

Kurslitteratur

Kurs: Didaktiska villkor för elever med synnedsättning, 15 hp
Kurskod: UQ531F
Institution: Specialpedagogiska institutionen
Beslut: Denna litteraturlista är fastställd av institutionsstyrelsen 2021-05-25 och gäller från och med HT21

Obligatorisk litteratur

- Aasen, G., Nærland, T. (2014). Enhancing activity by means of tactile symbols: a study of a heterogeneous group of pupils with congenital blindness, intellectual disability and autism spectrum disorder. *Journal of Intellectual Disabilities* 18(1), 61–75.
- Aasen, G, Nærland, T. (2014). Observing the use of tactile schedules. *Journal of Intellectual Disabilities*, 18(4), 315–336.
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- Cahill, H., & Linehan, C. (1996). Blind and partially sighted students' access to mathematics and computer technology in Ireland and Belgium. *Journal of Visual Impairment & Blindness*, 90(2), 105.
- de Verdier, K., Fernell, E. & Ek, U. (2018). Challenges and Successful Pedagogical Strategies: Experiences from Six Swedish Students with Blindness and Autism in Different School Settings. *Journal of Autism and Developmental Disorders*, 48, 520-532.
- Fellenius, K. (1996). Reading competence of visually impaired pupils in Sweden. *Journal of Visual Impairment & Blindness*, 90(3), 237-246.
- Fellenius, K., Ek, U., Jacobson, L. (2001). Visual and cognitive development and reading achievement in four children with visual impairment due to periventricular leukomalacia. *International Journal of Disability, Development & Education*, 48(3), 283-302.

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- Fruchterman, J. (2008). Accessing Books and Documents. In M. A. Hersh & M. A. Johnson (Eds.) *Assistive Technology for Visually Impaired and Blind People* (pp. 555–580). Springer. doi:10.1007/978-1-84628-867-8
- Fuglerud, K. S., & Solheim, I. (2008). *Synshemmedes IKT - barrierer*. Norsk Regnesentral.
- Gibbons, R. (2005). Guidelines for teaching students with visual impairments and autism spectrum disorders. In: Pring L. (Ed.). *Autism and blindness: research and reflections*. Whurr Publishers Ltd. pp158-180.
- Guerette, A. R., Lewis, S., & Mattingly C. (2011). Students with Low vision Describe their Visual Impairments and Visual Functioning. *Journal of Visual Impairment and Blindness*, 105(5), 287-298.
- Holkesvik, A.H., Kermit, P., Kittelsaa, A.M., Klingenberg, O., & Wik, S.E. (2015). *Kunnskapsoversikt over forskningsfunn om læring hos barn og unge med synshemming*. NTNU Samfunnsforskning Avdeling for mangfold og inkludering. *
- Holsanova J. (2016): Kognitiva och kommunikativa aspekter av syntolkning. I: Holsanova, J. Andrén, M. & Wadensjö, C. (Eds.): *Syntolkning – forskning och praktik*. Lund University Cognitive Studies 166/ Myndigheten för tillgängliga medier, rapport nr. 4, s. 17–27. ISBN 978-91-981060-9-1. Nedladdningsbar: http://www.lucs.lu.se/LUCS/166/LUCS_166.pdf
- Jessup, G., Bundy, A., Hancock, N., & Broom, A. (2018). Being noticed for the way you are: Social inclusion and high school students with vision impairment, *British Journal of Visual Impairment*, 36(1), 90-103.
- Jones, B. A., & Hensley-Maloney, L. (2015). Meeting the needs of students with coexisting visual impairments and learning disabilities. *Intervention in School and Clinic*, 50(4), 1-8.
- Jordan, R. (2005). Educational implications of autism and visual impairment. In: Pring L (Ed). *Autism and blindness: research and reflections*. Whurr Publishers Ltd. pp142-157.
- Klingenberg, O. G. (2012). Conceptual Understanding of Shape and Space by Braille Reading Norwegian Students in Elementary School. *Journal of Visual Impairment & Blindness*, 106(8), 453–465.
- Klingenberg, O. G. (2013). *Matematikk og elever som bruker punktskrift i opplæringen: En kartlegging av elevgruppen i forhold til undervisningsnivå gjennom førti år, og en ybdestudie av geometrilæring med tre elever i grunnskolen*. Fakultet for samfunnsvitenskap og teknologiledelse Pedagogisk institutt: NTNU, Norwegian University of Science and Technology, Department of Education. OBS: Endast artikkel IV är obligatorisk kurslitteratur.

- Larsson, A., & Eng, M. (2017). *Räkna med abakus - handledning*. Specialpedagogiska skolmyndigheten.
- Li, A. (2009). Identification and Intervention for Students Who Are Visually Impaired and Who Have Autism Spectrum Disorders. *Teaching Exceptional Children*, 41(4), 22-32.
- Macintyre-Beon, C., Mitchell, K., Gallagher, I., Cockburn, D., Dutton, G., & Bowman, R. (2012). My Voice Heard: The Journey of a Young Man with a Cerebral Visual Impairment. *Journal of Visual Impairment & Blindness*, 106(3), 166-176.
- McDowell, N. & Budd, J. (2018). The Perspectives of Teachers and Paraeducators on the Relationship Between Classroom Clutter and Learning Experiences for Students with Cerebral Visual Impairment. *Journal of Visual Impairment*, 112(3), 248-260.
- Millar, S. (1997). *Reading by touch*. Sid. 35-37 (The composition of braille patterns); 56-58 (Hand movements in reading: measures, functions and proficiency); 67-97 (Which hand is best for braille?). Routledge.
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- Punktskriftsnämnden. (2010). *Punktskriften och dess användning*.
- Punktskriftsnämnden, (2012). *Svenska skrivregler för matematik och naturvetenskap*. Talboks- och punktskriftsbiblioteket.
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- Roman-Lantzy, C. (2018). Cortical Visual Impairment. An Approach to Assessment and Intervention. 2:a upplaga. AFB Press.
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- Rosenblum, L. P., & Herzberg, T. S. (2015). Braille and Tactile Graphics: Youths with Visual Impairments Share Their Experiences. *Journal of Visual Impairments & Blindness*, 109(3), 173-184.
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<https://nfb.org/images/nfb/publications/jbir/jbir17/jbir070103.html>
- Storliløkken, M., Martinsen, H., Tellevik, J.M., & Elmerskog, B. (2012). *Mobilitetsopplæring. Mobilitetsopplæring av barn, unge og voksne med synshemming*. Tapir, akademiske forlag.

- Tierney Kreuzer, D. (2007). *An analysis of writing practices in 4th- and 5th-gradestudents with visual impairments*. Dissertation. University of California, Berkeley with San Francisco State University, 1-35, 85-98.
- Wall Emerson, R., Holbrook, C., & D'Andrea, F. (2009). Acquisition of literacy skills by young children who are blind: Results from the ABC Braille study. *Journal of Visual Impairment & Blindness*, 103(10), 610 – 624.
- Veispak, A., Boets, B., & Ghesquière. (2012). Parallel versus sequential processing in print and braille reading. *Research in developmental disabilities*, 33, 2153 – 2163.
- Vik, A.K. & Fellenius, K., 2007. Coping strategies in reading: multi-readers in the Norwegian general education system. *Journal of Visual Impairment & Blindness*, Sept, 545-556.
- Vik, A.K., & Lassen, L.M. (2010). How pupils with Severe Visual impairment Describe Coping with Reading Activities in the Norwegian School. *International Journal of Disability, Development & Education*, 57(3), 279-298.
- Whitburn, B. (2014). 'A really good teaching strategy': Secondary students with vision impairment voice their experiences of inclusive teacher pedagogy. *British Journal of Visual Impairment* 32(2), 148–156.
- *Läggs ut på kursplattformen
- Valbar litteratur**
- Amato, S., Hong, S., & Rosenblum, L. P. (2013). The Abacus: Instruction by Teachers of Students with Visual Impairments. *Journal of Visual Impairment & Blindness*, 107(4), 262-273.
- Barlow-Brown, F., Connelly, V. (2002). The Role of Letter Knowledge and Phonological Awareness in Young Braille Readers, *Journal of Research in Reading*, 25(3), 259-270.
- Bin Tuwaym, S. T., & Berry, A. B. (2018). Assistive Technology for Students With Visual Impairments: A Resource for Teachers, Parents, and Students. *Rural Special Education Quarterly*, 37(4), 219-227.
- Brown, C. M., Packer, T. L., & Passmore, A. (2013). Adequacy of the Regular Early Education Classroom Environment for Students with Visual Impairment. *Journal of Special Education*, 46(4), 223-232.
- de Verdier, K., & Ek, U. (2014). A longitudinal study of reading development, academic achievement, and support in Swedish inclusive education for students with blindness or severe visual impairment. *Journal of Visual Impairment & Blindness*, 108, 461–472.

- de Verdier, K. (2016). Inclusion in and out of the classroom: A longitudinal Study of Students with Visual Impairments in Inclusive Education. *British Journal of Visual Impairment*, 34(2), 130-140.
- Fellenius, K. Eriksson, Y., & Dominkovic. K. (2006). *Läsa högt för barn*. Studentlitteratur.
- Figueiras, L., & Arcavi, A. (2013). A touch of mathematics: coming to our senses by observing the visually impaired. *ZDM*, 46(1), 123–133. doi:10.1007/s11858-013-0555x
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- Klingenberg, O. G. (2013). *Matematikk og elever som bruker punktskrift i opplæringen : En kartlegging av elevgruppen i forhold til undervisningsnivå gjennom førti år, og en dybdestudie av geometrilæring med tre elever i grunnskolen*. Fakultet for samfunnsvitenskap og teknologiledelse Pedagogisk institutt: NTNU, Norwegian University of Science and Technology, Department of Education.
- Rosenblum, P., Li, C., & Beal, C. (2018). Teachers of Students with Visual Impairments Share Experiences and Advice for Supporting Students in Understanding Graphics, *Journal of Visual Impairment & Blindness*, 112(5), 475-487.
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- Sandnes, F. E. (2011). *Universell utforming av IKT-systemer*. Universitetsforlaget.
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- Söderström, S. (2010). *Teknologibruk i den digitale enhetsskolen*. NTNU. Samfunnsforskning AS.
- Åström, E. (2009). *Att lära, att göra, att klara*. Linköpings Universitet, Institutionen för Tema.