

Early Support Model

Supporting the Student in Basic Education in the Arts, Music



Support and Security in the Teacher's Everyday Work

– A Guide to Encounters and Collaboration

The Early Support Model provides concise and practical tips for teachers to support students in various everyday situations. It encourages open interaction, collaboration with families, and the early addressing of concerns. The content includes practical guidance for both pedagogical and social support, cooperation with families and colleagues, as well as support measures based on institutional systems. The material helps teachers act in situations where a student's well-being or learning raises concern – together, in time, and constructively.

1. Collaboration with the Home

- Send a greeting message to students and guardians at the beginning of the term.
- Maintain regular contact with students' homes.
- Arrange parent-teacher meetings once a year, either in person or online. These take place during lesson time.

2. When Concern Arises

Bring up the concern with the student, the guardian, and your supervisor when:

- the student's learning does not progress
- the student is constantly tired
- the student is often tearful
- the student cannot concentrate on activities despite guidance
- questions arise about the student's motivation
- the student is frequently absent or late to lessons
- the student seems to have challenges in social relationships

- the student or guardian raises a concern
- there are worrying and clear changes in the student's physical or mental well-being
- the student behaves or speaks aggressively in class
- it appears that all is not well

3. Contact and Addressing Concerns

- Talk with the student.
- Contact the student's home and discuss with the guardians. You may ask, for example:
"What would be good for me to know about the student?"
"How can we work together...?"
"How could I support the student?"
- Keep in touch with the student's home more frequently and in a low-threshold way.
- Inform your supervisor about the situation. The supervisor arranges a joint meeting with the student, guardian, and teacher, where the next steps are decided together.
- The supervisor may consult the student's other teachers before the meeting.

4. Teacher's Support for the Student

SOCIAL SUPPORT

- Respond with empathy, enable and acknowledge successes, and support the student's self-efficacy.
- Support friendships, for example by guiding the student to collaborate with other music students, encouraging group work in class, and fostering interaction across instrument groups.

PLANNING THE LEARNING SITUATION

- Keep the structure of the lesson predictable and safe.

- If possible, reduce distractions in the classroom: close the curtains, close the piano lid, shut down the computer, put away whiteboard markers, and consider the seating arrangement.

PEDAGOGICAL SUPPORT

- Boldly try different teaching methods.
- Take into account different learning styles by using multiple channels and senses – activate learning through movement, hearing, and sight.
- Use supportive teaching tools: for reading music with for example figure notes, overlays, and reading rulers; for supporting concentration, timers, fidget items, noise-canceling headphones, seating aids, partitions, weighted cushions, and soft toys can be used.
- Differentiate instruction according to the student and the situation, for example by providing simplified or more challenging tasks when needed.

SUPPORT FROM HOME

- Write clear instructions for home practice and provide additional materials.
- Invite the guardian to participate in a lesson.

5. Institutional Support for the Student

INDIVIDUALISATION

- In cooperation with the student, guardian, teacher, and supervisor, the student's studies can be individualised either temporarily or permanently, and a personal study plan can be created.
- Group studies can be adapted, for example by offering the student the opportunity to participate in a small group.
- Lesson time can be extended.

PERSONAL STUDY PLAN (PSP)

- The personal study plan defines the goals, study period, content, implementation, necessary support measures, and evaluation procedures.

- The plan focuses on strengths and resources as well as on realistic short- and long-term goals, and specifies which study modules are to be individualised.

TEACHING ARRANGEMENTS

- Co-teaching can be enabled.
- Studies are supported through regular communication and information.

6. Support from the Work Community for the Teacher

- Talk and exchange ideas with your colleagues.
- Provide peer support to your colleagues.
- Participate in courses and workshops on early support methods and pedagogical tools.
- Read guides and case examples on implementing support measures.
- Discuss with your supervisor.
- If your work community has a special education teacher, consult them.

Teacher's TOP 3

1.
Ask, listen, and dare
to connect.

2.
Trust your own skills.

3.
Notice the good!

Further reading

Guday, O., A. Korhonen, R. Kulokari, S. Bask. 2025. "Miten tunnistaa oppijan haasteet musiikin ammatillisessa koulutuksessa." eSignals Pro. <https://signals.fi/pro/2025/03/28/miten-tunnistaa-oppijan-haasteet-musiikin-ammattillisessa-koulutuksessa/>

Guday, O., A. Korhonen, R. Kulokari. 2025. Monenlaiset oppijat musiikin ammatillisessa koulutuksessa. <https://www.thinglink.com/card/1939690378449912676>

Hasu, J. 2017. "Kun siihen pystyy kuitenkin, ei oo mitään järkeä olla tekemättä": Oppimisen vaikeudet pianonsoiton opiskelussa – oppilaiden kokemuksia ja opetuksen keinoja. Väitöskirja, Jyväskylän yliopisto. Saatavilla: <https://jyx.jyu.fi/handle/123456789/55574>.

Hasu, J. 2023. Kaikilla äänillä: Opetussuunnitelma oppilaan osallisuuden mahdollistajana. Kouvola: Reuna Publishing House Oy.

HUS (Helsingin ja Uudenmaan sairaanhoitopiiri). n.d. Herkästi kuormittuvan oppilaan tukeminen. Mielenterveystalo.fi. Saatavilla: <https://www.mielenterveystalo.fi/fi/neuropsykiatriset-vaikeudet/herkasti-kuormittuvan-oppilaan-tukeminen>.

Kaikkonen, M., A. Muukka-Marjovuori ja E. Vetoniemi. 2025. Yksilöllisiä polkuja taiteen perusopetuksessa: Näkökulmia osallisuuden vahvistamiseen. Helsinki: Opetushallitus. <https://verkkokauppa.oph.fi/sivu/tuote/yksilollisia-polkuja-taiteen-perusopetuksessa-nakokulmia-osallisuuden-vahvistamiseen/5272913>.

Konstihanke. 2025. Konsti Tuen käsikirja 2025. Saatavilla: <https://sites.google.com/edu.raisio.fi/tuenkasikirja/tuen-k%C3%A4sikirja>.

Kulttuuria kaikille -palvelu. 2025. Yhdenvertaisen kulttuurin puolesta ry. Saatavilla: <https://www.kulttuuriakaikille.fi/>.

Opetushallitus. 2017. Taiteen perusopetuksen laajan oppimäärän opetussuunnitelman perusteet 2017. Luku 5: Oppimäärän yksilöllistäminen, s. 16. Helsinki: Opetushallitus. https://www.oph.fi/sites/default/files/documents/186920_taitteen_perusopetuksen_laajan_oppimaaran_opetussuunnitelman_perusteet_2017-1.pdf.

Opetushallitus. 2018. Ohjeet ja materiaalit: Erityinen tuki ammatillisessa koulutuksessa. ePerusteet. <https://eperusteet.opintopolku.fi/#/fi/opus/4426603/tekstikappale/4512362>.

Opetushallitus. 2024. Neliapila: Opas taiteen perusopetuksen laatutyöhön. Helsinki: Opetushallitus. <https://www.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/neliapila>.

Opetushallitus. 2025. Erityinen tuki. Helsinki: Opetushallitus. <https://www.oph.fi/fi/koulutus-ja-tutkinnot/erityinen-tuki>.

Pulkkinen, H. 2024. Kulttuuriharrastamisen koetut vaikutukset 2024: Selvitysraportti. Helsinki: Kansalaisfoorumi. https://kansalaisfoorumi.fi/wp-content/uploads/kulttuuriharrastamisen_koetut_vaikutukset_2024_selvitys.pdf.

SATA2-hanke. 2020. Saavutettavuusopas lastenkulttuurikeskuksille ja taiteen perusopetuksen oppilaitoksille. <https://lastenkulttuuri.fi/wp-content/uploads/2023/12/saavutettavuusopas.pdf>.