

## Positioning as a 'Worried' Mother: Raising a Child Who May Show Signs of Having (Future) Special Needs

**Authors :** Solveig Roth, Janne Støen

**Abstract :** The aim of this article is to explore how mothers of children who may show signs of having (future) special needs understand themselves in the transitions from kindergarten to primary school, so that kindergarten and school can provide better support in the home-school collaboration. We take as our starting point the analytical concepts of parents' positional identities and figured worlds of interpretation to examine how mothers' positionings change through the transition. The data were collected as part of a small-scale longitudinal study in which mothers were interviewed repeatedly. The sample consisted of five mothers. Data were collected at three time points 1) last year of the kindergarten period, 2) right after starting school, 3) at the end of the 1st school year. The case histories illustrate how the mothers' parent positional identities were linked to their subjective feeling of how the teachers viewed the pupils' challenges. The teachers' understanding of pupils' potential special needs might help parents (mothers) to understand vague concerns (gut feeling) to better help their children during transition phases.

**Keywords :** parents, positioning, inclusive schooling, transitions, teacher, pupil relations.

**Conference Title :** ICISE 2025 : International Conference on Inclusive and Special Education

**Conference Location :** Lisbon, Portugal

**Conference Dates :** October 28-29, 2025