



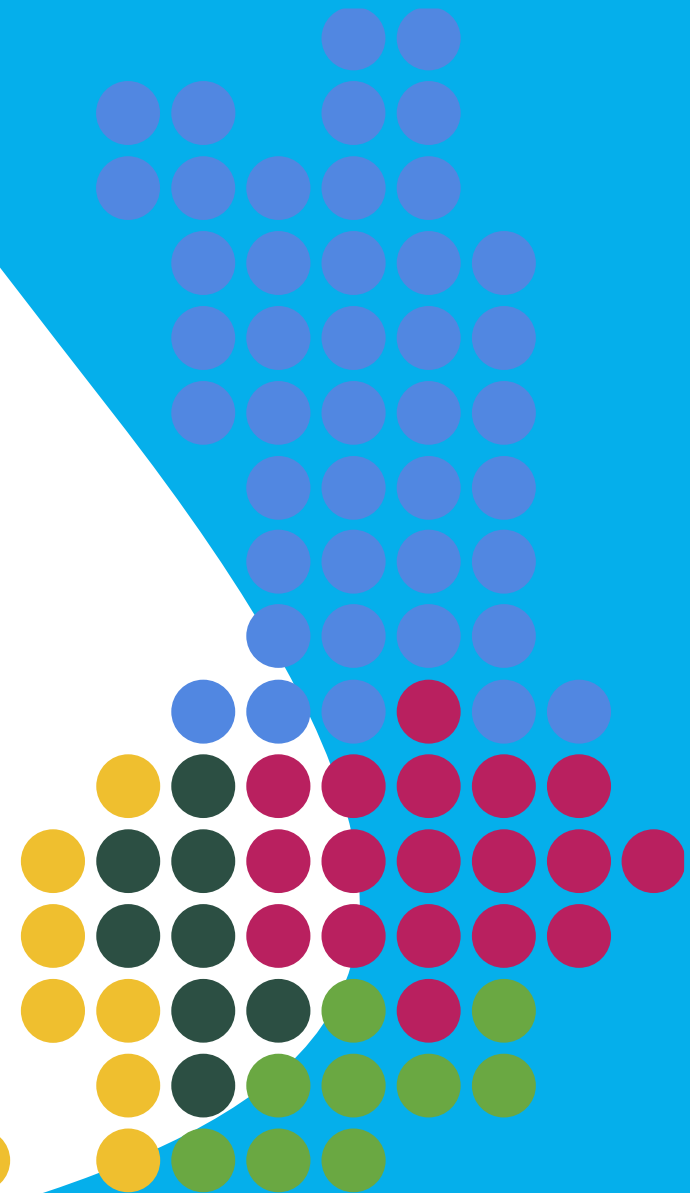
VIP-network

VIP, Very Important Persons

= Pupils who need enhanced special support for learning and schooling

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Finnish Government Program 2020-2022

- “We will examine **the principle of inclusion** contained in legislation and the allocated resources”.
- **Right To Learn – Program:** new measures are being prepared to ensure inclusive basic education.
 - Three-tier support in basic school will be strengthened
 - **The guidance and service networks development will be continued by consolidating the existing **VIP network** structure and **supporting teachers' professional development and well-being at work**, as well as developing **multi-professional operating models for schools****



Executive group / Finnish National Agency for
Education and Ministry of Culture and Education
Strategic management

VIP - National level

National events
Thematic groups
Stakeholder cooperation

VIP – Regional work

- Planned by Regional Groups
- Contact persons (from The National Center for Learning and Consulting, Valteri) coordinate operational activities.

VIPU-persons from the municipalities

- As contact persons between VIP-network and education providers, ensuring the flow of information
- Representatives: support in schooling and school attendance + student welfare services

Vaatu-team

Planning and coordinating the work on 5 area. Representatives from educational units of enhanced special support

Vaatu regional work

- VIP regional groups take part if needed. In planning the operational work. The plans are annually represented for executive group.
- VIP contact persons also support the work.

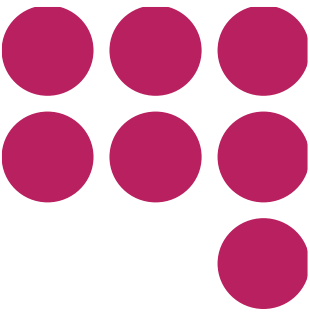


Cooperation with
social and health
services and
family centers

Cooperation with
Competence and
support centers



VIP-network



Objectives

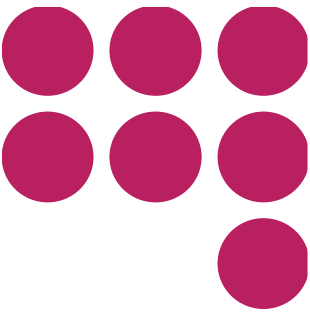
- Developing multidisciplinary cooperation
- Capacity building
- Changes in operational culture
- Cooperation with teacher education and research

Our activities

- The VIP network gathers actors and stakeholders in the **national, regional and local level**
- Current themes such as **placed children, absences from school and behavioral challenges** are also being addressed
- We produce **information, training, webinars, consultation, operating models and methods, research and literature as well as materials**



The VIP –group focusing on children and youth who react to their environment by their behavior



Why are we not talking of “conduct problems”?

- Our starting point is to influence **the organizational cultures** in Finnish Early educational (ECEC), pre- schools and elementary schools.
- We do not consider conduct problems only as individual problems, but see acts of possible unwanted behavior as **reactions to the environment.**

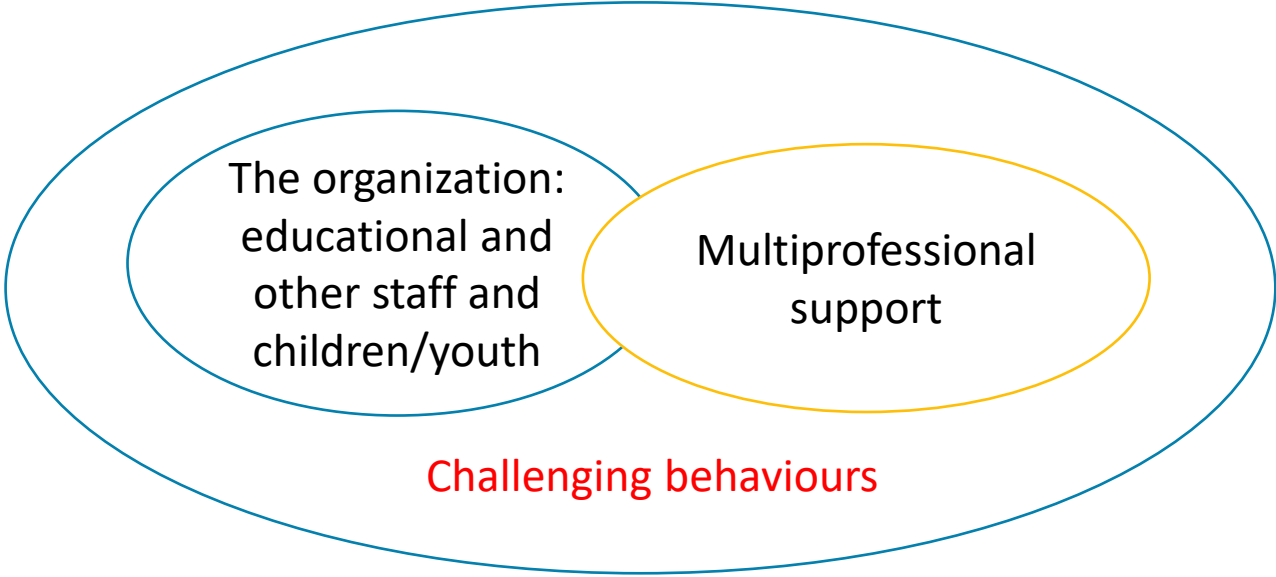


The organizational culture of schools and ECEC's and their context



External factors (eg. Covid 19)

Ideas (values, traditions, knowledge base and paradigms)



Institutions (laws, regulations, structures)

Interests (eg. different trade unions)

The so called 3 I+ E analyze model (see eg. Lavis, 2013 and Bullock et al., 2022 (forthcoming))



Behavior as part of the organizational task AND as a multiprofessional shared issue

-National Core Curriculum for Basic Education 2014, support pupils' growth as human beings. Guiding behavior is part of the school's educational task.

-Student Welfare Act (1287/2013) underlines psychosocial and physical wellbeing as part of the educational environment.

At the same time:

-Behavioral problems is the most frequent reason of referral to child psychiatry among children aged 5-11 years old (Huikko et al., 2017)



New efforts



- VAATU and enhanced consultation with the aim to find solutions in the own neighborhood school when a child or young person needs enhanced support.
- Since 2021 a pilot on the work will start to take place in **five** consultative regional teams HYKS, TYKS, TAYS, KYS, OYS.
- Our VIP-team looks out to produce evidence informed materials to *“flexible pathways for children and youth who react to their environment by behavioral patterns in schools and ECEC units”*



Next: EB informed work by the SOFI –model 2022

A survey to VIP-contact persons

Research table on the issue of flexible pathways

Identification of main questions

Systematic searches and information gathering.

A synthesised summary

Synthesisation of the research and information gathered.

(Source: Tiedeneuvonnan kehittämishanke/Granth & Booth, 2009)



Questions:

- Can we find **flexible ways to support children and youth smoothly from "working with the school culture" until more enhanced support** with EB- methods (eg. Incredible years and Voimaperheet –program)
- What is our knowledge base look like?
- Can we influence leadership, practical work and education of teachers and those working in ECEC to work from the same knowledge base on the issue of how to support children and youth who react to their environment
- How can we secure the new structures on eg. consultation with EB- based implementation?



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