

Dialogiska möten kring text i resursskolans klassrum

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In the field of relational pedagogy, this dissertation takes an interest in the literacy practices in a special education group for year 7-9 in a compulsory school, where most students are diagnosed with Autism Spectrum Disorder (ASD).

Research show that students with ASD often have difficulties in reading comprehension (Brown et al., 2013). ASD implies impairments in social interaction (ICD10). This is a dilemma in school since social interaction is considered a key ability in the view on learning pervading the Education Act. Social interaction is therefore crucial for reaching the knowledge requirements needed for passing grades in school. Students with ASD have been found to have a relatively low rate of passing grades (Anderson, 2020). These students therefor risk being excluded from further education.

Considering these dilemmas, the aim of this study is to make visible the prerequisites for participation in the classroom literacy practices. It aims to show what obstacles and opportunities for this participation that appear for the focus students.

The empirical material was produced through an ethnographic approach. The participants were followed for one year. Video and interviews were used as means for data production.

The theoretical framework is relational pedagogy, and Martin Buber's relational philosophy is used to analyze the relational dimensions in the ongoing classroom interactions around text.

The results show how the educators meet the students in caring relations and in what ways the relational aspects determine the possibilities for student participation in interactions around text. The study concludes that the educator's relational competence plays a crucial role for the opportunities of participation in literacy practices for the students.

Reading and writing is crucial for being part of an inclusive, democratic society. The results can help in creating a better future for the students by increasing the possibilities of participation and of future use of their rights as citizens.

The results have implications for practice that are applicable for teaching students with special educational needs as well as for teaching in the general classroom.

Referenser

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