



EDUCATIONAL SCIENCES
Linköping University

International Course i Linköping



Handbook of Studies

Introduction to Special Education in a Swedish Context

Termin: vt 2017
Kurskoder: 913G09

Introduction to Special Education in a Swedish Context

This is a single subject course with a duration of 10 weeks (7,5 ECTS credits) halftime studies. The main aim of the course is to give an introduction to special needs education, in particular how it is organised in Swedish schools, and the concepts that are related to special needs and inclusive education. The course is given in English.

Special Education - Special Needs Education - Inclusive Education

For the sake of simplicity we have decided to use the words 'special education' in the name of this course, although very well aware of the fact that it is debatable. There are several ways to define the concepts related to special education, and every country has its own ideas about how to deal with children who are in need of special attention or support in educational settings. In this course we will study and discuss different perspectives as regards special (needs) education and related concepts. Although focus will be on the Swedish situation, we will make comparisons with the situation in other countries, particularly those represented in the group. We will also study international conventions and currently available official documents that could be of interest in this context.

Educational policies in Sweden are, in principle, based on the idea of *inclusion*, i.e., every child has the right to education, and functional disability of any kind should not be an obstacle. The Swedish society is therefore responsible for providing support to children with special educational needs so as to compensate for any disadvantages that these children may encounter at school. The same principles apply to adults, at all levels of the educational system, including higher education.

Concepts and phenomena that will be studied and discussed throughout the course include:

- Deficiencies, disabilities, handicap
- Diagnosis
- Diversity – individual differences
- Dysfunctions
- Dyslexia/Reading and writing disabilities
- Educational challenges
- Education For All
- Effective practice
- Inclusion – inclusive education
- Individual Development Plan
- Integration – segregation
- International conventions and agreements
- Learning disabilities
- Neuro-psychiatric conditions
- Normality – deviation – variation
- Social relations – bullying, harrassment
- Special educational needs
- Special needs education/special education
- Streaming – differentiation

(NB. The concepts are in alphabetical order, not in order of priority!)

Course arrangements

Working procedures: Lectures, seminars, small group discussions, group assignment, literature studies, study visits.

The course contents will be covered through a number of lectures, seminars, small group discussions, and literature studies. The participants will be divided into small groups that will work together throughout the course. It is recommended that, after each lecture, the participants reflect on the content in the small groups, write down a brief description of the main points of the discussions and any questions that may be raised. If possible, important points and questions will be brought up at a following seminar. Study visits to some schools and institutions will be arranged. The focus of these study visits will be on special needs education. In connection with the study visits the students are required to do a minor assignment in the small groups. This group assignment is part of the course examination. It is to be delivered in writing and will also be presented orally at a seminar. It is therefore essential that the participants take part in group-discussions and other small group arrangements as much as possible. The course will conclude with an individual examination.

Further information about administrative matters can be found in the course curriculum.

Rules Regarding Examinations at Linköping University

As the consequences of not following the rules are very serious, it is important that you read the information <http://www.student.liu.se/tenta/regler?l=en> and follow the rules regarding examinations.

Staff and lecturers

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Useful web addresses

Swedish National Agency for Education (Skolverket): <http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english>

National Agency for Special Needs Education and Schools (Specialpedagogiska Skolmyndigheten): <http://www.spsm.se/sv/Om-webbplatsen/English/>

The Schools Inspectorate (Skolinspektionen): <http://www.skolinspektionen.se/en/About-Skolinspektionen/About-the-Swedish-Schools-Inspectorate/>

Global Education Network Europe: <http://www.gene.eu/>

European Agency for Development of Special Needs Education: <https://www.european-agency.org/>

United Nations Scientific and Cultural Organisation: <http://en.unesco.org/>
International Dyslexia Society: <http://www.interdys.org/>
International Literacy Association: <http://www.literacyworldwide.org>
European Literacy Policy Network (ELINET): <http://www.eli-net.eu>
European Commission – Eurydice: <http://eacea.ec.europa.eu>

Literature

Compulsory texts are marked with *

Recommended texts are marked with (✓)

Policy Documents

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Skolverket (2011). *Curriculum for the compulsory school system, pre-school class and the recreation centre, (Lgr 11), revised 2016* http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwtpubext%2Ftrycksak%2FRecord%3Fk%3D2687

Skolverket (2006). *Curriculum for the pre-school, Lpfö98*. Revised 2010. http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwtpubext%2Ftrycksak%2FRecord%3Fk%3D2704

* UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. http://www.unesco.org/education/pdf/SALAMA_E.PDF

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* UNICEF (1990). *UN Convention on the Right of the Child*. <http://www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/>

Reports from different agencies

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http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english/publication/2.5845?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2Fblob%2Fpdf3551.pdf%3Fk%3D3551
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http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english/publication/2.5845?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2Fblob%2Fpdf3477.pdf%3Fk%3D3477
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Articles

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Canino, Gloris & Alegría, Margarita (2008). Psychiatric diagnosis - is it universal or relative to culture? *Journal of Child Psychology and Psychiatry* 49(3), 237-250.

(✓) Elwér, Åsa, Gustafson, Stefan, Byrne, Brian, Olson, Richard K., Keenan, Janice M., & Samuelsson, Stefan (2015). A retrospective study of cognitive and language skills in poor reading comprehension. *Scandinavian Journal of Psychology* 56(2), 157-166.

Geary, David (2013). Early foundations for Mathematics. Learning and their relations to Learning Disabilities. *Current Directions in Psychological Science*, 22, 23-27.

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Göransson, Kerstin, Nilholm, Claes & Karlsson, Kristina (2011). Inclusive education in Sweden? A critical analysis. *International Journal of Inclusive Education*, 15(5), 541-555.

Heimdahl Mattsson, Eva & Malmgren Hansen, Audrey (2009). Inclusive and exclusive education in Sweden: principals' opinions and experiences. *European Journal of Special Needs Education*, 24(4), 465-472.

Hjörne, Eva & Säljö, Roger (2014). Analysing and preventing school failure: Exploring the role of multi-professionality in pupil health team meetings. *International Journal of Educational Research*, 63, 5-14.

(✓) Isaksson, Joakim, Lindqvist, Rafael (2015). What is the meaning of special education? Problem representations in Swedish policy documents: late 1970s-2014. *European Journal of Special Needs Education*, 30(1), 122-137.

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Kreitz-Sandberg, Susanne (2015). 'As an educator you have to fix many things on your own' – A study of teachers' perspectives on organizing inclusion in various welfare contexts. In: Jacobsen, Gro Hellestadter (Ed.) *Rights of Children in the Nordic Welfare States – Conceptual and Empirical Enquiries* (pp. 145-168). Aarhus: NSU Press/Aarhus University Press.

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Other relevant texts that could be of interest

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Näslund, Rebecka & Gardelli, Åsa (2013). 'I know, I can, I will try: youth and adults with intellectual disabilities in Sweden using information and communication technology in their everyday life. *Disability & Society*, 28:1, 28-40.

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