

List of Figures

Figure 4.1:	Study combination, illustrated through the form of a raspberry	93
Figure 5.1:	The five basic parts of organisations (Mintzberg 1979, p. 20).	109
Figure 6.1:	Tasks of German and Swedish SEs.....	127
Figure 6.2:	Perception of competence of German and Swedish SEs....	130
Figure 6.3:	Reasons for students' difficulties at school.....	132
Figure 6.4:	Importance of diagnosis for special support	134
Figure 6.5:	Forms of special education professionalism.....	136
Figure 8.1:	Dimensions of the most essential inclusive activities and special education scopes of action for SEs in inclusion	185
Figure 9.1:	Types of employment in 2012	194
Figure 9.2:	Type of employment in 2022	194
Figure 9.3:	Tasks of SEs	198
Figure 9.4:	SEs' teaching responsibilities in different contexts.....	199
Figure 9.5:	SEs' work with consultation, advice/interaction with assistants and teachers/teacher teams.....	200
Figure 9.6:	SEs' work with school development.....	201
Figure 9.7:	SEs' work with investigations, intervention plans and documentation	202
Figure 9.8:	Summary of the areas SEs feel prepared to work in after training.....	205
Figure 9.9:	Reasons for students' difficulties at school.....	208

FIGURES

Figure 9.10: Importance of diagnosis for special support, 2012 and
2022 209

Figure 9.11: Ability to influence colleagues, 2012 and 2022..... 214

Figure 11.1: Beliefs about inclusions in school systems
(descriptive statistics presented in the appendix)..... 246

Figure 11.2: Beliefs about school and classroom environment 248

Figure 11.3: Perceived need for medical, psychiatric, and
psychotherapeutic knowledge 249

Figure 12.1: Inclusive education between special(ist) and
general(ist) education and professional and
organisational logic 274

Figure 12.2: Various operationalisations of inclusion 278