

## ABSTRACT

Title: Lärande med rörelsehinder. Studier av förutsättningar och  
möjligheter för kunskapsutveckling i skolan.  
(Learning with motor disabilities. Studies of pupils prerequisites  
and possibilities for knowledge development in school.)

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The main purpose was to study knowledge and learning among different groups of pupils with motor disabilities and empirically and theoretically relate their learning to their motor disabilities and diagnosed medical neurological causes for them.

Results are related to different explanation- and understanding-models, based on assumptions and research paradigms which hopefully contributing to nuance knowledge and understanding for their learning, knowledge development and prerequisites in school situations.

Various methods have been used in the three studies. Results were collected from a national assessment test program in the first study. Accommodated assessment instruments and assessment situations were used in the second study. Nine pupils from three diagnose groups participated in a qualitative experiment in the third study.

Results show that pupils with motor disabilities are not fully included in school and that they are often underestimated in test situations. They showed a variety of used cognitive strategies, unrelated to diagnoses and/or motor disabilities, when working with spatial mathematical tasks.

The low expectancies from school staff, which often were found to be underestimates, are discussed and related to different research paradigms and preconditions for optimal partaking in school work.

Hypothesised models within different research paradigms lead to different expectations on pupils' ability to learn. A developmental pedagogical perspective in a constructivist research paradigm seems to be relevant for understanding the complexity of learning among individuals with or without motor disabilities.