

Communication Development - working with adolescents with multiple disabilities.

Being able to communicate is essential for development and learning. Human beings with major communication difficulties need an approach where open reflection and different perspectives characterize how we support the development of communication. There is a difference between the knowledge developed in close relationships between children and adults, and the knowledge developed in the professional relationships, for example between the child and the teacher. How is it possible to include different perspectives in a process towards extended understanding?

My doctoral thesis at the University of Tromsø, Norway, was organized as a case study with four pupils, organized in three approaches:

- **Counseling in groups for three semesters, using video analysis as a tool in the guidance.**
- **Analyzing the pupils' school records.**
- **Interviewing all the participants about a year after the end of the counselling project.**

In the group counselling we looked for supplementary views and interpretations based on different knowledge and connection to the child. Different opinions and views were seen as strength in the guidance process, not a threat to the process.

This presentation will highlight experience from the innovation group, where we tried to develop new knowledge about these young people. We did this through reflective group discussions, based upon videos taken from daily living in the young people's lives.

Record analysis revealed a pattern of repeated *restarts* in teaching program, where the student's history appeared to be fragmented and partially unknown to the professionals in the current situation. Can this way of working help to prevent these restart problems?