

The shadow of categorisation: When individual categorisation overshadows pedagogical possibilities

By Rebekka Sylvest-Berg & Maja Røn-Larsen

This article explores how the individual categorisation of children influences the pedagogical practice in a preschool arrangement in a leisure time institution. The article touches on some of the pressures and dilemmas faced by pedagogical staff concerning children's transition into school life, where on the one hand they have a particular focus on children's participation in new communities, while at the same time identifying problems early before they develop in school seems to be an increasingly professional task.

Supporting the transition of children in vulnerable positions from home to ECEC: A review of policy frameworks and development initiatives in Denmark since 2017

By Camilla Armstrong Gjedde, Lise Jönsson Koumaditis & Erik Hygum

Participation in early childhood education and care (ECEC) can enhance life opportunities for children in vulnerable positions, and well-designed transitions may support inclusion. This article examines how Danish policy frameworks and development initiatives have addressed transitions from home to ECEC since 2017. Through a scoping review, including 15 publications, we identify key trends and gaps supporting the transition from a holistic, process-oriented perspective. Our findings show that initiatives primarily focus on parental support and interprofessional collaboration, while community engagement and peer relationships receive less attention. We further discuss how future policy and practice development initiatives can foster more cohesive and secure transitions.

A school for all? Observations and inspiration from a research stay in LA

By Charlotte Riis Jensen, Janne Hedegaard Hansen & Mette Molbæk

In this article, we present key findings related to effective inclusive practices based on analyses of observations at two schools and a high school in Los Angeles, California. We highlight the school's culture, inclusive pedagogical and didactic practices, and the collaboration of professionals as crucial for creating an inclusive learning environment. The article discusses how these insights can contribute to inspiration and possible approaches regarding how more inclusive schools can be developed in Denmark.

**A reassessment of dyslexia and dyscalculia
– new research shows significant findings of importance for work
in these areas**

By Ib Hedegaard Larsen

The article focuses on the common ground for learning to read and do arithmetic. Based on recent neuropsychological theory and research concerning decoding and numeracy understanding, the perception of the concepts of dyslexia and dyscalculia as independently defined and absolute diagnoses is problematised. On this basis, new opportunities are highlighted for a pedagogical effort to alleviate the young students' challenges learning to read and do arithmetic.

**Balancing diagnosis and holistic interventions in educational
psychological counselling**

By Signe Storch Jakobsen

During my five years as an educational psychologist, I have frequently encountered parents, teachers, and educators preoccupied with whether a child might have a psychiatric diagnosis or an above or below-average IQ. While discussing diagnoses or intelligence can certainly be relevant, I often find that this focus on identifying problems can hinder constructive efforts to improve the child's environment. There seems to be a kind of magical thinking associated with psychiatry, where a diagnosis or medication is seen as a panacea. However, real, lasting solutions often lie in holistic interventions and environmental adjustments. While a diagnosis can be beneficial, in some cases, effective interventions can often be implemented without one. The societal obsession with diagnosing and screening, as seen with the mandatory screening for high intelligence in first graders, may overlook the fact that children naturally vary in their development. Overemphasis on labelling can lead to unnecessary stigmatisation and overlook the broad spectrum of normal behaviour. I argue that a balanced approach that includes environmental initiatives is essential for fostering children's well-being and development.

About concrete psychological thinking in PPR

By Ole V. Rasmussen

This article examines the use of concrete psychological concepts in working with children having challenges within the PPR field (Pedagogical Psychological Counselling). The article problematises a practice in which generalisations in the form of diagnoses, among others, exclude more concrete understandings of the complexity in which these challenges arise. The focus is on how generalised thinking can abstract from the complexity of children's problems, thereby limiting the help available to the affected participants, including the children themselves. This is particularly the case if there is no continuous effort before, during, and after diagnosis,

to concrete understand the processes, relationships, and perspectives at play. The article argues that there is a need for a concrete and nuanced psychological approach that engages with the situational complexity of problems in collaboration with relevant participants. Through practice-based research and philosophical theory, an approach is presented that provides examples and ideas for such thinking using concrete concepts.

Interprofessional collaboration requires conflict

By Emil Emde Jensen, Louise Rüdiger Nielsen, Boline Emma Vassing Jørgensen, Signe Thaysen Kjærulf Nielsen & Aura Melchior

This article aims to challenge a common view of conflict as problematic in interprofessional collaboration between educational psychological services (PPR) and daycare, as well as in pedagogical practice more broadly. The work of PPR has been attributed the ambition of prevention over compensatory ways, which is regarded as a challenge due to a lack of resources, as well as difficulties in putting the expert professional guidance from PPR into practice in both schools and daycare. Focusing on the latter, this is examined via a critical psychological framework of contradictions, collaboration and conflict and the role these phenomena play in interprofessional collaborative practice. Two ‘interprofessional meetings’ between professionals from a daycare and PPR, which were observed and interviewed before and after the meetings, in conjunction with our master’s thesis (Melchior et. al., 2024), make the empirical foundation upon which we analyse coordination of contradictory conditions and aversion to conflict. It is concluded that the professionals’ understanding of the collaborative arrangements they are engaged in is central to their ability to act herein, which is inhibited unless professionals coordinate their conditions and needs in a collaboration, and that they must engage in conflict to do so.

Crisis incidents in schools and daycare centres – a qualitative study of leaders’ experiences

By Jesper Høy Jensen & Kirsten Thesbo Klempel

Our original assignment concerning the formulated problem was derived from a desire to develop a proposal for an intervention model in relation to crises. To investigate this, we have applied grounded theory and, through qualitative interviews with two school principals and a daycare centre manager, we have examined this theme. We have compared the respondents’ thoughts, experiences and perspectives on crisis as a phenomenon and derived a theory and model from the data. This theory lays the foundation for developing a suitable crisis intervention strategy and work plan in the future. On this occasion, we can conclude that PPR-psychologists can have a prominent role in handling crises in schools and daycare centres. This is seen as valuable if there is an established secure relationship in the collaboration. Furthermore, there is a great

desire that PPR psychologists can also offer help and support to the staff concerning everyday issues and challenges, as this constitutes a significant burden for the employers.

Parental positions regarding autistic children: trust, conflict, and consensus between parents and daycare institutions

By Bjørg Kjær & Ida Danneskiold-Samsøe

The collaboration between staff and parents in daycare settings is framed by norms and ideals regarding its nature. Trust and consensus are central to these idealised conceptions, shaping how conflict is understood and managed, regardless of whether the child's situation is deemed problematic or involves neurodivergence. We have identified various positions that parents adopt regarding their interactions with and expectations of daycare, as well as their understandings of the child's disability. This article provides examples of these positions and discusses the implications of our findings.