

## Storyline

The aim of the task is to develop awareness and the ability to recognize points of intervention in school problems related to inclusion. The task is suitable for both group work and individual work. We recommend working individually first, then working in groups.

This case illustrates a longer process. Think about how this process developed over time for the learner.

1. Mark this process with a solid line in the figure below, indicating how the learner's position has changed in each stage.
2. On the completed line, mark where you identified intervention points, i.e., a point where someone intervened in the process, either positively or negatively. Mark these points with a black circle and write who the actors are.



3. Compare the completed figures in groups.
4. Formulate advice together for a teacher in a similar situation. Think about who and at what point should be involved in tackling the problem.