



WE ARE ALL DIFFERENT

INCLUSION AND SUPPORT FOR STUDENTS
WITH SPECIAL NEEDS IN AND OUT OF THE
CLASSROOM

ANNE-MARI KUUSIMÄKI

- Doctor of Education, trainer, teacher, solution focused neuropsychiatric coach, solution focused individual and community coach, cognitive behavioral therapy- student
- Doctoral research 2016-2022: Digital communication between home and school as a strengthening of educational partnership
- My teaching experience: all grades of education primary and secondary school over 20 years from time
- Education and coaching experience in 2013: primary schools, management teams, early childhood education, secondary schools, social sector (child protection, family work, mental health and disability services)
- Individual and group coaching, training



LEARNING OUTCOMES

- **ACQUIRE, REFLECT, AND REFRESH KNOWLEDGE ABOUT MAIN DISABILITIES SUCH AS LEARNING, INTELLECTUAL, AND PHYSICAL DEVELOPMENTAL DISABILITIES**
- **Exchange reflections and practices, share difficulties and solutions with colleagues**
- **Experience concrete activities to prevent isolation and disruptive behavior, which can be replicated in the classroom**
- **Learn how to empower peer interaction and support with other students with special needs and classmates**
 - **Practice effective and positive communication with parents**

We are each others environment- Denise Quinlan







You can understand,
accept
and utilize other
peoples
differencies, when you
understand yourself
and the way you are
thinking

Carl Jung 1875-1961

WHO HAS BEEN THERE FOR YOU?

WHAT DID THIS PERSON STRENGTHEN IN YOU?



VALUE

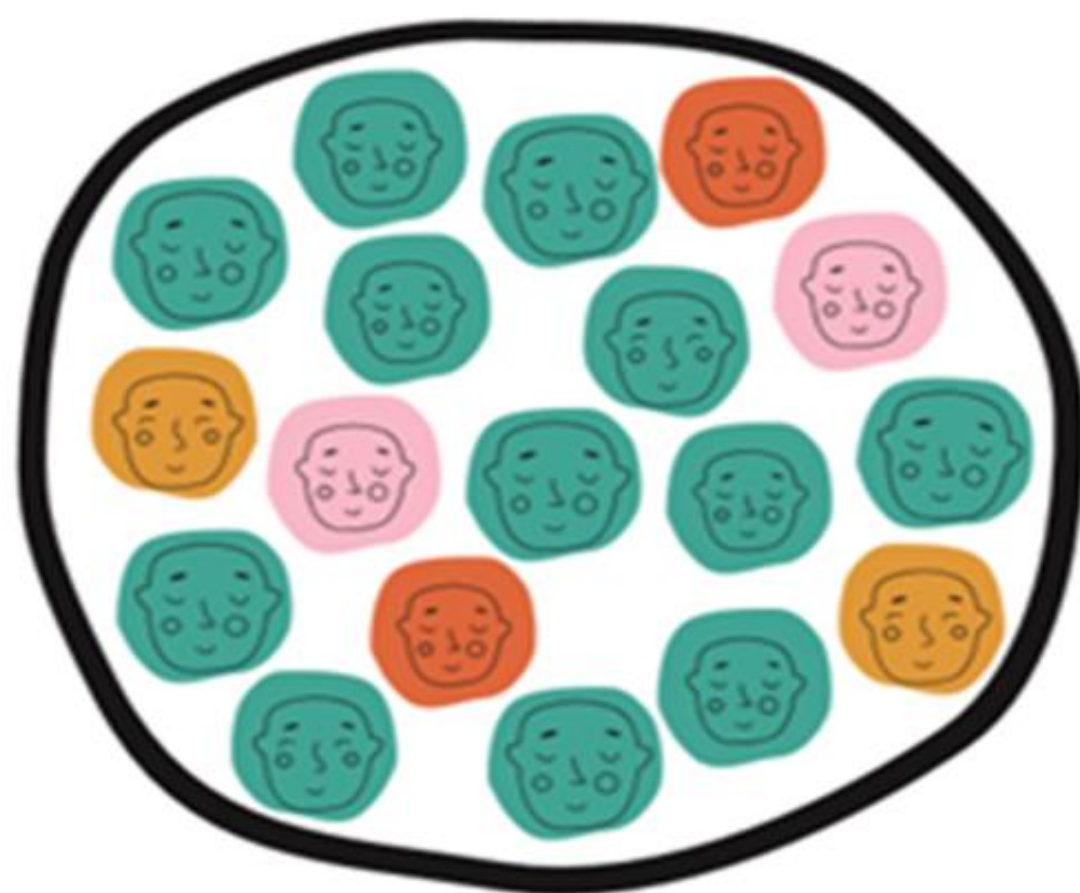
LOVE

VALUE

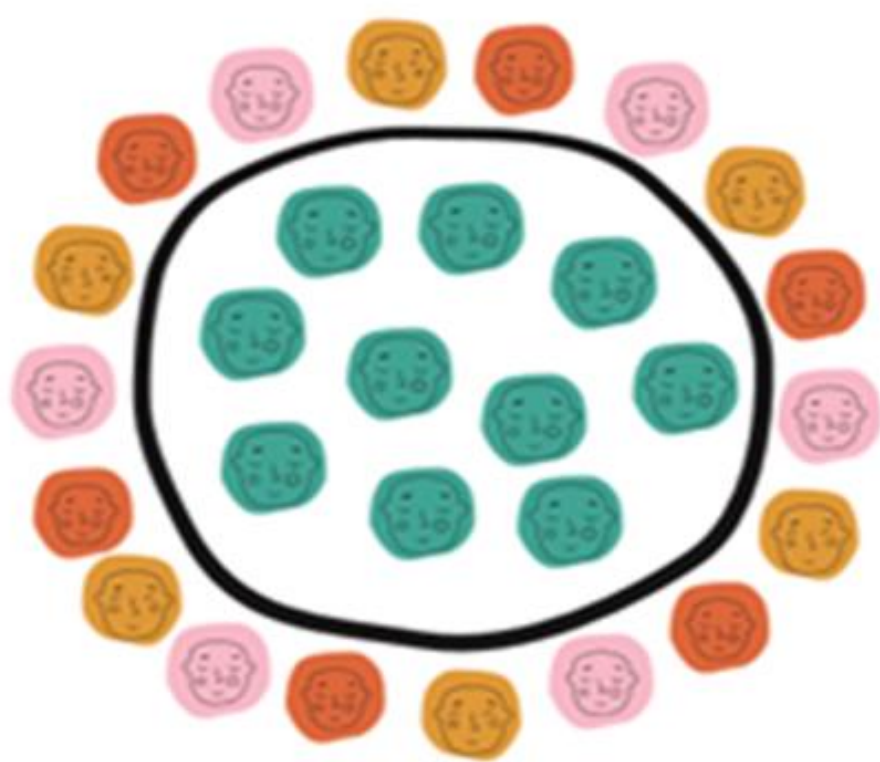
HOPE

VALUE

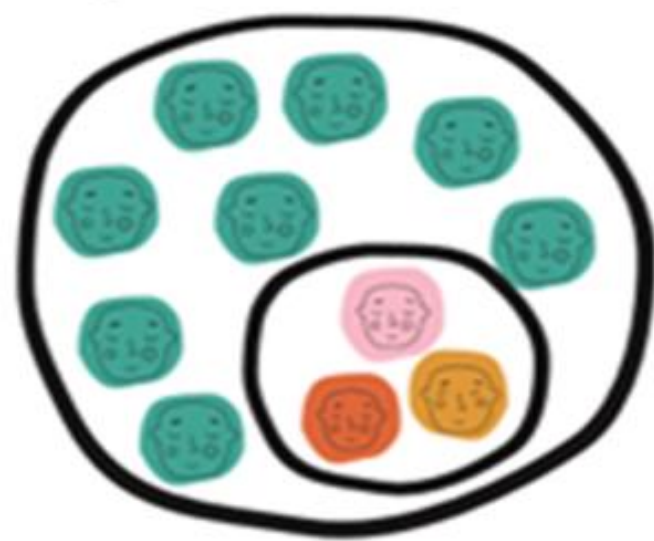
RESPECT



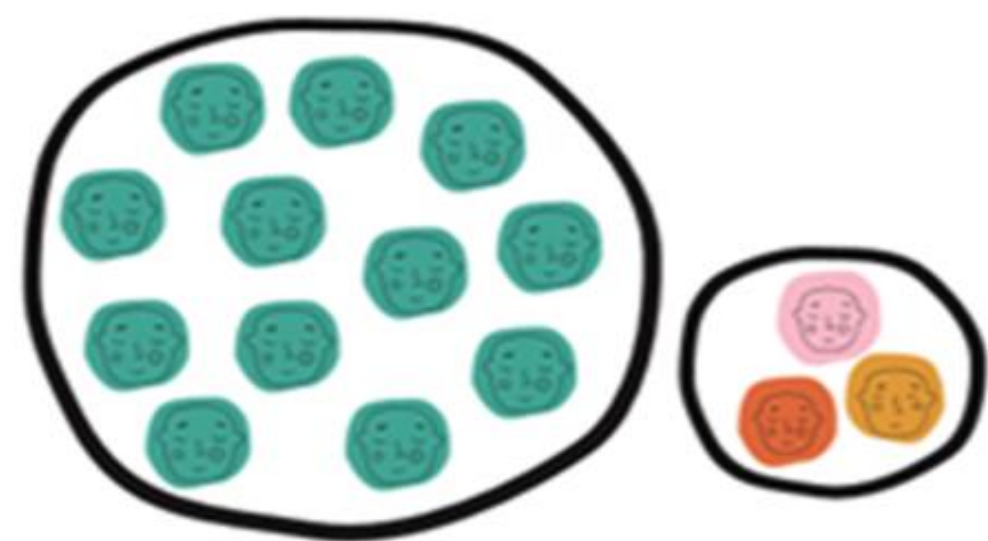
iNcLUSiON



EXCLUSION



iNTEGRATiON



SEGREGATiON



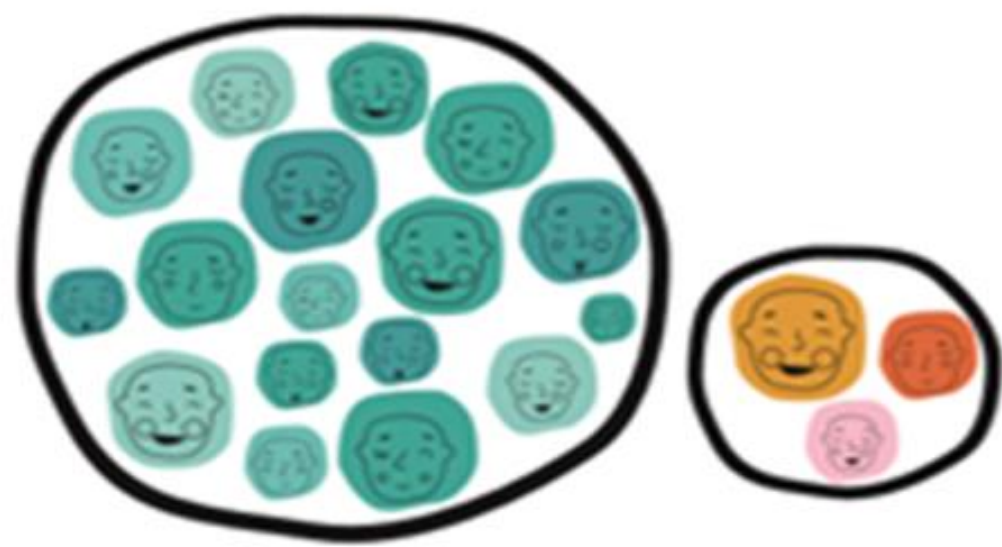
iNCLUSiON



EXCLUSiON



iNTEGRATiON



SEGREGATiON

ALL DIFFERENT

ALL

EQUAL



The beauty
and wisdom of
neurodiversity

ADHD (Attention Deficit Hyperactivity
Disorder)

ADD (Attention Defecit Disorder)

- children and young people 3,6-7,2 %
 - adults 2,5-3,4 %
 - diagnoses boys/girls 5:1

- Avoid tasks that require effort
- Impatience, restlessness
- Does not follow the rules and instructions
- Does not notice the details
- Underperformers compared to intelligence
- Low self-esteem
- Time management problems
- Memory problems: learns with difficulty, forgets quickly
- Being “the class clown” when can't concentrate
- Difficulty forming and maintaining social relationships
- Shyness, withdrawal
- Difficulty expressing emotions, emotional outbursts
- Difficulty controlling emotions, behavior and thoughts

<https://youtu.be/1t9UHQgtDfU>

What is ADHD?



ASD (autism spectrum disorder)

- children and young people
1%
- diagnoses boys/girls 4:1

- Difficulties in flexible social activities, black-and-white and schematic thinking.
- There may be motor difficulties or special sensitivities related to sensory regulation to sounds, touch, lights.
- Facial expressions or gestures may be abnormal, emotional expression scarce
- Masking to fit in socially- This is very demanding for well-being
- Strong sensory experiences are needed to maintain alertness and interaction
- The child may be withdrawn
- Bumble easily or may eat e.g. the cuff of a shirt
- Sensation seeker, needs more depth and movement sense
- In constant motion, bumping, jumping, touching everything, smelling, tasting
- Distance control is difficult
- In overdrive - seems to be impulsive, overactive and attention-seeking

<https://youtu.be/DZXjJVrm1Jw>

10 things you should know about autism



TS (Tourette syndrom)

- 0,2-0,6 %

Sensory processing disorder (SDP)

Brains inability to integrate certain
information received from the body's
sensory systems

- 5-16 %

<https://www.youtube.com/watch?v=Ezv85LMFx2E>

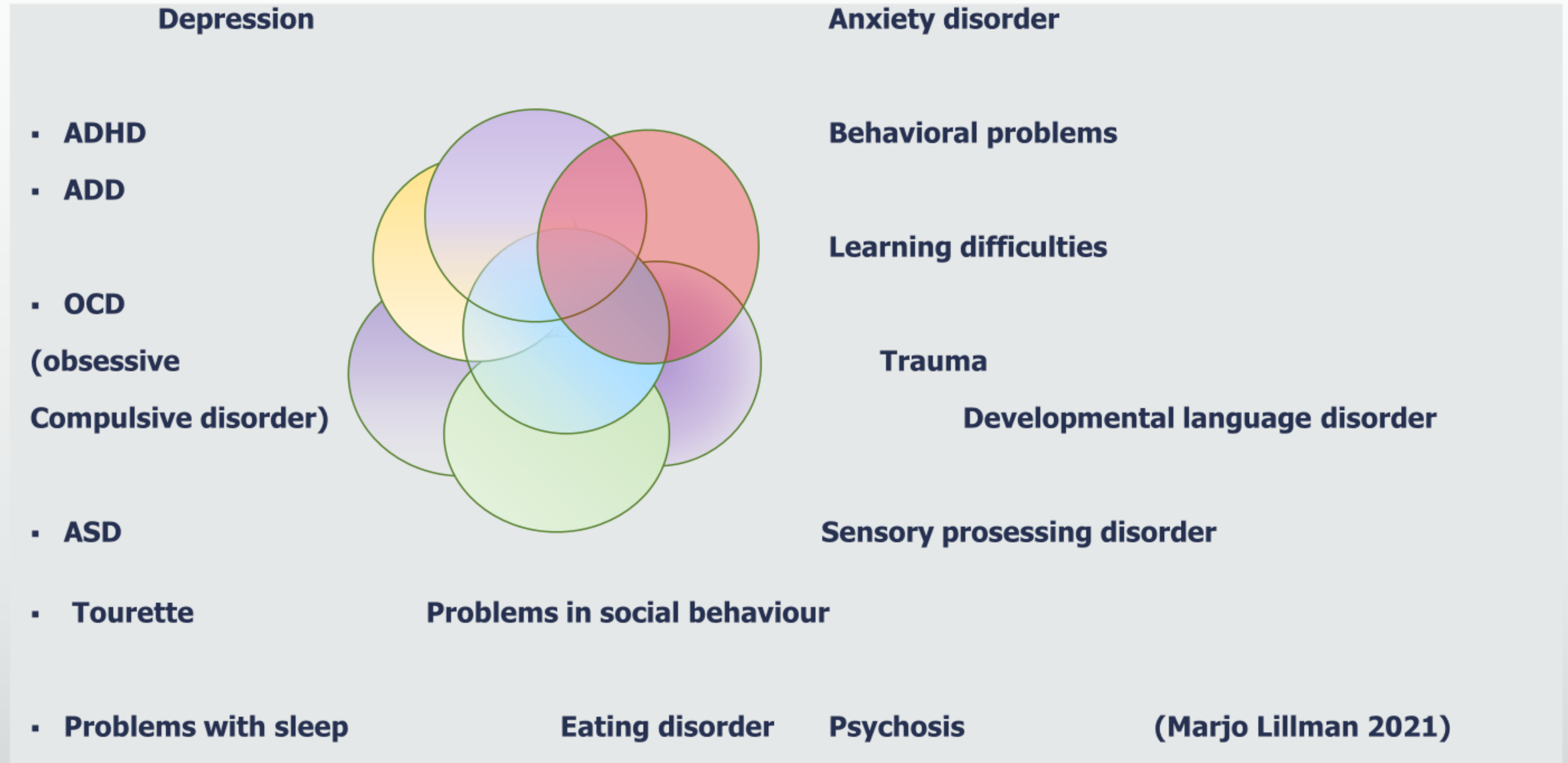
Amazing things happen ASD



Developmental language disorder

- 1-7 %

OVERLAPPING, TOGETHER AND SEPARATELY



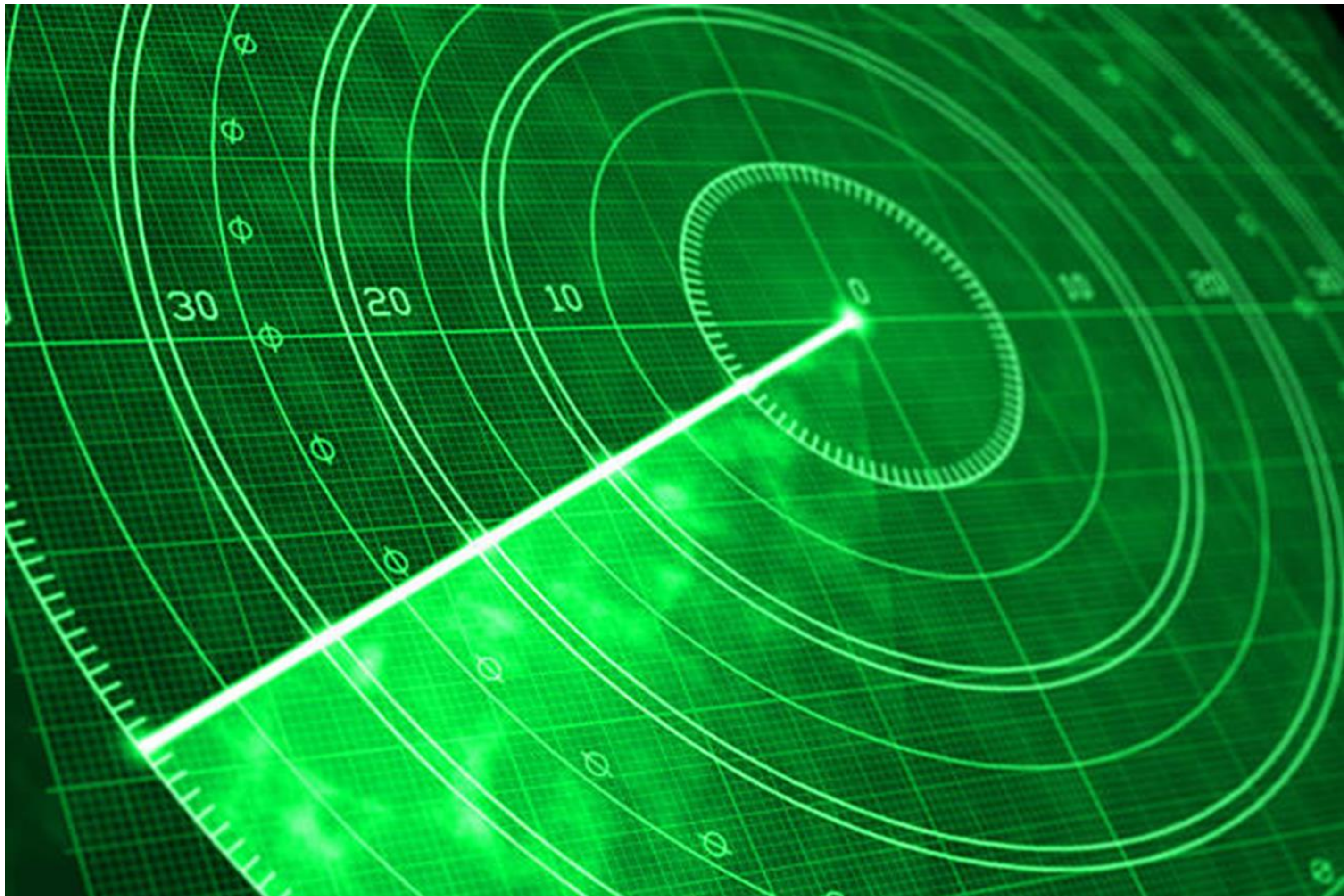
Stephen Porges

“Trauma compromises our ability to engage with others by replacing patterns of connection with patterns of protection.”

<https://youtu.be/YTTSXc6sARg>

Still face experiment





ANXIETY OR DEPRESSION SYMPTOMS

- ✓ **THE PERSON MAY BE SAD, JOYLESS, DEPRESSED AND/OR IRRITABLE, EVEN ANGRY.**
- ✓ **Difficulties participating in hobbies, early childhood education or school attendance.**
- ✓ **Symptoms that hinder the ability to function do not get much better even with pleasant experiences.**
- ✓ **Cognitive difficulties manifest as pessimism, feelings of guilt, and lack of interest, concentration and attentiveness.**
- ✓ **As a weakness of self-esteem and self-confidence, experiences of worthlessness and loneliness.**
- ✓ **Somatic symptoms, e.g. fatigue and eating and sleeping difficulties are also common in children.**
- ✓ **Psychomotoric slowdown or restlessness are possible behavioral problems. (over-under-stimulation)**
- ✓ **Suicidal thoughts and self-destructive behavior also occur in children.**

- ✓ The person worries a lot and it is difficult to be away from loved ones even for a short time.
- ✓ It is difficult for the person to tolerate uncertainty and he makes sure a lot.
 - ✓ The symptom can be physical, as a headache or stomachache
- ✓ The person may be afraid of social situations and even a small performance situation may be stressful.
 - ✓ Quantity-specific fear may include fear of insects and thunderstorms, or the person may, for example, be afraid of visiting a doctor or nurse.
 - ✓ Avoiding situations and things that cause anxiety
- ✓ Relying on safe behavior (carrying objects, going into situations only with a certain adult, securing things...)
 - ✓ Symptoms can lead to a narrowing of the circle of life and activities.
- ✓ The situation is often very stressful for the child, youngster and his family.

Child psychiatry Duodecim 2019

OCD

- ✓ Obsessive-compulsive disorder includes either compulsive thoughts or compulsive actions or both. Safety behavior is overemphasized.
- ✓ In children, compulsive actions are more common than obsessive thoughts. Compulsions are repeated chains of actions, routines and rituals, the purpose of which is to alleviate the anxiety associated with compulsions by trying to prevent some threatening event.
- ✓ The most common compulsive activities are frequent washing, checking and securing things, repeating activities, compulsive touching and arranging things.
- ✓ Compulsive actions can also be purely mental, for example counting and repeating words or sentences. Blocking compulsive activities can increase the child's anxiety and trigger tantrums.

<https://www.youtube.com/watch?v=Bu2k0EGXAVo>

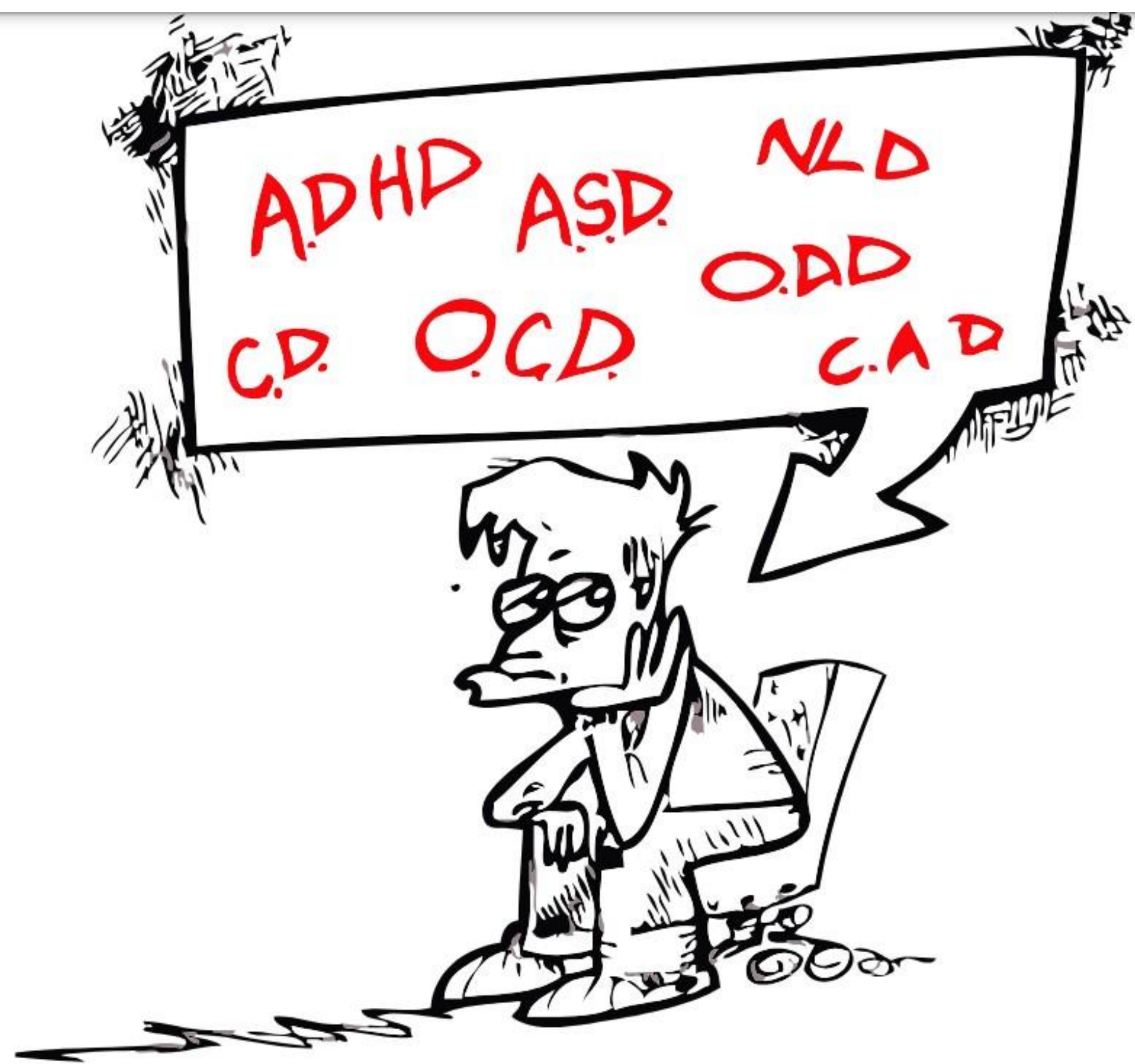
Radio doom and gloom



<https://www.youtube.com/watch?v=rCp1l16GCXI&t=1s>

Anxiety





“Is there a snappy acronym for
You Adults Are Not Inspiring My Confidence?!”

REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"
~ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be
"STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

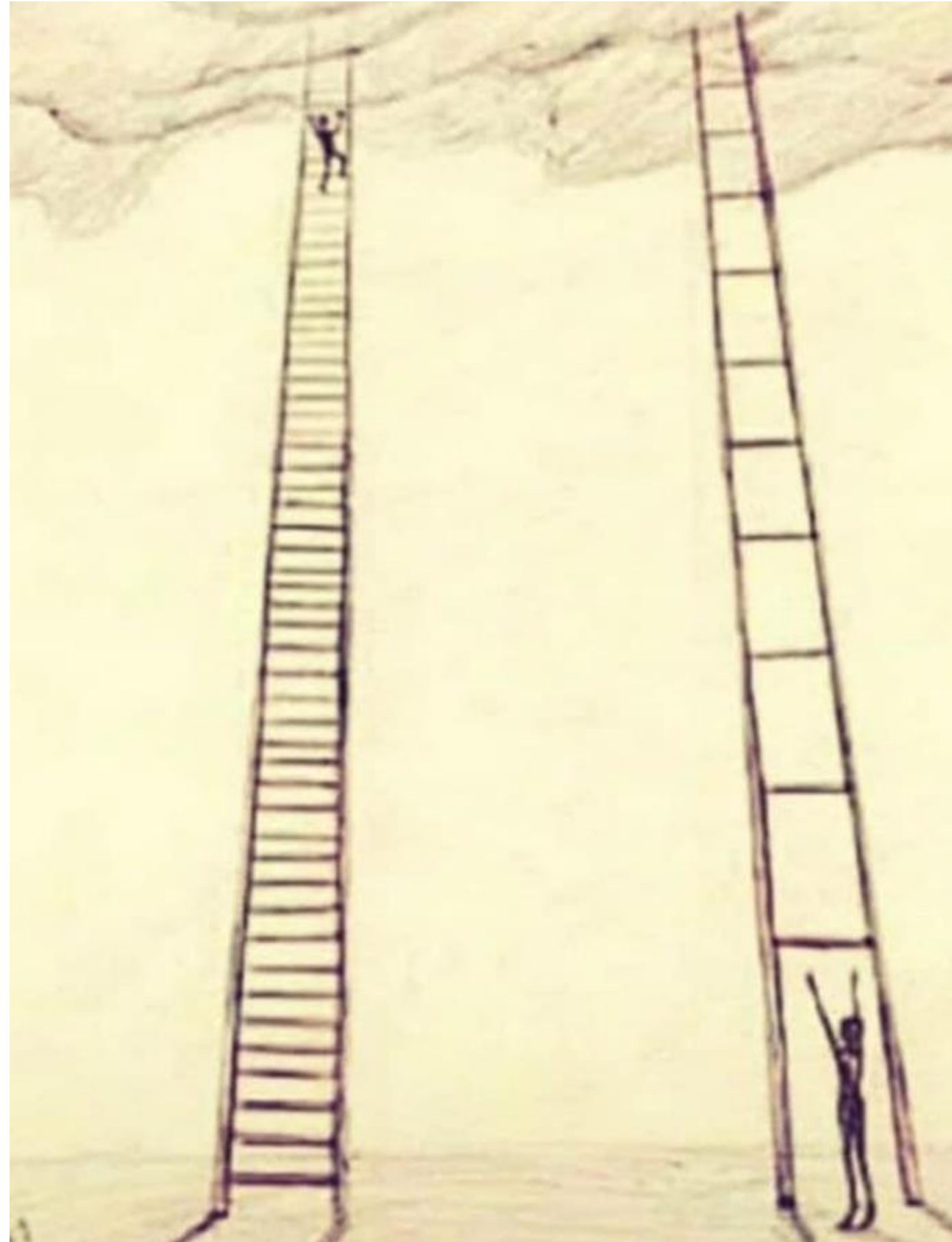
@kwiens62

WHAT DO YOU WANT TO EXPLORE?

WHAT DO YOU NEED TO YOUR PROFESSIONAL TOOL BOX?



Check your goals



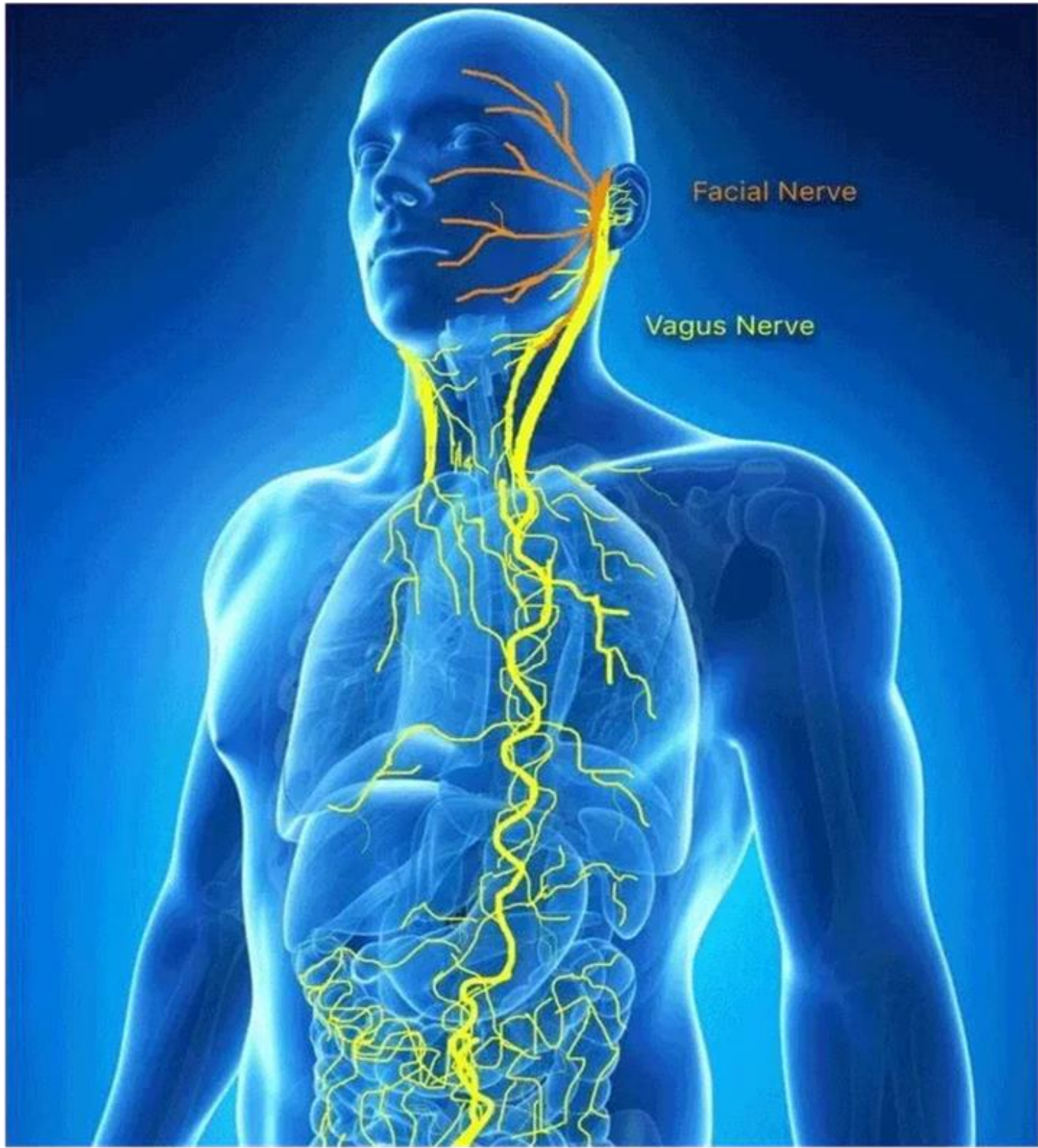
THURSDAY

- Study-based knowledge about ADHD, ASD
- Positive pedagogy as a tool
- Facts and knowledge behind neuropsychiatric disorders
- Reinforcing the skills through seeing the good

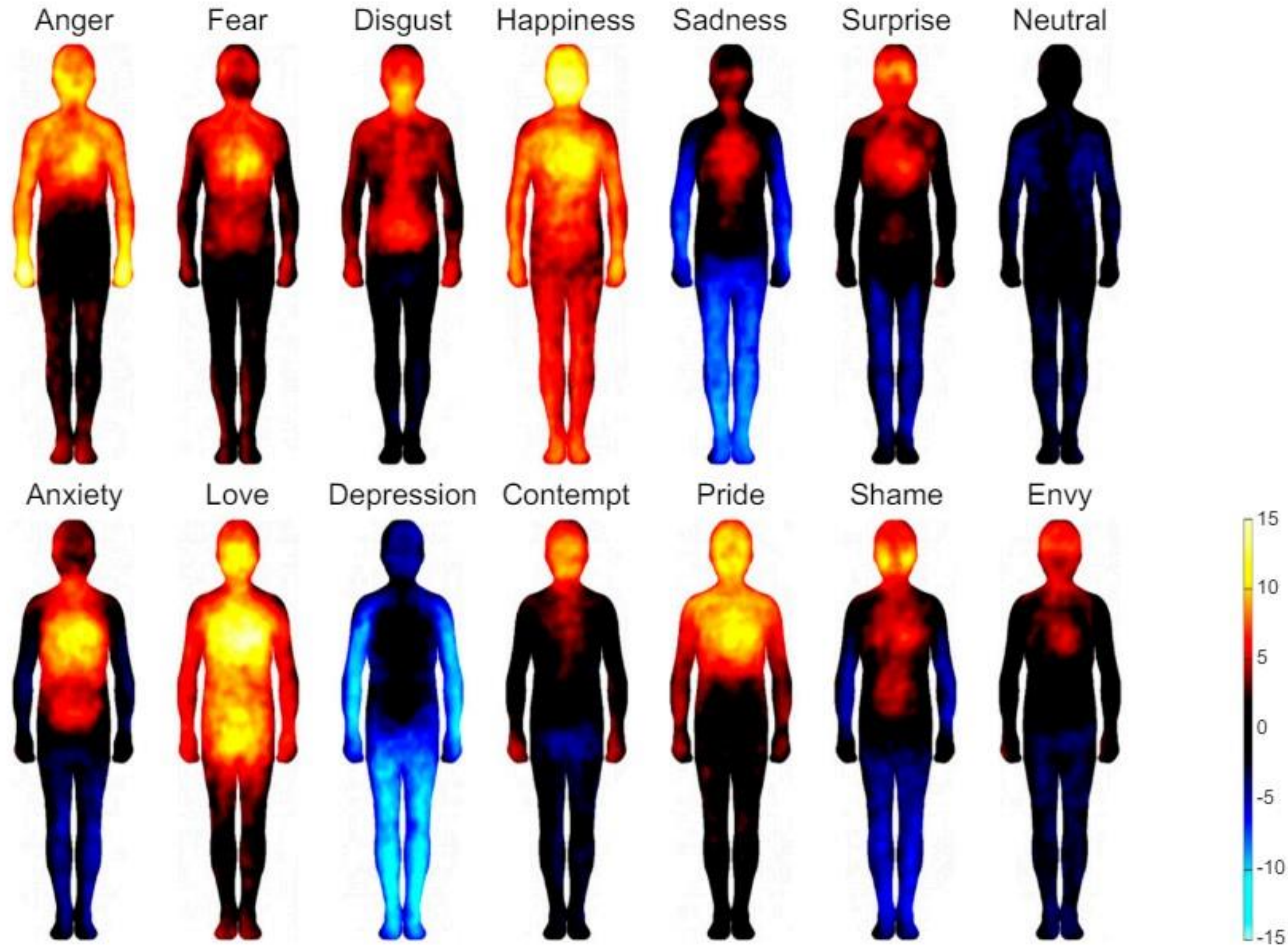
https://www.youtube.com/watch?v=4r3XWj269_g

Neurobiology animation ADHD





Lauri Nummenmaa Bodily maps of emotions



<https://www.youtube.com/watch?v=AN5vrEfgYw4>

Mapping emotions



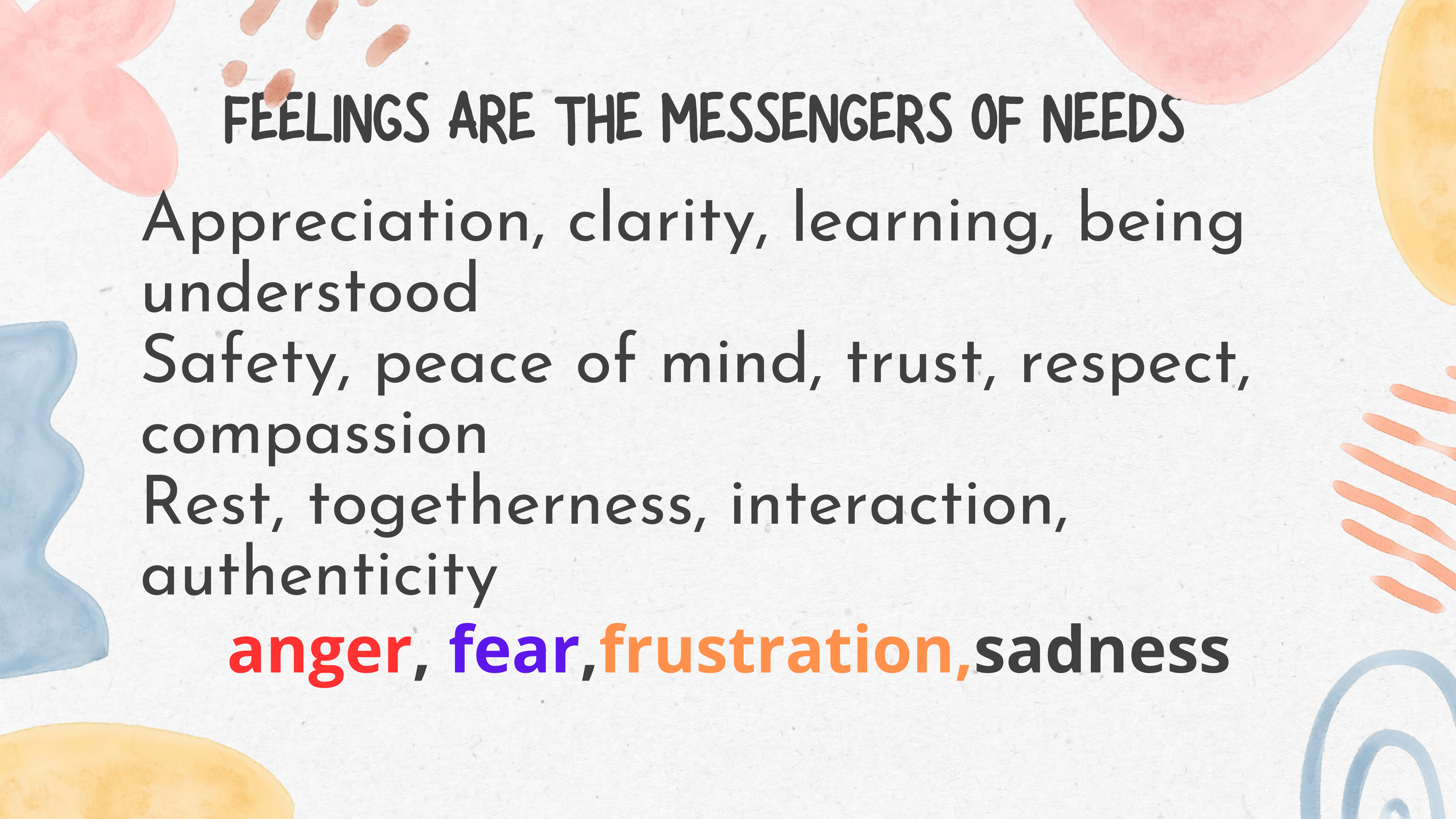
The brain's emotion regulation system is controlled by three areas:

1. Threat system (threat detection and self-protection)
2. Achievement system (doing, striving, getting)
3. Calmness system (feeling of connection, security and friendliness)

The brain's threat system is activated when we experience inadequacy, disrespect, unfairness or criticism. In this state we are not safe. Insecurity inhibits empathy.

Paul Gilbert





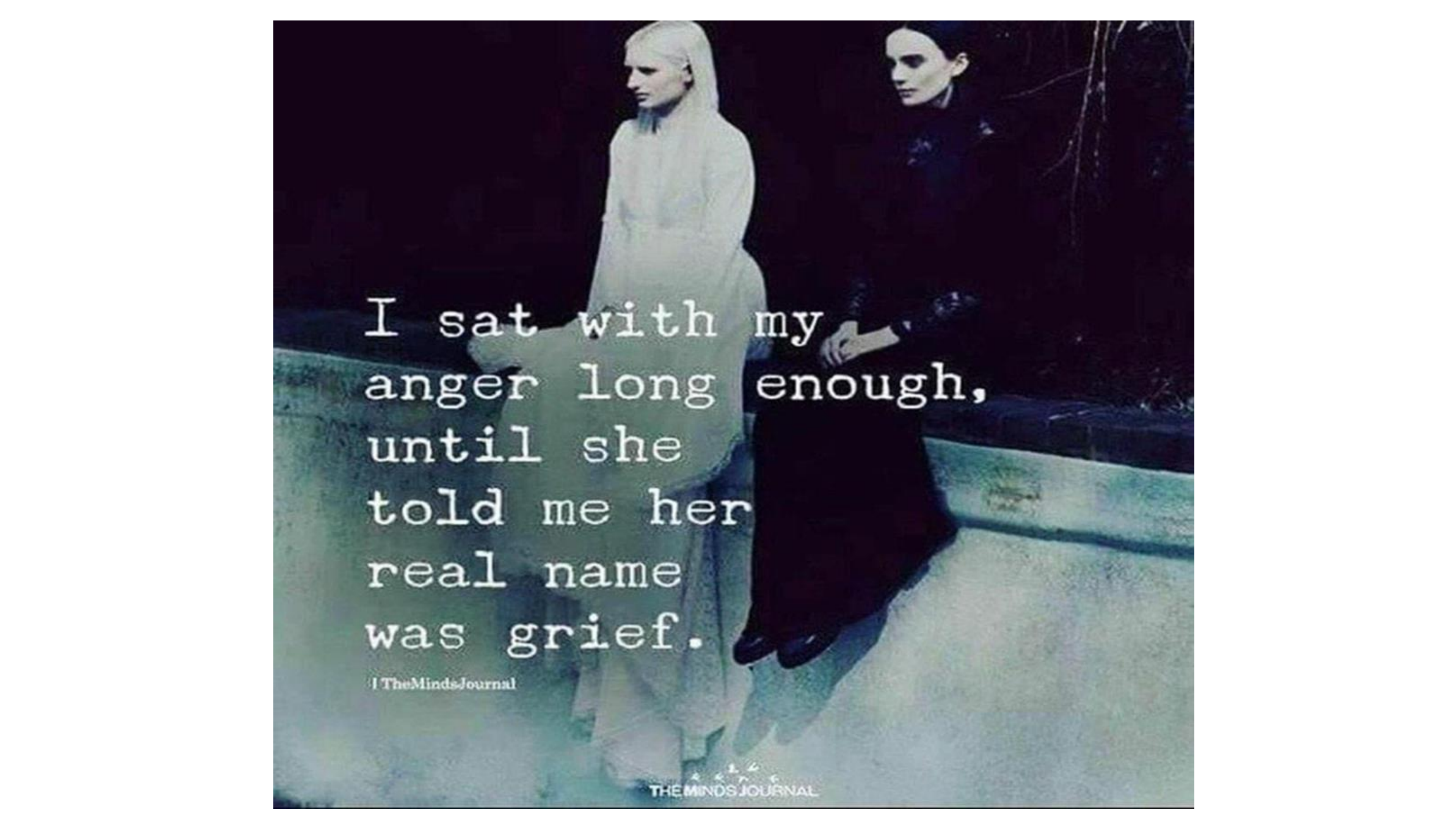
FEELINGS ARE THE MESSENGERS OF NEEDS

Appreciation, clarity, learning, being understood

Safety, peace of mind, trust, respect, compassion

Rest, togetherness, interaction, authenticity

anger, **fear**, **frustration**, **sadness**



I sat with my
anger long enough,
until she
told me her
real name
was grief.

| TheMindsJournal

Instructions for me

Things I need help with:

Things I don't like:

Situations in which it is difficult to be:

How do you want me to treat you when you get anxious:

What kind of communication do you benefit from:

What kind of people do you find it easiest to get along
with:

Can you be touched by:

Do you need any aids or tools:

How do you tell when you need a break:

Psychological safety

Artist David Popa



**HOW CAN WE STRENGTHEN
SAFETY AND CONNECTION?**

https://www.youtube.com/watch?v=s_P6sNFjLzI

How to ADHD Dopamine and motivation



Positive psychology and pedagogy

- *Positive psychology* focuses on individuals, groups and organizations' strengths, well-being and factors that enable people to thrive (Boniwell & Ryan, 2012)
- *Positive education* broadens this field by focusing on issues dealing with involvement, strengths and positive emotions (Seligman & Csikszentmihalyi, 2000)
- Positive education also emphasizes the meaning of social relationships and communities in learning (van Huizen, van Oers & Wubbels 2005)
- Positive education aims to develop the skills of well-being, flourishing, and optimal functioning in children, teenagers, and students, as well as parents and educational institutions (Boniwell, 2013)



See the good behaviour

Words create the reality where you live in



A word cloud featuring a variety of positive words and adjectives. The words are arranged in a roughly circular shape, with some words being significantly larger than others. The colors of the words range from dark brown to light yellow. The words include: secure, serene, glad, bright, joyous, close, loving, touched, ease, tenacious, frisky, ALIVE, OPEN, content, merry, daring, liberated, fortunate, attracted, cheerful, brave, spirited, jubilant, reassured, kind, dynamic, animated, toward, comforted, accepting, courageous, eager, determined, surprised, wonderful, calm, delighted, affectionate, energetic, sunny, passionate, earnest, understanding, encouraged, considerate, easy, amazed, unique, confident, receptive, certain, hopeful, sure, free, and optimistic, INTERESTED, sympathy, important, lucky, overjoyed, snoopy, playful, challenged, sympathetic, concerned, impulsive, great, nosy, enthusiastic, provocative, loved, POSITIVE, keen, admiration, intrigued, curious, inquisitive, comfortable, re-enforced, thrilled, gay, devoted, STRONG, pleased, peaceful, inspired, LOVE, hardy, affected, absorbed, interested, fascinated, excited, drawn, blessed, relaxed, sensitive, HAPPY, rebellious, anxious, tender, bold, quiet, reliable, thankful, gleeful, festive, warm, elated, GOOD, clever, intent, and ecstatic.



The VIA Classification of 24 Character Strengths

ViaCharacter.org

WISDOM

CREATIVITY

- Originality
- Adaptive
- Ingenuity

CURIOSITY

- Interest
- Novelty-Seeking
- Exploration
- Openness

JUDGMENT

- Critical Thinking
- Thinking Things Through
- Open-mindedness

LOVE OF LEARNING

- Mastering New Skills & Topics
- Systematically Adding to Knowledge

PERSPECTIVE

- Wisdom
- Providing Wise Counsel
- Taking the Big Picture View

COURAGE

BRAVERY

- Valor
- Not Shrinking from Fear
- Speaking Up for What's Right

PERSEVERANCE

- Persistence
- Industry
- Finishing What One Starts

HONESTY

- Authenticity
- Integrity

ZEST

- Vitality
- Enthusiasm
- Vigor
- Energy
- Feeling Alive



<https://www.viacharacter.org/character-strengths>

HUMANITY

LOVE

- Both Loving and Being Loved
- Valuing Close Relations with Others

KINDNESS

- Generosity
- Nurturance
- Care & Compassion
- Altruism
- "Niceness"



SOCIAL INTELLIGENCE

- Aware of the Motives/ Feelings of Self/Others
- Knowing what Makes Other People Tick

JUSTICE

TEAMWORK

- Citizenship
- Social Responsibility
- Loyalty



FAIRNESS

- Just
- Not Letting Feelings Bias Decisions About Others

LEADERSHIP

- Organizing Group Activities
- Encouraging a Group to Get Things Done

TEMPERANCE



FORGIVENESS

- Mercy
- Accepting Others' Shortcomings
- Giving People a Second Chance

HUMILITY

- Modesty
- Letting One's Accomplishments Speak for Themselves

PRUDENCE

- Careful
- Cautious
- Not Taking Undue Risks

SELF-REGULATION

- Self-Control
- Disciplined
- Managing Impulses & Emotions

TRANSCENDENCE

APPRECIATION OF BEAUTY & EXCELLENCE

- Awe
- Wonder
- Elevation

GRATITUDE

- Thankful for the Good
- Expressing Thanks
- Feeling Blessed

HOPE

- Optimism
- Future-Mindedness
- Future Orientation

HUMOR

- Playfulness
- Bringing Smiles to Others
- Lighthearted

SPIRITUALITY

- Religiousness
- Faith
- Purpose
- Meaning

5x5

- Tell a small and significant occasion or encounter when you have succeeded somehow and it left you a good memory or feeling
- A tells to B who just listens and supports with positive facial expressions and body language
- While B listens, one writes down a list of all the skills and strengths that one can hear in this story. B reads the list when ready. Switch roles

Maarit Tiililä



AM I AWARE OF THE EMOTIONAL EXPERIENCE?

- 1. COGNITIVE-WHAT I THINK, WHAT I FEEL**
- 2. PHYSIOLOGICAL- BODY EXPERIENCES**
- 3. BEHAVIOR - WHAT I DO**



Between stimulus and
response there
is a space.

In that space is our
power to choose
our response.

In our response
lies our growth and
our freedom.

Viktor E. Frankl

Self-regulation and impulse control

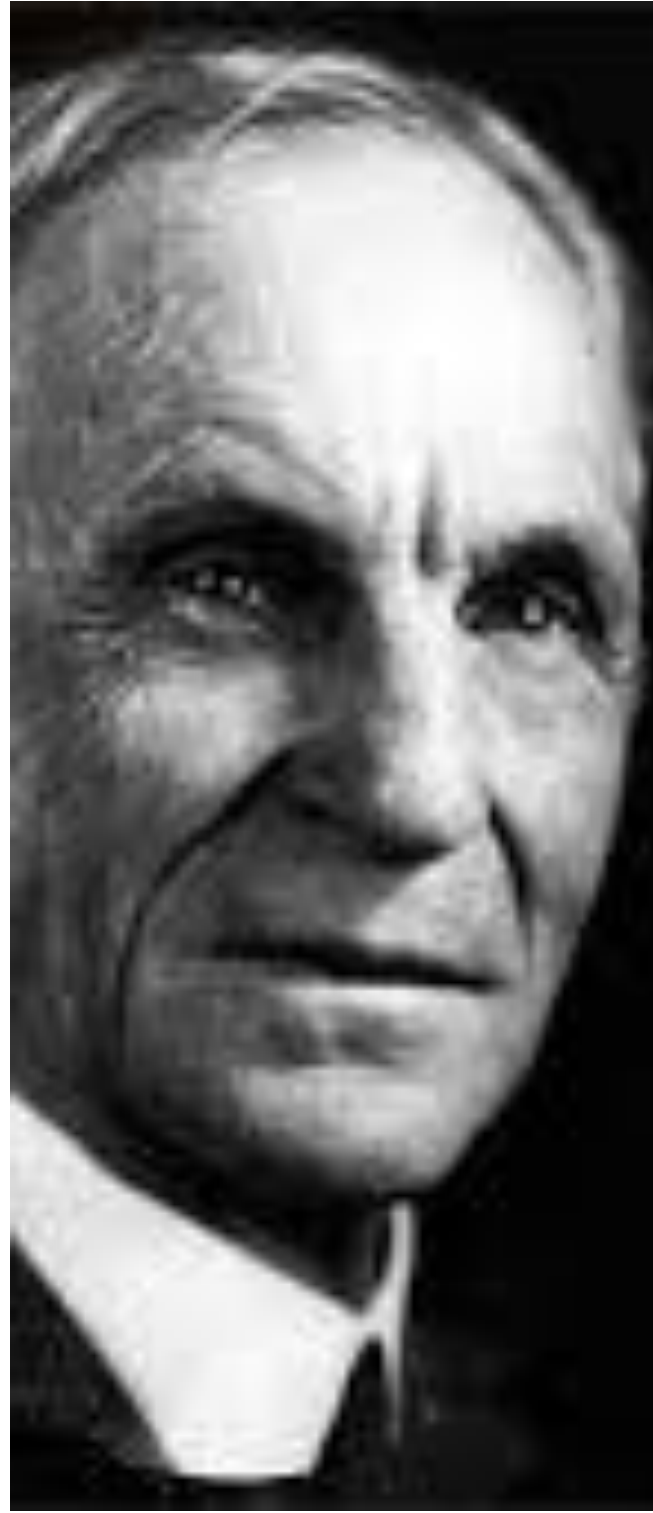
https://www.youtube.com/watch?v=QX_oy9614HQ

Marshmallow test



Let's practise skills!





**“Whether you think you
can, or you think you can't
- you're right.”**

Henry Ford

<https://www.youtube.com/watch?v=2zrtHt3bBmQ>

Growth mindsett for kids



https://www.youtube.com/watch?v=KUWn_TJTrnU

Growth mindsett for young and adults

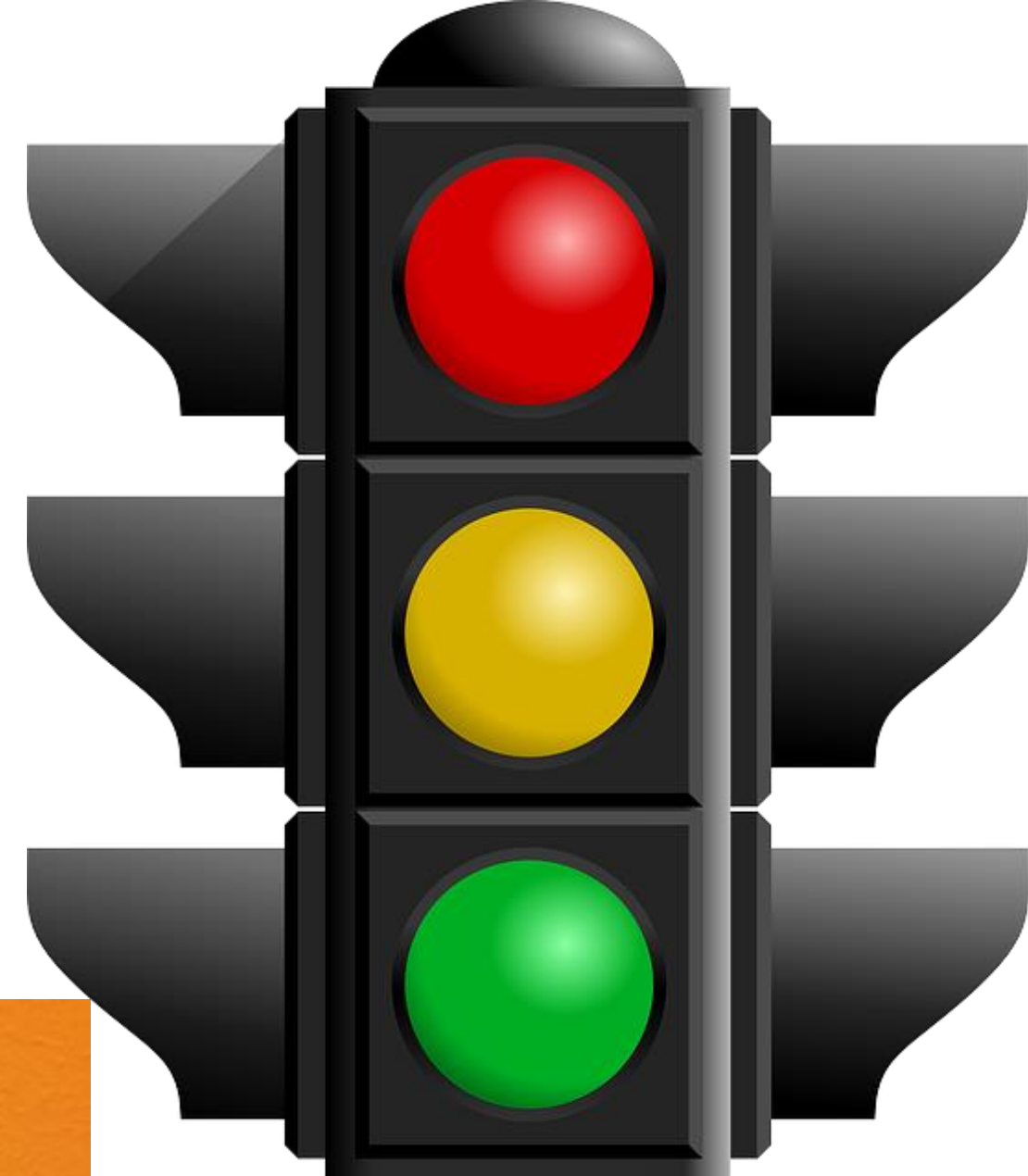


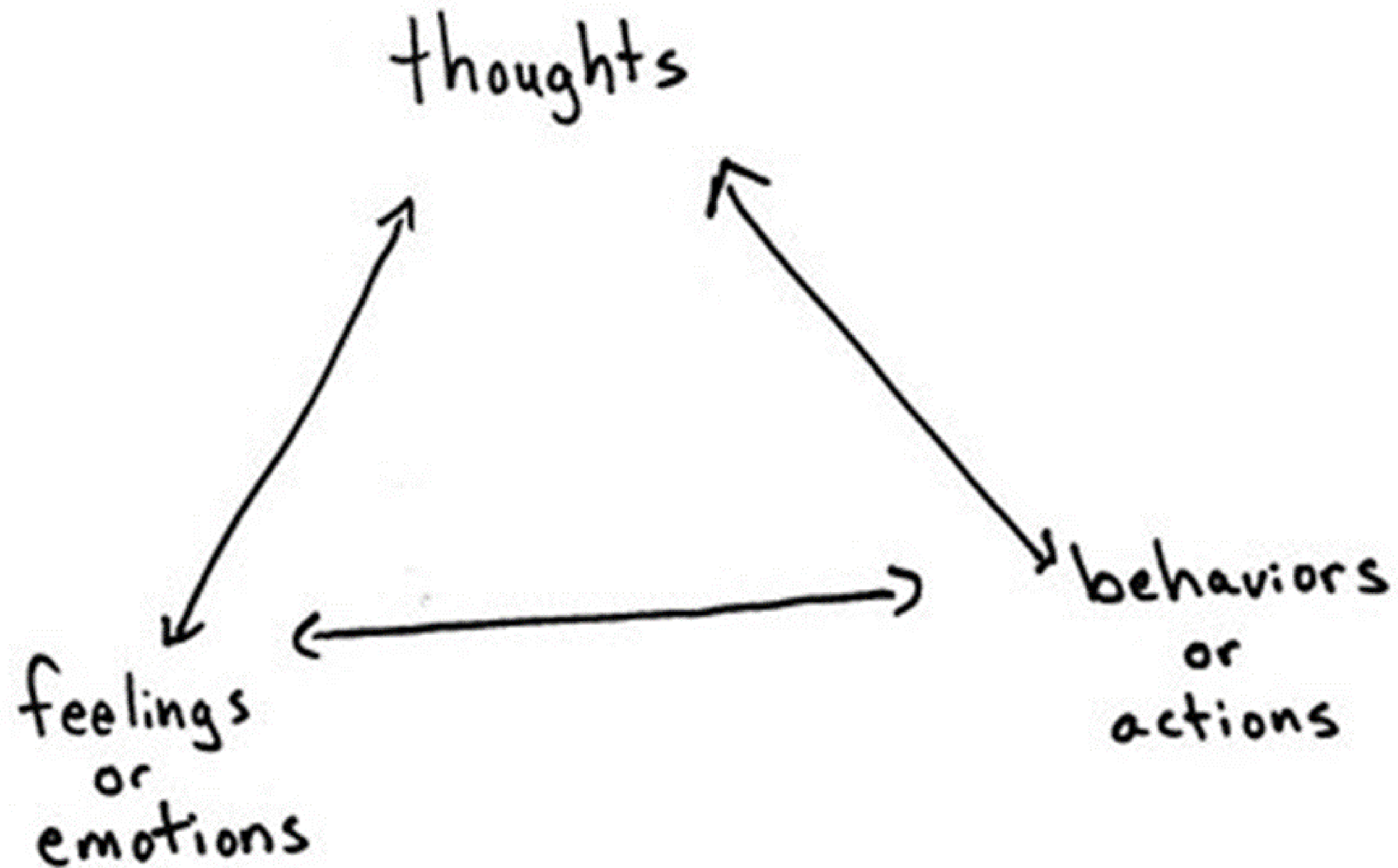
<https://www.youtube.com/watch?v=JiwZQNYIGQI&t=4s>

Failing at normal- an ADHD success story



RISKS AND PROTECTORS





FRIDAY

- Concrete tools and power of collaboration
- Positive pedagogy in home-school partnership
- How to support parents
- Round up and feedback

GIVE 'EM
A
DETENTION

LOCK HIM
UP!

HE NEEDS
AN IEP!

HE NEEDS
A 504!

SUSPEND
HIM!

HE NEEDS
MEDS!

WHOM SHOULD
I ARREST?

KEEP THE FAMILY
TOGETHER!

REMOVE
HIM FROM
THE
HOME!



“I’d like to teach the world to sing in perfect harmony...”

Ei merkintää

Onnistumisia...

Tuntityöskentely aktiivista

Kotitehtävät huolella tehtyjä

Sinnikkyyttä koulunkäynnissä

Innokkuutta opiskelussa

Taitavaa ryhmätyöskentelyä

Hyvän kaveruuden taitoa

Rohkeuden taitoa

Luovuuden taitoa

Tuntityöskentelyyn keskittyminen parantunut

Koulutarvikkeista huolehtiminen parantunut

Kotitehtävistä huolehtiminen parantunut

Kotitehtävät tekemättä

Opiskeluvälineet kotona

Tämä opiskelutaito vaatii vielä harjoittelua

Oppilas häiritsee tunnilla

Oppilas ei osallistu tuntityöskentelyyn

Oppilas poistettu oppitunnilta

**zest
in studies**

good teamworker

friendship

**homework
done with care**

**active
attendance**

courage

creativity



**forgotten study
equipment**

**inactive
attendance**

**forgotten
homework**

**dismissed
from
lesson**

**inappropriate
behaviour**

(c) Nina Maaranen

Roles in communication



YOU AS AN EXPERT



BOTH COMMUNICATORS
AS EXPERTS, EQUALITY



GIVING ALL THE SPACE TO
ONE'S OPINIONS, IDEAS,
FEELINGS
" OPEN SPACE "

Asking questions- Gold digging





Specified, clarifying questions to get more information about the situation

After the open questions, it's important to get more info to avoid misunderstandings and wrong interpretations

- Could you tell more about..?
- Could you define?
- What else..?
- What exactly did you mean by...?
- Could you clarify..?
- Am I right if I summarise what you just said...?



Questions that are focusing on goals and for a better future

- How do you hope the situation would change?
- What things would be different in a good, functioning situation?
- What is the situation like when it works well?
- What helps you get into that situation?
- How would you know things were working better?
- What do you think is a good enough situation?
- What would be the first small step you should take?

Let's practise!

- Choose one topic, which can be a problematic situation in your work/life or just something that needs clarification.
- Your pair asks open and clarifying questions. Your pair tries to get a different perspective by focusing on goals and a better future.
- Don't comment, don't interpret, don't advise or give solutions, practise the "open space" position

Positive exceptions

- When has there been no problem?
- When was the last time things went well?
- How did you manage to do that?
- What kind of activity helped then?



Questions about survival

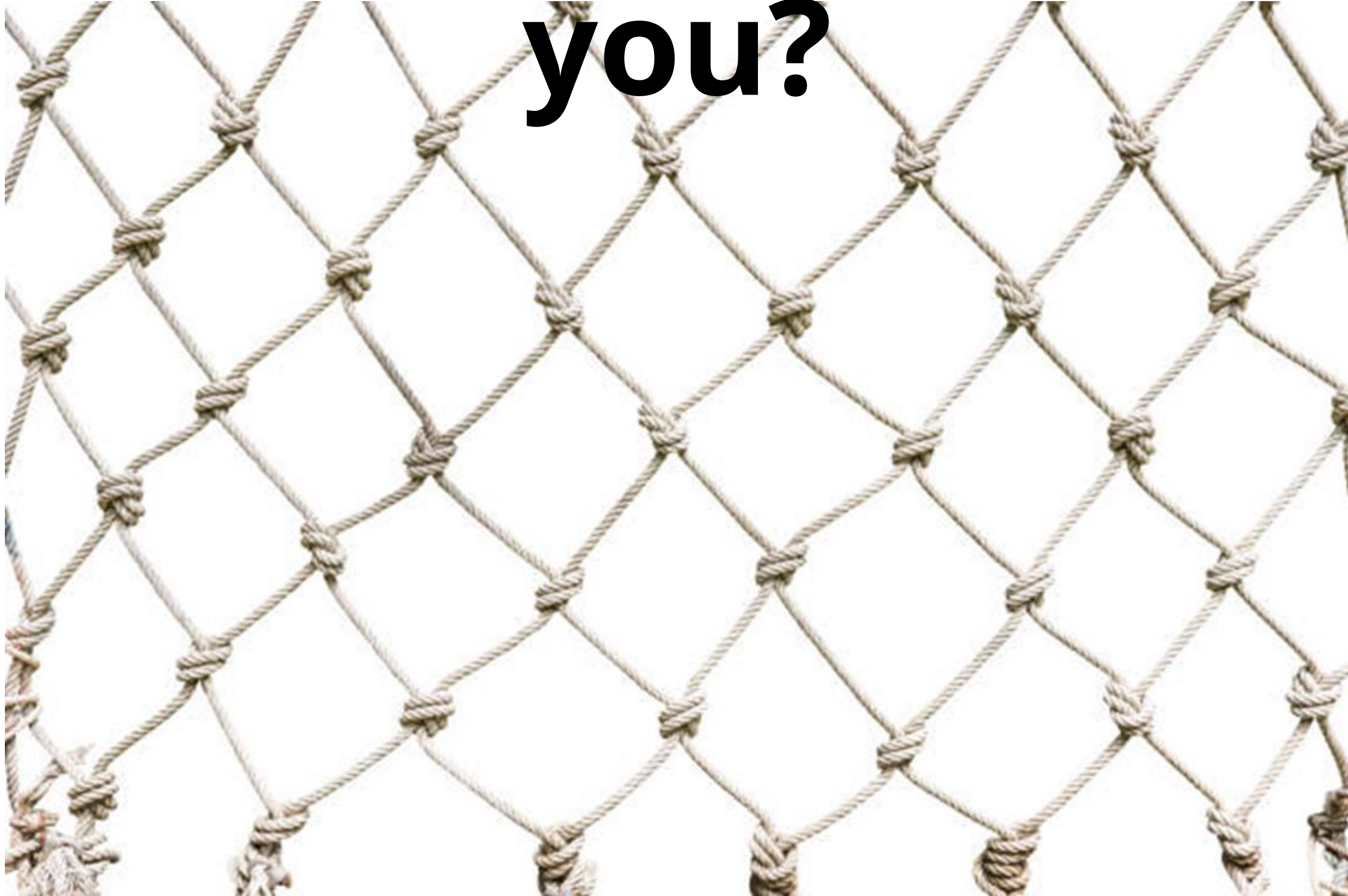
- How have you coped with similarly difficult situations until now?
- How did you act then?
- What has helped you?
- Has someone helped you?
- How did you get on then?

Open space or role helps.....

- Strengthening impulse control
- Practising social interaction
- Practising operational management skills
- Psychoeducation; understanding the problems caused by attention deficit disorder or other specific neuropsychiatric difficulties
- Finding success
- Strengthening self-image; finding and strengthening strengths
- Finding a positive life path (also from the past)
- A single challenging situation; how to act in a future situation
- Finding and practising everyday methods that work



Who supports you?



- **Who is your closest colleague?**
- **Who can you share your sorrows and joys with?**
- **Who can you get help from quickly?**
- **Who can you consult professionally?**
- **Who supports your educational work?**
- **Who can you laugh with and lighten up everyday life?**

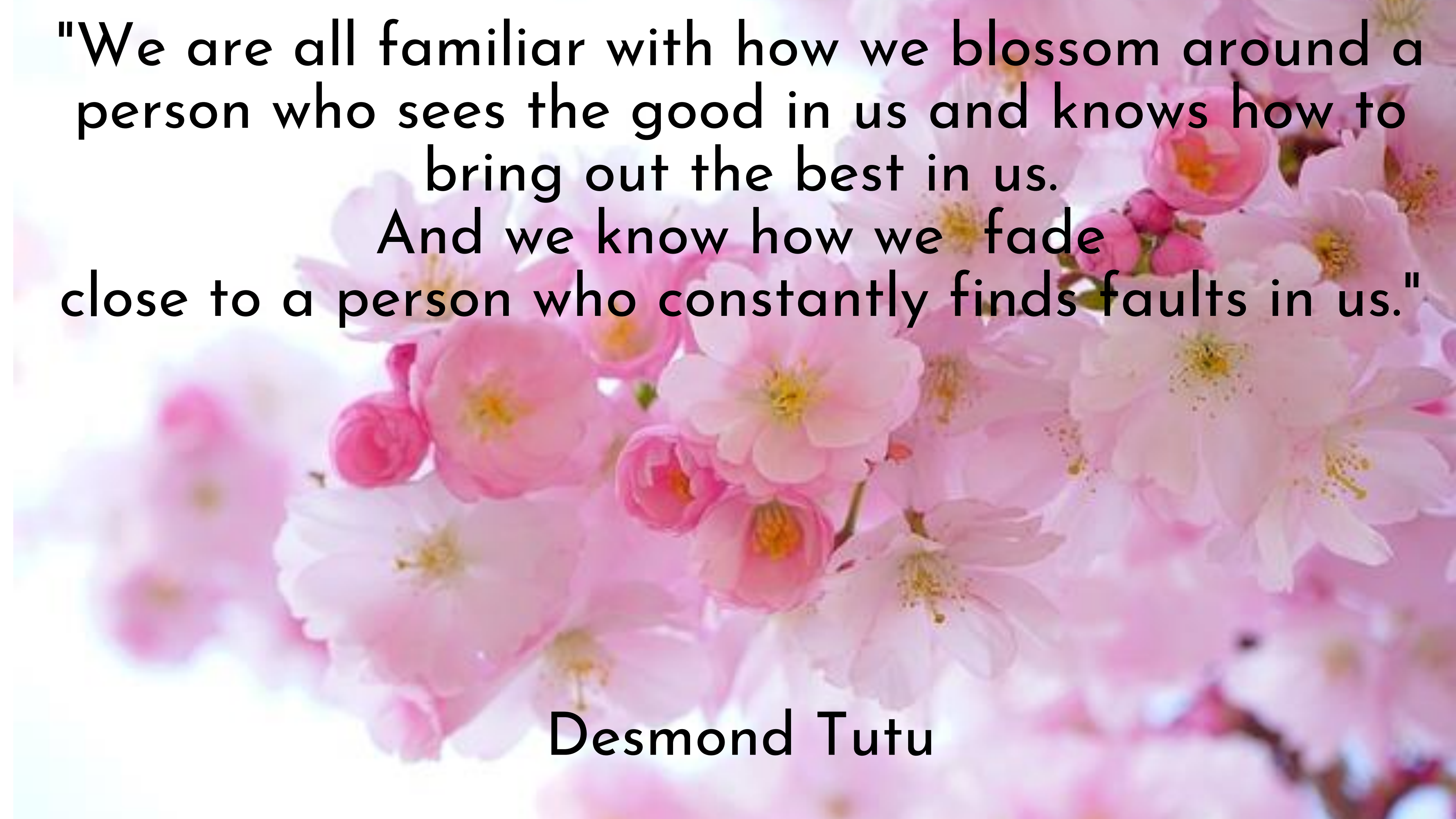
What I can control and what I can't

Data source: @mindfulenough | Infographic design by @agrassoblog for educational and motivational purposes



What are you taking with you from this course?



A close-up photograph of numerous pink cherry blossoms in various stages of bloom, with some buds still closed and others fully open, showing yellow stamens. The background is a soft, out-of-focus light pink.

"We are all familiar with how we blossom around a person who sees the good in us and knows how to bring out the best in us. And we know how we fade close to a person who constantly finds faults in us."

Desmond Tutu

Everything affects everything, even a small
change affects the whole



"With life as short as
a half taken breath,
don't plant anything
but Love."

– Rumi

TheMindsJournal



YOU HAVE THE POWER



LOVE

HOPE

RESPECT

- Ryan, R. M.; Deci, E. L. (2000). "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being".
- Lauri Nummenmaa: <https://doi.org/10.1073/pnas.1321664111>
- Ross W. Green <https://drrossgreene.com/>
- Boniwell & Ryan 2012 <https://doi.org/10.1080/07294360.2017.1345604>
- Seligman & Csikszentmihalyi, 2000

<https://liminalolutions.com/wp-content/uploads/2021/06/Positive-Psychology-An-Introduction-by-Martin-Seligman-and-Mihaly-Csikzentmihalyi.pdf>

- Anne-Mari Kuusimäki Thesis:

<https://helda.helsinki.fi/items/5b0ebc18-5a26-43db-ac02-5f665c57aed2>

The views of Finnish parents and teachers on digital communication in the home-school partnership

- Positive pedagogy in Finland:

<https://en.seethegood.app/>