

Kurslitteraturlista för forskarutbildningskursen

Socio-emotionellt välbefinnande och psykisk hälsa för elever med särskild begåvning, 7,5 hp

Social-emotional and psychological well-being for highly able and/or gifted children and youth, 7,5 credits

Obligatorisk litteratur

Ambrose, D. (2021). Interdisciplinary exploration guiding conceptions of giftedness. In: R.J. Sternberg & D. Ambrose (Eds.), *Conceptions of giftedness and talent* (pp.1-20). Palgrave macmillan.
<https://link.springer.com/book/10.1007/978-3-030-56869-6>

Baudson, T.G. (2016). The mad genius stereotype: Still alive and well. *Frontiers in Psychology*, 7.
<https://doi.org/10.3389/fpsyg.2016.00368>

Baudson, T.G. & Fee Ziemes, J. (2016). The importance of being gifted: Stages of gifted identity development, their correlates and predictors. *Gifted and Talented International*, 31:1, 19-32. DOI:
<https://doi.org/10.1080/15332276.2016.1194675>

Bergold, S., Wirthwein, L., Rost, D.H., & Steinmayr, R. (2015). Are gifted adolescents more satisfied with their lives than their non-gifted peers? *Frontiers in Psychology*, 6:1623.
<https://doi.org/10.3389/fpsyg.2015.01623>

Bernstein, B.O., Lubinski, D., & Benbow, C.P. (2021). Academic acceleration in gifted youth and fruitless concerns regarding psychological well-being: A 35-year longitudinal study. *Journal of Educational Psychology*, 113 (4), 830-845. <http://dx.doi.org/10.1037/edu0000500>

Hobson, A.J., & Townsend, A. (2010). Interviewing as educational research method(s). In: D. Hartas (Ed.), *Educational research and inquiry: Qualitative and quantitative approaches* (pp.223-238). Bloomsbury Academic. <https://doi.org/10.5040/9781474243834.ch-014>

Martin, L.T., Burns, R.M. & Schonlau, M. (2010). Mental disorders among gifted and nongifted youth: A selected review of the epidemiologic literature. *Gifted Child Quarterly*, 54(1), 31-41.
<https://doi.org/10.1177/0016986209352684>

Morawska, A., & Sanders, M. (2009). An evaluation of a behavioral parenting intervention for parents of gifted children. *Behavior Research and Therapy*, 47, 463-470.
<https://doi.org/10.1016/j.brat.2009.02.008>

Olszewski-Kubilius, P., Subotnik, R.F., & Worrell, F.C. (2023). Sociocultural factors that affect the identification and development of talent in children and adolescents. *European Journal of Training and Development*, 47(3/4), 404-420. <https://www-emerald-com.ludwig.lub.lu.se/insight/content/doi/10.1108/ejtd-01-2022-0003/full/pdf>

- Ponizovsky-Bergelson, Y., Dayan, Y., Wahle, N., & Roer-Strier, D. (2019). A qualitative interview with young children: What encourages or inhibits young children's participation? *International Journal of Qualitative Methods*, 18, 1-9. <https://doi.org/10.1177/1609406919840516>
- Reis, S.M. & Renzulli, J.S. (2004). Current research on the social and emotional development of gifted and talented students: Good news and future possibilities. *Psychology in the Schools*, 41(1), 119-130. <https://doi.org/10.1002/pits.10144>
- Riedl Cross, J., Vaughn, C.T. et al. (2019). A cross-cultural study of the social experience of giftedness. *Roeper Review*, 41:224-242. <https://doi.org/10.1080/02783193.2019.1661052>
- Sternberg, R.J. (2021). Transformational creativity: The link between creativity, wisdom, and the solution of global problems. *Philosophies*, 6, 75. <https://doi.org/10.3390/philosophies6030075>
- Stålnacke, J. & Smedler, A.-C. (2011). Psychosocial experiences and adjustment among adult Swedes with superior general mental ability. *Journal for the Education of the Gifted*, 34(6), 900-918. <https://doi-org.ludwig.lub.lu.se/10.1177/0162353211424988>
- Subotnik, R.F., Olszewski-Kubilius, P., Corwith, S., Calvert, E., & Worrell, F. (2023). Transforming gifted education in schools: Practical applications of a comprehensive framework for developing academic talent. *Education sciences*, 13, 707 <https://doi.org/10.3390/educsci13070707>
- Subotnik, R.F., Olszewski-Kubilius, P., & Worrell, F.C. (2011). Rethinking giftedness and gifted education: A proposed direction forward based on psychological science. *Psychological Science in the Public Interest*, 12(1), 3-54. <https://doi-org.ludwig.lub.lu.se/10.1177/1529100611418056>
- Tirri, K. (2022). Educating ethical minds in gifted education. In: R. Sternberg, D. Ambrose, S. Karami (Eds.), *The Palgrave Handbook of Transformational Giftedness for Education* (pp. 387-402). Springer International Publishing.
- Worrell, F.C., Olszewski-Kubilius & Subotnik, R.F. (2021). Serving gifted students: A talent development perspective. In: T.L. Cross & J.R. Riedl Cross (Eds.), *Handbook for counselors serving students with gifts & talents: Development, relationships, school issues, and counseling needs/interventions* (2nd edition, pp. 29-44). Prufrock Press Inc.

Ytterligare obligatorisk litteratur kan tillkomma. Därtill tillkommer valbar litteratur.

Antologier (valbara kapitel)

Cross, T.L. & Riedl Cross, J.R. (Eds.) (2021). *Handbook for counselors serving students with gifts & talents: Development, relationships, school issues, and counseling* (2nd edition). Prufrock Press Inc.

Cross, T.L. (2021). *On the social and emotional lives of gifted children* (5th edition). Prufrock Press Inc.

Neihart, M., Pfeiffer, St.I., & Cross, T.L. (Eds.) (2021). *The social and emotional development of gifted children. What do we know?* Prufrock Press Inc.

Pfeiffer, St.I., Shaunessy-Dedrick, E., & Foley-Nicpon, M. (Eds.) (2018). *APA handbook of giftedness and talent*. American Psychological Association.

Sternberg, R.J., & Ambrose, D. (Eds.) (2021). *Conceptions of giftedness and talent*. Palgrave macmillan. <https://link.springer.com/book/10.1007/978-3-030-56869-6>

Sternberg, R.J., Ambrose, D., & Karami, S. (Eds.) (2022). *The Palgrave Handbook of Transformational Giftedness for Education*. Palgrave macmillan. <https://doi.org/10.1007/978-3-030-91618-3>

Referenslitteratur om elevhälsa och hälsofrämjande skolutveckling i Sverige

Dalman, Ch., Bremberg, S., Åhlén, J., Ohlis, A., Agardh, E., Wicks, S., & Lundin, A. (2021). *Psykiskt välbefinnande, psykiska besvär och psykiatriska tillstånd hos barn och unga: begrepp, mätmetoder och förekomst: en kunskapsöversikt*. Forte – Forskningsrådet för hälsa, arbetsliv och välfärd. <https://forte.se/publikation/begrepp-matmetoder/>

Folkhälsomyndigheten (2023). *Skolbarns hälsovanor i Sverige 2021/22. Nationella resultat*. Folkhälsomyndigheten. <https://www.folkhalsomyndigheten.se/publikationer-och-material/publikationsarkiv/s/skolbarns-halsovanor-i-sverige-2021-2022-nationella-resultat/>

Gren Landell, M. (2023). *När barn och unga är borta från skolan. Socialt arbete med skolfrånvaro och studieavbrott*. Studentlitteratur.

Gren Landell, M. (Ed.) (2021). *School attendance problems. A research update and where to go*. Jerringfonden.

Guvå, G. (2023). *Utvecklingspsykologiska perspektiv på utveckling och lärande i skola och förskola*. Studentlitteratur.

Klingberg, T. (2016). *Hjärna, gener och jävlar anamma: hur barn lär*. Natur och Kultur.

Skolverket om elevhälsa: <https://www.skolverket.se/regler-och-ansvar/ansvar-i-skolfragor/elevhalsa>

Utbildningsdepartementet. (2021). *Bättre möjligheter för elever att nå kunskapskraven – aktivt stöd och elevhälsoarbete samt stärkt utbildning för elever med intellektuell funktionsnedsättning* (Statens offentliga utredningar, 2021:11).

<https://www.regeringen.se/contentassets/77f91fad3fff4e9f85bc560b1e5c34d9/battre-mojligheter-for-elever-att-na-kunskapskraven-sou-202111/>

I samråd med kursansvarig kan annan litteratur tillkomma.