

## **Pupil welfare team meetings and pupil health: studies in discourse practices and resource allocation in pupil welfare**

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### **Project summary**

Within public health work the school has a unique position by its responsibility for, and continuous contact with, young people during their formative years. The proposed project intends to scrutinize how school handle support to pupils with some kind of difficulties (psychosocial problems, a biomedical diagnosis etcetera). More specific the study intends to analyse pupil welfare team conferences (PWTC) as an arena where professionals (or experts) within school discuss, define and make decisions concerning measures to be taken for children with difficulties in school. PWTC is a central authority for constituting knowledge concerning pupils welfare and development. The perspectives and language established and used during these meetings get a decisive influence on how to use and distribute resources supporting children, but also for what kind of solutions that are available. The empirical work of the project consists of analysis of the discourse community deployed within these multiprofesional team; which knowledge is seen as relevant when handling children's difficulties in school, which categories and arguments are invoked as valid, which steps are taken, how systematic is the follow-up and how is the perspective of the child looked after. The study is longitudinal and includes documentation of authentic PWTC at a number of schools, as well as meetings with parents and children. Besides, relevant documents (protocols, action-plans etcetera) will be gathered as well.