



Faculty of Arts and Social Sciences  
Special Education

## Course Reading

### Assessment, Documentation and Collaboration from a Special Education Needs Perspective

Valid from 01/18/2021

<b>Course Code:</b>	SPAGS2
<b>Course Title:</b>	Assessment, Documentation and Collaboration from a Special Education Needs Perspective
<b>Credits:</b>	7.5 ETCS cr
<b>Degree Level:</b>	Master's level

---

#### Books

Andréasson, I., & Asplund Carlsson, M. (2009). *Elevdokumentation: om textpraktiker i skolans värld*. Stockholm: Liber

Elmeroth, E. (red.) (2012). *Normkritiska perspektiv: i skolans likabehandlingsarbete*. Lund: Studentlitteratur

Hirsh, Å. (2016). *Skolans dokumentation: ur ett pedagogiskt och juridiskt perspektiv*. Stockholm: Liber

Hirsh, Å., & Lindberg, V. (2015). *Formativ bedömning på 2000-talet: en översikt av svensk och internationell forskning. Delrapport från SKOLFORSK-projektet*. Stockholm: Vetenskapsrådet

Watkins, A. (Red.) (2007). *Assessment in Inclusive Settings: Key Issues for Policy and Practice*. Odense, Denmark: European Agency for Development in Special Needs Education

Yin, R. K. (2007). *Fallstudier: design och genomförande*. Malmö: Liber.

#### Articles

Cook, L., & Friend, M. (2010). The State of the Art of Collaboration on Behalf of Students

With Disabilities. *Journal of Educational and Psychological Consultation*, 20 (8), ss.1-8

Douglas, G., McLinden, M., Robertson, C., Travers J., & Smith, E. (2016). Including Pupils with Special Educational Needs and Disability in National Assessment: Comparison of Three Country Case Studies through an Inclusive Assessment Framework. *International Journal of Disability, Development and Education: Themes in Special Education and Disability*, 63 (1), ss.98-121

Hartman, E. S. (2016). Understanding the Everyday Practice of Individualized Education Program Team Members. *Journal of Educational and Psychological Consultation*, 26 (1), ss.1-24

Stanovich, P., & Jordan, A. (2001). Patterns of Teacher-Student Interaction in Inclusive Elementary Classrooms and Correlates with Student Self-Concept. *International Journal of Disability, Development and Education*, 48 (1), ss.33-52

---

Approved by the Faculty Board of Arts and Social Sciences 12/08/2020