



INSTITUTIONEN FÖR PEDAGOGIK OCH SPECIALPEDAGOGIK

PDA205 Utvecklingsrelaterade kognitiva funktionsnedsättningar - delaktighet och lärande, del II, 7,5 högskolepoäng

Developmental cognitive disabilities - participation and learning, part II, 7.5 credits
Avancerad nivå / Second Cycle

Litteraturlista för PDA205, gällande från och med höstterminen 2023

Litteraturlistan är fastställd av Institutionen för pedagogik och specialpedagogik 2023-06-20 att gälla från och med 2023-08-28.

Se bilaga.



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Developmental cognitive disabilities – participation and learning, II, 7,5 credits
Avancerad nivå/Second Cycle

Obligatorisk litteratur

Borg, A., & Carlsson Kendall, G. (2023). *NPF för lärare: fokus på pedagogiskt arbete*. Studentlitteratur. (kap. 3–11). (165 sid.)

Conn, C. (2018). Pedagogical intersubjectivity, autism and education: can teachers teach so that autistic pupils learn? *International Journal of Inclusive Education*, 22(6), 594-605. <https://doi.org/10.1080/13603116.2017.1390003> (12 sid.)

Evaldsson, A-C., & Svahn, J. (2019). Tracing unique trajectories of participation for a 'girl with ADHD': From 'unwilling student' to 'agentive learner'. *Emotional and Behavioural Difficulties*, 24(3), 254-272. <https://doi.org/10.1080/13632752.2019.1609270> (19 sid.)

Gillberg, C. (2018). *ESSENCE. Om autism, ADHD och andra utvecklingsavvikelser*. Natur och Kultur. (150 sid.)

Gillberg, N. (2016). ”...dörren man öppnar och där finns allting” (Hjällbo samverkan - rapport). Västra Götalandsregionen. (44 sid.)

Honkasilta, J., & Vehmas, S. (2016). ‘The teacher almost made me cry’ Narrative analysis of teachers' reactive classroom management strategies as reported by students diagnosed with ADHD. *Teaching and Teacher Education*, 55, 100-109. <https://doi.org/10.1016/j.tate.2015.12.009> (9 sid.)

Pellicano, E., & Houting, J. (2022). Annual research review: Shifting from ‘normal science’ to neurodiversity in autism science. *Journal of Child Psychology and Psychiatry*, 63(4), 381-396. <https://doi.org/10.1111/jcpp.13534> (16 sid.)

Ravet, J. (2011). Inclusive/exclusive? Contradictory perspectives on autism and inclusion: the case for an integrative position. *International Journal of Inclusive Education*, 15(6), 667-682, <https://doi.org/10.1080/13603110903294347> (16 sid.)

Ravet, J., & Williams, J. (2017). What we know now: education, neuroscience and transdisciplinary autism research, *Educational Research*, 59(1), 1-16, <https://doi.org/10.1080/00131881.2016.1272429> (17 sid.)

Shepherd, J. (2020). Beyond tick-box transitions? Experiences of autistic students moving from special to further education. *International Journal of Inclusive Education*. Advance online publication. <https://doi.org/10.1080/13603116.2020.1743780> (15 sid.)

Socialstyrelsen, & World Health Organization. (2010). *Internationell klassifikation av funktionstillstånd, funktionshinder och hälsa: barn- och ungdomsversion. ICF-CY, 53-55*. Socialstyrelsen. (3 sid.)

Taneja Johansson, S. (2021). Turning points in the educational pathways of young people with attention-deficit/hyperactivity disorder in Sweden. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2021.1965806> (16 sid.)

Tegtmejer, T., Hjørne, E., & Säljö, R. (2018). Diagnosing ADHD in Danish primary school children: a case study of the institutional categorization of emotional and behavioural difficulties. *Emotional and Behavioural Difficulties*, 23(2), 127-140. <https://doi.org/10.1080/13632752.2017.1383685> (14 sid.)

Visser, J. C., Rommelse, N. N., Greven, C. U., & Buitelaar, J. K. (2016). Autism spectrum disorder and attention-deficit/hyperactivity disorder in early childhood: a review of unique and shared characteristics and developmental antecedents. *Neuroscience & Biobehavioral Reviews*, 65, 229-263 <https://doi.org/10.1016/j.neubiorev.2016.03.019> (35 sid.)

Wood, R. (2020). The wrong kind of noise: Understanding and valuing the communication of autistic children in schools. *Educational Review*, 72(1), 111-130. <https://doi.org/10.1080/00131911.2018.1483895> (20 sid.)

Obligatorisk valbar litteratur

Minst fem av följande väljs:

Bölte, S., Leifler, E., Berggren, S., & Borg, A. (2021). Inclusive practice for students with neurodevelopmental disorders in Sweden. *Scandinavian Journal of Child and Adolescent Psychiatry and Psychology*, 9, 9-15. <https://doi.org/10.21307/sjcapp-2021-002> (7 sid.)

- Crompton, C., Hallett, S., Axbey, H., McAuliffe, C., & Cebula, K. (2023). 'Someone like-minded in a big place': Autistic young adults' attitudes towards autistic peer support in mainstream education. *Autism*, 27(1), 76-91. <https://doi-org.ezproxy.uib.no/10.1177/13623613221081189> (16 sid.)
- Eilenberg, J., Sandler P., Madison H., & Ashley L. (2019). Disparities Based on Race, Ethnicity, and Socioeconomic Status Over the Transition to Adulthood Among Adolescents and Young Adults on the Autism Spectrum: A Systematic Review. *Current Psychiatry Reports* 21(5), 1-16. <https://doi.org/10.1007/s11920-019-1016-1> (17 sid.)
- Ewe, L. (2019). ADHD symptoms and the teacher-student relationship: A systematic literature review. *Emotional and Behavioural Difficulties*, 24(2), 136-155. <https://doi-org.ezproxy.uib.no/10.1080/13632752.2019.1597562> (20 sid.)
- Fernell, E., Nylander, L., Kadesjö, B., & Gillberg, C. (2014). ADHD bör uppmärksammas mer - tidiga insatser spar lidande. *Läkartidningen*, 111. (5 sid.)
- Goodall, C. (2018). 'I felt closed in and like I couldn't breathe': A qualitative study exploring the mainstream educational experiences of autistic young people. *Autism & Developmental Language Impairments*, 3, 1-16. <https://doi.org/10.1177/2396941518804407> (17 sid.)
- Gordon, C., & Fabiano, T. (2019). The Transition of Youth with ADHD into the Workforce: Review and Future Directions. *Clinical Child and Family Psychology Review*, 22(3), 316-347. <https://doi.org/10.1007/s10567-019-00274-4> (32 sid.)
- Honkasilta, J., & Vehkakoski, T. (2019). The premise, promise and disillusion of the ADHD categorisation - family narrative about the child's broken school trajectory. *Emotional and Behavioural Difficulties*, 24(3), 273-286. <https://doi.org/10.1080/13632752.2019.1609269> (14 sid.)
- Kapp, S., Gillespie-Lynch, K., Sherman, L., Hutman, T., Eccles, J., Akhtar, N., & Jaswal, V. K. (2013). Deficit, Difference, or Both? Autism and Neurodiversity. *Developmental Psychology*, 49(1), 59-71. <https://doi.org/10.1037/a0028353> (13 sid.)
- Metzger, A. N., & Hamilton, L. T. (2021). The Stigma of ADHD: Teacher Ratings of Labelled Students. *Sociological Perspectives*, 64(2), 258-279. <https://doi.org/10.1177/0731121420937739>
- Papoudi, D., Jørgensen, C. R., Guldborg, K., & Meadan, H. (2021). Perceptions, Experiences, and Needs of Parents of Culturally and Linguistically Diverse Children with Autism: A Scoping Review. *Review Journal of Autism and Developmental Disorders*, 8, 195-212. <https://doi.org/10.1007/s40489-020-00210-1> (18 sid.)

Taneja-Johansson, S. (2021). Facilitators and barriers along pathways to higher education in Sweden: a disability lens. *International Journal of Inclusive Education*.
<https://doi.org/10.1080/13603116.2021.1941320> (16 sid.)

Taneja-Johansson, S. (2023). Whose voices are being heard? A scoping review of research on school experiences among persons with autism and attention deficit/hyperactivity disorder. *Emotional and Behavioural Difficulties*. <https://doi.org/10.1080/13632752.2023.2202441> (21 sid.)

Westman Andersson, G., Gillberg, N., & Miniscalco, C. (2021). Parents of Children Diagnosed with Autism Spectrum Disorder: What Do They Expect and Experience from Preschools? *Neuropsychiatric Disease and Treatment*, 3025-3037.
<https://doi.org/10.2147/NDT.S324291> (13 sid.)

Wienen, A., Sluiter, M., Thoutenhoofd, E., De Jonge, P., & Batstra, L. (2019). The advantages of an ADHD classification from the perspective of teachers. *European Journal of Special Needs Education*, 34(5), 649-662. <https://doi.org/10.1080/08856257.2019.1580838> (14 sid.)

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Bjørndal, C. (2018). *Det värderande ögat: observation, utvärdering och utveckling i undervisning och handledning* (Andra upplagan ed.). Liber.

Linnsand, P., Gillberg, C., Nilsson, &, Hagberg, B., & Nygren, G. (2021). A High Prevalence of Autism Spectrum Disorder in Preschool Children in an Immigrant, Multiethnic Population in Sweden: Challenges for Health Care. *Journal of Autism and Developmental Disorders*, 51(2), 538-549. <https://doi.org/10.1007/s10803-020-04563-8>

Westman, G.W., Miniscalco, C., Johansson, U., & Gillberg, C. (2013). Autism in toddlers: can observation in preschool yield the same information as autism assessment in a specialised clinic? *The Scientific World Journal*, 2013, Article ID 716267.
<https://doi.org/10.1155/2013/384745>