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ОПШТЕСТВЕНА ПРАКТИКА ЗА НАСТАВАТА ПО ЧИТАЊЕ И ПИШУВАЊЕ ВО УЧИЛИШТАТА ЗА УЧЕНИЦИ СО ИНТЕЛЕКТУАЛНА ПОПРЕЧЕНОСТ

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Резиме
Во Шведска, школьувањето на децата со наод и мислење за интелектуална попреченост е организирано во специјални училишта наречени сарсколани. Крајната цел на ова истражување е да се разгледа односот на наставниците кон општествената практика за наставата по читање и пишување во специјалните училишта. За тоа, 40 наставници од северна Шведска беа земени како примерок во емпириското истражување. Од наставниците беше побарано да пополнат прашалник. Еден од заклучоците е дека наставниците имаат различен однос кон општествената практика за наставата по читање и пишување. Според другите добиени заклучоци, пак, наставниците изјавуваат дека не практикуваат документирање на потешкотините при читање и пишување. Истото така, практиката на водење документација е поврзана со стручната компетентност за подучување на вештините за читање и пишување. Истражувањето укажува дека описувањето влијае на ставот на наставниците и на нивната практика за документирање.

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THE SOCIAL PRACTICE OF READING AND WRITING INSTRUCTION IN SCHOOLS FOR INTELLECTUALLY DISABLED PUPILS

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Abstract
In Sweden, schooling for children who are regarded as intellectually disabled is organised in a special school, Särskolan. The overall aim of this article was to investigate the teachers’ attitudes towards the social practice of reading and writing instruction in Särskolan. Therefore, 40 teachers from Northern Sweden were sampled for the empirical study. The teachers were asked to fill out a questionnaire. One of the findings was that the teachers reported different attitudes towards the social practice of reading and writing instruction. Another finding was that the teachers reported they did not practice the documentation of reading and writing difficulties. Furthermore, the practice of documentation was associated with professional competence in reading and writing literacy. The study suggests that literacy education did have an effect on teachers’ attitudes towards their practice of documenting.

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However, the openness towards organizational learning was polarized, and consequently, it produced a threshold for change. Accordingly, more studies are necessary for further description and explanation of the complexities of the present findings.

Keywords: intellectual disability, literacy, professionalism, documentation

Introduction

The ultimate goal of reading is to understand a written text. The development of reading with understanding takes a remarkable amount of instructional time and effort. Because reading comprehension is a complex process involving many subcomponent skills and abilities, the variability in comprehension outcomes has been linked to the differences that concern the reader, the text, and the factors related to the activity and the level of engagement (1, 2). However, the ability to read and comprehend a text is a prerequisite for full participation in modern society. People with intellectual disabilities should have the human right to be worthy and active citizens in a tolerant and open society (3). Sociologists (4) have suggested that reading and communicating about written texts might be understood as being part of a “social system”. Thus, if a person does not have the keys that permit access to this system, it would imply that this person is outside of the system, or socially excluded (5).

A historical contextualization

In 1842, the Swedish parliament introduced a four-year primary school for children called “Folkskola”. However, not all children were provided access to Folkskola. The Parliament found it important to separate the children who seemed to be educable from those who were not. At this particular time, the criteria for exclusion from education was rather arbitrary, compared to today’s standards. Those who were deemed “uneducable” were sent to institutions or confined to the home (6). This, however, was not unique in
Intellectual disability is a disability characterized by significant limitations in intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills. This disability originates before the age of 18.

Literacy instruction and documentation

Reviews of reading instruction delivered to individuals with intellectual disabilities reveal a constant lack of focus on reading for meaning (11). Instructions are focused on functional literacy practices involving decontextualised drill and practice, which

Namenska za oписменување и документациjа

При преглед на начините на кои поединците со интелектуална попреченост се подучуваат дака читаат, се забележува дека постои недостаток на фокусот на разбиране на прочитаното (11). Подучувањето се фокусира на вежби за функционално описуване, кои допринесуваат вежби и практика надвор од контекстот, што

Sweden. In other countries the “uneducable” were also kept out of the public schools. Baynton (7) illuminates that the phenomena was global rather than local. It was not until 1968 that the so-called “uneducable” children were allowed to attend school in Sweden (6). The Swedish school system stresses the importance of “A School for All” and postulates that students with learning difficulties have the right to participate fully in classes (8). However, students who are regarded as intellectually disabled and are assessed as being unable to reach the academic level required in the compulsory school attend a special form of school, called Särskolan (9). The education in Särskolan is intended to adapt to the capabilities of every student and foster the growth of knowledge and values, to contribute to personal development and social togetherness, and to give a good foundation for active participation in society. It includes education in specific subjects or within subject areas, or a combination of these. The education can also include subjects that are in accordance with the curriculum of the compulsory school. The school is governed by the same comprehensive steering documents as the rest of the school system (9).

In this article, intellectual disability is defined in accordance with The American Association on Intellectual and Developmental Disabilities (10): Intellectual disability is a disability characterized by significant limitations, both in intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills. This disability originates before the age of 18.

Swedens. I annan land bör den så kallade "uneducable" barnet inte ha tillstånd att ta del i grundskolan. Det var inte förrän 1968 att sådana barn fick tillstånd att ta del i grundskolan i Sverige (6). Det svenska skolväsendet betonar viktigheten av "A School for All" och postulerar att elever med lärandesvårigheter har rätt att delta fullt ut i klasser (8). dock, sådana elever som anses vara intellektuellt defekta och bevaras som inte har rätt att några exercise andra än grundskolans. Skolens system ställer vikt på "A School for All" och ställer ut att elever med lärandesvårigheter har rätt att delta fullt ut i klasser (8). dock, sådana elever som anses vara intellektuellt defekta och bevaras som inte har rätt att några exercise andra än grundskolans. Skolens system ställer vikt på "A School for All" och ställer ut att elever med lärandesvårigheter har rätt att delta fullt ut i klasser (8).
se focuses almost exclusively on the identification of individual words, such as precautionary words (e.g., danger, do not enter, private, dogs) (12). Thus, it supports the deficit model of special education that attributes learning and behaviour problems to shortfalls that reside within students (13). The deficit model also exists in Särskolan.

In a report, the Swedish Schools Inspectorate expressed their deep concern when they observed the very limited effort was made by Särskolan to provide instruction in reading comprehension for the students in the upper classes (14). The Swedish School Inspectorate found that most of the instruction was focused on the social, emotional, and ethical aspects of the curriculum. The findings are in accordance with what Berthén had highlighted three years earlier. Berthén (15) found that up-bringing and preparation dominated the activity. The safety of intellectually disabled students was perceived as an argument for not engaging in high aspirations and cognitively challenging instruction. However, this emphasis simultaneously implied low intellectual aspirations and a de-emphasis of traditional, basic skills in reading. Thus, it indicated that higher-order literacy skills required in the comprehension of connected meaningful texts were not available to them (12). In other words, students with intellectual disabilities would not be able to acquire the necessary literacy competence for full participation in societal and professional life. Consequently, Särskolan did not fulfill its societal responsibilities, since literacy is certainly the foundation upon which we must build well-being in our society. Not only is reading critical to learning all other subjects at school, but reading also enables people to enjoy the full benefits of citizenship. A good reading ability opens the door to better living conditions, improved health, and expanded opportunities (16).

There are reasons to believe that the cognitive potential of diagnosed intellectually disabled students is often seriously underestimated and that the students may have a capacity to...
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The organizational theory has noted that schools are “loosely coupled systems” (24, 25), or difficult to govern. The effect of loose coupling is that teachers gain autonomy and control over classroom instruction and can act as “street-level bureaucrats” then (26). Consequently, teachers can select what educational programmes (e.g. curriculums, tests, documentations, etc.) are to be implemented in the classroom. This is important because programmes are what structure the actions in an organizations (27).

The autonomy and control of instruction can be understood written texts if they are given proper stimulation and instruction (5, 17). Researchers have demonstrated that intellectually disabled readers need systematic and structured teaching in reading comprehension (18). This claim has been suggested in several intervention studies: Varnhagen and Goldman (19); van den Bos, Nakken, Nicholay and van Houten (20) and Alfassi et al. (17). These studies demonstrated how the reading comprehension of those with mild intellectual disabilities could be improved.

The Swedish School Inspectorate (14) also found a lack of documentation in the investigated schools. Documentation is important for identifying relevant problems of learning, caring, and development. Identifying relevant problems is necessary to produce relevant solutions (8). However, a few years have passed since the Swedish School Inspectorate report. Have things changed or is it much the same? Consequently, the overall aim of this article was to investigate the teachers’ attitudes towards the social practice of reading and writing instruction in Särskolan.

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Autonomous power and control on the teaching can also be perceived as structural powerlessness (28, 29). For example, “we know our students” and “that is how we always have done it” are statements that become normalized (30). Accordingly, the professional knowledge is used as a reason for exerting autonomy and control over the educational programmes that are implemented in the classroom. School organizations can use professional knowledge as a reason that legitimizes organizational norms, for example, continuity in instructional practice (31,32). Alternatively, school organizations can learn and break with the continuity of instruction and bring in new ideas about teaching. Consequently, organizational learning and organizational norms are different responses to new information, such as external evaluations (14).

Organizational resources

Most students in primary and secondary education in Sweden are screened for reading and writing difficulties (33). If reading and writing difficulties are found and the students are at risk of not fulfilling the goals of the curriculum, then, by law, schools are obligated to provide special support for the students (33).

Until relatively recently, the identification of discrepancies between the child’s IQ and their attainment in literacy was a key part of the diagnostic process. Over the last two decades, however, there has been a growing reaction against the use of IQ in determining dyslexia, largely because poor readers whose reading skills are discrepant from their IQ cannot be adequately differentiated from poor readers whose reading skills are not discrepant from their IQ(34, 35).

In a previous study in western Sweden, we found that there was no screening for reading and writing difficulties in Särskolan (5). Furthermore, the students received little to no training in reading comprehension. The students’ documentation indicated that Särskolan
had institutionalized a social practice of “care for students” and disregarded reading and writing instruction as part of that practice. Accordingly, students were labelled as in “need for care” and thus, reading and writing were not prioritized (5, 14, 15).

The question whether the social practice found in the study of Lundberg and Reichenberg (5) was a regional or general institutional phenomenon remains. Therefore, it is of interest to find out how Särskolan allocates organizational resources for screening and instruction in reading comprehension in the northern region of Sweden.

Method

A questionnaire seemed to be the most suitable method for acquiring a general picture of the institutional practices in Särskolan for providing reading and writing instruction. The questionnaire was composed of two sets of question batteries. The first set was comprised of open-ended questions and the second set was comprised of closed questions. The benefit of asking open-ended questions is that a qualitative analysis can be performed on the responses. The first author and a PhD student independently coded the responses. The inter-rate agreement was surprisingly high at 99%. The response items concerned (a) educational background, (b) professional competence such as technical skills and tacit knowledge, (c) school organizational resources, and (d) social practice of documentation and implementing individual education plans. Whether the teachers utilized the model that The Swedish Dyslexia Association constructed in order to detect reading and writing difficulties/dyslexia (33) was of specific interest. Teachers in Särskolan are “a hidden population”, that is, it is difficult to find them. Consequently, it was not possible to draw either a stratified sample or a random sample. Rather, the most suitable strategy was to carry
тоа, најсоодветна стратегија беше да се употреби примерок „снежни топки“ (snowball sample). Прашалникот беше лично испратен до одреден број директори кои го проследија прашалникот до наставниците. Вкупниот број учесници беше N= 45. Беа исключени пет завршени анкети, бидејќи учесниците беа или директори или администратри. Па, според тоа, крајниот број на анализирани во истражувањето беше N = 40. Мнозинството учесници беа жени (N = 36), додека мажите беа маалцинство (N = 4), дистрибуција што ја одразува популацијата на примерокот.

Резултати

Во делот со резултатите прво се презентирани точките од затворените одговори (види табела 1). Второ, заклучоците од отворените одговори се презентирани во форма на извадоци и амплитуди.

Формално образование

Истражувачите покажаа дека постои позитивна врска меѓу професионалниот развој на наставниците и постигнувањата во описменувањето на учениците (36). Од 40 испитаници, 31 работат 10 години или повеќе во сарскolan (m=19.5), а 6 меѓу 5 и 10 години. Ја развиваат писменоста и пишувањето (вештини за основното образование) и пооднуваат содржинска писменост и пишување (средно училиште). Повеќе од половина од нив имаат завршено втор циклус курс или студиски програми за посебни потреби, со дополнителни компетенции за описменување, односно подучување на вештините на читање и пишување. Повеќе од половина од нив исто така биле задоволни со нивната дополнителна компетенција и самите верувале дека поседуваат знаење.

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Табела 1: Одговори (проценти). Случаи што недоставуваат (фrekвенции)

<table>
<thead>
<tr>
<th>Прашања / Questions</th>
<th>Да / Yes</th>
<th>Не / No</th>
<th>Не знам / Don’t know</th>
<th>Недоставуваат / Missing</th>
<th>Вкупно / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Имате ли дополнителна курсна обука за посебно образование? / Do you have supplementary training courses in special needs education?</td>
<td>24(60)</td>
<td>8(20)</td>
<td>–</td>
<td>8(20)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Компетентни ли сте за настава по читање и пишување? / Do you think you have competence in reading and writing literacy?</td>
<td>22(55)</td>
<td>16(40)</td>
<td>–</td>
<td>2(5)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Дали вашето образование ви дава соодветна компетентност за настава по читање и пишување? / Did your education give you adequate competence in reading and writing literacy?</td>
<td>20(50)</td>
<td>18(45)</td>
<td>–</td>
<td>2(5)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Имате ли дополнителна обука за настава по читање и пишување? / Have you gotten supplementary training in reading and writing literacy?</td>
<td>23(57,5)</td>
<td>16(40)</td>
<td>–</td>
<td>1(2,5)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Мислите ли дека дополнителната обука ве прави покомпетентни? / Do you think the supplementary training has given you deeper competence?</td>
<td>23(57,5)</td>
<td>1(2,5)</td>
<td>–</td>
<td>16(40)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Сметате ли дека сега сте адекватно компетентни за настава по читање и пишување? / Do you think that you currently have adequate competence in reading and writing literacy?</td>
<td>10(25)</td>
<td>28(70)</td>
<td>2(5)</td>
<td>40(100)</td>
<td></td>
</tr>
<tr>
<td>Дали се согласувате со критиките од Шведскиот училишен инспекторат? / Do they agree with the critique by the Swedish Schools inspectorate?</td>
<td>16(40)</td>
<td>18(45)</td>
<td>–</td>
<td>6(15)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Дали некој од вашите ученици има потешкотии со читањето и пишувањето? / Do any of your students have reading and writing difficulties?</td>
<td>30(75)</td>
<td>2(5)</td>
<td>4(10)</td>
<td>4(10)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Дали ги документирате потешкотиите на учениците со читање и пишување? / Do you document your students’ reading and writing difficulties?</td>
<td>27(67,5)</td>
<td>7(17,5)</td>
<td>–</td>
<td>6(15)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Дали вашиот колеги ги документираат потешкотиите на студентите во читање и пишување? / Do your colleagues document their students’ reading and writing difficulties?</td>
<td>22(55)</td>
<td>1(2,5)</td>
<td>15(37,5)</td>
<td>2(5)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Сметате ли дека можете да им дадете довољно поддршка на вашите ученици со потешкотии во читањето и пишувањето? / Do you think that you can give your students who have reading and writing difficulties enough support?</td>
<td>25(62,5)</td>
<td>8(20)</td>
<td>–</td>
<td>7(17,5)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Имате ли довољно средства да ги следите учениците со потешкотии во читањето и пишувањето? / Do you have sufficient resources to follow up with students who have reading and writing difficulties?</td>
<td>17(42,5)</td>
<td>13(32,5)</td>
<td>–</td>
<td>10(25)</td>
<td>40(100)</td>
</tr>
<tr>
<td>Сметате ли дека добивките довољна дополнителна обука за настава по читање и пишување? / Do you think that you have gotten sufficient supplementary training in reading and writing literacy?</td>
<td>9(22,5)</td>
<td>22(55)</td>
<td>–</td>
<td>9(22,5)</td>
<td>40(100)</td>
</tr>
</tbody>
</table>

Во табелата 1, само 5% од наставниците изјавиле дека немаат ученици со потешкотии во читањето и пишувањето. Документацијата е важна во посебното образование, но не документираат сите наставници. Речиси еден од

In Table 1, only 5% of the teachers stated that they did not have students with reading and writing difficulties. Documentation is important in special needs education, but not all teachers document. Almost one out of five does not
In total, 57.5% of the teachers had completed some form of second cycle course or study programme in the area of reading and writing. However, the actual amount of time spent on courses varied from one-day seminars to completing several courses in reading and writing. A vast majority of the teachers responded that they were satisfied with their formal education in reading and writing, as seen in the following responses:

- I got new ideas about how I can work and analyse students’ competence in reading and writing.
- It was nice to get a fresh start with a good and successful strategy—Inference training.
- I have got deep knowledge and I am thus able to face the students with confidence and find individual solutions.
- It reminded me how important reading and writing actually is. Old knowledge was reactivated.
- Only 22.5% of the teachers thought they were sufficiently competent to teach reading and writing.
- No, you never know enough. It is interesting to get up to date knowledge about current research in the area.
- No. You are in constant need of new knowledge.
- The more you learn, the more you realize the complexities of teaching.
- I need to be updated about learning technologies.
The social practice of documentation

The social practice of documentation varies among teachers:

- By tests and making notes every day about what has been done. This is done in a written form both to the teacher and to the parents.
- I have a folder, “my goals”. Each student has an own folder and we mark each time when a goal has been fulfilled.
- I write down in a log. Parental talks.
- Making notes about what the students need to know. Talk with our reading and writing instructor.
- Make notes each time we are at work.
- Individual developmental plan, writing evaluations (individual education plans).

Few teachers stated that students are tested and only one teacher stated that individual education plans are established at the school. Consequently, it seems as though the schools just “talk” about students’ difficulties, but do not practice any plans for dealing with the learning problems. Now, consider the responses if the students do not fulfil the goals of the curriculum.

- Continuously follow up on students’ progression but do not take action.
- The individual developmental plan is evaluated each year and I see progression in most cases.
- A team of colleagues on a week staff meeting. Everybody is engaged in our reading programme, so we make evaluations each week and all work is connected to the individual developmental plan.

The question remains why the teachers are content with just talking about reading and
училишта не соработуваат со родителите за да се постигне подобар обем. Доминантна тенденција во одговорите е дека е додержано да се „зборува за проблемите“ (37). Парадоксално, речиси половина од онe што ги даваа одговорите не знаеја дали нивните колеги практикуваат документирање. Очигледен е парадоксот меѓу зборување и дејствување. Парадоксално е и тоа што, и покрај тоа што наставниците не се разговараат за проблемите, таквинот разговор речиси никогаш не доведува до активности за индивидуални образовни планирања. Според тоа, не се практикува ниту планирање ниту активности.

Општествената практика на наставата по читање во училиштата

Одговорите посочуваат висок степен на организациона специјализација. Наставата се спроведува делумно во училишната, а делумно надвор од неа.
- Имаме инструктор специјално за читање и класен раководител со стручно знаење.
- Наставата се одвива и во училишната и надвор од неа со специјален инструктор.
- Јас работам со моите ученици, а тие исто така работат со специјален едукаtor со втор циклус курс за читање и пишување.

Документирање на потешкотиите во читањето и пишувањето

Имајќи го предвид бројот на наставници кои пријавуваат голем броj ученици со потешконости во читањето и пишувањето, интересно е да се испита дали наставниците практикуваат документирање или користат аналитички преглед при откривање дислексија.
- Да и не. Документирањето се изведува преку учениците кои секој ден пишуваат дневник.
- Да, но недоволно. Добро би било да има инструкции за проценка. Вкупно 17,5% наставници изјавуваат дека воопшто не практикуваат документирање.

writing problems with their colleagues, but fail to take action. Another question remains as to why schools do not cooperate with parents to any great extent. The dominant tendency in the answers is that talking about problems is “good enough” (37). Paradoxically, almost half of the respondents do not know how their colleagues practice documentation. The paradox of *talk and action* is apparent. Another paradox is that although teachers talk to one another about the problems, the *talk* almost never leads to any *individual educational planning activities*. Consequently, neither planning nor actions are practiced.

The social practice of reading instruction at schools

The responses indicate a high degree of organizational specialization. Instruction is conducted partly inside and partly outside the classroom.
- We have a special reading instructor and a class supervisor with expertise knowledge.
- Instruction takes place both inside and outside the classroom with a special instructor.
- I work with my students and they also work with a special educator with a second cycle course in reading and writing.

From the perspective of organizational theory it is apparent that schools practice a high degree of organizational differentiation, hence students are grouped in various sub-groups.

Documentation of reading and writing difficulties

Considering the number of teachers who reported a high number of students with reading and writing difficulties, it would be interesting to investigate whether the teachers practice documentation or use screening to detect dyslexia.
- Yes and no. Documentation is conducted by the students that are to write logs every day.
- Yes, but not enough. It would be beneficial with instructions for evaluation.

A total of 17.5% of the teachers reported that they do not practice documentation at all. Thus,
Така, одговорите указуваат дека практиката за школување „во заднина“ е турбулентна и неуредна. Останатите одговори од испитани- ците покажуваат дека тие или документираат или дека нивните ученци преку воење дневник ги документираат своите потешкотии во читањето и пишувањето. Во ниту еден од од- говорите не се спомнува тестирање. Наставни- ците имаат потреба од повеќе материјал за тес- тирање за да ги оценат ученциите и да водат документација за нив. Потребата од документација е прикажана од Svärd и Florin (9). Авто- рите указуваат дека е потребна поддршка на наставнициите во сарколаните за да се направи индивидуален образовен план.

Критики од училишната инспекција

Откако Шведскиот училиштен инспекторат ги критикуваше сарколаните, авторите беа заинтересирани дали наставниците се согла- суваат со критикувањето. Двајца од испрашат- ните наставни циотогаш не слушнале за критики од училишната инспекција. Остана- тите се делелени. Половина од наставнициите се согласуваат со критиките, а половина не се согласуваат.

▪ Не е вистина!
▪ Многумина ученци имаат потешкотии само да присустуваат, така што не може да се даде приоритет на читањето.
▪ Сметам дека критиките се несоодветни. Несогласувањата се оправдани во однос на (а) преферирање на грижата и (б) компетентноста на ученциите. Вториот мотив за оправ- дување на практиката е парадоксален. Повеќе ученци се испратени во специјал- но училиште откако не се прилагодиле во ре- довното образование, а тоа е во врска со нив- ната компетентност.
▪ Добро. Треба да се подобриме!
▪ Ги разбирах критиките. Тешко е да се спроведе во целото одделение. Потребна е посебна помош.
▪ Можам да разберам, особено што се одне- сува до ученциите со аутизам. Има толку многу работи што треба да се сработат; работи што ученциите не ги учат самите. Наставнициите кои се согласуваат со критиките го наведуваат недостатокот на организа- циски ресурси како причина за недокументи- рањето. Сепак, наставнициите кои се подготве-

The critique of the school inspection

Since the Swedish School inspectorate had criticized Särskolan, the authors were interested to find out whether the teachers agreed with this criticism. Two of the teachers had never heard about the critique from the school inspection. The rest of the responses are polarized. Half of the teachers agree with the critique and half of the teachers disagree with the critique.

▪ It is not true!
▪ Many students have a hard time just getting by and thus you cannot prioritize reading.
▪ I think that the critique is incorrect.

The disagreements are legitimized with reference to (a) the preference for care, and (b) that their students are competent. The second social motive for legitimizing the practice is paradoxical. Most students are sent to Särskolan since they do not manage regular education and this has to do with their competence.

▪ Good. We need to improve!
▪ Understand the criticism. It can be difficult to conduct in whole class. There are special help to get.
▪ Can understand it, especially concerning students with autism. There is so much to work with them. Things that student do not learn by themselves.

The teachers who agree with the critique cite the lack of organizational resources as a reason for not documenting. However, the teachers
The teachers differ in their responses to the perception of adequate organizational resources to support students with reading and writing difficulties. Twenty percent of the teachers stated that there are not enough available resources for reading and writing instruction. Furthermore, the teachers differ in their responses to the perception of adequate organizational resources to follow-up reading and writing difficulties.

- There is not enough time. There are so much other things to do.
- We have difficulties making time for all the check-ups that we ought to do.
- Yes, if we get support from a speech pathologist.
- We have a close cooperation with the central support team and get the support we ask for.
- Need more knowledge about reading and writing technologies and resources for this purpose.

Studies have shown that resources are crucial for improving schooling (38). The extent and the quality of school resources can have an important impact on the quality of classroom instruction. For example, the presence of a library or multimedia centre may be particularly relevant for developing reading literacy.
In this study, teachers in Särskolan filled in a questionnaire concerning attitudes towards the social practice of reading and writing instruction. The outcome was that the attitudes towards the social practice of reading and writing instruction differed. The conclusion of the study is that the teachers in Särskolan have a clear and well-defined professional role that specifies the social practices and goals. More than one third of the teachers did not know about the documentation practice of their colleagues. This is perplexing, given that shared knowledge about a colleague’s work is a necessary condition for promoting good collaboration and quality learning.

**Discussion**

In this study, teachers in Särskolan filled in a questionnaire concerning attitudes towards the social practice of reading and writing instruction. The outcome was that the attitudes towards the social practice of reading and writing instruction differed. The conclusion of the study is that the teachers in Särskolan have a clear and well-defined professional role that specifies the social practices and goals. More than one third of the teachers did not know about the documentation practice of their colleagues. This is perplexing, given that shared knowledge about a colleague’s work is a necessary condition for promoting good collaboration and quality learning.
A second conclusion of the present study is that several pupils do not receive the proper education they are entitled to, that is, they do not receive literacy instruction. Their teachers have low expectations on their ability to develop their reading and writing skills (15, 39, 40). Thus, norms and values limit the possible ways of the pupils’ learning and development. Rhetoric falls short of practice when trying to explain pupils’ failures with the deficiency of the individual and their functional impairment and when not considering the responsibility of the school as an organization.

Hence, schools can provide the necessary organizational resources for scaffolding the learning development and care of the pupils. However, if schools are to provide the necessary resources, then teachers have to identify the relevant problems, document them, and provide the relevant solutions. Such measures necessitates that Särskolan can break with the continuities (existing norms) of teaching.

Based on the qualitative data, a third conclusion is that there is a tension between the willingness to open up the school organization on one hand, and a defensiveness of the organization on the other hand. That is, there is a tension between preserving the norms of social practice in Särskolan and the willingness to learn and adapt to the critique aimed towards the organization.

The present study has some limitations. The sample size is small and the statistics are mostly descriptive. Thus, inferring generalizations to a whole population is not possible. Future studies are needed to explore a range of hypotheses: (a) to what extent is Särskolan willing to learn from the surrounding society? and (b) to what extent is Särskolan willing to make parents and students active participants in the decision-making process? Future studies should explore whether similar conditions prevail in other regions. A fair hypothesis would be that the social practice is not a regional phenomenon but a global educational phenomenon beyond national boundaries.
Conflict of interests
Authors declare no conflict of interest.

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