

Heimildaskrá

- Asbjørnslett, M. og Hemmingsson, H. (2008). Participation at school as experienced by teenagers with physical disabilities. *Scandinavian Journal of Occupational Therapy*, 15(3), 153-161. doi:10.1080/11038120802022045.
- Bailey, D. M. (1997). *Research for the health professional: a practical guide* (2. útg.) Philadelphia: F. A. Davis Company.
- Canadian Association of Occupational Therapists. (2002). *Enabling occupation: An occupational therapy perspective*. Ottawa, ON: CAOT publications ACE.
- Case-Smith, J. og Rogers, J. (2005). School based occupational therapy. Í J. Case-Smith (ritstjóri), *Occupational therapy for children* (5. útg.) (bls. 795-826). St. Louis: Elsevier Mosby.
- Charmaz, K. (2006). *Constructing grounded theory: a practical guide through qualitative analysis*. London: SAGE Publications.
- Curtin, M. og Fossey, E. (2007). Appraising the trustworthiness of qualitative studies: Guidelines for occupational therapists. *Australian Occupational Therapy Journal*, 54(2), 88-94. doi:10.1111/j.1440-1630.2007.00661.x.
- Egilson, S. T. og Hemmingsson, H. (2009). School participation of pupils with physical and psychosocial limitations: A comparison. *British Journal of Occupational Therapy*, 74(4), 144-152.
- Egilson, S. T. og Traustadottir, R. (2009a). Assistant to pupils with physical disabilities in regular school: Promoting inclusion or creating dependency? *European Journal of Special Needs Education*, 24(1), 21-36. doi:10.1080/08856250802596766.
- Egilson, S. T. og Traustadottir, R. (2009b). Participation of students with physical disabilities in the school environment. *American Journal of Occupational Therapy*, 63(3), 264-272.

Eriksson, L., Welander, J. og Granlund, M. (2007). Participation in everyday school activities for children with and without disabilities. *Journal of Developmental and Physical Disabilities*, 19(1), 485-502.

Félagsmálaráðuneytið (2010). *Tillögur nefndar um fullgildingu samnings Sameinuðu þjóðanna um réttindi fatlaðs fólks*. Sótt af:

http://www.felagsmalaraduneyti.is/media/utgafa2010/Nefnd_um-samning_um_fatlada12032010.pdf

Fossey, E., Harvey, C., McDermott, F. og Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian & New Zealand Journal of Psychiatry*, 36(6), 717-732. doi:10.1046/j.1440-1614.2002.01100.x.

Hammell, K., Carpenter, C. (2000). Introduction to qualitative research in occupational therapy and physical therapy. Í K. W. Hammell, C. Carpenter og I. Dyck (ritstjórar), *using qualitative research: a practical introduction for occupational and physical Therapists* (bls. 1-12). London: Churchill Livingstone.

Hanna Björg Sigurjónsdóttir (2006). Völd og valdaleysi: Um siðferði og ábyrgð rannsakanda. Í Rannveig Traustadóttir (ritstjóri), *Fötlun: Hugmyndir og aðferðir á nýju fræðasviði* (bls. 66-80). Reykjavík. Háskólaútgáfan.

Heah, T., Case, T., McGuire, B. og Law, M. (2007). Successful participation: The lived experience among children with disabilities. *The Canadian Journal of Occupational Therapy*, 74(1), 38-47.

Helga Jónsdóttir (2003). Viðtöl sem gagnasöfnunaraðferð. Í Sigríður Halldórsdóttir og Kristján Kristjánsson (ritstjórar), *Handbók í aðferðafræði og rannsóknum í heilbrigðisvísindum*. (bls. 67-84). Akureyri: Háskólinn á Akureyri.

- Hemmingson, H. og Borell, L. (2000). Accommodation needs and student-environment fit in upper secondary schools for students with severe physical disabilities. *Canadian Journal of Occupational Therapy*, 67(1), 162-172.
- Hemmingson, H. og Borell, L. (2002). Environmental barriers in mainstream schools. *Child Care, Health and Development*, 28(1), 57-63.
- Hemmingsson, H., Egilson, S. Þ, Hoffman, O. og Kielhofner, G. (2006). *Mat nemenda á skólaumhverfi, handbók* (3. útg.) (Rúnar Sigþórsson, þýddi). Reykjavík: Iðjuþjálfafélag Íslands, faghópur um iðjuþjálfun barna. (Upphaflega gefið út 2005).
- Hemmingsson, H., Gustavsson, A. og Townsend, E. (2007). Students with disabilities participating in mainstream schools: Policies that promote and limit teacher and therapist cooperation. *Disability & Society*, 22(4), 383-398.
doi:10.1080/09687590701337892.
- Hemmingsson, H. og Jonsson, H. (2005). An occupational perspective on the concept of participation in the international classification of functioning, disability and health—some critical remarks. *American Journal of Occupational Therapy*, 59, 569-576.
- Hemmingsson, H., Kottorp, A. og Bernspång, B. (2004). Validity of the School Setting Interview: An assessment of the student-environment fit. *Scandinavian Journal of Occupational Therapy*, 11(4), 171-178.
- Hrefna K. Óskarsdóttir. (2006). Fötluð ungmenni: fyrstu skrefin til fullorðinslífs. *Iðjuþjálfaneminn*, 6(1). 26-27.
- Iðjuþjálfafélag Íslands. (2001). Sótt 30. mars 2010 af
<http://idju.sigl.is/?c=webpage&id=33&lid=13&option=links>
- Independent Living (e.d.). Ed Roberts „*The father of independent living*“. Sótt 10. apríl 2010 frá: http://www.ilusa.com/links/022301ed_roberts.htm

- Jones, F., Rodger, S., Ziviani, J. og Boyd, R. (2009). Transition to secondary school for students with cerebral palsy and implications for quality of life: A systematic review. *Journal of Occupational Therapy, Schools, & Early Intervention*, 2(2), 133-147.
doi:10.1080/19411240903146509.
- Journey, B. J. og Loukas, K. M. (2009). Adolescents with disability in school-based practise: Psychosocial intervention recommendations for a successful journey to adulthood. *Journal of Occupational Therapy, Schools, & Early Intervention*, 2(2), 119-132.
doi:10.1080/19411240903146459.
- King, G., Tucker, M. A., Baldwin, P., Lowry, K., LaPorta J. og Martens L. (2002). A life needs model of pediatric service delivery: servies to support community participation and quality of life for children and youth with disabilities. *Physical & Occupational Therapy in Pediatrics*, 22(2), 53-77.
- Ko, B. og McEnery, G. (2004). The needs of physically disabled young people during transition to adult services. *Child: Care, Health & Development*, 30(4), 317-323.
doi:10.1111/j.1365-2214.2004.00422.x.
- Kollstad, M. (2008). *Klara seg selv? – faglige utfordringer i arbeidet med unge funksjonshemmede*. Oslo: Gyndendal.
- Law, M., Cooper, B., Strong, S. og Letts, L. (1996). The Person-Environment-Occupation model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*, 63, 186-192.
- Lög um framhaldsskóla nr. 92/2008.*
- Lög um Greiningar- og ráðgjafarstöð ríkissins nr. 83/2003.*
- Lög um málefni fatlaðra nr. 59/1992.*

- Magill-Evans, J., Wiart, L., Darrah, J. og Kratochvil, M. (2005). Beginning the transition to adulthood: The experiences of six families with youth with cerebral palsy. *Physical & Occupational Therapy in Pediatrics*, 25(3), 19-36. doi:10.1300/J006v25n03_03.
- Mancini, M. C., Coster, W. J., Tromly, C. A. og Heeren, T. C. (2000). Predicting elementary school participation in children with disabilities. *Archives of Physical Medicine and Rehabilitation*, 81, 339-347.
- Mennta- og menningarmálaráðuneytið. (e.d.). *Sérkennsla í framhaldsskólum*. Sótt 1. nóvember 2009 af <http://www.menntamalaraduneyti.is/afgreidsla/sjodir-og-eydublod/menntamal/nr/265>.
- Pivik, J., McComas, J. og LaFlamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional Children*, 69, 97-107.
- Polit, D. F. og Beck, C. T. (2004). *Nursing research: Principles and methods* (7. útg.). Philadelphia: Lippincott Williams & Wilkins.
- Prellwitz, M. og Tamm, M. (2000). How children with restricted mobility perceive their school environment. *Scandinavian Journal of Occupational Therapy*, 7, 165-173.
- Rannveig Traustadóttir. (2006). Í nýjum fræðaheimi: upphaf fötlunarfræða og átök ólíkra hugmynda. Í Rannveig Traustadóttir (ritstjóri), *Fötlun: hugmyndir og aðferðir á nýju fræðasviði* (13-35). Reykjavík: Háskólaútgáfan.
- Rannveig Traustadóttir. (2009). disability studies, social model and legal developments. Í Oddný Mjöll Arnardóttir og G. Quinn (ritstjórar), *The UN convention on the rights of persons with disabilities: European and scandinavian perspectives* (bls. 3-16). Boston: Martinus Nijhoff Publishers.
- Reglugerð um innritun nemenda í framhaldsskóla nr. 1150/2008.*
- Reglugerð um kennslu fatlaðra nemenda í framhaldsskólum nr. 372/1998.*

- Ringaert, L. (2003). Universal design of the built environment to enable occupational performance. Í L. Letts, R. Rigby og D. Stewart (ritstjórar), *Using environments to enable occupational performance* (bls. 97-119). New Jersey: SLACK Incorporated
- Samþykkt Sameinuðu þjóðanna: Samningur um réttindi fatlaðs fólks.*
- Schenker, R., Coster, W. og Parush, S. (2005). Participation and activity performance of students with cerebral palsy within the school environment. *Disability and Rehabilitation, 27*, 539-552.
- Sigurður Kristinsson. (2003). Siðfræði rannsókna og siðanefndir. Í Sigríður Halldórsdóttir og Kristján Kristjánsson (ritstjórar), *Handbók um aðferðir og rannsóknir í heilbrigðisvísindum* (bls. 161-180). Akureyri: Háskólinn á Akureyri.
- Snæfríður Þóra Egilson. (2004). Áhrifaþættir á þátttöku nemenda með hreyfihömlun. Í Úlfar Hauksson (ritstjóri), *Rannsóknir á félagsvísindum V* (bls. 531-542). Reykjavík: Háskólaútgáfan: Félagsvísindastofnun Háskóla Íslands.
- Snæfríður Þóra Egilson. (2006). Tilhögun aðstoðar við nemendur með hreyfihömlun: Ýmis álitamál. *Glæður*, 1, bls. 12-19.
- Snæfríður Þóra Egilsson, Antonía María Gestsdóttir, Erla Björnsdóttir og Inga Dís Árnadóttir. (2003). „Mig langar svoldið til þess að geta gert svipað og aðrir krakkar“. *Iðjuþjálfinn*. 25(1). 28-32.
- Snæfríður Þóra Egilson og Guðrún Pálmadóttir. (2006). Heilbrigði og fötlun: Alþjóðleg líkön og flokkunarkerfi. Í Rannveig Traustadóttir (ritstjóri). *Fötlun, hugmyndir og aðferðir á nýju fræðasviði* (bls. 37-65). Reykjavík: Háskólaútgáfan.
- Steinberg, L. (2005). *Adolescence* (7. útg.). Boston: McGraw Hill.
- Stewart, D. (2006). Evidence to support a positive transition into adulthood for youth with disabilities. *Physical & Occupational Therapy in Pediatrics, 26*(4), 1-4.
doi:10.1300/J006v26n04_01.

Stewart, D., Stavness, C., King, K., Antle, B. og Law, M. (2006). A critical appraisal of literature: Reviews about the transition to adulthood for youth with disabilities.

Physical & Occupational Therapy in Pediatrics, 26(4), 5-24.

doi:10.1300/J006v26n04_02.

Strong, S., Rigby, P., Stewart, D., Law, M., Letts, L. og Cooper, B. (1999). Application of the person-environment-occupation model: A practice tool. *Canadian Journal of Occupational Therapy*, 66, 122-133.

Occupational Therapy, 66, 122-133.

Young, N. L., McCormick, A., Mills, W., Barden, W., Boydell, K., Law, M. o.fl. (2006). The transition study: A look at youth and adults with cerebral palsy, spina bifida, and acquired brain injury. *Physical & Occupational Therapy in Pediatrics*, 26(4), 25-45.

Physical & Occupational Therapy in Pediatrics, 26(4), 25-45.

doi:10.1300/J006v26n04_03.

World Health Organization (2001). *International Classification of Functioning, Disability and Health*. Geneva: World Health Organization.