration on inclusive practices between school and EPS be developed through collaborative meetings?



Analytic approach

- Comparative thematic analysis; exploring similarities and differences between case A and case B
- Discussion in the light of:
 - experiences from Denmark; PPR –
 - experiences from Sweden; Elevhälsan
 - past and current Norwegian change strategies

Collaboration EPS – school;
A way forward towards
inclusion?

Based on this,
Are there other potential themes or
approaches that appear to be
relevant in a Nordic context?



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