INDIVIDUAL EDUCATION PLANS AND MULTICULTURALISM

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Abstract

As the title implies this research is about Individual Educational plans and multiculturalism. It is a topic which is very interesting since as Rogoff(2003) suggests "with immigration, intermarriage and other demographic changes, often people today live with more than one culture"(p.329). This affects the society in many level, and often the place where multiculturalism is most obvious; is at school. Multicultural children in the schools in Norway are part of the regular school, and part of the regular school are also children with special needs. Children with special needs may also be multicultural children. This can become an issue when the teachers have to create individual educational plans(IEPs), since the plans are for the child with special needs to develop to the best of his/hers potential. In this research the question which was raised was how elementary teachers in Oslo account for the home culture of a child with special needs when they develop IEPs. The research focused on the socio-cultural theory(Bronfenbrenner,Vygotsky,Rogoff) and the curriculum relation model(Johnsen), both are insisting on the importance of culture for development of a child, with or without special needs. This was a study based on qualitative design with a single-case and the interview method as seen by Kvale(1996)was used. In the study the questions were open-ended, with 3 informants purposefully selected to take part in the study. From the responses that they gave, what became clear was that the informants had difficulties when it came to including the home culture in their IEPs and they all agreed that they did not receive the help that they required from the school or from the educational psychological services (EPS). Concluding we would assume that it is not common practice amongst teachers to include culture in the IEP but rather it depends on the individual teacher and in her/his experience with multiculturalism.

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Table of context

1   Chapter 1: Introduction

When I moved to Oslo, a city with several possibilities especially for those in need, I discovered that it is a city with people from many different cultures. It is a city where 25% of its population is of immigrant decent (Statistics Norway, 2009). Everywhere around Oslo you can notice the immigrant influence for example by the amount of foreign restaurants. But this immigrant flow to Norway is affecting it, in more ways than just having foreign food. A big sector of that population is between the ages of 0 to 15 years old (Statistics Norway, 2009), which let us assume that the other sector that is influenced by the immigration to Norway is the education system.

According to laws and policy, education in Norway including Oslo is an inclusive one. Inclusion according to an article by UNESCO is "a dynamic approach of responding positively to pupil's diversity and of seeing individual differences not as problems, but as opportunities for enriching learning." (UNESCO, 2005, p.12). What surprised me more with Norway were the opportunities people with special needs have. According to the Norwegian government "Children and young people must have an equal right to education, regardless of where they live, gender, social and cultural background or any special needs." (Education Act. Act relating to Primary and Secondary Education, 1998).

This statement ignited my desire to research multiculturalism and special needs education, and more specifically individual education plans (IEPs) and multiculturalism. Choosing to research multiculturalism in relation to individual education plans is a combination that can provide me with a lot of knowledge on not only how educators in Norway see multiculturalism but also in terms of school environment as a reflection of the general society.

Multiculturalism is a combination of the words multi and culture. A brief definition of multiculturalism: "A system of beliefs and behaviours that recognises and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society" (Rosado, 1996, p. 3).

One of the definitions for the individual education plans, which is for children with special needs, states "they are set out for the individual student's curricular needs, teaching requirements, non-curricular needs and review arrangements" (Cooper, 1996, p. 1).

Both definitions of IEPs and multiculturalism are available for the readers that have never come across any of the concepts; they serve solely as an introduction of what the words mean. Important steps must be taken in order to ensure the validity of any research conducted. Those are mentioned below.

1.1 Purpose of study

There are several reasons for studying the issues of multiculturalism in relation to IEPs. One of the key reason is, that according to the Statistics bureau there are about half-million immigrants in Norway and about 47% of them come from countries that are not in Europe (Statistics Norway, 2009). According to the same statistics the largest population of immigrants from outside Norway come from Pakistan (Statistics Norway, 2009). These statistics pronounce that Norway is a multicultural society, especially Oslo, since this city has the largest immigrant population in the country (Statistics Norway, 2009). Researching the effects of multiculturalism in the development of an IEP is interesting since there is very little research done on the combination of IEP and multiculturalism. It will also provide readers the opportunity to see the way Norwegian teachers tackle multiculturalism and how they include it in their IEPs.

As above mentioned there are multiple reasons for studying and researching this topic. One more noteworthy reason is that in the Norwegian Education Act, culture is referred to as an important objective in education (Education Act. Act relating to Primary and Secondary Education, 1998, p. 5). This allows us to assume that culture including the issues of multiculturalism should be seen across the educational field, including IEPs. Since IEP is important for the development of the children with special needs, it allows us to see the way culture is involved in the development of these children.

Another reason for researching this topic is also to figure out how an IEP in Norway is developed – in other words, what is the actual process. It is also to study what the main criteria are for developing a functional IEP. Since IEPs are compulsory in Norway for

children with special needs, it is interesting to see how they are constructed (Education Act. Act relating to Primary and Secondary Education, 1998).

1.2 Background of the topic

Looking at the topic as two separate entities, there are clearly two major topics. The one is IEP or *individuell opplæringsplanen* (IOP) as it is called in Norway, and the other is multiculturalism. While researching for these topics there were many research articles and books for each but unfortunately it was difficult to find books or articles that had a combination of both.

There were some books and articles that actually provided some support on my reasoning for doing this thesis. One such book was the one by Cheryl A. Utley and Festus E. Obiakor (2001, p.11), who mention the fact that in America there was previous research showing that cultural background influenced the way people were utilising community resources. They also mention that not understanding the cultural differences of the children in the classroom has an effect on the child performance (Ultley & Obiakor, 2001).

Another article mentions that in America since the 1968s minority children were overrepresented in special needs education (Artiles & Trent, 1994). Same article says about children with special needs and culture: "Both constructs are directly related to the fundamental notion of 'difference' and both are socially constructed; however, they have distinct conceptual roots." (Artiles & Trent, 1994, p. 424).

In Norway there has been some research in multiculturalism and the school environment. A paper by Joron Pihl (2002) lists the different works of different researchers in ethnic diversity and special needs education (p.3-8). She argues that there is a lack of research in ethnic research and special needs education (Pihl, 2002, p. 9).

Numerous research papers and books have been written in how to create a good IEP, what an IEP is and how that affects children. In America, IEPs exist since the 1970s (Goddard, 1997, p. 170) and ever since that time IEPs have spread around the world. In Norway, the Education Act section 5.5 mentions that every child that has special needs must have an individual education plan (Education Act. Act relating to Primary and Secondary Education.1998).

A research paper from the United Kingdom (UK) in the early 1990s discusses about the importance of IEPs. It mentions that if an IEP is not constructed, implemented and evaluated correctly in order to make a difference in the SNE child, then the IEP is just a piece of paper (Cooper, 1996, p. 1).

A research done in Norway before the IEP become compulsory showed that, it could be a rescue tool. However, what defines quality in special needs education is not whether these plans are being used but how they are being used. It depends a lot on the teachers using it and whether they decide to use it as an assisting tool or not. The teachers interviewed in another research done in about the same time said that there is a danger that the IEP can become just about the goals of the pupil and it can be also stigmatising (Solli, 2004).

1.3 Research Question

It was important for me to figure out how teachers in Oslo accounted for the culture of a child with special needs, if the teachers incorporated culture in their IEPs how they did it, and how they saw culture as being important whilst developing the IEPs. This helped me formulate my research question.

How do primary teachers in Norway and specifically Oslo account for the cultural environment of a child with special needs whilst developing an IEP?

Often when IEPs are developed the culture of that child is not incorporated. It was important for me to see how Oslo teachers cope with the fact that many of the schools are multicultural, how they go about creating an IEP.

An important sub question that was vital when looking at the relationship of multiculturalism and IEP was whether teachers see multiculturalism as a factor that influences children with special needs, and thus the question below was formed.

How do primary teachers in Oslo see multiculturalism as being important whilst developing an IEP?

Another sub question that materialised when looking at the information was about the resources on the cultural background of the child that are available to the teachers whilst they are developing the IEPs.

How do teachers get informed about the cultural environment in which a child with special needs is being reared?

Having these research questions helped me a lot to develop a research strategy on how to conduct the research.

1.4 Organisation of the thesis

The thesis is organised in 6 chapters. The first chapter, which is the current chapter, is an introduction of the reasons for choosing to study this phenomenon of multiculturalism and IEP, as well as the background, the purpose and the research questions of the study.

In the second chapter, the information presented is about the educational system in Norway. Some previous researches on the topic and very importantly the theories, as well as some term definition are introduced.

Third chapter of the research contains the very important topic of methodology. Thus there are a discussion in what type of method was used to collect the data, the reasons for choosing the topic, and also the actual method and procedure that was followed.

In the fourth chapter, the actual responses from the informants are presented. The responses are divided in themes and then presented with the actual words that the informants used in the interviews.

The fifth chapter is about the discussion of the presented data. The discussion tries to link the responses to the research questions. The last chapter the sixth one is a very short concluding chapter, where some recommendations are also given.

2 Chapter 2: Theoretical Framework

In this chapter the education system in Norway and the special needs education will be included, as well as the theories that this research was based on, and last but not least some term definition will follow. In short the different concepts used in the study will be described below.

As mentioned in the introductory chapter it has been hard to find other studies in the field of special needs in relation to different cultures, especially in Norway. But there has been more interest in the subject lately since the number of children with an immigrant background is steadily rising, in Norway, as seen as the table below:

Utdanningsstatistikk, grunnskoler

6 Elevar med morsmåls- og særskild norskopplæring. Skoleåra 1995/96-2009/10[1]

Skoleår	Elevar i alt	Elevar med morsmåls- og/eller tospråkleg opplæring[2]	Elevar med særskild norskopplæring[3]
1995/96	477 236	11 276	.
2000/01	590 471	18 176	31 113
2005/06	619 640	20 717	37 342
2006/07	619 038	22 166	39 963
2007/08	616 388	22 084	39 856
2008/09	614 033	22 156	40 845
2009/10[4]	[5]613 931	22 332	41 358

[1] I tala for elevar frå språklege minoritetar er medrekna elevar som er registrerte sentralt på kommunen

[2] Morsmålsopplæring er opplæring i morsmålet til elevar frå språklege minoritetar. Tospråkleg opplæring er opplæring kor morsmålet til eleven vert nytta i opplæringa

[3] Særskild norskopplæring er tilleggsopplæring i norsk eller opplæring i faget norsk for elevar frå språklege minoritetar

[4] Førebelse tal

[5] Tallet er rettet 11. desember 2009 kl 10.30.

Standardtegn i tabeller

2009 © Statistisk sentralbyrå

Figure 2.1 from SSB(2009), statistics on the growing number of students with non-norwegian language.

For example, in the year 1995/96 the number of students needing dual language teaching was 11 276 whereas in 2006/07 it was 22 166 and in 2009/10 it is 22 332.

Some recent studies include master theses by students at the University of Oslo. One of those studies is looking into how minority parents deal with having disabled children (Stucin,

2009). She discussed the difficulties of having a child with special needs especially for parents from a non-western cultural background. Recent studies also point out the challenges that Norwegian society encounters because of multiculturalism, such as the research by Hagelund (2002) where she says that while cultural diversity must be integrated there are aspects that could be threatening to the fundamental values of Norwegian society.

Some recent researches have been facilitated by the Norwegian government, for example is a review by the government on immigrants and multicultural Norway. There they discuss about Norwegian society and how racism and discrimination must be tackled. They mention how they can resolve the issues that still exist with the immigrants and what needs to be done in order to improve the issue of multiculturalism (Kommunal og arbeidsdepartementet, 1997). More research about Norway and multiculturalism in schools and how that is promoted is also done by some international organisations that wish to report on the Norwegian Education system.

Since the issue of this research is multiculturalism and in multicultural environments immigrants are a big part of it, it is important to give some basic definitions on the concepts of immigrants for Norway.

Statistics Norway (*Statistisk Sentralbyrå* – SSB) has some definitions, which are necessary to include in this research because these terms are also defined in the laws and regulations that will follow below. In addition these terms are also mentioned extensively in the discussion chapter(chapter 5).

*"Persons who have moved to Norway are defined as **immigrants**. Those born in Norway with two immigrant parents are defined as **Norwegian-born to immigrant parents**. **Refugees** are persons who, according to the Norwegian Directorate of Immigration's register of refugees, have refugee status and have been granted a residence permit in Norway.(Statistics Norway,2010)"*

The definitions can provide the readers with an idea of how the Norwegian government thinks of what an immigrant is. In this research, the terms will be used in the same way.

2.1 Education System

In order for the readers to fully understand the importance of IEPs in relation to culture, it is essential to be able to see the education system as a whole. As mentioned in the introduction, the school system in Norway is an inclusive system. In other words, all students irrelevant of the background are allowed to enter the school system. The Norwegian Government states:

"Children and young people must have an equal right to education, regardless of where they live, gender, social and cultural background or any special needs" (Ministry of Education and Research, Unknown).

What is noticeable from the research question is that the focus is in primary education. Most of the information below is about the primary and lower secondary level of education. Some of the statistics that will follow will be for the area of Oslo and not for the whole of Norway, since the area of interest for this research is Oslo.

For the most part education in Norway is public. The Norwegian state is the one that has the laws and regulations for education in Norway at a primary and lower secondary level. All education in Norway is for free. Each municipality is responsible for the schools in their area, so they are the ones dealing with complaints related to regulations, guidance and other situations that might occur on a municipality level (Ministry of Education and Research, Unknown). The general responsibility is on the Ministry of Education and as above mentioned they set all the instructions for the schools to follow. Moreover each municipality is responsible for all compulsory education.

> *"Children and young people are obliged to attend primary and lower secondary education, and have the right to a public primary and lower secondary education in accordance with this Act and regulations pursuant to the Act." (Education Act (1998). Section 2, 2-1)*

Compulsory education in Norway starts at the age of 6 until the age of 16 and lasts for 10 years. This education is called in Norwegian '*Grunnskoler*' and in the English language it is called primary and lower secondary education. Another statement from the Ministry of Education and Research says that:

"Primary and lower secondary education is based on the principle of an equal and adapted education for all in an inclusive unified school." (Ministry of Education and Research, Unknown)

Before mentioning about the special needs education, it is important to notice some statistics regarding compulsory education in the area of Oslo.

	Elever ved skolen			Antall gutter	Antall jenter	Elever i alt
	Timer til fysisk aktivitet skal ikke føres her, men i linje 16..18					
1	1. årstrinn		GSK	3 258	3 074	6 332
2	2. årstrinn		GSK	2 988	2 888	5 876
3	3. årstrinn		GSK	2 853	2 780	5 633
4	4. årstrinn		GSK	2 890	2 861	5 751
5	5. årstrinn		GSK	2 903	2 632	5 535
6	6. årstrinn		GSK	2 814	2 639	5 453
7	7. årstrinn		GSK	2 734	2 603	5 337
8	Sum 1.- 7. årstrinn (linje 1..7)		GSK	20 440	19 477	39 917
9	8. årstrinn		GSK	2 770	2 666	5 436
10	9. årstrinn		GSK	2 876	2 587	5 463
11	10. årstrinn		GSK	2 685	2 510	5 195
12	Sum 8.- 10. årstrinn (linje 9..11)		GSK	8 331	7 763	16 094
13	Grunnskoleopplæring ut over 10. trinn		GSK	5	7	12
14	Ikke fordelt på årstrinn (i bruk før 2007)		GSK	0	0	0
15	Alle elever ved skolen (linje 8+12+13+14)		GSK	28 776	27 247	56 023

Figure 2.2 from GSI(2009), statistics on number of students in primary and lower secondary education in the area of Oslo(2009/2010)

The table above mentions that the overall number of students in the area of Oslo is 56 023. In primary education there are 39 917 and in lower secondary there are 16 094.

Special needs education is about having equal rights to education. In other words, all children with special needs have a right to adapted education and also that the education they get is meaningful and appropriate. The Education Act from 1998, Act 5.1 states that:

"Pupils who either do not or are unable to benefit satisfactorily from ordinary teaching have the right to special education. In assessing what kind of instruction shall be provided, particular emphasis shall be placed on the pupil's developmental prospects. The content of the

courses offered shall be such that the pupil receives adequate benefit from the instruction as a whole in relation to other pupils and in relation to educational objectives that are realistic for the pupil."

Furthermore, the Ministry of Education in one of its statements says that:

"Education in school is to be adapted to the individual pupil's abilities and capabilities. Pupils who do not, or cannot, achieve a satisfactory learning yield from the ordinary teaching, has a right to special needs education. Special needs education is as far as possible to be planned in collaboration with the pupil and parents." (Ministry of Education and Research, Unknown)

Children with special needs in Norway are firstly acknowledged as special needs by the people closest to them or identified at birth. Usually the person closest to them is their parents or the teachers in the school that they are attending. The parents or the teacher will notice that something is not exactly as it is suppose to be, for example reading slower that the other children in the classroom. Then after sometime of observation by the teacher there will be a discussion with the parents to see whether it is the same situation at school. If the teacher believes that the child needs further help and the parents agree to that, then the education psychological services (EPS) is called for assessment. "After assessment by the EPS in collaboration with the parents and the local school, individual decisions are made concerning content and extent of special educational measures" (Johnsen, 2001,p.162).

The EPS is an advisory service working for the municipality and consists of people who are masters in the field of education, special needs education, psychology. It is established for the children with difficulties in learning and difficulties in their upbringing, in other words children with special needs (Melgård & Søgnen, 2003). The EPS also works with the school to help with the individuals needs. There are three main methods the EPS uses in order to identify the children with special needs; firstly, there is an observation of the child in need and possibly a short interview. Secondly, one of the experts from the EPS would draw a conclusion on the child and suggest to the school what should be done. Thirdly, there is a follow-up to see how the child has progressed and also to provide help to the people involved in the child's life such as teachers and parents (Melgård & Søgnen, 2003).

Below (figure 2.3) is a table indicating how many children in Oslo have documented special needs, mentioning that the number in 2009 was 5 198 pupils.

D. Spesialundervisning etter enkeltvedtak

I denne rammen skal det rapporteres elever som er meldt og/eller vurdert av PP-tjenesten, og elever som har enkeltvedtak om spesialundervisning etter denne bestemmelsen inneværende skoleår. Jf Opplæringsloven § 5-1.

Elever meldt til PPT

			Gutter	Jenter	I alt
1	Elever meldt til PPT (inklusive videreføringer)	GSK	3 462	1 736	**5 198**
2	Elever som er tilrådd spesialundervisning av PPT	GSK	2 961	1 457	**4 418**

Hvor mange elever får spesialundervisning etter enkeltvedtak?

			Gutter	Jenter	I alt
3	1. årstrinn	GSK	174	64	**238**
4	2. årstrinn	GSK	183	77	**260**
5	3. årstrinn	GSK	231	101	**332**
6	4. årstrinn	GSK	279	123	**402**
7	5. årstrinn	GSK	318	151	**469**
8	6. årstrinn	GSK	335	169	**504**
9	7. årstrinn	GSK	355	175	**530**
10	8. årstrinn	GSK	306	190	**496**
11	9. årstrinn	GSK	408	210	**618**
12	10. årstrinn	GSK	354	184	**538**
13	Ikke fordelt på årstrinn (i bruk før 2007)	GSK	0	0	**0**
14	**Sum elever innvilget enkeltvedtak (linje 3..13)**	GSK	**2 943**	**1 444**	**4 387**

Figure 2.3 from GSI(2009), statistics on number of children with special needs in the area of Oslo in 2009/2010

Before the EPS does its assessment, the parents must agree that their child can be assessed as well as the child him/herself. The acknowledgement by the EPS that the pupils have special needs, according to the Education Act will be followed by "the special education that is provided shall be planned in collaboration with the pupil and the pupil's parents, and considerable emphasis shall be placed on their views." (Education Act. Act relating to Primary and Secondary Education. 1998, Section: 5-4) The teacher would need to communicate with both the parents and the pupil, and end up with the best plan possible. Since the children with special needs are to be treated equally to their fellow non-special needs children, then that includes the curriculum. It is thus necessary, and according to the law, to create what is generally called an individual education plan or, as it is known in short, IEP.

"Individual subject curricula shall be prepared for pupils receiving special education. Such curricula shall specify educational objectives and content and indicate how the teaching is to be carried out."(Education Act. Act relating to Primary and Secondary Education, 1998, Section: 5.5)

Here individual subject curricula can be understood as what is more widely known as, individual education plans which are reviewed every six months. After the IEP is developed it has to be approved by the parents and the school. If the school requires extra funding for the IEP then the EPS are contacted. The EPS would send someone from their an expert from their offices to observe the pupil and to check whether the IEP is fulfilling its goals or not.

2.2 Individual Education Plans

For the past 25 years Norway has been using IEPs for the children with special needs (Taguma, Shewbridge, Huttova, & Hoffman, 2009).There is no defining and identical IEP for each and every school in Norway. However there are guidelines and templates on what an IEP should include(APPENDIX D5).

A definition of an IEP found in the article of Kjelstad(Unknown)comes from two Norwegian researchers Nordahl and Overland(1999)and what follows is the translated version of it.

"An individual education plan is to provide essential features and principles of the individual's learning requirements and be based on national goals and regulations to hold a specific instruction to learning which shall include the complete learning situation so that the curriculum is open to critical scrutiny by others and possible to implement in practice."

This definition means that the complete learning situation does not only include the school environment but also the home, as according to many researchers such as Bronfenbrenner. Moreover, in order to achieve the goals of an IEP, the teachers or the school creating it must not only respect and include the laws and regulations, but also respect the child's background, such as the culture and most definitely the child itself.

The IEP is a tool in the hands of a teacher, a tool that needs to be used carefully and most importantly, correctly. When developing the IEP it is important to include what the IEP is trying to achieve for the individual, for example improving the social skills or maybe improving the language. The goals of IEP in Norway are not only about the curriculum but also about the attitudes and the social skills. So the goals for IEP are also to enhance the competence of the pupils in all life areas, such as practical skills and on how to look after one self (Kjelstad,Unknown).

In Norway there is a standard IEP designed for all schools, with various goals that need to be reached according to the child's individual needs. But most importantly each school has the choice to develop their own IEP and add or remove goals accordingly. As an example, from a school the first information presented is the name, surname, date of birth and the class. Then the long-term goals for the child are noted down. Then the main problem areas, for example language, social competence and motor skills are written down. Then there is a report on what the child has to achieve in those areas and what the child has already achieved. For example, the child has been able to read some specific words but not other words yet, or in social skills the child was able to wait for his/her turn in a group activity. In the motor problems it was written that the child could stand on one leg for 4 to 8 seconds. Last but not least, the teacher must write down how the resources were used and how they were organised. Another IEP from a different school was less detailed and more basic so in the IEP the background information of the child was included. For example whether the child had any previous recorded special needs or what the test scores were. It also included the needs that the child had in relation to the physical aspect or in relation to the adults or even to the structure of the curriculum.

2.3 Multiculturalism

The main concept in this research is multiculturalism. Culture is part of multiculturalism thus it is also an important concept. Both of the concepts are not very much researched yet. A researcher that has looked deeply into the topic of culture, and the ways culture is viewed by others and by society is Rogoff(2003). What is of interest in this research is when she discusses about culture change.

She emphasises that culture is part of human development and also acknowledges the culture change happening around the world. Culture change is noticeable in developed countries where people from developing countries move to in order for a better future. The culture change that we see is affecting communities and thus that is affecting child development (Rogoff,2003, p. 329). Rogoff(2003) points out the fact that nowadays everyone is encountering multiple cultures on a daily basis. The children often encounter different cultural settings at home and at school, so they must learn how to act in each setting. Thus it is important to be able to understand the different settings and the many different traditions that follow that setting in order to be able to develop to the fullest of one's potential. A quote from

Rogoff's(2003) book says that "children who are encouraged to understand the dynamics amongst communities, to value their own background and to know how to function in two or more cultural systems are more successful and confident" (p. 331).

In multiculturalism it is important to note that there is also a negative effect. The ways that this negative effect encountered is usually obvious in schools, when pupils only socially interact with peers from the same cultural background as their own. Thus issues of bullying and isolation may appear and those issues may affect a child development and intellectual growth. Another issue often ignored when looking at multiculturalism and education is the issue of "western" education policies. Those policies have affected the world education systems and often in this multicultural world that we live in, we fail to acknowledge that there is not just one way of doing things but many.

There is also the view that multiculturalism actually shows no difference. In research that was done between American and Brazilian graduates students, the researcher expected that the students would act differently towards classmates and teachers because of their cultural background. But the results showed that there were very small differences (Ladeira-McCalman,1995).

It is important to note that culture and multiculturalism is not always noticeable, because the cultural background of someone is not always possible to pinpoint. There are external patterns that could indicate one's culture but that is not always the case(Powell &Andersen,1994), while there is also the danger of assumption. We often relate external characteristics or external items (e.g. clothing) of someone and we make assumptions on the cultural background.

The key feature of multiculturalism is that is changeable, non identical and also not always noticeable. Thus when we think of multiculturalism in relation to education, we have to see it in terms of development and the vital role that cultural background has on our development.

2.4 Theories

It is important when you study a topic to look at every aspect of that topic. A key aspect to research is the theories your topic is based upon. According to Gall, Gall and Borg (2003), having theories can help discover commonalities between various phenomena as well as to help the researcher to make prediction and to be able to control various phenomena (p. 7-8).

Thus when developing this research topic and research questions, there were different theories guiding the researcher. There are two distinct topics that seem to be apparent, breaking down the two concepts led to the choice of theories. The one is multiculturalism and the other is IEP. On one side there is a topic, which is very general in its form, and on the other there is IEP, a very specific topic. Before discussing about the theories it is important to see multiculturalism and IEP as two concepts separate from each other.

But both of these concepts are in relation to education and to the children with special needs attending school. Why we educate ourselves is a question that we often only ask when we have reached a certain age, and a clear answer to this would be to develop ourselves. There have been many researchers mentioning that education is a must in order for us to develop to the best of our abilities. If we see education as development, then multiculturalism and IEP are necessary parts for our development.

2.4.1 System theory

A theorist that mentions extensively on human behaviour and development is Urie Bronfenbrenner(1981). He developed the ecological model of human development. He argues that humans develop because of an interaction with the environment. He also argues that the way we learn could be very much related to the way we are taught (Bronfenbrenner,1981,p. 3).

In one of his definitions he mentions that:

"The ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of immediate settings in which the developing person lives, as this process is affected by relations between these settings and by the larger context in which the setting are embedded." *(Bronfenbrenner,1981,p. 21)*

The definition above is very relevant to the two concepts and to which this research is all about. This definition from Bronfenbrenner(1981) says that not only are we interdependent on the environment or settings that surrounds us but also that we influence our own development. Multiculturalism is a part of the environment that surrounds us. In other words multiculturalism is affecting the way we develop. If we look at IEP in Norway, it is part of the curriculum for children with special needs, and the curriculum is part of a setting.

But what was more interesting with his research was the way he divided development in different systems. Those systems were the ones helping this research develop, since IEP and multiculturalism both belong in two different systems.

He further discussed about microsystem. Part of the microsystem in this research is the child with special needs. In the microsystem, we can include the IEP since it is an activity that is experienced by the special needs child in the Norwegian school system. Bronfenbrenner defines a microsystem as "a pattern of activities, roles and interpersonal relation experienced by the developing person in a given setting with particular physical and material characteristics." It is also mentioned that the child is a receiver and a giver, in other words the child is not only affected by the immediate environment but the child also affects the environment. Thus this is a dual relationship. Moreover the microsystem in this research is refering to the relationship of parents with the child, the teacher with the child and how those relationships affect the development of that child.

Then there is the exosystem where in the system the child is only related to it by association, but the child is still affected by what happens in the exosystem. A definition given by Bronfenbrenner states that "an exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person." For example there is the relationship of the parents, or even the activities that the friends of the child are involved in. But for this research the relationship of the child with the exosystem that is of importance, is the relationship of the child with the EPS. The EPS belongs to the exosystem because it is not directly related to the child but it has a vital role, since it is the one that can decide what kind of extra resources the school can receive or whether the IEP the child is receiving is appropriate.

Last but not least is the macrosystem, which includes big concepts such as culture. The cultural rules, the laws, the ideology – all of the systems are correlated and in one way they depend of one another, however the macrosystem affects the other systems the most. The definition give by Bronfenbrenner for the macrosystem is that "it refers to consistencies, in the form and content of lower-order systems that exist or could exist at the level of the subculture or the culture as a whole along with any belief systems or ideology underlying such consistencies." In this macrosystem, concepts such a multiculturalism may exist. For example in the macrosystem, we may have the school in France and the school in Norway.

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They are both based on the same thing, education, but may work in a different way. Multiculturalism in this macrosystem is regarded as the school working and dealing with children from cultural backgrounds different than the Norwegian one. The macrosystem is the ombrela in which the rest of the systems are functioning. Multiculturalism is part of the macrosystem which implies that the rest of the systems must take into account multiculturalism in order to function correctly.

The ecological system theory (figure 2.4) drove this research to some basic conclusions, such as that in order for the child to develop to the best of his/hers ability then all the systems must work with each other. For this research the model was important because it recognized the significance of multiculturalism in relation to the IEP, since multiculturalism belongs to the macrosystem and IEP in the microsystem.

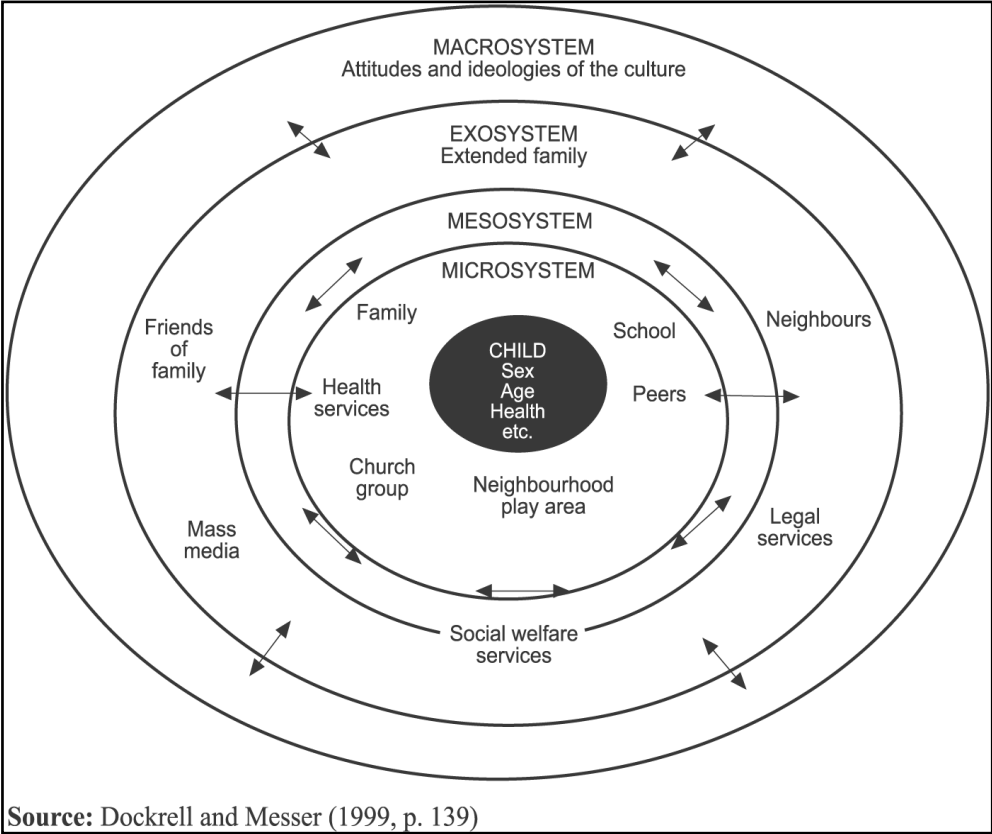**Source:** Dockrell and Messer (1999, p. 139)

Figure 2.4, the different systems and how they interact with each other, as well as examples in the different systems. (Dockrell & Messer, 1999,p139)

2.4.2 Vygotsky theories

Another theory and possibly the one that is most widely known, is by a very famous researcher named Vygotsky. But before we mention his theories, there are some other ideas based on the ideas of Vygotsky(1978). In one of them it says that *"human beings come into existence, attain consciousness and develop throughout their lives in relationship to others," in other words we become who we are as adults because of relationship with others (Vygotsky,1978, p. 48).* In the main research question the question asked is whether teachers in Oslo account for the cultural environment of a child with special needs whilst developing the IEP. It is in other words whether they consider cultural environment as instrumental for the IEP and in particular whether they consider cultural environment as a factor that affects learning and development.

Culture according to Vygotskys(1978) theories is a "system of distributed and shared function or ability that is socially and instrumentally brought into play by the demands of the activities in which we engage and the cultural situations in which they occur" (p. 69). The meaning behind this statement is that culture is a system, something that occurs throughout our lives and is integral part of our learning. Vygotsky(1978) also stated that:

> *"Learning is not development; however properly organised learning results in mental development and sets in motion a variety of developmental processes that would be impossible apart from learning.(p.90)"*

In other words Vygotsky believed that if learning is done in a proper way then development could occur. As mentioned above, children learn from interacting with the social world or the cultural world. They learn not only from interacting with things and objects but also by interacting with the people in their close environment. All of this is based on Vygotsky's so-called socio-cultural theories. This theory also says that children need to be able to use the "cultural tools" successfully in order to develop, so for example being able to use knife and fork as well as other appropriate behaviour. Usually cultural tools have meaning and action behind them. In order to be able to "reconstruct the cultural tools, it is initially possible only through interaction with other people who already have the knowledge of a given cultural tool." This enables us to understand that in order to be able to learn a cultural tool the person needs to be knowledgeable of that tool and if not then development is not possible. The "cultural tools" that are necessary for school learning, are for example communication, writing, but what is of importance is that cultural tools are not limited when it comes to school

learning. There is a statement in research from 1994, that mentions, many different "cultural tools" can be used for constructing meaning and it is "depending to the extent to which they are valued in that context" (Smagorinsky & Coppock, 1994,p:285).

2.4.3 Curriculum relation model

A more practical theory, which is more of a model for practical education, is the curriculum relation model. It is a model that can be used as a tool in the current education system and one that assisted the researcher with the research questions. This model was created in order to provide adapted education in an inclusive environment. Since the Norwegian school system is an inclusive one, this model can help us understand all the different aspects that need to be obtained in order to achieve a working school environment.

This is mainly a model, which is all about the curriculum. The IEP for a child with special needs is an essential part of its curriculum, since it is individual curriculum. Thus by focusing on this model it was easier for the researcher to understand where the focus should be when looking at multiculturalism and IEP. In this model there are areas that are necessary to be fulfilled in order to achieve the best educational environment.

There are several aspects on this model, which are interesting. But the relevant ones for this research were the aspects of frame factors, learning strategies and communication. When we describe frame factors, it means external factors that influence the educational process, such as legislation or even cultural norms. Multiculturalism is an important factor that can be considered as a frame factor.

Another aspect of the curriculum relation model that was of interest in this research is learning strategies, teaching methods and classroom organisation. All students, with or without special needs, learn in different ways. It is important for the teacher to take into account not only how the knowledge will be shared but also what strategies are best to be used and even how the class is organised. The IEP is a learning strategy or even a teaching method, and barriers to learning may come from difficulties in the strategies or the methods or even the classroom organisation.

The curriculum relation model which is presented, is by Johnsen and it is a model which is under constant revision(Johnsen,2001,p.259). In this model everything is connected and none

of the aspects can work independently if the other aspects are not working, so they are inter-correlated. The last important aspect for this research, which helped to form the research questions, was the aspect of communication. Communication is not only about the language per se – without communication no education would exist, so communication is also a skill. Communication is multisided, and like many researchers have said it is "the core of interaction and mediation."

This model has been of importance because of its practicality compared to the other theories. The way in which it is practical is that it offers teachers the opportunity to practically apply the model in their work. At the same time this model is not an abstract concept but it is a model for improving the situation for children and it is a model which is for the school and it is designed for improvements is the school. It allows us to think of IEP and multiculturalism as not only theoretical concepts but also those they need to be part of a practical and realistic model of learning and development.

2.5 Conclusion of chapter

Before moving on to the methodology chapter it is vital that the reader has a basic understanding of this current chapter. The terminology, laws and theories that have been included in this chapter are done so that the reader will have a basic all round understanding of this research.

The first part of this chapter discusses about the lack of research when it comes to IEP and multiculturalism; however it mentions that there are some researches done on the topic as separate entities. Also this chapter explores the laws and regulations regarding the Norwegian education system, and what is clear is that the Norwegian education system is focused on equality and also inclusion of all the citizens, both Norwegians and non-Norwegians. Furthermore, the regulations promote communication between all people involved in a special needs child life while they also cover a very broad definition of special needs child.

Then there is the terminology of what IEP is for the Norwegian education system. The outcome of that is that IEP is a vital tool for the Norwegian teacher and for the special needs child but only if it is used correctly. In addition, there is the matter of multiculturalism and how that has affected the world and the importance of multiculturalism in development.

But the most important part of this chapter is the theories. The research was based on the theory of Bronfenbrenner, the socio-cultural theory and in more also the curriculum relation model. Bronfenbrenner's theory covers the different systems surrounding the child. Such as the family or the cultural background, and how these systems affect the development of a child. Socio-cultural theory was all about the fact that without being able to master the cultural tool, then there will be a slow down or even a stop to development. Included in the theories is also the curriculum relation model, since it gives us a practical side of how a special needs child can best develop.

3 Chapter 3: Methodology

3.1 Introduction

Gall, Gall and Borg (2007, p.10) states that "The goal of educational research is to generate knowledge that describes, predicts, improves, and explains processes and practices related to education."

It is important to show how the knowledge that is presented in the study holds all the aspects mentioned above. The methodology chapter helps answering these aspects. The way that the knowledge generated was describable in the sub-chapter 3.4., where there is a description of the interview procedure. Another aspect of the educational research is the predictability of the knowledge; this was covered in chapter 2 where there is information on previous research. The way that this research improves the practices of IEP is by presenting the data and discussing it and also giving a deeper look on IEP. Explanation of the process and the practices is visible throughout this chapter but also the chapters that follow.

The goal of this research is to answer the following questions:

Research questions

How do primary teachers in Norway and specifically Oslo account for the cultural environment of a child with special needs whilst developing an IEP

There were some sub-questions that further helped to clearly defining the research question.

How do primary teachers in Oslo see multiculturalism as being important whilst developing and IEP?

How do teachers get informed about the cultural environment in which a child with special needs is being reared?

3.2 Research Design

Initially when the project was first approached, the best believed way to research the phenomenon was with quantitative research design. There were many reasons to have a

quantitative design for the study. With quantitative design, ensuring objective social reality would have been easier (Gall, Gall, & Borg, 2007, p.32). The results of the study would be statistically measurable and possibly could be inferred to the larger population (Gall, Gall, & Borg, 2007, p.32). It was also a research aiming to make a change to the Norwegian Policy.

With further reading what became clear was that in order to have a deeper understanding of the phenomenon, it was necessary to look away from quantitative research and look deeper in qualitative research.

The most commonly used type of research in the educational field is qualitative research (Gall, Gall, & Borg, 2007). In qualitative research, the assumption is that "social reality is constructed by the participants in it" (Gall, Gall, & Borg, 2007) – this was a major reason in choosing qualitative research. It is also because of the definition of qualitative research given by Gall, Gall, & Borg (2007 p.650).

"Inquiry that is grounded in the assumption that individuals construct social reality in the form of meanings and interpretations, and that these constructions tend to be transitory and situational. The dominant methodology is to discover these meanings and interpretations by studying cases intensively in natural settings and by subjecting the resulting data to analytic induction."

Since qualitative researches study cases, this study is based on case study design. According to Gall, Gall and Borg (2007), there is an in-depth understanding of the phenomenon as well as attempting to study the phenomenon in real life context. But most importantly for this research, case study is supposed to "reflects the perspectives of the participants involved in the phenomenon" (Gall, Gall, & Borg, 2007, p. 447), and since in my study, the research question was based on the teachers and how they understand multiculturalism and IEPs, case study was the best way to carry on this research. Case study was also chosen because of the opportunity to have an insiders point of view on the topic and because in case study the collected responses give a deeper understanding on the phenomenon.

There are some limitations with case study and the most obvious one is that there is a chance that the researcher would come too close to the informant. In other words the objectivity of the researcher may be of question. Another limitation of case study is that there is no

possibility to study a vast number of informants and thus restricting the study and creating difficulties in generalising to the general population.

As described before, qualitative design studies case intensively and subjects the data in analytic induction, which allows us to assume that the phenomena is studied in a deeper way. Identifying the phenomenon of the study helps the researcher to understand the purpose of doing case study (Gall, Gall, & Borg, 2007, p. 451). The main research question facilitates the identification of the phenomenon.

In this study the research question is:

How do primary teachers in Norway and specifically Oslo account for the cultural environment of a child with special needs whilst developing an IEP?

The phenomenon here is the connection between culture and IEPs, how do teachers account for culture in the IEPs.

With the help of sub-questions the phenomenon becomes more focused and clearer and that helps the researcher to pick a research method.

3.3 Method

Having identified the design of the study, the next step was to identify the method of researching the phenomenon.

Since it was a qualitative design the best way to focus on the phenomenon was with qualitative research interviews as mentioned in the book by Kvale (1996). Kvale (1996) brings up the various aspects of a qualitative interview. The aspects help facilitating the understanding of the phenomenon, for example, the life-world, the relation of the interviewee with the life-world (Kvale, 1996). The qualitative interview tries to find meaning and patterns of behaviour from a stream of words.

Most significantly the aspect of the descriptiveness of a qualitative research interviews, was what urged me to decide to do interview method, in order to "obtain open nuanced descriptions of different aspects of the subjects' life worlds" (Kvale, 1996).

Interviews are personal and usually in direct connection with the interviewee (Valenzuela & Shrivastava, Unknown). Also by interviewing there is the opportunity to ask questions more than one time if necessary (Valenzuela & Shrivastava, Unknown).

Before discussing further design of the interview it is essential to explain about the informants, how those were picked and why.

3.3.1 Informants

The research question gives a clue on identifying the informants for this study. The research questions focus on primary teachers in the area of Oslo.

The key informants used for the interview are individuals that have knowledge, which is not readily available to the researcher (Gall, Gall and Borg, 2007). Primary teachers in the area of Oslo were the informants because they were the most appropriate for this research. Primary teachers from the area of Oslo, was what made the teachers as key informants and thus provide unique knowledge.

The reason for choosing primary teachers and not any other teachers is because compulsory education in Norway starts at primary level and thus it was these teachers that have had the first contacts with children (Education Act. Act relating to Primary and Secondary Education, 1998).

3.3.2 Selection of the informants

In order to correctly identify the sample for the research, it was necessary to identify the amount of cases that exist. Purpose selecting case "is to develop a deeper understanding of the phenomenon being studied" (Gall, Gall, & Borg, 2007, p. 178). Since the phenomenon is multiculturalism and IEPs, this was a single case study design.

As mentioned above, the necessary informants were primary teachers in the area of Oslo. In order to obtain them, purposeful sampling and especially random purposeful sampling was done. The reason for doing random sampling was to reduce biases.

After finding the list for all primary schools in Oslo, the researcher sent emails to random schools in order for them to participate in the study. The email was written in English and

there was some short information on what the study was, how long the interview was going to be, as well as the fact that the researcher could speak Norwegian language.

But unfortunately the researcher ended up changing the sampling method because the initial sampling method did not provide any informants. The reasons why this happened shall be discussed below.

Consequently a new method of sampling was chosen in order to get the necessary informants for the study. The new method was chosen from the emergent strategies called snowball effect or chain sampling. According to Gall, Gall & Borg (2007), chain sampling involves asking well-situated people to recommend cases to study.

In this study a well-situated person familiar to the researcher recommended informants that would be willing to participate.

Those people were initially contacted via mobile phone and more specifically calling and arranging appointments to meet. E-mails with details of the study and permission notes were also sent to them.

The sample size was three elementary level teachers from one school in the district of Oslo. As mentioned above it is a single case study where the case is the three teachers and their responses to the phenomena of IEP and multiculturalism.

Informant: *"I was working with children from ages 6 to 10, and some of them were a bit older."*

All of the teachers were from the same school, and all of them had experience in developing IEPs. In recent research in Norway it has been shown that different areas of Oslo have large differences in educational level (Jørgensen, 2000). Thus it is necessary to say that the three teachers that took part in this study came from a school that was in an area, in which there is a lower educational level. As well as it is interesting to point out that according to what the teachers in the interview said, a large percentage of the pupils in the school were multicultural.

Informant: "*I estimate that 75% of the children in the school were from a multicultural environment and it has been growing.*"

Other informant: "*I have to say that almost 80% of the student population was from an immigrant background.*"

After the sampling took place and the appointment for the interviews was arranged, the procedure for collecting the data started.

3.4   Interview procedure

After acknowledging the method and selecting of the informants, the next step is the designing of the interview. Before describing the procedure it is essential to understand that the researcher has a challenging role to play, since not only is he/she the researcher but also the interviewer. As a researcher you goal is to answer the research question and to have answers to you questions but as an interviewer you role is more impersonal. As an interviewer there are some "qualification criteria" (Kvale, 1996, p. 148) that need to be met in order for the interview to be valid and ethical.

These qualification criteria includes that the interviewer needs to be knowledgeable, meaning that the interviewer is familiar with the topic (Kvale, 1996, p. 148-149). The interviewer needs to be structured, for example by having the procedure of the interview outlined. This is in order to be able to be clear, gentle and sensitive, to listen to what the interviewee is saying, while at the same time to have the skills to steer the interview to the necessary direction, as well as to be critical. It is also important to remember what the interviewee has said and at the same time being able to interpret the information received. These were fulfilled in this research by having a research proposal; this enabled the researcher to look into the phenomena. This forced the researcher to create an initial research paper which included topics such as theories, procedure, and methodology.

Whilst the researcher had to qualify for these criteria in order to have the best interview results, there were also other preparations taking place in order to ensure validity. Very important steps to the interview procedure are designing the interview questions, since they are the ones helping to answer the research question.

Since there was a need to get common information from the informants, the interview in this study was based on the general interview guide approach. According to Gall, Gall and Borg (2007, p.247), it involves having some set topics but the wording of the questions is not

necessary predetermined. As abovementioned, the study was based on the general interview guide, however it was decided that there would be some set topics and some predetermined questions in order to help the researcher guiding the interview to the necessary direction.

In interviewing, a key stage is creating the interview guide. The interview guide specifies the questions, the sequence in which they are to be asked, and guidelines to what the interviewer must say at the beginning and at the end of the interview (Gall, Gall and Borg, 2003, p.242). The interview guide in this research included outlines of topics and some question to help guiding the interview. The questions were based on the main research question and the research sub-questions(APPENDIX D3).

Specifying the questions for the interviews was challenging. Kvale (1996) mentions that:

"The decisive issue is the interviewer's ability to sense the immediate meaning of an answer and the horizon of possible meanings that it opens up." (p. 132)

Having question topics gave the possibility to be more creative during the interview. The topics were chosen based on some basic themes. Those themes included behaviours of the teachers – what the teacher had been doing in regards to the IEP, how the teacher developed the IEP. Another theme included opinions, opinions of the teacher for the IEP, for example how they felt IEP was helping children in the school. Background information of the teacher was also another theme, for example why they decided to go to that school or why they became teachers.

The questions that helped guiding the topic were mostly introductory questions, such as "could you please tell me a bit about …..," because such questions could provide the interviewer with spontaneous descriptions where the subjects themselves provide what they experienced (Kvale, 1996). During the interview, probing questions were asked in order to help the informant expressing more information on the topic. Some informative questions were asked such as how many students had special needs or where some of their students came from. At the end the teachers were asked whether they had anything to add.

The questions were following Kvale's (1996) suggestions that "questions should be brief and simple." The questions were non-directive and non-sensitive to the informant material. The questions were objective and the informants were not forced to answer the questions if they did not wish too. The way this was secured was by initially telling the interviewees that if

they did not wish to answer a question then they did not have too. The objectivity of the questions was secured by having questions which were general and not specific.

The prevalent challenge was the language barrier: the interviews were held in English while all of the interviewees had Norwegian as their first language. To overcome this barrier during the interview, the informants had the chance to speak in Norwegian if they felt like it. The researcher could also translate the questions to them if necessary, or if they were a bit unclear of what the questions meant. The questions topics were translated in Norwegian and the topics were sent to the informants some days prior to the actual interview. This was an very important aspect in the research since the interviewer did not come from Norway, he/she did not belong to the Norwegian culture, thus potentially affecting the outcome of the interview. This was controlled by making sure that the researcher did a lot of background reading on school system in Norway and also by socially communicating with other Norwegians.

In order to make sure that the interview guide was effective, there was a need to conduct a pilot test of the interview. Pilot testing is done in order to ensure that the data from the interviews will have the least biases possible, and thus have more reliable data (Gall, Gall & Borg, 2003, p.246). It was very helpful to see whether the questions were relevant to the research topic or not.

The pilot test included two informants. In the pilot test not only were the questions tested but also the procedure of the interview, the communication skills of the interviewer and also the electronic recorder. The informants were a student and also a former teacher with some special needs background. After the pilot test, the interviewees were asked for feedback.

The feedback received revealed that the first set of questions that were developed were slightly invasive and not clear. They also had a more structured form and thus not really appropriate for this study(APPENDIX D2).For example:

"Could you please tell me a bit about your background, for example how long you have been a special needs educator and what kind of education have you received in special needs education?"

What became clear was that some questions apparently needed to be removed and others to be more concise, more focused and clearer. The challenge of being a researcher and an interviewer at the same time became apparent in the interviews, thus changing the way the

voice sounded and also the way some questions were pronounced was also important. One considerable negative aspect in the pilot interview was the stress and uncertainty of the researcher, thus probing the researcher to practice speaking and asking questions in order to reduce the stress.

In order to further reduce biases, an external researcher helped by giving guidelines on how to create the new questions. The new and final interview guide included information such as making sure the researcher introduces him/herself to the informant as well as introducing the topic of the research. Some of the new questions developed were more open ended and less structured such as (APPENDIX D3):

- *"Information of the children with special needs of the school"* or questions such as

- *"Who participates in the development of an IEP?"*

What followed after finishing with the interview guide was the actual interviews.

3.4.1 Data collection

According to Kvale (1996, p.127), "the interview is a stage upon which knowledge is constructed through the interaction of interviewer and interviewee roles."

As previously mentioned, the informants that participated in the study received the topics for the interview before the actual interview, while the topics were also translated in Norwegian(APPENDIX D1).

Question topic: *"Background information of the teacher/ Bakgrunnsinformasjon for læreren"*

The reason for giving them the questions was not only in order for the informants to be prepared during the interview but also because sending the questions topics beforehand could eliminate awkward silences during the interview. Since the informants did not have English as their first language, sending the questions could also have helped them understand the research theme better. However, sending the questions could make our data slightly less valid, since it can be assumed that the teachers would have decided on how to answer, and thus potentially eliminating the spontaneity and maybe the informants would not be as truthful as they should. But some of that bias is eliminated due to the fact that only the topics of the questions were sent to the informants and not the actual defined questions.

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The interview was planned to run for 30 minutes to maximum one hour. Before the interview a place was arranged in order for the interview to take place, that included places that the informants felt most comfortable with. In order to ensure that the data of the interview will be fully recorded, an mp3 recorder was used. The mp3 player was the same as the one used in the pilot interviews, thus has tested and was working well. The information was saved in digital form. Just before the interviews started, the informants were asked whether it was fine for them to use the recorder or not. Just in case the informants disagreed with using the recorder, the researcher had a notebook to write their answers.

Soon after the informants received the emails for participating in the study, appointments were arranged for actually conducting the interviews. Just before the interviews started the interviewer introduced the topic and him/herself, as well as explaining that the data of the interview would be treated in a confidential and anonymous manner, no names or institutions would be mentioned. The informants were informed that the data of the interviews would be deleted as soon as the research was finished. The interviews took place in quiet environments with as few distractions as possible.

During the interview the interviewer made sure that the recorder was working. Keeping objectivity was challenging and not easily achieved, while there were also moments where the researcher had to engage in the conversation. Not all sub-questions of the interview guide were asked. The informants were already answering the questions without needing to make probing questions. All of the informants showed an active interest in the topic of the researcher.

The transcribing of the interviews happen soon after each interview took place. Since the recorder was digital it was easy to transcribe as accurately as possible.

3.5 Analyses

The chapter of analyses has different stages in order for the analyses to be non biased and also valid. A very important step in the analyses is preparation and organization. In this research the way the data was prepared was transferring the recorded data into readable form as well as listening to the data a couple of time to make sure the transcript was correct. Transcription was done as soon as the interviews with the informants were finished.

After reading the data multiple times it was time to code the data. According to Creswell "coding is the process of segmenting and labeling text to form descriptions and broad themes in the data". In other words after reading the data it was time to group it into different segments and start labeling it. After doing that, patterns started appearing and thus themes were created. Themes are "similar codes aggregated together to form a major idea in the database"(Creswell,2003,p.253). The reason for picking the themes that shall be discussed further below in chapter 4, was because they were reoccurring in all 3 interviews and also because they are the themes that help answer the research questions.

3.6 Validity and reliability

Throughout this chapter it has been discussed how this research may be influenced and some strategies were discussed in order to avoid that. There also have been words such as valid, reliable, and biased – words that have a profound meaning and are absolutely necessary in doing research.

Some of the issues arising were for example the wording of some of the questions, so whether the question were leading and inadvertently giving the answer away. This phenomenon is called reliability. According to Kvale (1996, p.235) "reliability pertains to the consistency of the research finding," in other words, reliability is relevant to what the findings of the research are. It is not necessary to have valid data in order to have a reliable research, it is "easy to obtain perfect reliability with no validity", (Kirk & Miller, 1986). It is because "reliability is the degree to which the findings are independent of accidental circumstances" (Kirk & Miller, 1986). However, obtaining perfect validity will assume perfect reliability. Thus validity was the most important factor to control in order to have a good research.

Validity problems begin from the first step of starting a research and finishing with the typing of the research. Validity has to do with whether you are reporting the truth or not. Kvale (1996) reported, "validity pertains to the degree that a method investigates what it is intended to investigate" (p.238).

There are multiple types of validity that needed to be met in order to achieve a good research paper. Such as, validity in the form of quality of the craftsmanship, meaning that it is not important to find the absolute true but that the truth in this research paper is defensible (Kvale, 1996, p. 240) so that the research that is being done is supported by other external

sources. Furthermore, when discussing about this type of validity then it is about the checking, the questioning and the theorising of the knowledge produced (Kvale, 1996, p. 242). In this research we are discussing about this type of validation; it is about the amount of background information given to support the finding, or for example whether the results produced have any relation with reality. Also whether the underlining theories are confirmed or discomforted. This type of validity tried to be achieved by extensive background reading, by analysing the data, and by asking the questions "why" and "what." In the discussion chapter (chapter 5) there is also an attempt to compare the theories to results of the data.

Another type of validity is the one of communication. The communicative validity has to answer the question of *how, why, who* in the interview stage. As a measure towards achieving communicative validity was achieved, practicing was done. Having two pilot studies helped the interviewer, with for example how the tone of the voice could be wrong. It is also important to have the questions in a correct form and also to be able to give the informants opportunity to answer in Norwegian language if they need it to. Understanding the need to explain to the informants what the study was about and informing them about the voluntary aspect of the research were also other ways to secure validity, in addition to telling the informants about the confidentiality of their identity and of their school, as well as of their anonymity.

Last but not least there is the pragmatic validity. The pragmatic validity is as mentioned by Kvale (1996) "make true", meaning that there are certain steps needed to be done in order to have what we are looking for. Kvale discusses about the fact that during collecting your data, there are many unsaid things happening which can describe a lot about the research topic. For example, during an interview the researcher is not just looking at what the informant is saying but also at what the informant is not saying, the behaviour, and the expressions. This kind of validity was controlled by making sure that the transcription of the interviews was done immediately after the interviews, thus making sure that any expressions or behaviours were noted down. The transcriptions written down were double checked with the recordings. Having the interviews in a quiet and relaxing environment helped avoid distractions.

Kvale (1996) argues that research validation does not matter whether it is approved by other researchers or by the wider public, but whether the knowledge offered can be valid all on its own and that the knowledge is so powerful and convincing that no one can question it (p.252).

3.7 Ethical issues

There are many potential issues to discuss in the ethical parts of research. According to Resnik (2009) ethical considerations differ slightly from the more day-to-day meaning of ethics. In research, ethics must be considered in order to have a truthful research with no errors, to be able to be accepted by the wider community. Ethics in research is also keeping up with the morals and social values of the society.

There are many factors to consider in an ethical research, such as honesty, objectivity, carefulness, confidentiality, social responsibility, non-discrimination, and legality (Resnik, 2009).

Honesty in a research paper is often difficult to be confirmed, since it is solely depended on the researcher as well as honesty of the informants. Thus to achieve honesty it is important to record everything in the writing of the paper. In this research the honesty is achieved by truthfulness of the researcher. The truthfulness in which the phenomenon is presented, since in this research it is the informant's view of school practice not the researchers view. Mistakes as well as consideration for better future research are mentioned.

Objectivity can mean avoiding bias and that can be achieved by having a valid research. In sub-chapter 3.6., there are many ways where it is shown that validity was preserved. Objectivity is this research is also achieved by the help of an external examiner or else supervisor in this case.

Confidentiality for this researched was achieved by not mentioning any names – the teachers or the school, as well as all the recorded data is going to be deleted as soon as the paper is ready to be published. No personal records were used in this study and also there is not mentioning of the students names or surnames. The teachers in this research are assigned a number instead of a name. Thus confidentiality is achieved.

Social responsibility is a very important aspect of publishing a research paper, since the topic has something to say about the Norwegian school system. It is important to note that this is a qualitative research, which means the results cannot represent the Norwegian schools in general. The point to this research is not to accuse of any wrongdoings but simply to point out a situation.

Non-discrimination is crucial when discussing about multiculturalism. In order to be non-discriminatory in this case, no specific cultures were pointed out as be worse than others. There is only mentioning how many different countries were represented in the school. No discrimination was done against the 3 informants, if one was better than the other and none of them were judged on whether their opinions were right or wrong. Most importantly there is no mentioning of sex or race in the research paper.

Last but not least in an ethical research, the legality of the research paper is a great importance. In this paper legality is achieved by applying to the Norwegian Social Science data Services (NSD) and getting approved to do this research in Norway (APPENDIX D4). In some parts of the paper different laws are also mentioned, which those laws are found on the official Norwegian government sites.

These are some of the basic ethical considerations in this paper and how some of them were achieved in order to have a research that was as ethical as possible.

4 Chapter 4: Analyses

4.1 Introduction

One of the most important chapters of a research document is the analyses chapter. It is the chapter where the research questions should be answered. As mentioned on the chapter above, it is a qualitative research, and qualitative research is "interpretive"(Creswell,2003,p.245). Thus when looking at the data as a researcher, it does not mean that some other researcher with the same data, will look at it in the same way. Because when you analyse the data, you as a researcher are using your own experiences and your own perspective.

Before mentioning the themes it is vital to mention that there were 3 informants in total and they were all teachers that taught at the same school in the area of Oslo. In addition the informants shall not be named but shall have an arithmetic sign next to them. Where necessary there will be informant 1, informant 2 and informant 3 in order to make it easier for the reader to recognize that there are three different opinions expressed from three different people. It is also necessary to point out that all informants came from the same school so the views that are expressed below are from teachers in the same school.

Before focusing on the themes for this research, there were important steps that led the researcher to pick those specific steps. Firstly the main research question which asks how primary teachers in Norway account for the cultural environment of a child with special needs whilst developing an IEP. The sub-questions asked how primary teachers saw multiculturalism as being important whilst developing and IEP. As well as how teachers got informed about the cultural environment in which a child with special needs is being reared. Besides the questions there are the theories all three theories involve the themes discussed below. Moreover the interview questions also led towards the choice of themes and last but not least the informants themselves the way they responded, helped the researcher to finally chose the themes that are discussed below. The themes that were chosen were communication, background, multiculturalism, IEP. Additional reasons for choosing are given right below.

Communication was chosen as a theme because as discussed in the second chapter the socio-cultural theory says that people develop through the interaction with others and also because

teachers belong in the micro-system and need to be able to communicate with the other systems. Part of interaction is communication. Background here has various aspects but in terms of relation to a theory, then background is also part of Vygotsky's(1978) theory where it says that the person that passes on the knowledge must be knowledgeable on what he/she is passing on, a master. Multiculturalism and IEP are part the phenomena we are researching and thus very important themes.

It is also important to note that even though the researcher had prepared question that he/she wanted to ask often the informants responded before the questions were asked and at the same time they provided additional information which are presented below. Most importantly the answers are not facts but simply the opinions of the teachers involved in the study about the various issues.

The key to the answers that the teachers gave to the interviewer were on the basis that we are discussing about Multiculturalism and also about the topic of IEP. The answers below are what for example, the multicultural parents said or what the multicultural child did in the perspective of the primary teacher. The researcher also explains how the terms "Norwegian" and "Multicultural" are used. When using the term "Norwegian" what is meant is that someone has a Norwegian cultural backgrounds in other words both parents are Norwegian . Whereas being "multicultural" is understood as someone that has a non-Norwegian cultural background that is someone that has both or one parent from a foreign country.

4.2 Communication

As mentioned above communication was picked as a theme because of the relation to Vygotsky's theory on interaction. Communication as a theme has multiple sides and according to dictionary communication is "the activity of communicating; the activity of conveying information"(Miller,2009). Communication here is in three ways. The first is communication between teacher and services, the second is communication between teacher and child and last but not least communication of teacher with parents.

Various questions were asked in the interview and resulted to the below responses. There were questions, such as information on the average day at the school, or information on the development of the IEP. Questions which produced the responses below were also information on multiculturalism.

4.2.1 Services communication

Services communication has a wide meaning, in this data analyses. We understand services communication as falling under the bracket, school, EPS. Communication in services is vital in order for the school system to be able to deliver to the best of their abilities. The interesting part with the data was that the teachers mentioned extensively on their communication with the educational psychological services. As mentioned in chapter 2 the EPS is partly responsible for requesting from the municipality education office for extra recourses in order to support the school in the education of pupils with documented special needs, such as help on developing an IEP or help in how to deal with specific disabilities. In their responses the teachers showed their disappointment with the EPS and they mentioned how actually there was some communication but the communication was not in the right direction and not always beneficial to the teachers.

Informant 1: The communication was poor. I felt that they (EPS) worked more against you than with you. They needed to show that they are specialists but they didn't really listen to us.

Interviewer: Did you get any support?

Informant2: There is supposed to be support but no, no support. No concrete ideas. No solutions.

Another thing that was interesting in the communication between the EPS and the teachers was that all teachers felt like they did not get the necessary attention that they needed in relation to their problems. When they were mentioning about the EPS , the researcher interpreted the informants as sounding disappointed and also a bit frustrated but mostly helpless.

Informant : They(EPS) came twice a year and wrote reports and the IEP. Then they say it is ok, and asked you how you did it and what you did….. I felt very alone I don't need this, it is just a meeting I don't get anything from them, in these meetings they didn't seem interested at all.

Another part of services communication was the communication that the teachers had with the school. By school it is meant the communication between the director of the school and the other people (e.g advisors) in the school and the co' workers, by co' workers it is meant

the other teachers in the school. The communication as described by the informants was poor with the director but it was very good with the rest of the teachers in the school. Again the feeling of helplessness was obvious when discussing to the informants.

Informant 1: Very few meetings with the director. If there was a problem we went to the social teachers but no real help offered.

Informant 2: I think that the teachers in general are very much based upon themselves but some got support from co' workers.

Clearly this side of services communication, the informants got a lot from the fellow teachers but really not much support from their school. In other words the informants felt like they did not get the help they needed from the social teacher or from the people assigned to help them. Mostly they got help from other teachers that they were working with.

Informant: I had to share an assistant and that didn't really work out as intended. The social teacher was helpful and we could discuss some things with her but when that person is sick then there is no one else, and thus when she is back everyone needs her, no possibility to get the help that I need it..

4.2.2 Communication with parents

The communication of the teacher with the parents the first step into the child home environment. This is an important communication since when the teacher is creating an IEP for the child with special needs they need to have it approved by the parents. From the interviews with the informants the views were a bit contradictory.

Interviewer: How was it working with the parents? How accepting were they?

Informant 1: In general no problem well but other parents we had to really work with them to understand and accept that it might not be the same at home but this how it is at school.

Informant 2: Could vary a lot but I would have to say that some time the Norwegian parents were more difficult to cooperate with than the multicultural parents.

Informant 3: They didn't understand the problems.

But in the end what was clear was that the parents were happy to get a "diagnosis"(as the informants called it) on their child. Also they were happy that someone was paying attention to them and to their child's problem.

4.2.3 Communication with pupils

The communication between teachers and pupils is not always direct but is also what the teachers observed when they were around the children with a multicultural background. The pupils were not necessary pupils with SNE but they did have some unregistered socio-emotional problems. Some of the teachers discussed about the communication between the Norwegian children and the non-Norwegian children.

Informant: One thing that was really clear how some of the multicultural children, misunderstood what other students said or the behavior so, for example, when someone bumped into them and didn't mean to do it, they reacted in a negative way thinking that they did it on purpose.

Informant 2: It was clear that if extra attention was given that they needed, and they felt safe and trusted me, it was clear to me that they way more satisfied and behaved better.

The communication from all the informants that they had with the multicultural children was no different than with the Norwegian ones but often they experienced more problems with the multicultural children.

A big issue for multicultural children was language and the informants discussed about the difficulties that the children had when they had not mastered the language. There were misunderstandings and they often felt left out so it was more difficult to be included. They also discussed about how the children that had gone to kindergarten were better in communicating than those that didn't.

Interviewer: Similarities or differences between Multicultural children and the Norwegian counterparts?

Informant: If they had been in kindergarten, they were better in including each other, then better in communicating so easier to make friendships, so big clue is language. If they did not have good language then it was harder to join in with others.

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Communication with pupils was important because the second sub-question asked how teachers get informed about the cultural environment. Thus communication is one of the ways to get informed.

4.3 Background

This is a bit of a vague theme and also a short one, but it is necessary to recognize the background of the teachers and how that affected the education. Part of the background is the background education of the teachers. In other words what are their education in Special Needs and also their background in dealing with many different cultures?

The first questions that were asked to the informants were about their background in special needs education and also there were questions in their experience with multiculturalism. As well as questions on the educational background.

4.3.1 Teacher background

As said above the background of the teacher is important to mention in order to be able to understand the informant a bit more. Most of the informants were regular teachers with only introductory courses in SNE but one of the informants was more trained as a special educator. Also they all discussed about how their lack of education in special needs was an issue in their teaching and also in being the best teachers that they could.

Interviewer: Could you tell me a bit about your teaching experience with SNE?

Informant 1: I am educated as a teacher I have had 6 months with SNE education in addition to having worked in a primary school with high number immigrants and also had leadership management in adult SNE.

Informant 2: I am a preschool teacher and also worked in special home for children with special needs(funckions-hemning)where they had individual departments. Very different kind of problems, I met a lot of children with special needs.

Informant 3: I have always been interested in children and I took general teacher training, in Oslo, working with a lot of immigrants. Coming from the Norwegian teacher education school, It was a shock I was not prepared for; it was extremely hard, many problems because

in Norway a teacher has to teach all of the subjects with great passion. All of the kids were integrated there were so many children, I was exhausted. Then I decided I needed more education so I took special needs education.

Another part of the teacher background had to do with their relation to culture and what kind of experiences they had with multiculturalism. What the researcher discovered all of the informants travelled a lot and also they understood the importance of culture. But they also mentioned that in their education they did not specifically do something about culture as a general topic but had courses on religion and such things.

Informant 1: I have travelled a lot so I think it is not that hard to understand that we may think different but really we are the same. As well, there was no course provided from the school for extra cultural training. But I felt that there was no need for it.

Informant 2: The moment they can move from one culture to another they are able to handle both cultures and they can change just as they want. The schools are the providers of knowledge and they raise the children and simply the parents are too busy to follow up at home.

4.4 Multiculturalism

The central phenomenon of this study was multiculturalism thus it was one of the core themes in the answers that the informants gave. In the answers that the informants gave, they discussed about multiculturalism upon different levels. They discussed about it, in relation to their special needs and also multiculturalism, so it was mentioned about more on the level a macro-system, in other words multiculturalism as a surrounding concept for the child. But also multiculturalism as a tool for how the children mastered or not, their multicultural background as being positive or negative.

The questions that led to the responses below are the following:

How do you believe home-culture can affect a special needs child?

Could you tell me were do the multicultural children come from?

Could you describe for me how do you think multicultural children differ or do not differ from their Norwegian counterparts?

4.4.1 SNE and Multiculturalism

When asking to the informants about multiculturalism and also about the children with special needs, the responses that they gave varied. From the responses that they gave it seemed that the children with special need from a multicultural background appreciated the help that they received and seemed to be very positive towards the help. It seems that from the responses that the informants gave to the interviewer that the pupils with special needs with a multicultural background did not seem differ compared to their Norwegian counterparts. Here they are discussing about the multicultural SNE children. How they responded to the teachers.

Informant 1: It was easy to see from the children that they appreciated the help and it was on their level and that's how they improved.

Informant 2: No negativity, happy and relieved, but it was very difficult because they were very private problems.

The response below is the small differences that they noticed between the multicultural children and Norwegian children. They discussed about the violent behavior that was part of most of the children as well as they discussed how some of them children that were multicultural came from violent backgrounds. For example they witnessed war and it was difficult for the teachers to know what to do about it.

Informant1: There were more boys that were considered has SNE. Boys were highly over represented 80% were boys and a few girls, of those girls if they were violent then extremely violent. But difference for me was when it came to behavior it was difficult for me to have respect that I needed.

Informant 2:…. also trauma children from war, I felt we didn't know anything and one day this boy he told me about his experience and no one had told me about what he had experienced, and he was so scared, knifing and horror.

Informant 3: Very different socially, some seeking children from the same country and others not even thinking about it.

The SNE multicultural children did not seem to react to the fact that they had a disability or a special need different from their Norwegian counterparts. They had some small differences in the way they socialized and how they saw the role of the teacher.

4.4.2 Multiculturalism as a practical tool

The biggest issue that teachers faced when dealing with the children that were from a multicultural background was the practical implication that came with a child from a culture very different than the Norwegian one. They realized that they often had to discuss with the parents about dressing their children in warmer clothing or even what kind of food they should bring in school, making sure that the food brought at school was healty and in accordance with the rest of the pupils. But also the social competence of the children was also an issue.

Informant 1: It had to do with social competence, dressing correctly, tying the shoes or even who raised the hand when they wanted to talk in class.

Informant2: We had to talk about, for example showering, we had to talk about the food, the clothes, and make sure they got enough sleep.

Some of these practical issues had serious consequences for the children, as the teachers pointed out. For example if the children did not shower then they would smell or if they did not have the correct food then their health could be at risk. As well as if they lacked sleep then they would be late or tired in the class and thus finding it harder to focus in the classroom.

4.4.3 Teachers and Multiculturalism

An important question in the interview guide was how the teachers saw multiculturalism or cultural background as being important. All of the informants agreed that cultural background was an issue and needed to be looked into deeper. Some informants expressed stronger opinions than others in this topic.

Informant 1: It is like, when you have a class with 25 children and 20 of these are from different countries and 5 Norwegian you don't think which countries they come from you just see them all as a whole, it goes in the background, it's just kids.

Informant 2: multiculturalism you have to deal with it on many levels…… we made it clear that the difference was that it was more informal at home and more formal at school.

Informant 3: We talked about it in school that it is important to use the child's background when you start with a child then you start with where they are from and you build on it , and I think it is important to nurture the culture and respect were they come from, every teacher should have that.

All teachers saw that cultural background would have an effect on a child's development so it is important to consider it.

4.5 Individual Education Plans

The other of the themes that was the most apparent in the answers of the interviewees as it was the key issue in the research. Here we examine IEP in relation to multiculturalism, what criteria the teachers use when developing IEP also how the other services are involved in developing the IEP and last but not least how the parents are reacting to the IEP. If we look at the curriculum relation model then we will see that IEP is a tool that binds all aspects in a child's life together.

The questions that follow are some of the questions that were asked in the interview and resulted to the below answers.

a)Could you give me an example of an IEP in your school?

b)What are the criteria that you look for when you develop an IEP?

c)What steps do you take in order to make sure that the culture of a child is included in the IEP?

d)How do you believe home-culture can affect a special needs child?

e)Who participates in the development of IEP?

4.5.1 Criteria for IEP

The criteria for an IEP are important, because here we can see how the teachers decided what to include in the IEP. How and what did they decide was important in IEP. The criteria that they picked for the children first and foremost had to do with what kind of special needs the children had. In the school the teachers taught mostly children who had socio-emotional problems, learning problems, language problems; only very few were mentally or physically disabled.

Interviewer: What type of children with special needs did you have in your school?

Informant1: Two categories; one those with linguistic and language problems and on the other side the children with social emotional problems.

Informant 2: In my classroom the children with special needs had learning problems.

Informant 3: ....often they had problems with learning, for many reason such as they did not know what they where suppose to learn…most often they had social behavior problems, extremely noisy and violent and most of my children had extremely difficult to combine with the regular class environment.

What was clear in the criteria of the teachers was that they all used the IEP given by the school but they ended up having to add their own extra criteria. Two of the teachers tried to deal with academic issues but also social issues, so for example a teacher developed criteria in improving Mathematics. As well as having a social criterion, such as making sure that they lift their hand when it is their turn to speak. Also all of the informants mentioned that when developing the IEP they looked at what the goal of the IEP was and what were the reasons why they were having an IEP in the first place. They saw there was no need to fill out all of the boxes in the IEP template.

Interviewer: What were the criteria when developing the IEP

Informant 1: Some criteria were the academic skills; physical education, motor skills, language, mathematics but really it was more about the balance between how many goals you had and how many you could you achieve, and they had to be short and clear. On social skills it was often on how to work with others, how to speak to others, how to make friends, in general how to function in society.

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Informant 2: For one child it was behavior for another it was language, a lot of behavior mostly*, no need to fill out everything in the template but only what the goal was… the children with general problems then needed to fill out more stuff like mathematics, Norwegian, social skills.*

Informant 3: I tried to incorporate the IEP as well as possible with the curriculum. Social problems, was defined especially in the IEP but not in the regular curriculum, for example easy things like waiting for your turn playing board games.

Another critical question by the interviewer was about if culture was one of the criteria in the IEP that they developed. The informants also varied with their answers to this question, some suggested that culture was important but they did not actively include it in their IEP. It was mostly practical issues that were related to the IEP. But other informants mentioned how they actually used the child's parents' background to help with the situation.

Informant: I tried to use their home culture as an asset; I had some children from Somalia and parents could not read or write and Somalia has strong traditions in story telling…in Norwegian schools the parents at home are supposed to read for the child or the child to the parent. But in order to incorporate their tradition and make it something positive then I included in the IEP their parents tradition of storytelling and asked the parent to say stories to the children , the children to me and then together we worked at the school drawing and writing them down.

This informant showed how the cultural background was used in order to help the child.

4.5.2 IEP and the school system

Another issue in the IEP theme was how the teachers in practical terms created the IEP. In which ways the school help and what was the process. Most of the informants cited that the process usually involved only the teacher responsible but sometimes they had other teachers(assistants) assisting it the special needs education. As well as a lot of paperwork needed to be filled out before anything was approved(by the parents) and ready to be used.

Interviewer: Who created the IEP?

Informant 1: I did everything and then gave it to the school to give it to the EPS to approve it, it is hard to make the goals concrete, I was getting better but it depended on the problem.

Informant 2: I did the IEP with the teacher in class IEP was suppose to help them reach their goals so they could feel that they are part of the same class, same subject but other level.

Informant 3: No one but me, maybe other teachers from the other subjects, it is your responsibility…. in beginning I myself created one then later I used the IEP template of the school.

The informants also mentioned about how the rest of the services were involved with the IEP and also how the resources in the school would be admitted. Here the informants had a lot to say, they mentioned the amount of paperwork, and the lack of assistance from the EPS .

Informant 1: The EPS services decided they would have certain hours per year, 1 or 2 children were granted an extra teacher but often we saw huge number of kids that needed more attention but they were not recorded as children with special needs but then we would include them anyway.

Informant 2: Not for everyone but those that are more defined and in the EPS as special needs.

Informant 3: Because the school needed to get money for the special needs education as a teacher you had to report back how you use the money and how much money you need. Also the EPS services just came for once to discuss and they didn't even know the child and they even did not go in the classroom.

Some of the teachers also explained on how the special education happened in the class. They explained how some off the children had to be removed from the classroom for a while in order to provide extra help. They also discussed about the difficulty of having children with many languages in the classroom.

Informant 1: There were many children and the group of children had two teachers, more resources and one group went outside the classroom or one trying walking around to explain closer and faster, they had questions and problems understanding the text, many different backgrounds and not one identifiable and that was a problem for the mother tongue teacher.

Informant 2: , I was supposed to be in class I had to have an extra focus on a certain number of kids if any other kids then I helped out…primarily for some children… some other time kids needed to be out of class and parents knew about it and everything was organized.

It seemed from what the informants said that the services that were there to help them out did not really work out the way they where suppose to work.

4.5.3 IEP and parents

The last part of approving an IEP is the approval of it from the parents. The informants has a lot to say on that part. They said that sometimes the parents were not questioning anything and totally agreed with what the teacher had to say but also other time they disagreed.

Interviewer: How did you include the parents in developing the IEP?

Informant 1: The IEP has to be signed from the parents, so we presented to the parents so don't panic but we said we see your child has a special needs and we want to provide and that's why we need an IEP, in general no problem well other parents we had to really work with them to understand and accept that it might not be the same at home but this how it is at school.

Informant 2: Yes I got a bit of resistance from them but when I had done the observation and everything was written, even though they were skeptical, I never had a parent refused the IEP.

There were some differences in the non-Norwegian parents compared to the Norwegian parents when it came to IEP. Unanimously all said that I was easier with the multicultural parents. They just had to be more clear about it and also make sure that there was a translator present to make sure that the parents understood exactly what the IEP was and how it works. But also they mentioned how the multicultural children often were scared of their parents at home so it was hard for the teacher to get respect from the children.

Informant 1: The IEP must be relevant so I had to prepare a lot before hand,get all the necessary information….when someone needed an IEP and if something not quite right then I see this so I will observe the child and look for this at home, then meet again and I want ask the parents to look at this at home. All permitted the IEP, and it was easier to talk about it, to the parents of the multicultural child.

Informant 2: Because lots of parents were stricter at home than at school ,the parents reaction was so much harder than the teachers reaction so the pupils never really listened to the teacher since at home the consequence was worse than anything I could give them. If I called the parents about their child's behavior they did not care for my reaction but what the reaction would be as soon as they were home.

As mentioned above some of the informants used the parent's background in order to help to develop the IEP and also some teachers put the parents in the IEP. But also as mentioned above there were parents that did not really have a problem or did not show interest to get deeper involved with the development of the IEP.

Informant 1: I told them that the kids they should read every day and they should play games at home, and I gave them homework that included the parents. We had to let the parents know that their child had problems but most of the parents already knew about it.

Informant 2: Cooperation with parents basically me or another teacher wrote the plan and then brought it to the parents we said" here it is please sing it" and usually there was no problem, no reaction from parents…happy that there was diagnoses.

A mentioned from the beginning the IEP was the theme and the topic mostly discussed in the interview.

4.6 Conclusion

The conclusion of this chapter is that there were many themes that were apparent in the interview. The teacher was more than happy to have someone to discuss to for these problems, to let it all out. But more practically what became clear was that all of the themes were interconnected and the all worked and focused on the theory by Bronfenbrenner. The system theory is supported and made the researcher develop the themes. The overall picture of the interview was disappointment by the teachers for what the situation in the schools is and also the tiredness and frustration that they felt. This chapter will finish with a quote from one of the informants that describes the feeling that the researcher felt when the interviews were done.

Informant: so I felt I had no chance to cover the needs for everyone and the needs for everything so It was a horrible feeling to go in the classroom and know that you will not be able to give what you want and not now that day, not tomorrow or not in the future.

5 CHAPTER 5: Discussion

5.1 Prologue

On the previous chapter it was all about the presentation of the data, looking into what the informants said and specifically it was shown the different themes that became apparent after looking into the interviews.

The discussion chapter is often the chapter where by looking at the data you can discuss how your research questions were answered or not answered but also if the data is what was expected to be. It is vital to remind the reader of the research question and those matched with the data presented on the 4th chapter.

As mentioned on previous chapter there was one primary research question and then sub questions that followed the main question. Another component of the research is also the title of the topic.

First there is the question: *How do primary teachers in Norway and specifically Oslo account for the cultural environment of a child with special needs whilst developing an IEP?*

How do primary teachers in Oslo see multiculturalism as being important whilst developing an IEP?

How do teachers get informed about the cultural environment in which a child with special needs is being reared?

Along with the research questions there is also the issue of the title which states IEP and multiculturalism. Thus we needed to combine the questions with the topic in order to study the phenomenon. The last of the research questions and actually one of the sub-questions asks about how do teachers get informed about the cultural environment in which a child with special needs is being reared. Get informed is all about communication. One of the themes in the data was about communication. Below we are discussing a bit deeper the finding and trying to answer the sub-question.

The first of the sub-questions looks at how teachers see multiculturalism as being important whilst they develop and IEP. This question is answered mainly by the themes that discuss

about the background but also in the theme about the IEPs. Lastly but most importantly is the main research question and the reason this research took place. That is, how do teachers account for the cultural environment of a child with special needs when they develop an IEP. The themes that answer this question are a combination of the themes of multiculturalism and IEP. Through the discussion we will reveal the answers.

5.2 Communication

In order to correctly discuss and finally conclude the themes that were presented in the fourth chapter they shall be presented here and will be broken down in the same manner but they will be discussed in having in mind the research questions and the sub-questions. Communication was the first theme and often very important to see whether there is development. Also communication is the part of the curriculum relation model, and it mentions that "without communication there will be no education"(Johnsen,2001,p.289).

5.2.1 Communication and services

Exactly as the fourth chapter, we will first start with communication and services. From the presentation of the data we see that teachers are quite disappointed in the situation revolving the communication with the services. All of the informants mentioned about the lack of guidance by the psychological services in Norway or EPS as it is known. Thus a big issue with the teachers was regarding the IEP and even multiculturalism, and how the lack of communication or the wrong kind of communication is affecting the teachers' performance.

This lets us assume that the informants want and are willing to improve as teachers. Also within their own way they develop the IEPs but because there is this big gap between the teachers and the services thus the teacher cannot improve or develop further. The informants felt intimidated and that can have negative results towards the children, since the teachers are afraid to make changes.

Communication is key because as we said in the second chapter were the theories are presented we notice that Vygotsky mentioned that the only way we develop is through the interaction with others. Communication is our main way of interacting with other.

5.2.2 Communication with parents

Communication with the parents is the first introduction that the teachers have on a child's background and home environment. Again here the informants discuss about how accepting the multicultural parents when they have been told what their child has. Communication with parents is also part of Bronfenbrenners ecological system model. Since parents belong in the micro-system and the micro-system is the primary system for a child, with or without special needs it necessary that there is a communication and that communication works. Further down we will discuss the importance of including parents in the education process of a child.

5.2.3 Communication with peers

This part of communication is of the most importance, since the communication with peers and teachers can be affecting how the pupils behave at school. Here the teachers discussed about the misunderstanding that the pupils had with their fellow classmates and even the misunderstandings they had with their teachers. Language was one of the main issues, and language is a cultural tool, it is a way to express all that is important. As Vygotsky said mastery of the tool will lead to development. Thus mastering language is necessary to develop and grow. If the multicultural children master the Norwegian language then that will no longer be a barrier to their development.

5.2.4 Conclusion of the communication theme

The main conclusion that can come up with the theme of communication is that the communication can be an asset in order for the teachers to make changes in a child's life. But there is no good communication in the particular school with the EPS and that is affecting the teacher's development. Looking at the question on how the teachers get informed about a child's home environment, it is clear that the best resources it the parents and the students themselves. But the informants also mention about how much they needed the help of the services. Thus we can conclude that even though there was information of their pupils from the parents that was not enough. If they had been helped by the EPS services and the school services then maybe they would have got even more information on their pupils.

5.3 Background

The background of the teacher is of most important since it shows the individuality of each teacher and also the relation that they have with multiculturalism. In the background it is mentioned about the background of the teachers and how they see multiculturalism.

5.3.1 Teachers background

From the data it was clear that only one of the teachers had proper special needs education, the rest of the informants had only introductory courses and thus very little experience with SNE children. It is a very interesting fact since the informants have to deal with SNE children on a daily dose. A recent study by Mills(2003) mentions about the individuality of each teacher and how that can affect teaching and learning. In that study they showed "teacher personality and cognitive style may play a role in his or her effectiveness in teaching gifted students". Also in the data that was presented they discussed about how similar all of their pupils were and how multiculturalism was not an issue since children are children no matter where they come from.

If then we look at the first of the sub-question we notice that all the teachers agreed on the importance of multiculturalism and how that can affect a child but also they answered the second of the sub-question since for many of the informant the way to get informed about a child home environment was for them to educate themselves the best they can on multiculturalism.

5.4 Multiculturalism

The main theme in the data was most obviously multiculturalism, an issue which was discussed extensively by the informants. According to Rogoff(2003) cultural processes "involve continual change, both from choices made by individuals and communities themselves as well as by the force of circumstances and other people". The informants discussed about the difficulties they faced with living in a school where most of the students were from a multicultural background but also the ways that they used multiculturalism as a positive concept.

5.4.1 SNE and Multiculturalism

It is often hard to separate children with non special needs from the children with special needs especially in relation to multiculturalism. Looking at the responses the teachers gave they mentioned how similar the Norwegian pupils were in relation to the multicultural children. Moreover from the interviews what was apparent was that the teachers only saw small differences and it had mostly to do with language issues.

Moreover some of the children had issues understanding some of the cultural norm of a Norwegian school environment since some of the children had not attended kindergarten. Regarding children with special needs and multiculturalism we notice that even though there are some small differences that differences are not that big in order for them to be significant. From the responses that the informants gave they put their focus on the importance of multiculturalism. In the book of Utley and Obiakor(2001) it mentions the importance of the relationship between multicultural education and special education and it says that "they are complementary these relationships are fundamental to the innovative schooling process of multicultural learners with and without mind disabilities".

5.4.2 Multiculturalism as a practical tool

Multiculturalism can exist in many ways and in the responses that the informants gave, they mentioned that the children that came from a non-Norwegian cultural background or if they had only recently come to Norway then there were some practical issues. The informants noticed that many children did not use appropriate clothing or did not eat regularly or the correct food. In chapter 4, sub-chapter 4.4.2, there is an answer given by one of the informants that discusses the lack of social competence by the multicultural students, and by that it is understood as the Norwegian social competence, since the primary culture is Norwegian and the main cultural rules are those of Norway.   These practical issues that they had we can place them in the theory by Bronfenbrenner and in the macro-system of a child. In the macro-system cultural beliefs and cultural rules are included, we notice that the teachers discussed about the importance of helping children with these practical issues.

According to Bronfenbrenner

"Within any culture or sub-culture, settings of a given kind-such as homes,streets or offices- tend to be very much alike, whereas between cultures they are distinctly different. It is as if within each society or subculture there existed a blueprint for the organization of every type of setting. Furthermore, the blueprint can be changed,with the result that the structure of the settings in a society can become markedly altered and produce corresponding changes in behavior and development."(Bronfenbrenner 1981,p 4)

Thus it was important in the opinion of the teachers that the children could have the competence to follow the primary cultural rules but at the same time to be able to acknowledge their individuality.

5.4.3 Teachers and Multiculturalism

In the experiment done by Mills (2003) on teachers and how the effectiveness of them depended on their background. The experiments included teachers and students, and it asked questions on the teachers' background and the students had to fill out a questionnaire, what the results showed was very interesting. Many of the teachers participating in the study did not have any formal education in special needs education but they had strong background and also they were interested in educating children with special needs (Mills, p.278) .

In the responses that the informants gave they insisted that cultural background was not of importance considering that the school had mostly multicultural students. Also from their responses on the importance of multiculturalism they mentioned how the usage of a child's background can help the child develop and also showing respect towards that child's background was of most vital importance. In the informants opinion multiculturalism was a positive aspect in a child's life and an aspect that can provide the child with extra resources for help.

5.4.4 Conclusion on the Multiculturalism theme

For the responses above and the discussions there come the answer to the first of the sub-questions and it is as such: Multiculturalism is important for the informants and also they believe it is important to control for it in the Norwegian schools. They mention that multiculturalism needs to be respected. The implications of ignoring Multiculturalism are not

just practical-not having enough clothes in the winter time- but also there can be found in the attitudes of the parents and the pupils for example in the attitudes towards SNE.

5.5 Individual Education Plans(IEP)

As discussed earlier IEPs are part of the necessary curriculum for children with special needs they are as in the curriculum relation model, part of the tools, those tools need to be created and used to correctly in order for them to work. Vygotsky also mentions about mastering the tools, thus mastering an IEP can result to development.

In the introduction we discussed about the importance of creating correct IEPs or else the IEP is merely a piece of paper. Thus the responses that the informants gave were crucial. They mentioned their difficulties and also the lack of support from the EPS services. In a recent thesis done by Christensen(2006) she did a qualitative interviews with teachers on their reflection on IEP. The teachers in their responses discussed about the importance that IEP has in assisting communication between the parents, the pupils and the school but also between the teachers. At the same time the teachers participating mentioned about how the IEP is a guideline for better education for the pupils with special needs. In the same research the results showed that the experience of the pupils with IEP is of no importance whilst developing a new IEP.

5.5.1 Criteria for IEP

From the responses the teachers gave it was clear that they mostly tried to follow the IEP provided by the school they were teaching in and also tried to fill out the necessary boxes. In the IEP given by the school the boxes that need to be filled out mention about personal information also what strengths and needs the children have and, what knowledge they possess, their skills and attitudes. In addition there are boxes on how this implementation will take place and what the long term goals of that child are (Kjelstad, unknown).

In the responses that the informants gave firstly they discussed about the types of children with special needs that existed in the school. They responded how most of the children in the school had behaviours problem and there was not many pupils with physical disabilities or other disabilities. This is information is usually found in the IEP under the personal information for the pupil.

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As well as most importantly they mentioned about the actual criteria that they included when they developed the IEP. Such were the academicals skills and also the social skills for example mathematics and friend making, reflectively. They did not mention specifically multiculturalism but they did mention areas which are relevant to multiculturalism. In the curriculum relation model there is a lot of discussion about the learning strategies and the teaching methods, and multiculturalism was included in the learning strategies. Most importantly they used the cultural background of a child as an asset, for the IEP, they used the knowledge of the parents to farther the development of the child.

5.5.2 IEP and the school system

Throughout the responses that the informants gave they clearly discussed about the issues with the school system and also with the EPS. They mentioned in their responses that initially their first step if they had questions considering the IEP they discussed to the rest of the teachers. They felt that the school was of little help and the amount of students that need or needed IEP was simply to vast for the EPS to cover, since the EPS is responsible for the extra resources given to a school.

As well as they responded on the practical issues surrounding the IEP, the way they responded towards the resources of the school. They mentioned about the importance of knowing the language before starting primary school and also they was the classroom was organized.

5.5.3 Parents and the IEP

The key relationship of the IEP is the one with the parents since it is the ones that must approve the IEP. The informants in their responses they discussed about how the parents were happy to receive help and also at the same time the informants point out that having a translator in the room was vital when explaining to them about their child and about the IEP.

An issue that arouses is how the teacher can make the parents and the pupils understand their own point of view, so how can they as an outsider be able to understand the view point of a culture that in not their own. But Rogoff(2003) mentions "it is not a matter of which perspective is correct-both have an angle on the phenomena that helps to build understanding". The informants by having a translator and also making sure that they were

familiar with the parents they were about to communicate they managed to bridge the perspectives and ultimately help the child.

In addition there has been research that shows that parents' involvement is what can help a child progress and develop in school. "The evidence is clear that parents encouragement, activities and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after students ability and family socioeconomic status are taken into account"(Elstein,1987,page 120).

The informants' responses confirmed that often the multicultural pupils did not care of gaining the respect of the teacher but they cared about losing the respect or their parents.

5.5.4 Conclusion of IEP theme

The IEP theme which is the theme that is also present in the main title of the research is vital. The main research question looks at how do the teachers included multiculturalism when the develop IEP. In the various sub-chapters of this theme multiculturalism was included in the IEP but not always visibly. As well as the informants once again discussed about the Norwegian school system, letting them down and the helplessness they felt.

5.6 Chapter conclusion

It is hard to identify what the final outcome is in this chapter is. In a research paper written by Hvistendahl (2004) she mentions about how actually the term multiculturalism may be not be enough to describe the cultural diversity that exists in schools in Norway nowadays. Also she mentions that "acceptance of cultural diversity in schools is not sufficient to create equality between different groups of students. Such equality can be primarily created through structural changes."

Structural changes here we may assume that IEP is part of the structural changes. In the following chapter, the last chapter of this research we will give some final ideas in whether the research questions are finally answered and suggestions will be given.

6 CHAPTER 6: Conclusion and Recommendations

In this research project there are many factors that must be considered before answering the research question. Such factors are multiculturalism, IEP ,teacher background, communication.

The research questions was, how primary teachers in Norway and specifically Oslo account for the cultural environment of a child with special needs whilst developing an IEP. There is no simple direct answer to this questions but from the conclusions drawn below the how is revealed.

As Bronfenbrenner said that in order for the child to be able to deliver to the best of his/hers abilities then all the systems that surround the child must work in coordination. Communication is part of the child's micro-system and in this there were many issues especially concerning the EPS services. The parents which are also part of that system were involved and fully cooperative. Last but not least there is the communication the students have with their fellow students and here there were some issues especially for the children that had not attended kindergarten.

Some recommendations that can be made concerning the factor communication is that if there is a stronger and more effective communication between the teachers and the EPS then there can be a better understanding of the children and the teachers will have the support that they need. The better communication can be achieved by having more than one special needs advisor at the school. As well as having meetings with the EPS services more frequently and also the EPS services spending more time with the teachers and the students discussing their issues.

Another factor that affects the answer to the research question is the factor of teacher background. The teachers had introductory courses to multiculturalism and also introductory course to special education. This lets us assume that they had limited experience with the concept multiculturalism and also little experiences with children with special needs. Also this affects the way they view multiculturalism as being important and also it affects them in developing IEP, since they have limited information on children with special needs. The

teachers were also from Norwegian backgrounds so they were not from a multicultural background. But while interviewing the informants they expressed how much they have themselves interacted with people from various backgrounds. Again it is the by the teachers individual characteristics that there is more knowledge one multiculturalism and it is not the services that provide it.

Some recommendations that can be made are the obvious, giving regular primary teachers more education in special needs education and also having more courses on multiculturalism. For example ways teachers can tackle multiculturalism and the vital things to know when it comes to children that come from a non-Norwegian background.

The informants that were interviewed seemed to be very much dependant on the resources given by the school and the government. Another recommendation could be making sure that the teachers are fully equipped with the necessary tools needed to work in a multicultural environment, and giving teachers more responsibilities, allowing them to make "mistakes".

Another factor that is affecting the answer to the research question is the issue of multiculturalism. Here the issue was viewed from many different angles, such as how the teachers dealt with SNE children and multiculturalism. In this the teachers were very much in agreement mentioning how appreciative the parents and pupils were to receive help.

 "Recognizing that there is more than one way for humans to arrange their customs and lives needs to be accompanied by an understanding that cultural practices although they persist, also change over time".(Rogoff,2003,p355).

When they mention about the differences with Norwegian children the informants were clear to say that there were mostly social issues. One of the teachers discussed about the difficulty of getting respect from the multicultural boy pupils. Some recommendations here would be that the teacher discusses to the parents as to the role of the teacher in Norwegian schools. Moreover the children before they start primary school they may attend a course in what is socially correct for Norwegian school environment.

The last factor and the main factor in the research question was the IEP. The conclusion drawn would be that the teachers work mostly with the IEP provided by the school and they build on that. The teachers did not have to work with multiple disabled children but mostly with children with emotional problem.

One of the teachers was very inventive in asking the parents at home to help the child with learning, but this was not the same with the other two teachers. This allows us to assume that this is not common practice amongst teachers. Recommendations would be for teachers to have a forum or a place that they can go and meet and discuss strategies for better teaching.

The goals in the IEP that the child had to achieve were divided in social and academic goals. The teachers developed strategies in how to deal with the goals and how to work with them. Moreover the teachers mentioned that in the creation of the IEP the parents were included and they needed to agree with it. One of the teachers expressed her opinion in having a translator in the room when discussing about the child and about the IEP, thus making sure that the parents have a full understanding of the situation. The social goals of the IEP were more practical and not necessarily specific to a certain culture, such as dressing correctly.

Finally in answering the research question, the conclusion that can be drawn is that the teachers struggled to include the home culture. In the responses that they gave they insisted that the lack of help that they got from EPS and from the school hindered them in their work with the IEP. The strategies that they used to include the culture were mostly drawn from their own experiences. Even though they believed that the home culture was crucial to the development of the child, in their teacher education they did not get the necessary tools to know how to create inclusive IEPs.

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APPENTIX D1

Question topics as given to the informants prior to the interviews.

Question topics

1)Background information of the teacher /Bakgrunnsinformasjon for læreren

2)Information of the special needs children of the school/ Informasjon om de spesielle behovene barn i skolen

3)Information on the multiculturalism of the school/ Informasjon om multikulturalisme i skolen

4)Information on developing the IEP /Informasjon om utviklingen av IOP

5)Importance of IEP/ Viktigheten av IOP

APPENDIX D2

Initial interview guide

INTERVIEW GUIDE

Short introduction of myself and title of the project. Informing the interviewee that the interview will be recorded but the information will be deleted as soon as the research is finished. In no point of the research paper, will be the name of the interviewee included.

1. Could you please tell me a bit about your background, for example how long you have been a special needs educator and what kind of education have you received in special needs education?

2. How long have you been in this school and why did you decide to come to this school?

3. Could you please describe for me an average day at your school?

4. Could you please tell me how many children in your classroom/school have special needs? and what type of special needs? From how many different language areas do those children come from?

5. Could you please describe your first experience that come to mind when you think of the multicultural special needs children in your classroom or your school?

6. Could you please describe for me how do you think the multi-cultural special needs students differ or do not differ from their Norwegian counterparts?

7. In Norway, a basis of an IOP is given to the teachers; how do you create an IOP for your students? What are your criteria and what do you base your criteria on?

8. Do you as a teacher believe that an IOP (IEP) is important for the children with special needs? If yes then why? If not then why?

9. If you know nothing about the culture of the child with special needs, how do you approach the IOP in including this culture of the child?

10. Whilst creating the IOP could you please tell me, how do you take into consideration the cultural background and especially the home environment?

11. Do you think that the Norwegian school system is helping to promote multiculturalism? If yes how? If not then in your opinion what do you think can be done?

12. Anything you would like to add about the topic.

End greeting- Thanking the interviewee for their cooperation and informing them about the anonymity of the project.

APPENDIX D3

Final interview guide

INTERVIEW GUIDE

1)Background information of the teacher /Bakgrunnsinformasjon for læreren

a)Could you please tell a bit on you teaching experience with special needs education?

b)Could you tell some of your education background?

d)Could you describe for me an average day in your school/classroom?

2)Information of the special needs children of the school/ Informasjon om de spesielle behovene barn i skolen

a)Could you tell me how many special needs children you have-had in your school?

b)Could you tell me what types of special needs children existed-exist in your school?

c)Are some of the above children you mentioned foreign?

d)From how many different language areas do those children come from?

3)Information on the multiculturalism of the school/ Informasjon om multikulturalisme i skolen

a)Could you tell me were do those children come from?

b)How would you explain multiculturalism?

c)Could you describe for me how do you think multicultural children differ or do not differ from their Norwegian counterparts?

4)Information of developing the IEP /Informasjon om utviklingen av IEP

a)Could you give me an example of an IEP in your school?

b)What are the criteria that you look for when you develop an IEP?

d)What is your experience of culture in relation to IEP?

f)Who participates in the development of IEP?

5)Importance of IEP

How do you believe IEP can help or not help the special needs children?

How do you believe the Norwegian government can help improve the IEP?

Anything you would like to add in any of the topics we discussed above?

APPENDIX D4

Approval letter by the Norwegian Social Science Data Services (NSD)

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

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Vår dato: 10.02.2010   Vår ref: 23481 / 2 / KH   Deres dato: Deres ref:

KVITTERING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 19.01.2010. Meldingen gjelder prosjektet:

23481	IEP (Individual Education Plans) and Multiculturalism
Behandlingsansvarlig	Universitetet i Oslo, ved institusjonens øverste leder
Daglig ansvarlig	Berit Helene Johnsen
Student	Isabel Michalellis

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.
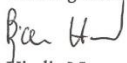
Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, vedlagte prosjektvurdering - kommentarer samt personopplysningsloven/-helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/forsk_stud/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, http://www.nsd.uib.no/personvern/prosjektoversikt.jsp.

Personvernombudet vil ved prosjektets avslutning, 19.04.2010, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Vigdis Namtvedt Kvalheim   Kjersti Håvardstun

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APPENDIX D5

Example of an IEP

Henvisende lærer:	Dato :
Elevens navn:	Klasse/gruppe:

Henvisningsgrunn:

Utprøvde tiltak:

Planlagte tiltak:

Bestilling til ressursteamet:

Saken drøftet av:	Dato:
Tilbakemelding fra ressursteamet:	

Videre tiltak:

Underskrift