

PUPILS WITH SPECIAL NEEDS - COLLABORATION BETWEEN SCHOOL AND SCHOOL-AGE EDUCARE

*Linda FÄLTH¹,
Birgitta LUNDBÄCK²
Adisa MEKIC LINDBERG³*

*^{1,2,3}Linnaeus University, Department of Pedagogy and Learning, Växjö,
Sweden*

*Corresponding author: Linda Fälth, Linnaeus University, Department of
Pedagogy and Learning, P G Vejdesväg, 351 95, Växjö, Sweden,
linda.falth@lnu.se*

Abstract

As the Swedish governing documents state that the School-age educare should supplement the education in the compulsory school, the support for pupils with special needs could be expected to continue after school at the School-age educare. The purpose of this study is to elucidate how special education teachers in school and teachers at the School-age educare collaborate in the work with pupils in need of special support. A total of 30 teachers participated. The results were analyzed using Bronfenbrenner's ecological model and show that collaboration exists to a limited extent when teaching children with special needs. It is evident in the results that a clearer focus on inclusion is

desirable and that a collaboration between professions will enable the school-age educare to be a complement to school.

Keywords: special needs, school-age educare, collaboration, complement to school

Introduction

In Sweden, children are offered a curricular based combination of care and teaching before and after compulsory school hours. Since the daily duration of preschool class and school is not as long as parents' work or study, children are offered a place at a school-age educare before and after school. School-age educare has been integrated into the compulsory school system since the 1990s and is regulated by the same legislation, the Education Act (2010:800). The main tasks for school-age educare are to complement the preschool class and school in terms of stimulating children's development and learning as well as offering children a meaningful recreation and leisure time (Swedish Education Act, 2010:800; Swedish National Agency, 2019). School-age educare is offered to children aged between 6 and 12. In 2018, the proportion of 6-year-olds enrolled was 96% and the proportion of 12-year-olds was 58%. The number of pupils continues to increase, as it has done since 2009/2010 (Swedish National Agency, 2019). The school-age educare is an activity where research has long been limited. The Swedish model is unique in that it combines traditional daycare and education (Rauch, 2007). In Sweden, the school-age educare is included in the school curriculum and organized by the municipalities in close connection with the school day. The school and the school-age educare should cooperate with regard to all pupils' learning, including those in need of special support. This is in line with a recent study by Tiernan, Casserly and Maguire (2020), where the results indicate that greater support at school level in developed structured collaborative practices between mainstream and support teachers, may be

beneficial when meeting pupils with special educational needs. This is important as the school-age educare is a part of everyday life for many pupils, especially in the lower ages. From the 1990s onwards, the school-age educare has faced extensive reforms and major changes (Calander, 2000; Kane, 2015) which have affected the school-age educare teachers' professional practice (Ackesjö & Landefrö, 2014; Andersson, 2013). Several studies have shown that this integration limited school-age educare teachers' room for maneuver which also affected their independence and professional identity (Calander, 2000; Klerfelt & Haglund, 2014).

In a report by the Swedish National Agency for Education (2019), on available learning environments for pupils with special needs at the school-age educare, principals and special education teachers were critical. Nearly half of them assessed that pupils do not receive the adjustments and special support they need. Forty-five percent of the head teachers and forty-three percent of the special education teachers believe that it is only partly, or not at all true, that the pupils at their own school unit receive the special support they need at the school-age educare. This could be detrimental to pupils' in need of extra support as their needs do not end when they arrive at the school-age educare. Pupils who have difficulty managing social interactions are likely to be particularly vulnerable in leisure time activities, compared to lessons in school, as social interaction plays a fundamental role in the freer form of the school-age educare (Frostand & Pijl, 2007). The larger groups and less structured activities, often with play at the center, causes problems for pupils that are in need of supervised activities. A study by Pijl, Frostand and Flem (2008) stress that physical inclusion is a basic condition and becoming part of the group is not automatic. Some pupils, especially pupils with special needs, may require extra support when participating in the group (Vetoniemi & Kärnä, 2018). Inclusion is a complex multidimensional concept that relates to school attendance, academic and social participation as well as achievement of common curriculum framework (Allan,

1999; Liu, Bessudnov, Black & Norwich, 2020). This stresses the importance of collaboration between teachers as well as between teachers and other professionals. According to Hjalmarsson and Löfdahl (2014) school teachers perceive that many pupils with difficulties adapting socially during the school day are given other opportunities to interact socially during the afternoons at the school-age educare. The teachers in school-age educare find that spending the whole day, including school, with the pupils helps them follow up situations that have occurred during the school day. This enables them to give better support to the pupils when needed. In a study by Haglund (2016), teachers feel that several pupils who have difficulty adjusting socially during the school day have other prerequisites for succeeding in the afternoon at the school-age educare. They describe how their social and emotional competences play a contributing role in making pupils in need of special support feel included in leisure activities.

Special education and school-age educare

Within the framework of this study, the teachers' work with pupils in need of special support throughout the pupil's whole day is highlighted. A total of 30 teachers took part in this study, whereof 18 were school-age educare teachers and 12 were special education teachers. Research in which special education is linked to school-age educare hardly exists (Andishmand, 2017; Göransson, Lindqvist & Nilholm, 2015). In the Swedish context, this may be due to the Education Act (2010: 800) not being clear regarding whether the student health care mission should include school-age educare. Internationally, the limited research in the area is to a great extent connected to some form of vulnerability as a reason for taking part in an after-school program (see Lundbäck & Fälth, 2019 for an overview). These programs are viewed as a complement to school with the intention of improving children's school performance. A meta-analysis (Kremer et al., 2015) of after-school programs described how these activities were planned as a supplement to school in order to support children's

cognitive development. The Swedish Education Act (2010: 800) describes the purpose of school-age educare as a supplement to the school's activities. The central content consists of four general areas; Language and Communication, Creative and Aesthetic Forms of Expression, Nature and Society, as well as Games, Physical Activities and Outdoor Activities. The curriculum governing the school-age educare should be interpreted as a whole and include care, development and learning. School-age educare should complement preschool and school by being more situation-driven, experience-based and group-oriented. Pupils' needs, interests and initiatives should make up the foundation of the work. The school-age educare teachers should therefore have knowledge of the content in all parts of the curriculum (The National Agency for Education, 2019). The purpose of this study is to elucidate how special education teachers in school teachers at the school-age educare collaborate in the work with pupils in need of special support

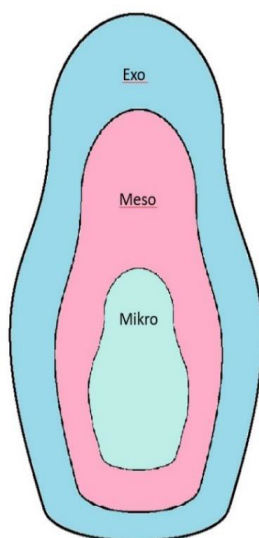
The special education teachers are all linked to the student health care at each school. 'Student health care' is a term used in the Swedish context and describes an activity whose mission is to promote the pupils' development and learning as well as preventing difficulties and ill health in school (Swedish Education Act, 2010: 800). The concept of student health care refers to both the school's learning environment and the pupil's mental and physical health. It is based on the fact that learning and health affect each other (Guvå & Hylander, 2012). The work carried out within the student health care in Sweden is also found internationally. A French study highlights how some teachers were assigned to strategically work with issues concerning student health. Initially teachers found it difficult to accept the task as being within their professional duties but after participating in the study they could see a positive change in the classroom (Jourdan, Simar, Deasy, Carvalho & McNamara, 2016). In the United States, a Coordinated School Health Program (CSHP) began to take shape in 1994. The purpose of CSHP was to integrate health education, health promotion

and disease management to develop accessibility to health and social services in the school. International regulations governing student health care are the UN Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. Similar to both the French study (Jourdan, et al., 2016) and the American CSHP, the purpose of student health care in Sweden is to support students and teachers in order for students to develop towards the school's goals. The student health care work should be health-promoting, preventive and remedial. It should work towards strengthening and maintaining the physical, mental and social well-being of students as well as increasing student participation in school. The student health care should have a salutogenic approach when working with prevention and remediation. (The National Agency for Education, 2019). Cameron, Nilholm and Persson (2012) find that focus has moved from an individual level to an organizational level. This can be seen in the Swedish school law where “children with special needs” has changed to “children in need of special support” (Cameron, Nilholm & Persson, 2012. p. 214).

The National Agency for Education (2019) and the National Board of Health and Welfare (2016) write that the student health care should cooperate both externally and internally in the best interests of the children. To be able to describe this from different levels, Bronfenbrenner's (1994) ecological model is used in this study. The model describes human influences in relation to each other based on the metaphor of a Russian doll (see Figure 1). In accordance with the model, the relationships between the pupil and the people around, make the pupil both an active and a passive participant. The inner doll (the micro level) describes the relationships closest to the individual, such as family and school. The second doll (the meso level) represents relationships between different actors in the first doll, for example, interaction between home and school. Thus, at both the micro and the meso level, the child is an important player as the influence occurs between the child and the persons with whom the child interacts. The exo level, which would be the third doll, represents those

relationships with actors at the meso level that do not directly affect the individual child. An impact can be made on the child but the child itself cannot influence it. There is also a fourth doll, the macro level, representing the society with norms, laws and values that the child is a part of (Bronfenbrenner, 1994). The macro level is not discussed in the result of this study.

Figure 1. *The different levels in an interpretation of Bronfenbrenner's model of exo, meso and mikro*



Method

Participants and procedure

A total of 30 teachers participated in this survey study, 18 teachers in school-age education and 12 special education teachers. Participants were recruited through various groups on social media where brief information about the study was posted. Those who wanted to participate were asked to write their email address in the comment field and a questionnaire was sent to them. By using social media, participants and thus the result, were not linked to a specific municipality or region. The questionnaire contained open ended questions. The

school-age educare teachers were asked in what way they and their school-age educare contribute to the development and learning of all pupils, including those with special needs. The special need teachers were asked to describe how they in the student health care organization work together with the school-age educare regarding pupils with special needs.

Analysis

The purpose was to systematize statements from the survey extracts in a so-called qualitative content analysis. The focus of this analysis lies on communication with special emphasis on contents and meaning (Hsieh & Shannon, 2005). During the analysis three categories were identified: collaboration, children in need of special support and the work with inclusion at the school-age educare from a pupil's perspective. These categories were analyzed using Bronfenbrenner's ecological model (1994) on three levels: exo, meso and micro. The individual (i.e. the pupil) constitutes the micro level. The meso level consists of, and corresponds to, different relationships between the people who meet the pupil the most. The exo level is an organizational level that pupils themselves cannot influence. By presenting empirical data as close to the original as possible the risk of personal experience taking over was reduced and thus the risk of misinterpretation (Denscombe, 2010).

Results

The results from the exo, meso and micro perspectives of the work with pupils in need of special support throughout the pupil's whole day are presented.

Exo level

Empirical data show that there is collaboration between the special education teachers in the student health care and the teachers at the school-age educare, albeit to a limited extent. Examples of collaboration are meetings about a pupil's

case initiated by the school, in which the teachers at the school-age educare are invited to participate, and special education teachers attending planning meetings at the school-age educare. At such meetings, teachers at the school-age educare can receive support through various forms of tutoring. Sometimes the meetings are used as a channel of information between the student health care team and the school-age educare.

The special education teachers at our student health care team give lectures about language development to teachers at the school-age educare. I sometimes spend time at the school-age educare to observe pupils that we in school need to get a clearer picture of. Then it is good to have the school-age educare close.

(Special education teacher)

We sometimes, but not very often, get asked to interview pupils to provide them (special education teachers at the student health care team) with information when they perform a pedagogical assessment of a pupil.

(Teacher at school-age educare)

As the quotes show, a division between the special education teachers at school and the school-age educare is made through words like we, ours, them, theirs. The school-age educare is also described as a separate unit despite being a part of the school.

Attending their meetings (student health care) helps to clarify the picture and situation of some of our pupils, often the more difficult cases. I would like to have more frequent meetings with the special education teachers since we work to ensure that all pupils should be included.

(Teacher at school-age educare)

When mentioning work teams, the answers indicate that the school-age educare staff are not included in the school's work teams but make up their own. However, one informant working at a school-age educare tells us that their work team is a mix of different professionals whereof one is a special education teacher. Having a special education teacher in the work team was considered an asset in the work with the pupils and a discussion about inclusion was raised from a pupil's perspective. In some cases, when there is a need for mapping of individual pupils, teachers at the school-age educare conduct interviews with the pupils to provide information to the special education teachers in school. This is motivated by the belief that the teacher with the closest relationship to the pupil will make the pupil feel more secure. Teachers at school-age educare express that they take part in establishing action programs for pupils in school. However, all action programs focused on school subjects, such as knowledge in mathematics or English and no informant mentioned the social perspective or inclusion in connection with action programs. Even though the Education Act 2010: 800 states that specific action programs for pupils at school-age educare can be conducted, no informant found that the pupils had action programs that applied to the school-age educare. Several participants also questioned that assessments and support were only made for the pupils in school and that they had to manage without these adjustments and support at the school age educare.

Meso level

At group level, it appears that the special education teachers act as supervisors, interviewers and specialists. The result shows that teachers at the school-age educare contact special education teachers when they need help and to discuss specific pupils or adjustments made at the group or individual level. This is in addition to the regular supervision and it shows how teachers at the school-age educare makes contact when it is needed. The data also show that the collaboration that exists between the school and the school age educare is mainly

about the teachers at the school age educare supporting the teachers in school during the school day. However, two participants describe the school-age educare as an integrated part of the school day. As the class teacher and the school-age educare teacher often divide the class in half, all pupils are reached by the school-age educare pedagogy. The classroom teacher focuses on knowledge goals and the school-age educare teacher focuses on the pupils' social skills. Participants express that there is potential for development when it comes to interaction between special education teachers at school and the school-age educare.

I find that there is not much cooperation with the school-age educare when it comes to the situation for pupils who need extra support, it is mostly within the school. The cooperation between special educators and the school-age educare can definitely be improved and if we all raised the ideas of inclusion and started from them, we would have a broader approach to the collaboration.

(Special education teacher)

I feel that the more the school and the school-age educare cooperate, the better we at the school-age educare get at being there for those pupils who need extra support. Sometimes a pupil has an assistant during the whole school-day, but not at the school-age educare... that I have been thinking about a lot.

(Teacher at school-age educare)

The result shows examples both where teachers from the school and the school-age educare are satisfied and less satisfied with the existing collaboration. Several participants describe the schoolwork and the work in the school-age educare as being parallel with one another. The teachers sometimes plan together so that the school-age educare teachers are informed about what

content the school is currently working with. By doing this, the work in school is followed up at the school-age educare. The teachers believe that this is an important area to develop, especially for promoting inclusion for pupils with special needs.

We are working towards the same goals. I work both practically and theoretically parallel to the teacher. I am in the classroom daily and work either with the whole group or the pupils who need more support. Daily dialogues between us take place to get a more complete picture and to promote inclusion in different ways.

(Special education teacher)

The participants from the school-age educare express that collaboration in regards to the pupils take place at the school's premises and that the school staff often do not understand the competence of teachers at school-age educare.

Micro level

At the micro level, the level closest to the pupil, a few participants have provided examples of how special education teachers, by participating in activities in after school-age educare, come in direct contact with pupils at the school-age educare. This is where it becomes visible that school age educare can be a complement to school. One teacher at school-age educare describes in detail how teachers from the student health care team work at the school-age educare and that they strive to conduct a dialogue throughout the week.

As the school-age educare is a complement to school it is a place where pupils get a chance to develop other abilities. The variation of activities offered often entices them outside their comfort zone, which can promote inclusion, even though they are never forced to participate.

(Teacher at school-age educare)

There is a clear benefit for me to be in school supporting the teacher as I can follow up the pupils' knowledge development at the school-age educare after school. Taking mathematics as an example, if I know the area they work with in school I can follow it up at the school-age educare. Right now, they are working with the clock and digital time and I see great benefits with me being able to continue that work at the school-age educare, maybe under less pressure...this is a good example of the assignment that school-age educare going to be a complement to school, I think.

(Teacher at school-age educare)

The result shows that there is some collaboration between the special education teachers in school and the teachers at the school-age educare. However, this collaboration mostly takes place at the exo level with the aim to support all pupils. The venue for this is often work team meetings where special education teachers supervise the teachers at the school-age educare and the school-age educare teachers provide input regarding individual pupils when special education teachers make pedagogical assessments. The results also show that a clearer focus on inclusion is desirable and that a collaboration between professions will enable the school-age educare to be that complement to school as is stated in the Education Act.

Discussion

The Swedish National Agency for Education show in their 2016 survey that four out of ten principals and special education teachers do not find that the pupils at their own school unit receive the special support they need at the school-age educare. This indicates a need for collaboration between teachers in school-

age educare and teachers working with pupils in need of extra support. In this study, good examples of collaboration between the special education teachers at school and the teachers at the school-age educare were found. Seen from an exo perspective (the outermost doll in the figure) the school-age educare is a supplementary assignment to the school that is regulated in the same governing documents (Swedish Education Act, 2010: 800). This can be seen in the results in this study that shows that the school and the school-age educare work towards the same goals but in different ways. This is also in line with Perselli and Hörnell (2019), who describe the supplementary assignment as a resource teacher system where teachers at the school-age educare supplement the school with their presence. However, Perselli and Hörnell (2019) also believe that the changed teacher education for school-age educare teachers has contributed to a paradigm shift where school-age educare teachers are seen as teacher colleagues instead of resource educators. Examples of this can be seen, on the exo level, where teachers in the school-age educare describe their collaboration with school staff.

In the meso perspective (the middle doll), the value of collaboration for different occupational groups becomes especially significant when considering pupils in need of extra support. The way of describing collaboration differs. Participants working in school-age educare describe how they plan together with the teachers and that the connection between the school day and the school-age educare is made both on the initiative of teachers and pupils. However, in order for this to become fully possible, they point out that sufficient time is needed for collaboration between the school and the school age educare, which several of the teachers at the school-age educare feel is lacking. In line with Andersson (2013) who finds that the school-age educare often draw the shortest straw when it comes to resource allocation, the participants in this study say that they generally want more resources for the school-age educare, specifically, extra staff for pupils in need of special support. How the school is organized will have an impact on how collaboration between different departments can be supported

and planned. The teachers who already collaborate in the work with all pupils' learning and development on a meso level also believe that it benefits pupils who are in need of extra support.

In the micro perspective (the inner doll), the school-age educare teachers talk about pupils in need of support from a relational perspective with a salutogenic attitude (Cameron, Nilholm, & Persson, 2012) when describing their work with the pupils. Their aim is to move from seeing the difficulties as being within the individual to meetings between individuals. In this way, the teachers' concern is to see the activities from the pupils' perspectives and enable them to participate in the planning of their own learning. This is in accordance with the school act which states that the school-age educare and the school should enable pupils to participate in the planning of their own education. The special education teachers also describe the relational perspective and believe that it is important to develop a mutual approach between different occupational categories. They also believe that meetings to enable such collaboration is necessary. This is supported in a recent study by O'Sullivan, Bird and Marshall, (2020) where teachers made commitments to change their practice and work more collaboratively after they observed the positive effects of collaboration, leadership and technology on pupils. In the present study, the special education teachers in particular, point out that the collaboration with the school age educare is lacking. They would like to see a change in the organization that enables collaboration with the pupils' best interest in mind, thus supporting the observation that collaboration can impact on the attitudes of teachers towards inclusion and inclusive practice.

In line with the findings of Bakka and Fivelsdal (2019), there were positive aspects of the interaction between the school-age educare and the school found in this study. Our result also indicates, on a micro level, that mutual values are important for departments to function. The participants perceived that their competence was seen as a strength and that instead of acting as a resource during

the school day they lead leisuretime activities at school. From a pupil's perspective, it is important that special support for those who need it is available at school-age educare. In accordance with Hjalmarsson and Löfdahls study from 2014 the results from this study show that when school-age educareteachers take part in the pupils' school day they are given more opportunities to prevent the occurrence of unnecessary demanding situations for the pupils with special needs. Through a holistic view of the pupils the school-age educareteacher will have greater knowledge of the various situations in which the pupils are in need of special support. This helps creating an environment where the pupils feel safe, included and the activities are adapted for the specific needs of the individual.

In summary, it can be argued that when the profession of school-age educareteachers evolved and the student health care made an entry into the schools, both came about from the same needs and have developed parallel to each other. However, the place they have today in school has changed. Student health care has been given something of an expert role while school-age educareteachers, despite their teaching qualification, often act as a resource to teachers in school. Results from this study, indicates that implications for practice and policy in promoting inclusion is the fact that collaboration between the special education teachers in school and the school-age educare is needed. One step in developing this is a new addition to the School Act which demands that the student health care work (i.e. special education teacher, school nurse and school psychologist) includes pupils at the school-age educare in their ordinary work. This to promote inclusion and make it clear and that pupils with special needs receive the support they are entitled to throughout the whole day. Seen from Bronfenbrenner's levels, it is at the exo level (the outermost doll that symbolizes the work farthest from the pupil) that collaboration is found to the greatest extent, it seems that the work with pupils in need of extra support stays at this overall more organizational level. However, it is desirable from an educational and inclusive point of view that this collaboration is extended and

clarified even at meso and micro levels for the school-age educare to be the complement to school as is stated in the Education Act. The result shows that collaboration between the school and the school-age educare exists to a limited extent. However, in order to meet all children's needs a holistic and overall approach is required to formalize this work.

REFERENCES

- Ackesjö, H., & Landefrö, A. (2014). På spaning efter en gräns: Några barns perspektiv på skillnader mellan förskoleklassens och fritidshemmets verksamheter i Sverige. *Barn*, 32(3), 27-43. <https://doi.org/10.5324/barn.v33i3.3499>
- Allan, J. (1999). *Actively seeking inclusion: Pupils with special needs in mainstream schools*. Psychology Press.
- Andersson, B. (2013). *Nya fritidspedagoger - i spänningsfältet mellan tradition och nya styrformer* (Doctoral dissertation, Umeå universitet).
- Andishmand, C. (2017). *Fritidshem eller servicehem. En etnografisk studie av fritidshem i tre socioekonomiskt skilda områden*.
- Bakka, J. F., & Fivelsdal, E. (2019). *Organisationsteori: struktur, kultur, processer*. DjøffForlag.
- Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the development of children*, 2(1), 37-43.
- Calander, F. (2000). From the pedagogue of recreation to teacher's assistant. *Scandinavian Journal of Educational Research*, 44(2), 207-224. <https://doi.org/10.1080/713696671>
- Cameron, D. L., Nilholm, C., & Persson, B. (2012). School district administrators' perspectives on special education policy and practice in Norway and Sweden. *Scandinavian Journal of Disability Research*, 14(3), 212-231. <https://doi.org/10.1080/15017419.2011.558241>

- Denscombe, M. (2010). *The Good Research Guide: for small social research projects*.
- Frostad, P., & Pijl, S. J. (2007). Does being friendly help in making friends? The relation between the social position and social skills of pupils with special needs in mainstream education. *European Journal of Special Needs Education*, 22(1), 15–30.
<https://doi.org/10.1080/08856250601082224>
- Guvå, G., & Hylander, I. (2012). Diverse perspectives on pupil health among professionals in school-based multi-professional teams. *School Psychology International*, 33(2), 135-150.<https://doi.org/10.1177/0143034311415900>
- Göransson, K., Lindqvist, G., & Nilholm, C. (2015). Voices of special educators in Sweden: a total-population study. *Educational Research*, 57(3), 287–304.
<https://doi.org/10.1080/00131881.2015.1056642>
- Haglund. (2016). Fritidshemmets vardagspraktik i nytt diskursivt landskap. *Educare- Vetenskapliga skrifter*, ss. 64–85.
- Hjalmarsson, M., & Löfdahl, A. (2014). Omsorg i svenska fritidshem: fritidspedagogers etiska förmåga och konsekvenser för barn. Norsk senter for barneforskning. P. 91–105.<https://doi.org/10.5324/barn.v33i3.3503>
- Hsieh, H-F. & Shannon, S. (2005). Three approaches to Qualitative Content Analysis. *Qualitative Health Research*, Vol. 15 No.9, 1277-1288.
<https://doi.org/10.1177/1049732305276687>
- Jourdan, D., Simar, C., Deasy, C., Carvalho, G. S., & McNamara, P. M. (2016). School health promotion and teacher professional identity. *Health Education*.<https://doi.org/10.1108/he-07-2014-0078>
- Kane, E. (2015). *Playing practices in school-age childcare: An action research project in Sweden and England* (Doctoral dissertation, Department of Child and Youth Studies, Stockholm University).
- Klerfelt, A., & Haglund, B. (2014). Presentation of research on school-age educare in Sweden. *IJREE–International Journal for Research on Extended*

Education, 2(1). <https://doi.org/10.3224/ijree.v2i1.19533>

Kremer, K., Maynard, P., Polanin, B., Vaughn, R., & Sarteschi, J. (2015). Effects of After-School Programs with At-Risk Youth on Attendance and Externalizing Behaviors: A Systematic Review and Meta-Analysis. *Journal of Youth and Adolescence*, 44(3), 616-636. <https://doi.org/10.1007/s10964-014-0226-4>

Liu, Y., Bessudnov, A., Black, A., & Norwich, B. (2020). School autonomy and educational inclusion of children with special needs: Evidence from England. *British Educational Research Journal*, 46(3), 532-552. <https://doi.org/10.31235/osf.io/y7z56>

Lundbäck, B., & Fälth, L. (2019). Leisure-Time Activities Including Children with Special Needs: A Research Overview. *International Journal for Research on Extended Education*, 7(1), 20-39. <https://doi.org/10.3224/ijree.v7i1.03>

O'Sullivan, K., Bird, N., & Marshall, K. (2020). The DreamSpace STEM-21CLD model as an aid to inclusion of pupils with special education needs. *European Journal of Special Needs Education*, 1-9. <https://doi.org/10.1080/08856257.2020.1762989>

Perselli, A. K., & Hörnell, A. (2019). Fritidspedagogers förståelse av det kompletterande uppdraget. *BARN-Forskning om barn og barndom i Norden*, 37(1), 63-79. <https://doi.org/10.5324/barn.v37i1.3007>

Rauch, D. (2007). Is there really a Scandinavian social service model? A comparison of childcare and elderly care in six European countries. *Acta Sociologica*, 50(3), 249-269. <https://doi.org/10.1177/0001699307080931>

Swedish Education Act. (2010:800). Stockholm: Swedish Code of Statutes.

Swedish National Agency for Education. (2016). Tillgängliga lärmiljöer? En nationell studie av skolhuvudmännens arbete för grundskoleelever med funktionsnedsättning. Stockholm: Skolverket, Sweden.

Swedish National Agency (2019). Curriculum compulsory school, pre-school Class, and school age educare 2019. Stockholm, Sweden: NorstedtsJuridik.

Tiernan, B., Casserly, A. M., & Maguire, G. (2020). Towards inclusive education: instructional practices to meet the needs of pupils with special educational needs in multi-grade settings. *International Journal of Inclusive Education*, 24(7), 787-807.

<https://doi.org/10.1080/13603116.2018.1483438>

Vetoniemi, J., & Kärnä, E. (2019). Being included—experiences of social participation of pupils with special education needs in mainstream schools. *International Journal of Inclusive Education*, 1-15.

<https://doi.org/10.1080/13603116.2019.1603329>