

Kurslitteratur

Kurs: Masterkurs i specialpedagogik – specialpedagogik i policy och praktik
Kurskod: UQA001
Institution: Specialpedagogiska institutionen
Beslut: Denna litteraturlista är fastställd av institutionsstyrelsen 2021-10-26 och gäller från och med VT22

Delkurs 1: Inkludering inom policy och praktik

Obligatorisk litteratur

Ainscow, M. (2016). Diversity and Equity: A Global Education Challenge. New Zealand. *Journal of Educational Studies*, 51(2), 143-155. DOI: 10.1007/s40841-016-0056-x

Schulte, B., & Wermke, W. (2019). *Internationellt jämförande pedagogik. En introduktion*. Liber. (190 s., Del II).

Skidmore, D. (1996). Towards an integrated theoretical framework for research into special educational needs. *European Journal of Special Needs Education*, 11(1), 33–47. DOI:10.1080/885625960110103

Wahlström, N. (2016). *Läroplansteori och didaktik*. Gleerups.

Wermke, W., Höstfält, G., Krauskopf, K., Adams-Lyngbäck, L. (2020). A school for all' in the policy and practice nexus: Comparing 'doing inclusion' in different contexts. *Special issue of Nordic Journal of Studies on Education Policy* 6(1). DOI: 10.1080/20020317.2020.1743105 (90 s. Från detta temanummer väljs olika artiklar för gemensamma diskussioner.)

Olika historiska och aktuella styrdokument (som skollagar, examensordningar, läroplaner etc.) (ca.100-120 s)

Specialpedagogiska institutionen

Delkurs 2: Specialpedagogiska synsätt och deras betydelse för praktiken

Obligatorisk litteratur

- Andreasson, I., Asp-Onsjö, L., & Isaksson, J. (2013). Lessons learned from research on individual educational plans in Sweden: obstacles, opportunities and future challenges. *European Journal of Special Needs Education*, 28(4), 413-426. DOI: 10.1080/08856257.2013.812405
- Cook, B. G., & Odom, S. L. (2013). Evidence-based practices and implementation science in special education. *Exceptional Children*, 79(3), 135-144. DOI: 10.1177/001440291307900201
- Florian, L. (Ed.). (2014). *The Sage handbook of special education*. (Second Edition, Vols. 1-2). Sage Publications Ltd. <http://dx.doi.org/10.4135/9781848607989> (Valda delar ca 200 s, elektronisk resurs).
- Haug, P. (2016). Understanding inclusive education: ideals and reality. *Scandinavian Journal of Disability Research*, 1-12. DOI: 10.1080/15017419.2016.1224778
- Dvorsky, M. R., & Langberg, J. M. (2016). A Review of Factors that Promote Resilience in Youth with ADHD and ADHD Symptoms. *Clinical Child and Family Psychology Review*, 19(4), 368-391. DOI: 10.1007/s10567-016-0216-z
- Spörer, N., Lenkeit, J., Bosse, S., Hartmann, A., Ehlert, A., & Knigge, M. (2020). Students' perspective on inclusion: Relations of attitudes towards inclusive education and self-perceptions of peer relations. *International Journal of Educational Research*, 103. DOI:10.1016/j.ijer.2020.101641
- Vlachou, A., Stavroussi, P., & Didaskalou E. (2016). Special teachers' educational responses in supporting students with special educational needs (SEN) in the domain of social skills development, *International Journal of Disability, Development and Education*, 63(1), 79-97. DOI: 10.1080/1034912X.2015.1111305
- Thapar, A., Langley, K., & Muñoz-Solomando, A. (2013). The ADHD debate: being mindful of complexity and wary of reductionist explanations and polarization. *Journal of Family Therapy*, 35, 219-223. DOI: 10.1111/j.1467-6427.2012.00608.x

- Ungar, M. Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 54, 348-366. DOI: 10.1111/jcpp.12025
- Wang, M., & Lam, Y. (2017). Evidence-based practice in special education and cultural adaptations: Challenges and implications for research. *Research and Practice for Persons with Severe Disabilities*, 42(1), 53–61. DOI: 10.1177/1540796916685872
- Wilson, J. (2012) A social relational critique of the biomedical definition and treatment of ADHD; ethical practical and political implications. *Journal of Family Therapy*, 35(2), 198-218. DOI: 10.1111/j.1467-6427.2012.00607.x
- Yu, S., Ostrosky, M. M., & Fowler, S. A. (2012). Measuring young children's attitudes toward peers with Disabilities: Highlights from the research. *Topics in Early Childhood Special Education*, 32(3), 132–142. DOI: 10.1177/0271121412453175

Valbar litteratur ca 50-75 sidor

Delkurs 3: Valbar fördjupning

Utgår från litteratur på delkurs 1 och 2 samt valbar litteratur utifrån vald fördjupning.

Valbar litteratur väljs i samråd med kursansvarig lärare.