INDIVIDUAL PLANS TO SUPPORT COLLABORATION FOR CHILDREN WITH SPECIAL NEEDS IN KINDERGARTEN

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Abstract

Research indicates that everyday life in Norwegian kindergarten is often characterized by time pressures and strains on collaboration (Borg, Kristiansen & Backe-Hansen, 2008). This article presents findings from an investigation conducted in southern Norway that sought to provide insight into diverse forms of collaboration around children with severe disabilities in kindergarten. The use of individual plans (IP) is an important part of how services are coordinated and implemented in Norway and was a central aspect of this investigation. We employed a case-study approach involving semi-structured interviews and observation of 5 participants who have key roles in the life of a 5 year-old girl with a severe disability. Using qualitative content analysis we determined relevant themes from transcribed interviews and field notes. Informants included the child's mother and father, head teacher, special educator, and the municipal health-nurse. In its current form, the IP in this case appeared to have little relevance for participants and, therefore, probably did not contribute significantly to providing this child with the individually adapted support that it was intended to facilitate.