

Course literature
UQ149F (2018-06-13)

Course: Special Education: Disability and Learning, 15 ECTS
Course code: UQ149F
Institution: Special Education

Decision: The following list of the course readings is decided by the Department Board on the 2018-06-13. Valid from Fall semester 2018.

Required Course Literature:

Atladdottir, H. O., Schendel, D. E., Parner, E. T., & Henriksen, T. B. (2015). A descriptive study on the neonatal morbidity profile of autism spectrum disorders, including a comparison with other neurodevelopmental disorders. *Journal of Autism and Developmental Disorders*, 45(8), 2429-2442.

Carpenter, B., Egerton, J., Cockbill, B., Bloom, T., Fotheringham, J., Rawson, H., Thistlethwaite, J. (2015). *Engaging Learners with Complex Learning Difficulties and Disabilities*. A resource book for teachers and teaching assistants. Routledge. Read Chapters 2, 6, 7 and 8.

Coomber, C. (2014). Factors that promote and hinder joint and integrated working between health and social care services: A review of research literature. *Health & social care in the community*, 22(3), 225-233.

Dechunu, L., Daehlen, D., Tah, J. (2016): A critical comparison of welfare states and their relevance to people with an intellectual disability. *Journal of Intellectual Disability*. 1-19. Sage Publications.

D'Amour, D., & Oandasan, I. (2005). Interprofessionality as the field of interprofessional practice and interprofessional education: An emerging concept. *Journal of Interprofessional Care*. Supplement 1, 8-20.

Conde-Agudelo, A., Rosas-Bermudez, A., & Norton, M. H. (2016). Birth spacing and risk of autism and other neurodevelopmental disabilities: A systematic review. *Pediatrics*, e20153482.

Fredheim, T., Lien, L., Kjønsgberg, K. and Haavet, O. R. (2011). Experiences with general practitioners described by families of children with intellectual disabilities and

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challenging behaviour: a qualitative study. In *BMJ Open* 2011;1:e000304. doi:10.1136/bmjopen-2011-000304.

Fredheim, T., Haavet, R., Danbolt, L. J., Kjønsgberg, K. and Lien, L. (2013). Intellectual disability and mental health problems: a qualitative study of general practitioners' views. In *BMJ Open* 2013;3:e002283. doi:10.1136/bmjopen-2012-002283.

Gundersen, T. (2012). Human dignity at stake – how parents of disabled children experience the welfare system. *Scandinavian Journal of Disability Research*. Volume 14, 2012, Issue 4.

Hood, K., Cant, R., Baulch, J., Gilbee, A., Leech, M., Anderson, A., & Davies, K. (2014). Prior experience of interprofessional learning enhances undergraduate nursing and healthcare students' professional identity and attitudes to teamwork. *Nurse Education in Practice*, 14(2), 117-122.

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

Jarjour, I. T. (2015). Neurodevelopmental outcome after extreme prematurity: A review of the literature. *Pediatric Neurology*, 52(2), 143-152.

Le Fevre, D. M. (2014). Barriers to implementing pedagogical change: The role of teachers' perceptions of risk. *Teaching and teacher education*, 38, 56-64.

Mostert, M.P (1996). Interprofessional Collaboration in Schools: Benefits and Barriers in Practice, Preventing School Failure: *Alternative Education for Children and Youth*, 40:3, 135-138, DOI: 10.1080/1045988X.1996.9944667.

Park, J., Hawkins, M., Hamlin, E., Hawkins, W., & Bamdas, J. A. M. (2014). Developing positive attitudes toward interprofessional collaboration among students in the health care professions. *Educational Gerontology*, 40(12), 894-908.

Stone, S.I, Charles, J. (2018). Conceptualizing the Problems and Possibilities of Interprofessional Collaboration in Schools, *Children & Schools*, , cdy011, <https://doi.org/10.1093/cs/cdy011>.

Taggart L. & Cousins W. (2014). *Health promotion for people with intellectual and developmental disabilities*. Berkshire: OU Press. Chapters 1,15, 17.

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Werts, M. G., Carpenter, E. S., & Fewell, C. (2014). Barriers and benefits to response to intervention: Perceptions of special education teachers. *Rural Special Education Quarterly*, 33(2), 3-11.

Optional Literature

Department of Health (2011): *The Government's response to "Raising Our Sights"*. Report by Professor Jim Mansell. London: Crowncopyright.

Department of Health (2013): *Government response to the Confidential Inquiry into premature deaths of people with learning disabilities*. London: Crown copyright.

Emerson, E. (2009): *Estimating future numbers of adults with profound multiple learning disabilities in England*. Lancaster: Centre for Disability Research.

Foreman, Phil (2009): *Education of Students with an Intellectual Disability: Research and Practice*. P. Foreman. Charlotte, NC: Information Age. 2009. Read Chapters 2, 4 and 6.

Fredheim, T., Danbolt, L. J., Haavet, O. R., Kjønsberg, K. and Lien, L. (2011). Collaboration between general practitioners and mental health care professionals: a qualitative study. *International Journal of Mental Health Systems*, 2011, 5:13.

Goldbart, J. & Caton, S (2010): *Communication and people with the most complex needs: What works and why this is essential*. London: Mencap & DH.

Heslop, P., Blair, P., Fleming, P., Hoghton, M., Marriott, A., Russ, L.: *Confidential Inquiry into premature deaths of people with learning disabilities (CIPOLD)* Final report. Norah Fry Research Centre: University of Bristol.

Heuvelman, H., Abel, K., Wicks, S., Gardner, R., Johnstone, E., Lee, B., & Rai, D. (2017). Gestational age at birth and risk of intellectual disability without a common genetic cause. *European Journal of Epidemiology*, 1-12.

Horn, E. M., & Kang, J. (2012). Supporting Young Children With Multiple Disabilities: What Do We Know and What Do We Still Need To Learn? *Topics in Early Childhood Special Education*, 31(4), 241–248.
<http://doi.org/10.1177/0271121411426487>.

Huang, J., Zhu, T., Qu, Y., & Mu, D. (2016). Prenatal, perinatal and neonatal risk factors for intellectual disability: A systemic review and Meta-Analysis. *PloS one*, 11(4), e0153655.

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Lange, S., Rehm, J., & Popova, S. (2018). Implications of higher than expected prevalence of fetal alcohol spectrum disorders. *Jama*, 319(5), 448-449.

Mansell, J.(2010): *Raising our sights: services for adults with profound intellectual and multiple disabilities*. London: Crown copyright

Mencap (2011): *Involve Me: Practical guide*. London: Mencap, BILD & Renton Foundation.

Mencap (2012): *Death by indifference: 74 deaths and counting - A progress report 5 years on*. London: Mencap.

Petch, A., Cook, A., & Miller, E. (2013). Partnership working and outcomes: Do health and social care partnerships deliver for users and carers?. *Health & social care in the community*, 21(6), 623-633.

Steele, M. M. (2005). Teaching Students with Learning Disabilities: Constructivism or Behaviorism?. *Current Issues in Education*, 8.

Weis, R. (2014): *Introduction to abnormal child and adolescent psychology*. Sage Publications, 2nd Edition. Chapter 4 p. 88-126.

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