

# Module 1: Teaching

**Teaching** is a training activity, in which a teacher teaches a subject to the students.

Teaching means to teach.

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## Introduction

In the IHES project data and in other **research**, there are three important **theoretical approaches** to education:

1. The social paradigm of disability.  
A paradigm is a working model or **theory** accepted by the entire scientific community.
2. Independent living
3. Universal Design for Learning,  
which is a learning experience for all,  
is people-centred and promotes inclusive education.

**Research** is the scientific study of a specific subject.

The **theoretical approach** is the point of view or position from which we analyze what we want to study.

A **theory** is a hypothesis that has been extensively tested.

Now, we are going to explain these three approaches according to theory.

We are also going to see the opinion of these people:

- Disability specialists
- Students with and without disabilities
- Professors and researchers of University
- University administrative staff

These people live in four different countries:

- Spain
- Italy
- Ireland
- Portugal

## Chapter 1. Theoretical approach

### 1.1. Social model of disability

The social model of disability  
is a way of thinking about disability.

And it appeared in the UK between the 1960s and the 1970s.

In the past, there was a biomedical model.

This model says that disability  
is a problem of the individual.

The social model of disability said  
that disability is not an individual problem.

It is a social problem.

Society must adapt to the needs  
of people with disabilities.

For that reason, the social model believes  
that **social inclusion policies** are necessary.

The most relevant aspects of the social model are:

#### 1. Independent Living Model

This model promotes personal autonomy.

It is important to know in depth  
what this model consists of  
in order to achieve personal autonomy.

**Social inclusion policies**  
are actions carried out by  
the government and some  
entities to ensure the  
inclusion of all people in  
society.

## 2. Educational inclusion

To achieve educational inclusion at university, schools and high schools also need to be inclusive.

All levels of education need to work together and avoid that some students learn more than others.

## 3. Avoid **segregation**

Some students need **curricular adaptation**.

When materials are individually adapted to each learner, they appear to be different from others, and can be segregated.

And without curricular adaptation, they can be more integrated, but it is more difficult to learn.

To avoid this, we can offer the same **resources** to all students.

This way everyone is equal because they can use the resources according to their needs.

**Segregation** is the separation or marginalisation of the individual by social, political or cultural reasons.

A **curricular adaptation** is a change in the contents that have to be learned, in order to make them accessible.

A **resource** is a means or possibility that someone uses if necessary to achieve a goal or do an activity.

## 4. Collaborative and participatory **teaching methods**

Inclusion is enhanced when subjects collaborate with each other and also collaborate with entities outside the University.

A **teaching methodology** is the way in which a teacher teach to their students.

## 5. Inclusive citizenship

Universities should not only teach their students academic content or how to work in a profession.

It must also teach them to be citizens who decide what they want to do and actively participate in society.

### 1.2. Independent living

Independent living for people with disabilities is a **term** used by

- some social movements
- disability studies
- and international social policy.

At first this idea was only part of the independent living movement. But the Convention on the Rights of Persons with Disabilities changed the general way of thinking about disability, and the term independent living became better known.

A **term** is a word.

Article 19 of the 2006 Convention on the Rights of Persons with Disabilities states that persons with disabilities have the right to live independently and being included in the **community**.

A **community** is a group of people who have common characteristics.



To achieve this,  
services need to be accessible  
and organisations have to improve  
the way they support people with disabilities.

Researcher Pinto said in 2011  
that independent living means that  
people with intellectual disabilities  
can decide how to use the institutional support.

Researcher Ferguson said in 2012 that  
this enables people with disabilities

- to be independent,
- to have dignity
- and to participate actively in their lives.

Many times, these supports are not enough  
and also do not take into account the needs of  
people with disabilities  
throughout their lives.

That is why, Support Coordination Systems  
are very important for independent living.  
Support Coordination Systems should collaborate  
with each other and ensure  
that the support that people with disabilities receive  
are appropriate.



### 1.3. Universal Design for Learning

The Universal Design for Learning is a way to create inclusive lesson plans and to meet the needs of all students.

Universal design for learning is about ways of teaching and learning in which information is explained in different ways.

Students are involved in learning and have various options to be able to demonstrate what they have learned.

Universal design enhances inclusive learning, and removes barriers to learning.

Universal design enables students to study and learn in the easiest way for them.

It also encourages students to use the material in a way that helps them to improve in the areas in which they have difficulties.



Universal Design for Learning is divided into two sections:

- Practice-based teaching and assessment models

These models are focused on the individual and his or her skills and defend more practical ways of teaching and learning instead of memorising theoretical content.

This improves **competences**.

This model also improves inclusion, because it takes into account the different **talents** of all people.

**Competence** is a person's ability to perform a task.

**Talent** is a person's special ability to perform an activity or to learn and understand something.

- Inclusive Teaching Strategies and personalised accompaniment

This is about using different ways of teaching, that are:

- innovative,
- inclusive,
- and personalised.

It also enhances **transversal competences** to improve inclusion at university.

Two examples are: student-teacher mentoring and **microlearning**.

**Transversal competences** are those that enable students to learn in order to develop their future professional and social life.

**Microlearning** is an educational strategy. In order to promote learning, lessons are very short.

## 1.4. References used for Chapter 1

These are the materials that  
have been used for this module.  
This material is not in easy reading.

Ferguson, Iain (2012), Personalización, justicia social y trabajo social: una respuesta a Simon Duffy, *Journal of Social Work Practice*, 26, (1), 55-73.

Fontes, F. (2016) Las personas con discapacidad en Portugal. Fundación Francisco Manuel dos Santos.

Oliver, M. 1990. La política de la discapacidad: A Sociological Approach. New York: St. Martin's Press

Pinto, Paula Campos (2011), "Familia, discapacidad y política social en Portugal: ¿Dónde estamos y adónde queremos ir?", *Sociologia On-Line*, (2), pp. 39-60.

## 1.5. Online materials for Chapter 1

### [Social Model vs Medical Model of disability](#)

Disability Nottinghamshire's brief explanation of the differences between the two models of disability.

### [Inclusion Europe](#)

Explanation of the concept of independent living in Europe.

### [The UDL Guidelines](#)

Recommendations from science for implementing Universal Design for Learning.

This improves teaching and makes learning easier.

### [Centro de Vida Independiente](#)

The Independent Living Center (CVI)

is a non-for-profit corporation.

It was created in 2015

and is formed and led

by people with disabilities

It aims is to defend and disseminate the idea  
of independent living in Portugal.

## 1.6. Documents to download from Chapter 1

### [Convention on the Rights of Persons with Disabilities](#)

The basic **legal framework** for understanding  
how disability is viewed  
in the United Nations.

The **legal framework** is a  
set of laws and  
regulations.

### [Strategy for the Rights of Persons with Disabilities 2021-2030](#)

Explanation of the strategy

based on the United Nations Convention  
on the Rights of Persons with Disabilities.

## 1.7. Objectives of Chapter 1

- To know the theory of intellectual disability
- To get a better understanding of  
what the social paradigm of disability is  
and how it differs from other paradigms.
- Learning about independent living  
in disability.



## 1.8. Chapter 1 activities

### Activity 1

Which adaptations are needed  
for the inclusion of people with disabilities  
according to the social model?

### Activity 2

What model of disability  
is most common around you?



## Capítulo 2. The curriculum

The curriculum has four important ideas related to teaching:

- Cognitive accessibility
- University support
- Academic skills and competencies
- Transversal competencies

Now, we are going to explain these four ideas according to the theory.

We are also going to see the opinion of these people:

- Disability specialists
- Students with and without disabilities
- Professors and researchers of University
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These people live in four different countries:

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## 2.1.Cognitive accessibility

The fundamental principle of cognitive accessibility is to promote needed adaptations for individuals. For this reason, cognitive accessibility standards are intended to offer the necessary resources according to the theory of Digital Diversity..

Digital Diversity intends to make all places and services accessible for everyone.

Cognitive accessibility features are:

### 1.Inclusive ways of learning

University professors, students and administrative staff say that curricular adaptations should use learning support tools that everyone can use, such as easy reading or pictograms.

It is necessary to recognise that students have different talents and provide them with the necessary resources to help them achieve their goals.

These goals are related to intellectual abilities, but also with more abilities.



## 2.The teacher’s training

Teacher training must take into account what functional diversity is in order to achieve an inclusive university.

It is important that teachers have the necessary tools to ensure a quality, **transformative** and effective training.

It is also essential that strong support networks are created and that learners have **autonomy** in their independent living.

Something is **transformative** if it has the power to change a situation.

**Autonomy** is the ability of a person or group of people to act on their own and not to depend on anything or anyone else.

## 3.Coordination of support within and outside the university

The university has a responsibility to achieve inclusion.

But also the student body, their friends and their families must be committed to make the university inclusive.

### 2.2.University grants

The university should facilitate the whole process of inclusion of students with special needs since their arrival, to inform and support them, and know how they are doing all times.

It should also collaborate with other university services and with professors to create materials for inclusive teaching.



The **Erasmus+ programme** provides financial support to students with Special Educational Needs who want to study at other university for a period of time or do an internship. It also provides information on inclusion and on support services in educational **institutions**.

**Erasmus+** is the EU's **programme** to support education, training, youth and sport in Europe.

University support in the curriculum focuses on teacher specialisation in inclusion. This means that university professors have to attend classes to learn what tools to use to teach in an inclusive way.

An **institution** is an organisation or system, usually of a public nature.

For example: The Madrid Government is a public institution.

### 2.3. Academic **skills** and competences

There are two theories of curriculum design. One theory is the **standards-based curriculum** and the other is the **functional curriculum**.

**Skill** is the ability of a person to do a task or the ability of an object to perform a function.

Researcher Kim and other researchers said in 2021 that people with disabilities have academic skills which consist of:

- Knowledge or skills that different institutions and experts say one should have. This is related to the standards-based curriculum.
- Skills that are useful in the short term. This is related to the functional curriculum.

Something is said to be **standard** when it can serve as a type, model or norm.

Something is said to be **functional** when it is practical and useful.

Functional skills are professional and social skills, but also reading and writing ones.

Experts say that it is necessary to talk with the family to decide what to teach and how to teach it.

Academic skills and competences are related to innovative ways of teaching, such as learning how to present a topic in front of the classmates, and to respect each student's time.

## 2.4. Transversal competences

Transversal competences facilitate the inclusion of people with intellectual disabilities, through knowledge, talents and skills that are not so academic.

For example, experience and practice.



## 2.5. References used for Chapter 2

These are the materials that  
have been used for this module.  
This material is not in easy reading.

Steel, E. J., y Janeslätt, G. (2016). Redacción de normas sobre  
accesibilidad cognitiva: una colaboración global.  
*Discapacidad y rehabilitación: Assistive Technology*, 12(4),  
385-389.

Kim, So Yeon & Lory, Catharine & Kim, Soo & Gregori, Emily &  
Rispoli, Mandy. (2021). Enseñanza de habilidades  
académicas a personas con discapacidad intelectual y del  
desarrollo. En Russell Lang & Peter Sturmey *Estrategias de  
conducta adaptativa para personas con discapacidad  
intelectual y del desarrollo* (pp.103-135) 10.1007/978-3-030-  
66441-1\_5.

## 2.6. Online materials for chapter 2

### [Cognitive Accesibility at W3C](#)

World Wide Web Consortium (W3C) standards  
for cognitive web-based accessibility.

### [Cognitive Disabilities and the Web: Where Accesibility and Usability Meet?](#)

How to avoid creating problems  
with the use of information technologies  
for teaching with ID users.



### [Evaluating Cognitive Accesibility](#)

E-book derived from a research project with explanations on how to assess cognitive accessibility from an architectural point of view.

### [Digital Accessibility for Content Creators and Developers](#)

Harvard University's Complete Technical Guide to building digital accessibility.

## 2.7. Documents to download from Chapter 2

### [Experiencias de estudiantes con dificultades específicas de aprendizaje con materiales y programas de enseñanza en un aula semipresencial de historia de secundaria: Un estudio fenomenológico de la accesibilidad](#)

A 2020 Case Study of Alvarado-Alcantar and Keeley explaining Blended Learning experiences applied to students with intellectual disabilities.

## 2.8. Objectives of Chapter 2

- Better understand what cognitive accessibility is in the curriculum.
- Better differentiate academic skills and competences from transversal competences.



## 2.9. Chapter 2 activities

### Activity 1

Identify some transversal competences  
that should be part of the curriculum  
to facilitate the inclusion of disabled people  
in the university.



## Module 2. Life at University.

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## Introduction to module 2. Life at University.

People with intellectual disabilities have always been excluded from **third-level educational systems** because of discrimination. Some people think that people with disabilities cannot do as many things as others and there are also other negative views about them.

**Third-level educational systems** start after secondary education.

For example: Universities and secondary schools providing higher education modules.

Inclusion of people with disabilities in third-level educational systems improves their lives and access to resources. Citizens with disabilities have the same rights as everyone else, and should also have the same opportunities.

Throughout history, **prejudices** about people with disabilities have worsened their quality of life. As a result, they have been given fewer opportunities.

**Prejudices** are negative ideas and opinions about something or someone for no specific reason.



Negative **stereotypes** about intellectual disabilities have nothing to do with people's abilities. In fact, negative stereotypes exist because of people's insecurity and lack of knowledge.

**Stereotypes** are ideas, expressions or images that society has about something or someone. They remain unchanged and are repeated throughout time.

In this module we will analyse the inclusion of people with intellectual disabilities in the third level sector.

Universities and **institutes of higher education** are changing, because there are also social and economic changes elsewhere. Some students have always been excluded from university. But now they can go to the university. This benefits all people and universities. Inclusion enhances **innovation** and creativity.

Higher education is taught in **higher education institutions**. For example, a higher education degree.

In this module we are going to look at how we can plan university life to make it an **experience** where everyone feels integrated.

**Innovation** is a change that involves new things.

**Experience** is the knowledge that a person or an animal has about life. Experience is gained after living situations.

Chapter 3 explains what the principles of inclusive third level education are and how they benefit everyone.

Chapter 4 looks at existing supports and measures to improve integration.

Chapter 5 looks at occupational, relational and personal **competences**.

**Competence** is a person's ability to perform a task.

Chapter 6 looks at how we can link the experience of people with intellectual disabilities to human rights, for example the disability rights movement or social justice and **equity**.

**Equity** is the quality of giving everyone what they deserve according to their needs.

Integrating the experiences and needs of **oppressed** and excluded people can help to change many injustices, but it is contrary to those who are in favour of exclusion.

A person is **oppressed** when they are treated badly and denied their rights.

An important objective of this course is to explain what lasting benefits we achieve by integrating the experiences and needs of oppressed people.



## Objectives of Module 2

The objective of this module is to ensure that participants have the skills, knowledge and experience to apply inclusive techniques. In this way, people with intellectual disabilities can fully participate in university life.

At the end of this module, participants will be able to:

- To know the most important principles of social inclusion in higher education.
- To know the university services that improve the inclusion of people with intellectual disabilities.
- To know how advanced technologies help people to have an independent life.
- Learn how to extend inclusion to culture and sport.
- To be aware of the needs of people requesting independent living and the necessary supports.
- Decide what social, economic, academic and personal supports may be needed to help people with intellectual disabilities to participate in higher education.



- To teach students with intellectual disabilities how to adapt to the university rules.



## 1. Chapter 3. The creation of values

The values of this module are divided into three areas:  
participation, accessibility and diversity.

By working on these areas, we can support  
and improve the university life of students  
with intellectual disabilities.

In this way, we will achieve  
the objectives mentioned above.

**Values** are the ideas a  
person has about how  
he or she should behave  
in life.

### 1.1. Participation

Higher education involves public, private and social  
factors that are changing.

In the past, the upper social classes  
who had access to higher education.

Higher education was therefore a symbol of power  
and superiority.

Now, there are different ideas about the importance  
of higher education.



Each government has a changing view  
on higher education.

But there are also higher education **institutions**  
that are starting to act proactively.

Many institutions are looking for  
the few existing resources,  
but they also have other interests.

**Institution.** Organisation or  
system, usually of a public  
nature.

Associations now have a very important role to play  
and it is necessary to collaborate with them  
to achieve the objectives.

But there are some obstacles  
such as interests of **neoliberal capitalism**  
or the view that it is creating  
greater inequality and social division.

Therefore, education now has to face  
economic, political and environmental challenges,  
which are currently very important.

**Neoliberal capitalism.**  
Ideology that states that  
government should not  
control trade, because it is  
bad for the economy.

All of these changes affect educators.

In the past, academics, administrators, governments,  
business, students and communities  
had compatible interests.



Therefore, they had similar ideas about education. Prejudices and **subjective** views on socio-economic power influenced these ideas. Thus, the university was seen as a servant of the government and the academic as a servant of the university.

**Subjective.** Who sees things from his personal viewpoint, his thinking or his feelings, without caring whether it is fair or not.

We call education or schooling the system focused on understanding and learning. Almost everyone is in school and education is necessary to participate in society, so it is difficult to think that schools in the 18th century were not like this. Wealthy and powerful people hired guardians and many people such as servants, slaves, people with disabilities, peasants and women were not allowed to study.

In the past, each person had certain obligations depending on the social group into which they were born. Learning was very informal and personal and consisted of preparing people to meet their obligations. Learning was based on a very ancient and **elitist** religious system.

Something is **elitist** when it favours only a small group of powerful people to enjoy something.



Moreover, learning was a privilege  
for the rich and powerful people.

Industrialisation started before democracy,  
but it did make it easier  
to access resources and techniques  
to disseminate learning and knowledge.

Industrialisation also led to the need for  
more scientific and technological knowledge,  
which could only be achieved through  
ways of learning.

Therefore, new schooling systems were created  
in which the most important skills  
were taught:

- Reading
- Writing
- **Arithmetic**
- Communication

**Arithmetic** is a part of  
mathematics that studies  
addition, subtraction,  
multiplication and division.

In the scientific literature and research on  
disability and inclusion we find people who  
defend the inclusion ideas of the biomedical model  
and others who defend the social model ones.



This is because the independent living movement emerged in the late 1960s, and a model that analyses the rights of people with disabilities.

In education, there are two different concepts.

The first concept is the inclusion of students, which advocates equality of experience.

The second is the integration of students, which means that the student with a disability is in the same place as the other students, but it is not fully included.

The difference between person-based and community-based models show that policy makers are not properly informed about how to achieve an inclusive education.

Some countries are changing their educational model to make it inclusive, but they need specialised professional support to achieve this.

Inclusion can be achieved with the following resources:

- **Flexible** curricula.
- Exchange and training programmes.

Something is **flexible** when it can be changed.



- Forms of student participation  
such as peer mentoring.
- Support for parents, students and professionals.

### Students with disabilities

continue to experience inequalities in education.

As a result, they have less training  
and fewer opportunities to work.

They are also more isolated from society  
and have more economic problems.

Inclusive education helps to achieve  
equal opportunities for students with disabilities.

In this way, they can live independently  
and participate in society.

The European Union countries advocate  
that all people with disabilities should have  
the same right to inclusive education as others.

Countries have been advocating this since  
the Salamanca Statement of 1994 and the UN Convention  
on the Rights of Persons with Disabilities of 2008.



There is no single definition of inclusive education.

There are various definitions, but all are based on the principle of human rights and advocate social inclusion without limiting it to education.

The concept of social justice in education is very important for the creation of more inclusive education systems and learning methodologies.

The concept of social justice is very important, because it explains that universal design is related to the **hierarchy** of power and access to resources.

Universal design for learning aims to remove barriers to participation.

Universal design for learning questions the existing customs in education.

**Hierarchy** is the order established by categories and grades.



## 1.2. Accessibility

Accessibility is difficult to define, because a material is accessible depending on the context and the person.

But accessibility means that everyone has equal access to learning and this is difficult to achieve.

Accessibility is the result of the **interaction** between the person and the environment.

Therefore, to understand accessibility we have to take into account the interaction between the person and the environment.

**Interaction** is the contact between two or more people or the environment.

Accessibility is a complex concept.

A good definition of accessibility is the definition in the **settlement agreement** between the Office for Civil Rights

and the South Carolina Technical College System.

This settlement agreement says that accessibility means that a person with a disability is afforded the opportunity and facility to acquire the same information, engage the same interactions and enjoy the same services as a person without a disability.

A **settlement agreement** is a legal document that explains the decision that has been taken.



Using these services is more difficult  
for people with disabilities  
than for people without disabilities.  
But they should all have the same opportunities.

This definition of accessibility focuses  
on the opportunities offered to students.

Equal access and opportunities,  
for learners are necessary  
to make the materials accessible.

It is a rights-centred definition  
and it is very useful  
to explain the aim of accessibility.

But a more practical definition is also needed  
to know how accessibility can be applied.

Accessibility and technology are interrelated.

Accessibility is always linked  
to a material or environment.

To put it into practice, it is necessary to know  
the technology, the audience and the people's need.

So there are accessibility standards for  
web and building design, but not for technology.

To understand accessibility it is important to understand  
the technology.



Moreover, technologies serve to improve accessibility, but not all technologies improve accessibility.

For example, animated graphic presentation software such as Prezi helps us use fewer materials to make a presentation.

But assistive technologies sometimes cannot read on-screen presentations.

If this happens, technology makes accessibility more difficult.

Assistive technology is an important concept related to accessibility and technology.

Accessibility is an important aspect of universal design for learning.

The Individuals with Disabilities Education Act of 1997 established the following:

- Students should have access to the content
- Students should have access to the curriculum
- Students should be able to participate in class
- Students should have the opportunity to progress through the curriculum



Universal Design for Learning was therefore proposed as a way to meet these objectives.

Accessibility is necessary to ensure that all students have the opportunity to participate and progress in education.

Accessibility is therefore the basis of Universal Design for Learning.

Accessibility is related to the three principles of Universal Design for Learning.

Accessibility focuses on how to make it easy for students to access learning

Accessibility standards must also be applied despite the limitations of technologies.

It is important to consider accessibility, technology and Universal Design for Learning because this make it easier to create more effective and inclusive learning environments.

**Learning environments** should take into account the characteristics of the student.

They should also apply an effective way of teaching such as Universal Design for Learning.

In addition, learning environments should use physical and digital spaces and accessible tools.

**Learning environments** are places that support students' learning.



If we consider the technologies, the requirements of accessibility and the principles of Universal Design for Learning, we can support the creation of inclusive courses and thus teach all students more effectively by prioritising the student and the learning.

These three elements separately can help to create more effective learning environments.

But if we apply all three together, the results are better.

### 1.3. Diversity

Social exclusion is a structure and a process.

Social exclusion as a structure means that there are inequalities in:

- Property
- Resources
- Opportunities
- Access to good, services and information

Social exclusion as a process means that some people may change over time, but they are always denied participation and equality.



Moreover, there are groups that enforce and maintain this exclusion.

Social exclusion refers to the following:

- Excluded groups
- Type of exclusion
- Attitude of those who exclude
- The knowledge, skills and attitudes of officials in making policy on this issue.
- Body of knowledge and practices on the law and implementation of equality.

Our understanding of people in situations of social exclusion has changed.

We used to consider them as objects and now we believe that they can participate in their needs and aspirations.

Therefore, we should also change our views on educational offer and think it can help to improve the capacity, confidence and self-expression of socially excluded people.

In this way, these people can participate in society and provide their opinion in order to achieve a more inclusive society.



It is also important for individuals and organisations to be aware of and trained to take advantage of diversity and inclusion in creating fairer socio-economic environments.

Exclusion and discrimination

of people with disabilities is a reality.

Disability is often viewed with pity or fear.

The **European Disability Forum** has looked into discrimination against people with disabilities in all European countries.

The **European Disability Forum** is an organisation of people with disabilities that advocates for the rights of people with disabilities.

Both inside and outside the country, people with disabilities are becoming more involved in society, especially in education and employment. In the past, people with disabilities were not considered normal and were excluded from employment and education.



Institutions decided how to deal with the problems of people with disabilities and isolated them.

People with disabilities now have the opportunity to use services and facilities just like everyone else.

This has been achieved through the following:

- Europe's influence on social rights and standards
- The influence of United States laws on disability
- The impact of the civil rights struggles in different countries
- The impact of the women's movement in Ireland and what we have learned about equality

There are two important factors as well:

**advocacy** and **capacity building**.

Society is more aware of the abilities of people with disabilities thanks to disabled activists, people who have advocated for the interests of people with disabilities and researchers.

**Advocacy** is about participating in political and social movements.

**Capacity building** is the set of activities to enable a person to do something.



For today's society, diversity and equality are very important.

Education systems partly reflect demographic, social and cultural changes.

- Forced migration
- Impoverishment of the area
- Increased participation of women
- Change in jobs thanks to improvements in technology
- Consequences of **colonialism** and racism
- Consequences of laws and enforcement of human rights

**Colonialism** is a political and economic system in which one state controls and exploits a different territory.

These issues influence diversity and its relationship to rights, **ethical practices**, conflict resolution and equal opportunities.

**Ethical practices** are actions that comply with the rules that guide people in society.

Prejudices and lack of knowledge make equality more difficult.

Barriers can be removed with laws and enforcement.

We can get a greater change if educators employ innovative ways of learning.

For that reason, training of teachers is very important to achieve the integration of equality theories.



## 1.4. Online materials for Chapter 3

These are the materials that  
have been used for this chapter.

This material is not in easy reading.

### “Social Stories” Arklow Library

<https://www.wicklow.ie/Living/Services/Libraries/Library-Branched/Arklow>

### Grace Story

<https://www.wicklow.ie/Portals/0/adam/Content/-A63XX6GTE6V1F07EB2Zfw/Link/Arklow%20Grace%20Story.pdf>

### Liam Story

<https://www.wicklow.ie/Portals/0/adam/Content/BMSaxVwH8kmXy16072C0XQ/Link/Arklow%20Liam%20Story.pdf>

### Bar-Ilan University

The project aims to ensure  
that people with disabilities  
have equal opportunities  
to study in higher education.

<https://afbiu.org/news/otzmot-empowerment-program>



You also have to read pages 19, 20 and 21

in the following link : [https://joinin.education/wp-content/uploads/2022/10/IPSE\\_ID\\_O1-examples-global-2022-final.pdf](https://joinin.education/wp-content/uploads/2022/10/IPSE_ID_O1-examples-global-2022-final.pdf)

Dublin City University:

Making a case for the Inclusion of People  
with Intellectual Disabilities in Higher Education.

The most recurring themes are inclusion and diversity, communication problems and how to include the project in the University's Strategic Plan.

The results show that inclusion is important, and people at the university say they support it and know there are challenges.

These challenges focus on communication, but also on ensuring that the university's objectives are met to achieve a diverse and inclusive university.

We make the case that diversity should be valued, and that universities should be a space for all students to learn.

<https://www.mdpi.com/2673-7272/2/3/29>



### Inclusion Alberta (Canada)

Inclusion Alberta has a facilitator at each university to support students with intellectual disabilities in their studies and in social and cultural participation.

<https://inclusionalberta.org/what-we-do/inclusive-post-secondary/>

### Think College/Western Carolina University

#### Participant Program

The University Participant Program is a two-year inclusive living and learning experience for people with intellectual disabilities studying at university.

The aim of the programme is to facilitate the transition of these students from secondary school to adult life with education, employment and independent living.

<https://thinkcollege.net/programs/university-participant-up-program%20y%20https://thinkcollege.net/>



Universidad Andrés Bello (Chile)

Socio-labour training programme

Access to higher education in South America  
for students with intellectual disabilities  
has always been limited.

But since 2006,  
the Faculty of Humanities and Education  
of the private Andres Bello University  
has been offering a Diploma in Labour Competences.  
This diploma course consists of a programme oriented  
social and vocational training in which  
young people with mild intellectual disabilities .

[https://impact-transfer.org/zero/universidad-andres-bello-  
socio-employment-training-programme/](https://impact-transfer.org/zero/universidad-andres-bello-socio-employment-training-programme/)

<https://youtu.be/aKviOJnEh3M%20>

The Jaume I of Castellón University  
in the Valencian Community  
has a study programme  
for people with intellectual disabilities  
between 18 and 30 years old.

The aim of the programme is to teach  
people with intellectual disabilities  
the social and vocational skills  
to access employment opportunities.



Participants in the programme take different courses from other students, but in the same place.

### University of Sydney's Uni 2 Beyond

The Uni 2 Beyond programme advocates that focus on the person is very important to support people with disabilities.

In order to make the person independent, each year meetings are held with each participant to make a person-centred plan using a tool called Planning Alternative Tomorrows with Hope or Path 29.

[https://cds.org.au/education-training/652-2/#:~:text=uni%20%20m%C3%A1s%20all%C3%A1%20es%20un,\(no%20Matriculado\)%20estudiante](https://cds.org.au/education-training/652-2/#:~:text=uni%20%20m%C3%A1s%20all%C3%A1%20es%20un,(no%20Matriculado)%20estudiante).



## 1.5. Chapter 3 activities

### Activity about participation

True participation ensures that students with intellectual disabilities can participate.

Read the following:

The first year of the programme focuses on the development of cognitive, linguistic and social skills that are necessary for work. It also helps students to identify their qualities and interests in order to find a job.

In the second year, students develop specific competences by choosing modules in one of the following areas:

- Administration
- Education
- Catering
- Gardening
- Veterinary



### Activities about accessibility

Choose a physical area of your university, for example, entrance to classrooms or another area that students use a lot.

Create **social stories** using drawings and texts.

In this way, we can make

this area more accessible for students with intellectual disabilities.

A **social story** is a short story about a person.

### Activities about diversity

1. Describe your university's policy on the relationship between the university and the following topics:

- Gender
- Disability
- **Ethnicity**

2. What is the procedure at the university for reporting harassment of students?

3. Describes the university's policy on LGBTQ+ students.

An **ethnicity** is a group of people who share cultural or racial characteristics.



## 2. Chapter 4. Support

A very important aspect of education is the context in which it takes place. Context refers to the physical spaces, but also to all aspects that make it easier or more difficult for students to develop personal and social competences.

For this reason, the relationship of students with intellectual disabilities with the rest of the people with whom they live in the university context is very important, such as:

- Other students
- Teachers
- Management and service support professionals

Considering this network of formal and informal relationships gives us information about the unity of the group.

It also helps us to detect weaknesses and to propose strategies to improve support among members of the university community in the different places where they meet.



Interaction with other university students is very important for the personal and relational learning of students with intellectual disabilities, because they are all students and share goals, times and places. That's why we need to know all that places where students exchange knowledge and skills.

Moments of support emerge suddenly at the individual level or in mutual support groups. But they should also be the focus of educational programming through partnership and student participation in the organisation of university life.

For example, students can support students with intellectual disabilities in study activities such as final projects or internships. This is in line with what is stated in point i of Article 46 of the Organic Law 6/2001, of 21 December on Universities, which regulates the rights and duties of university students in Spain.



Article i says that students should be rewarded for participating in activities:

- Cultural
- Sports
- Of student representation
- Solidarity and cooperation

Training and experience in caring for people with intellectual disabilities is essential to create the supports that help them to be included in higher education.

For this reason, training in the care of people with intellectual disabilities must be an objective of continuous training plans and in the selection and induction processes for teachers.

The increasing presence of new technologies in our lives is also important.

This has been a consequence of COVID-19.

New technologies are now very important for communication and teaching.

For example, they can be used to adapt accessible materials.



But not everyone knows how to use new technologies, so some people may be excluded if this is considered.

So we need to get all students included in the places where they socialise using new technologies to make sure they participate in university life.

The development of the support network for students with disabilities is an ongoing process.

Consideration should be given to the detection, treatment and assessment of difficult moments such as:

- Red tape
- Adaptation of the first days of school
- Solving common problems



Solutions may include stable referrals  
and to do inclusive welcoming activities.

In addition, it is necessary for each university  
to have a department or area dedicated  
to students with functional diversity.

Each university is different, but it is important  
to be familiar with them  
so as to know what support they offer.

Universities should do more to publicise  
their support to diversity.

## 2.1. Online material for Chapter 4

These are the materials that  
have been used for this chapter.  
This material is not in easy reading.

Una historia de discapacidad o no.

<https://youtu.be/lzxacUZ5XYA>

Video testimony of Jesus,  
a person with intellectual disabilities.

This video explains the importance of the support  
he has received.



Apoyos 2030: un viaje para avanzar  
hacia apoyos personalizados y en comunidad

<https://www.plenainclusion.org/wp-content/uploads/2021/06/Apoyos2030-WEB.pdf>

Here are some recommended readings to understand the ideas of support and inclusive community. This book proposes alternatives for improving the quality of life of people with intellectual or developmental disabilities.

Guía de orientaciones básicas a docentes sobre competencias digitales para la ciudadanía DigComp 2.2.

<https://www.plenainclusion.org/wp-content/uploads/2022/10/Guia-Competencias-Digitales-Docentes-2022.pdf>

This Guide reviews the main difficulties of e-learning and recommendations for overcoming them. It also proposes guidelines for creating digital content in an accessible way.

Guía universitaria para estudiantes con discapacidad

<https://guiauniversitaria.fundaciononce.es/>

Information on the resources available in public and private universities in Spain to promote the inclusion of university students with disabilities.



It provide contact details, website, telephone and and e-mail of the Support Services for People with Disabilities of the universities.

## 2.2. Documents to download from Chapter 4

### First State Meeting of University Students with Learning Disabilities

<https://youtu.be/BR48Eg0VSm0>

Video of the First State Meeting of University Students with Intellectual Disabilities held on 15 and 16 June 2022 with the participation of students from Pablo de Olavide University and Camilo José Cela University.

### Cristina Paredero habla en la Universidad Camilo José Cela

<https://www.plenainclusion.org/noticias/articulo-de-cristina-paredero-sobre-la-universidad-camilo-jose-cela/>

Plena Inclusión Spain informs about the participation of Cristina Paredero, a woman with Asperger's and member of its Board of Directors. She participated in the First State Meeting of University Students with Intellectual Disabilities.



This meeting was held on 15 and 16 June 2020  
with the participation of students  
from Pablo de Olavide University  
and Camilo José Cela University.

Working group on Inclusion of Students  
with Intellectual Disabilities in the University Environment

[https://ciud.fundaciononce.es/sites/default/files/libro de actas v ciud.p  
df](https://ciud.fundaciononce.es/sites/default/files/libro_de_actas_v_ciud.pdf)

This working group was included  
in the framework of the 5th International Congress  
of University and Disability held virtually  
from 20 to 22 October 2021.

DigComp into Action: Get inspired, make it happen.

A user guide to the European Digital Competence Framework

<https://publications.jrc.ec.europa.eu/repository/handle/JRC110624>

The European Framework for Digital Competence explains  
what digital competence is.

This guide shares 38 existing practices  
of Digital Competence implementations.



## Technology and disability

<https://fundacionadecco.org/wp-content/uploads/2022/07/informe-Tecnologia-y-discapacidad-2022.pdf>

Annual report by the Adecco Foundation (Spain) which analyses the impact of new technologies on the lives of people with disabilities.

It analyses how the pandemic has brought with it a process of technologization and opened up new opportunities for the inclusion of people with disabilities in the workplace, thanks to adapted technologies and assistive technology products.



## 2.3. Chapter 4 activities

### Activity 1

Think about what support your university provide  
for the inclusion of people with intellectual disabilities.

Do you think they are enough?

Give at least two areas for improvement.

### Activity 2

What personal competencies do you think  
are the most important to develop  
support functions?

Which ones do you identify with the most?

Do you think you can develop this function?



### 3. Chapter 5. Transversal competences

Progress towards social **integration** of people with intellectual disabilities depends on the development of key life skills and the application of competencies that support these skills.

This chapter analyses transversal competences under three headings: employment, relational and personal.

**Integration** is the incorporation into a group. For real integration to take place, prejudices must be forgotten.

#### 1. Labor competence

The ultimate goal of all training and education initiatives to achieve integration has always been employment.

Integration into the labour market was the most effective way for people with disabilities to be recognised as skilled and competent.

The creation of services and strategies for the integration of people with disabilities into a society was a central theme.

This central theme was the focus on work, labour competences and employment-related behaviours.



Work is very important in our lives,  
because it makes us think we have  
a purpose and helps us pay  
for the expenses.

Work is one of the main ways we have  
to relate to each other,  
because it is an individual responsibility  
but also a social activity  
and we have to work as a team.

Employment makes us feel fulfilled  
but it can also makes us  
feel **frustrated** and **exploited**.

In any case, a good job gives us  
stability and well-being.

A person feels **frustrated** when  
they do not get what they want.

A person is **exploited** when they  
are forced to do work they are  
not supposed to do.

Services for students with disabilities in Europe  
separate health care functions and responsibilities from  
social and educational services.

Current research focuses on coordination  
and the difficulty families have  
in assessing services and coordinating all supports.



Success in employment is a process of adaptation in which the person with a disability and the other people in the workplace develop a continuous process of adaptation. The aim is social integration.

We have to take into account employment conditions, because they influence **employability**.

Companies have certain interests, such as spending little, producing a lot and being competitive.

As a result, companies believe that learning, inclusion and innovation are not important.

This has to change and employment must be productive and help society as well.

Thus, employment becomes more important, because it has an economic and social value.

Learning is best understood in employment if it is related to the following issues:

- Creativity
- Problem solving
- Adaptability to change
- Diversity and inclusion
- Improving communications

**Employability** is the possibility to work in a company because of knowledge and skills or to remain in employment.



Companies are increasingly aware that they need to be more flexible and open to others.

The dynamics of work-based learning allow the basic obligations of workers and also to improve the company so that the whole community benefits from it.

Employability depends on the characteristics of employment in our society.

Working conditions are getting poorer, the law does not always help us and new technologies are changing employment.

In the past, it was thought that a person was suitable for a job if they had the specific competencies.

These competencies were the following:

- Good social skills
- Good communication skills
- Ability to **interact**
- Show initiative
- Be supportive

**Interacting** is about relating to the people and environment around us.

The idea that it is important  
to have job-specific skills is disappearing  
due to technology and poor working conditions.

The Organisation for Economic Co-operation and  
Development stated in 2000 that  
the DeSeCo programme identified  
four important elements for analysing key competences:

- They have different functions.
- They are transversal to all social spheres.
- They are related to our way of thinking,  
which has to be active,  
reflective and responsible.
- They affect different dimensions  
and employ the following:
  - Technical skills
  - Analytical skills
  - Critical skills
  - Creative skills
  - Communication skills
  - Common sense



In 2008, the European Commission identified eight key competences that citizens need for personal improvement, for their social inclusion, to be active citizens and to get jobs:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- **Learning to learn**
- Social and **civic** competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

**Learning to learn** is a competence in which the learner actively participates in learning.

**Civic** means citizen-related.

Competency-based learning has a different theoretical approach to the old approaches to teaching.

Transmitting knowledge is less important, because the focus is now on learning environments that enable students to engage in **meaningful learning processes**.

**Meaningful learning** is a way of learning by understanding what is being studied.

If a student repeats by heart what they study without understanding it, it is not meaningful learning.

The characteristics of the competence-based approach to learning are the following:

- Meaningful context
- Focus on different disciplines
- Constructive learning
- Cooperative and interactive learning
- Discovery learning
- Reflective learning
- Personal learning

A **paradigm** is a working model or theory that is accepted by the entire scientific community.

This is the new **paradigm** of employability.

Employability is a characteristic of a person's personality, because what is valued in order to find a job is having a set of skills, knowledge and personal characteristics.

Relational competencies are:

- Interpersonal skills
- Communication skills
- Personal competences



For people with intellectual disabilities

it is very important to have  
the ability to relate to others  
through interpersonal skills.  
The way we are depends on  
the way we relate to others

The practical skills are the following:

- Communication
- Arithmetic
- Academic skills
- Self-direction

The social skills are the following:

- Social responsibility
- Self-esteem
- Interpersonal skills
- Social problem solving



In the past, there were not many students with disabilities in the education system because they were **segregated**. They thought they would not do well in their studies and they were not given the necessary support.

**Segregation** is the separation or marginalisation of a person on social, political or cultural grounds.

Now, there has been many advances in inclusive education, but there are still many changes to be made, and many EU countries are struggling to do this.

Communication occurs in many forms and in many different contexts, for example writing, speaking and **body language**. Communication skills consist of being able to convey information simply and clearly. Communication skills are the most important employees have and the ones that employers are most looking for.

**Body language** is a way of communicating with our body gestures and postures without speaking.



According to US professors

Brian Spitzberg and William Cupach,  
communication competence has three parts.

The first part is the motivation to communicate.

The second part is knowing how to act.

The third part is skill, that is, the ability to  
behave as needed.

We can improve communication skills

by making the following recommendations:

- Listen to the other person and ask  
for clarification to avoid misunderstandings.
- Take into account the characteristics of the other  
person when you are talking to them.
- Have an open body language.
- Review what we have written.
- Give the necessary information so that  
the other person understands what we mean.
- Write down important things so that you don't forget  
them.
- If you have a lot to say, call the person.
- Think before you speak.



- Treat everyone equally.
- Have a positive attitude and smile.

It is very important to be able to relate to others,  
to understand what they want and need  
and to understand their feelings  
in order to have good relationships.

The personal competences are the following:

- **Self-determination**
- Training
- Personal autonomy and future planning
- Creativity

**Self-determination** is the ability of a person to make decisions about his or her life.



Personal capacity is important for people to know what their needs are and to have self-esteem.

Personal capacity depends on different factors.

We need to be able to reflect,  
to know how to correct when necessary,  
to empathise with others  
and to help them when they ask for it.

If we do this, we can have  
good and positive relationships with others  
and we can improve as people.

Empowerment is a process that makes us  
reflect on how things are and how  
they can be and allows us  
to change our idea of empowerment.

**Empowerment** is an idea that exists  
in many disciplines such as psychology,  
education or economics.

The understanding of empowerment changes from  
discipline to discipline and it is often not explained.

An individual and group understanding of empowerment is  
essential in programmes that aim at empowerment.

**Empowerment** occurs  
when a disadvantaged  
person becomes strong.



Autonomy has a positive influence on  
a person's creativity.

According to research, this positive influence  
is achieved through motivation.

We may think that autonomy also  
team creativity, but there is no  
research that says this is true.

We distinguish between individual  
and group autonomy.

Task **interdependence** and effective autonomous creativity  
in groups limit the effects of individual and group  
autonomy on group creativity.

**Interdependence** is the  
dependence of people in a  
group on each other.



### 3.1. Online material for Chapter 5

These are the materials that  
have been used for this chapter.

This material is not in easy reading.

Timmons, Jaimie, Allison Cohen Hall, Jennifer Bose, Ashley Wolfe y Jean Winsor (2011) Elegir empleo: Factores que influyen en las decisiones de empleo para las personas con discapacidad intelectual. Discapacidad intelectual y del desarrollo 49 (4), 285-299.

Programa DeSeCo (OCDE, 2000)

[https://www.cedefop.europa.eu/files/BgR1\\_Rychen.pdf](https://www.cedefop.europa.eu/files/BgR1_Rychen.pdf)

Comisión Europea, Dirección General de Educación, Juventud, Deporte y Cultura, Competencias clave para el aprendizaje permanente, Oficina de Publicaciones, 2019, <https://data.europa.eu/doi/10.2766/569540>

Spitzberg y Cupach, (1984) Competencia comunicativa.

<http://www.uky.edu/~drlane/capstone/interpersonal/competence.htm>



The Jaume I of Castellón University in the Valencian Community has a study programme for people with intellectual disabilities between 18 and 30 years old. The aim of the programme is to teach people with intellectual disabilities the social and vocational skills to access employment opportunities.

[https://joinin.education/wp-content/uploads/2022/10/IPSE\\_ID\\_O1-examples-global-2022-final.pdf](https://joinin.education/wp-content/uploads/2022/10/IPSE_ID_O1-examples-global-2022-final.pdf)

## 3.2. Chapter 5 activities

### Labor competencies

1. What practical support does your university offer for students with intellectual disabilities to access employment?
2. Does your university offer any continuing education modules to former students with intellectual disabilities to help them find employment?



### Relational competence

1. What opportunities do students with intellectual disabilities at your university have to relate to others?
2. Does your university provide clear and accessible means of communication for students with intellectual disabilities?  
Think of examples of timetables, class notes, tutorials and informal communications.

### Personal competence

1. Think of examples of how your university helps students with intellectual disabilities to be independent at university
2. How does the university support the empowerment and autonomy of students with intellectual disabilities in group activities?



## Chapter 6. Community relations

The university is increasingly interacting with society and is no longer an elitist and closed institution.

This change is intended to improve its institutional relations.

The university now communicates with more entities than just companies to help its students find employment and public administrations to advise them in their decision-making.

The Organic Law 6/2021 of December on Universities is a law that regulates the functioning of the university.

The most important articles are the following:

- Article 90. Sport at the university

Paragraph 1 states that sport at university is part of the education of students and is also of interest to all members of the university community.

Paragraph 2 states that universities are autonomous, so they can organise sporting activities and competitions as they wish.



- Article 92. International cooperation and solidarity

Universities must encourage the participation of the university community members in international cooperation and solidarity and projects.

They should also encourage activities and initiatives that are positive for the **culture of peace**, **sustainable** development and respect for the environment, which are essential for progress in solidarity.

The **culture of peace** is about promoting values that reject violence.

Something is **sustainable** if it can be maintained for a long time because it respects the resources of, for example, a country, a region or a society.

It does not harm the

- Article 93. University culture

The university has the responsibility to teach the student the most important current theories.

To achieve this, universities must provide the necessary means to encourage reflection, creativity and the dissemination of culture.

Universities must transmit knowledge to society through science and promote access to information in the humanities and sciences.



In order to achieve a more inclusive university,  
it is necessary to create places  
where the community can play sports,  
socialise and enjoy culture within the university.  
In these places people live together  
and improve personal relationships on equality.  
If the programme of activities is organised  
to encourage collaboration, it can help people  
get to know each other  
and also build personal relationships.

Universities also provide housing support for students  
in need, such as university residences,  
hall of residence and shared  
accommodation programmes.  
These accommodations are places that help to include  
functional diversity.

Perhaps people with intellectual disabilities  
do not need accommodation.  
But the accommodation is an opportunity  
for personal development, because they help  
people with intellectual disabilities  
to be autonomous for a period of time.



To achieve this, it is important  
to create collaborative networks  
and provide solutions for families to meet  
the support needs of people at home  
and in their social relationships.

In addition, the university is a place  
where students with disabilities can learn about  
and participate in cultural, educational  
and leisure activities in the city.

It is important that **mentors** of students  
with intellectual disability support them,  
such as **civil organisations** that defend their rights.

If the university collaborates with them,  
school drop-out rates are reduced,  
because it helps people with disabilities  
to adapt to this new social **context**.

Mentors also favour the relationship of  
the person with a disability  
with his or her wider support network  
that connects with education, health, employment  
or social protection.

A **mentor** is a person who  
is a good example for other  
people.

A **civil organization** is a  
group of citizen volunteers.

A **context** is a set of  
situations in which an  
event occurs.



## 4.1. Online materials for Chapter 6

These are the materials that  
have been used for this chapter.

This material is not in easy reading.

¿Por qué son importantes los apoyos en  
los contextos naturales?

<https://youtu.be/XD57Do-5Yjc>

In this video from the Plena Inclusión España channel,  
Ester Ortega from the TUYA Foundation talks about  
the double importance of support for people  
with intellectual disabilities in community settings.

Asistencia personal

[https://www.plenainclusion.org/discapacidad-  
intelectual/recurso/asistencia-personal/](https://www.plenainclusion.org/discapacidad-intelectual/recurso/asistencia-personal/)

Website of the Spanish Confederation of Organisations  
of People with Intellectual or Developmental Disabilities  
that summarises important information  
about the figure of the personal assistant.

From the associative movement we consider  
the development of this support figure  
in all parts of a person's life.



The support figure is very important to participate as citizens.

Pablo de Olavide University of Seville has the  
Flora Tristán Residence Hall.

This residence is an example of inclusive housing.

The following link leads to a press relate from the Europa Press news agency.

This press release talks about the project of temporary accommodation for young students with intellectual disabilities.

<https://www.europapress.es/andalucia/sevilla-00357/noticia-upo-sevilla-destaca-modelo-vivienda-inclusiva-residencia-universitaria-flora-tristan-20220331162548.html>



## 4.2. Documents to download for chapter 6

These are the documents you can download  
for chapter 6.

This material is not in easy reading.

### Cuaderno de Buenas Prácticas: Servicio de ocio inclusivo

[https://www.plenainclusion.org/wp-content/uploads/2021/03/ocio\\_inclusivo.pdf](https://www.plenainclusion.org/wp-content/uploads/2021/03/ocio_inclusivo.pdf)

This document sets out the model of  
inclusive leisure service of the Plena Inclusión España  
associative movement,  
to which hundreds of people,  
16 federations and numerous organisations  
have contributed.

Among other topics, this document discusses:

- What is leisure
  - Importance of leisure
  - Leisure and people with intellectual disabilities
  - Quality leisure
  - Inclusive leisure service
  - Process map
  - Support processes



Strategic processes

Transformation

La Residencia Universitaria Flora Tristán: convivencias  
y vivencias para constituir ciudadanía y crear comunidad

<https://www.serviciosocialesypoliticasocial.com/la-residencia-universitaria-flora-tristan-convivencias-y-vivencias-para-constituir-ciudadania-y-crear-comunidad>

This article reflects an experience of social innovation  
with the community from the university:

The Flora Tristán Residence Hall.

A renewed way of bringing together three worlds:  
the academic, the professional and the neighbourhood.



## 4.3. Chapter 6 activities

### Activity 1

Write down the spaces at your university  
that are not related to your studies  
and that you normally use.

Think about what activities you can do  
with people with intellectual disabilities there  
and what barriers may exist.

### Activity 2

Do you know social entities that support people  
with intellectual disabilities?

Have you participated in their activities?

Would you like to do it?



## Module 3. Research

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## Introduction

There is a lot of research  
on intellectual disabilities,  
but it focuses on medicine and rehabilitation.

There are more and more inclusive proposals  
in **higher education**.

As a result, research on higher education  
and intellectual disabilities is also growing.

**Higher education** starts after  
secondary education.

Chapter 7 of this module focuses on the following topics:

- Research on disability and universities
- Theoretical approaches
- Centres and groups
- Social science research resources  
on disability

Chapter 8 focuses on ways of getting the world out  
about disability research in universities.

This chapter focuses on **scientific journals**  
and **good practices**.

**Scientific journal.** A journal  
in which research is  
published.

**Good practices.** Example of  
how to do something well.

Chapter 9 focuses on conveying the research findings  
and the most common ways of research  
on intellectual disability in University.

## 1. Chapter 7. Production

Research on intellectual disabilities is extensive, but follows medical and rehabilitative **approaches**.

Research on higher education and intellectual disabilities has changed.

In the past, researchers believed that people with intellectual disabilities should not participate in research.

But now, researchers are including people with intellectual disabilities in the research process.

People with intellectual disabilities participate in the research process as university students or as **co-researchers**.

In the following sections we will analyse:

- Theoretical approaches
- Services
- Good practices

An **approach** is the point of view or position from which we analyse what we want to study.

A **co-investigator** is a person who collaborates with a researcher in a research project. For example, people with disabilities who participate in research are co-investigators.

### 1.1.Theoretical approaches

There are different theoretical approaches to research and to relate to people with disabilities.

We will now look at the following approaches :

- Rights approach
- Capabilities approach
- Person-centred approach
- Universal Design for Learning approach

The rights-based approach states that people with disabilities have dignity and rights that we must respect.

We can help them protect their rights by supporting their autonomy and decision-making capacity.

Researcher Jiménez Lara said in 2021 we can help people with disabilities to protect their rights if we support their autonomy and decision-making capacity so that they can control their lives.

According to researchers Toboso and Arnau in 2008, the capabilities approach say that life is about doing activities.

Therefore, quality of life depends on a person's ability to be able to do meaningful activities.

Researcher Pallisera said in 2013  
that the person-centred approach  
takes into account the opinion  
of people with intellectual disabilities.

In this way, we can create  
personalised support according to the interests  
and wishes of people with disabilities.

According to researchers Figueroa, Ospina and Tuberquia  
in 2019, Universal Design for Learning  
favours accessible learning for all students.

In order to achieve this, Universal Design for Learning uses  
a flexible curriculum adapted to student's needs  
and learning rhythms.

## 1.2.Services. Research groups

It is necessary to continue promoting research  
on the lives of people with intellectual disabilities  
at university and on related topics  
such as sexuality, families or self-perception.

Research needs to be more diverse.

Moreover, university research on people  
with disabilities is scarce.

This is why we need to promote specific  
and **transversal** studies on people with disabilities.

Something **transversal**  
affects, involves or deals  
with different areas.

Co-research is a form of research that takes into account the views of people with intellectual disabilities.

There are already several research groups working with people with intellectual disabilities.

In this way, researchers and people with intellectual disabilities work together in research.

In Spain there is the Institute on Community Integration at the University of Salamanca.

This institute is a member of the Ibero-Mediterranean Network of research in Quality of Life.

It also belongs to the International Research and Development Networks.

The psychology area of the University of Salamanca has participated in many competitive projects over the last ten years.

Its main lines of research are the following:

- Environment, participation and quality of life
- Autism and severe disabilities
- Educational inclusion
- Labour inclusion
- Supported employment and social policies
- Health, mental health and disability
- Transition to adulthood, employment and quality of life



In Spain, the Universidad Autónoma of Madrid has also carried out research on different topics such as:

- Educational topics
- Psycho-educational topics
- Technological issues
- Medical topics

Spanish universities are interested in disability research.

One example is the University Institute for Community Integration.

This institute created the first doctoral programme on people with disabilities and advances and approaches in disability research.

Thanks to this doctoral programme, the number of **doctoral theses** on disability has increased.

The University Institute for Community Integration has supervised 199 theses since 1994.

Many theses have been supervised in the last decade.

In Portugal, the institution Inclusion & Accessibility in aCTion develops research on different subjects such as Communication Sciences and Social Sciences.

A **doctoral thesis** is a research paper that a student submits to the university in order to obtain a doctoral degree.

Research on the following topics:

- Psychopedagogical assessment, guidance and intervention
- Inclusive education
- Inclusive communication
- Design of inclusive spaces and facilities
- **Identities**
- Health and well-being
- Communication
- Collaboration and knowledge management
- Art and culture

**Identity** is the set of characteristics of a person or thing that make them distinct from another.

Inclusion & Accessibility in aCTion works with national and international partners.

One of its main partners is Spain.

The University of Lisbon has the Disability and Human Rights Observatory.

It was set up by the Institute of Social and Political Sciences.

The Observatory analyses how disability policies are implemented in Portugal and in Portuguese-speaking countries.

The Observatory researches on information, training and innovation.

In Italy, the National Observatory on the Condition of Persons with Disabilities investigates the following issues:

- Definition of disability
- Organisation and simplification of disability laws.
- Right to adulthood
- Combating **segregation**
- Health and the right to life, **enabling** and rehabilitation
- Social policies
- Education
- Work and employment
- Women with disabilities
- Accesibility
- Freedom, civil rights and participation
- Monitoring
- International cooperation

**Segregation** is separating or setting a person apart from others.

**Enabling** is preparing something for a specific purpose.

In Italy, there is the working group Studies and Research on Disability and Inclusion of the Italian Society of Pedagogy.

This group investigates the definition, support and dissemination of research on disability and inclusion from an **interdisciplinary** and international approach.

Something is **interdisciplinary** when it is done with the collaboration of different disciplines.

In Ireland there is the Trinity Center  
for People with Intellectual Disabilities,  
which applies the concept of inclusive research.

Inclusive research is about investigating real problems  
and promoting the interests of people  
with intellectual disabilities.

Inclusive research must be collaborative  
and must let people with intellectual disabilities  
control the research process and the results.

It is also important that reports are accessible.

The Trinity Center for People with Intellectual Disabilities  
has an area focused on the support of doctoral theses.

In addition, it research on the following topics:

- Research with people with intellectual disabilities
- Research with families
- Research with services and professionals

The types and topics of research groups are diverse.

Research promotes collaboration between people  
from different subjects and places,  
and national and international networks.

Thanks to this collaboration and the search  
for useful results for people with disabilities,  
we are able to achieve inclusive research.



### 1.3. Good practices by country

Researcher Izuzquiza Gasset said in 2012 that research on higher education and people with intellectual disabilities has had good results.

An example of good practice is the Promentor Programme in Madrid.

Researcher Jubiak said in 2015 that the results obtained in Ireland demonstrate that the learning **experiences** of students with intellectual disabilities are just as complicated as those of other students.

An **experience** is the body of knowledge that a person or an animal has of life. Experience is gained after living different situations.

Casament and other researchers in 2017 investigated Asperger Syndrome and compared the experience of students with intellectual disabilities at university in the United Kingdom and Spain.

In 2020, researchers such as Mampaso Desbrow and García Rodríguez analysed the learning of university students with intellectual disabilities using digital resources.



Researcher Kubiak and other researchers highlight the Trinity Centre for People with Intellectual Disabilities.

There, there is research on the empowerment of students who want to be co-researchers.

This research is carried out through a two-year degree programme in Applied Arts, Sciences and Inclusive Practices.

#### 1.4. Online material

These are the materials that have been used for this module.

This material is not in easy reading.

- **Conceptualizing** Inclusive Research with People with Intellectual Disability

<https://doi.org/10.1111/jar.12083>

This article explains what inclusive research is after analysing different researches.

This article is useful for getting started with co-research and how to overcome co-research problems.

**Conceptualising** is to elaborate an idea on a specific topic with the aim of understanding a reality.

- Bibliography of scientific production  
in inclusive university research

[https://docs.google.com/document/d/1jOj9yeJ\\_shkRQHnIbNM1xvr4ehUE6az6/edit?usp=share\\_link&oid=114141862036513600730&rtpof=true&sd=true](https://docs.google.com/document/d/1jOj9yeJ_shkRQHnIbNM1xvr4ehUE6az6/edit?usp=share_link&oid=114141862036513600730&rtpof=true&sd=true)

In this link you can see what research  
has been used to write this chapter.

### 1.5. Documents for download

- [Disability Research Centre,  
La Trobe University, Melbourne, Australia](#)

This article explains how to apply the knowledge  
to training designs for supervisors and managers  
of support services for people with intellectual disabilities.

- [University Education for People  
with Intellectual Disabilities:  
Evaluation of a Training Experience in Spain](#)

This article explains how to apply knowledge to  
a **hybrid** programme for the inclusion of students  
with intellectual disabilities in universities.

**Hybrid.** A combination of two  
different things.



## 1.6. Learning objectives

- To know and identify theoretical approaches to get closer to people with disabilities
- Know reliable resources from different countries to read about disability research
- Knowing what people with disabilities can do in research as co-researchers

## 1.7. Practical activities

Read the following text and summarise it giving your opinion about the text you have read. You can write up to 300 words.

English version

[McDonald, K. E., y Kidney, C. A. \(2012\). What is right? Ética en la investigación sobre discapacidad intelectual. Journal of Policy and Practice in Intellectual Disabilities, 9\(1\), 27-39.](#)

Spanish version

[McDonald, K. E., y Kidney, C. A. \(2012\). What is right? Ética en la investigación sobre discapacidad intelectual. Journal of Policy and Practice in Intellectual Disabilities, 9\(1\), 27-39.](#)



## 2. Chapter 8. Scientific dissemination and popularisation

### 2.1. Theoretical approach

#### 2.1.1. Introduction

According to researchers Strnadová and Cumming in 2014, inclusive research has become very important in disability studies over the last 20 years, particularly in the United Kingdom.

The increased importance of inclusive research is a consequence of the social model of disability and the “Nothing about us without us” movement.

This movement wants people with disabilities to be able to defend their own rights.

According to Walmsley and Johnson in 2003, inclusive research has the following principles:

- The research topic must be related to people with intellectual disabilities
- It should be of interest to people with intellectual disabilities and non-disabled researchers should support people with disabilities
- People with intellectual disabilities should be involved in the research process with the help of non-disabled people



- People with disabilities should be able to control the research process and outcomes
- The **research question**, process and reports must be accessible to people with disabilities

The **research question** is a question that researchers want to answer with their research.

Now we will learn about the tools for dissemination of information about the autonomous life of people with intellectual disabilities.

A **repository** is the place where something is stored.

Now, we are going to talk about the products used for dissemination, such as scientific journals, **repositories** and **databases** .

A **database** is the digital memory that stores information.

We will also discuss the importance of **cognitive accessibility** in order to achieve effective dissemination that complies with the **paradigm** of people with intellectual disabilities.

**Cognitive accessibility** is the characteristic of things, spaces or texts that make them understandable to all people.

**Paradigm.** A working model or theory that is accepted by the entire scientific community.

### 2.1.2. Scientific products related to the autonomous living of people with intellectual disabilities

Research on the independent living of people with intellectual disabilities in higher education focuses on their access to university and their university life.



Research studies the services  
and adaptation needs of institutions.  
But research on the independent living  
of teachers and researchers is scarce.

Scientific publications related  
to research on intellectual disability  
focus on people with Autism Spectrum Disorder.  
Hees and other authors in 2015 made a review  
of the most researched topics, which are the following:

- Personalisation
- Safe environment
- Planification
- Communication
- Academic adaptations
- Educational **coaching**
- Daily life at university
- Psychosocial support
- Leisure and relaxation activities

**Coaching** is a way of personal development in which an experienced person, called a coach, supports a learner or client in achieving a personal or professional goal.

Van Hees, V., Moyson, T., & Roeyers, H. (2015). Higher Education Experiences of Students with Autism Spectrum Disorder: Challenges, Benefits and Support Needs. *Journal of Autism and Developmental Disorders*, 45(6), 1673-1688.

<https://doi.org/10.1007/s10803-014-2324-2>



The following publication by Gobec and other researchers in 2022 is one of the few publications that analyse employment opportunities for students with intellectual disabilities after completing the university programme.

This study proposes options for finding employment, but also for getting a better higher education, in which research is very important.

Gobec, C., Rillotta, F., & Raghavendra, P. (2022). Where to next? Experiences of adults with intellectual disability after they complete a university program. *Journal of Applied Research in Intellectual Disabilities*, 35(5), 1140-1152.

<https://doi.org/10.1111/jar.13000>

Researcher Alqazan and other researchers in 2019 made a review of scientific articles on higher education programmes for people with intellectual disabilities according to the opinion of all interested groups.



Each group identified several barriers to accessing higher education, such as the following :

- Physical and academic barriers for students with disabilities
- Comprehension of higher education system by parents of students with intellectual disabilities
- Lack of information for higher education workers

Alqazlan, S., Alallawi, B., & Totsika, V. (2019). Post-secondary education for young people with intellectual disabilities: A systematic review of stakeholder's experiences. *Educational Research Review*, 28, 100295.

<https://doi.org/10.1016/j.edurev.2019.100295>

### 2.1.3. General outreach products

Outreach publications on independent living.

There are different repositories and databases specialised in research related to intellectual disability and independent living.



## Repositories and databases

- Riberdis, the Iberian-American Repository on Disability

This repository collects and disseminates research in digital format and open access from Ibero-America on topics related to disability.

The content of the repository is divided into thematic groups and geographical subgroups.

The subgroups classify the resources into different collections according to their typology:

- Journal articles
- Reports
- Doctoral theses
- Book chapters
- **Papers and communications**

**Papers and communications** are lectures given by researchers at a scientific event.

The Riberdis repository is a member of the international Open Access Initiative movement.

Therefore, all documents in the repository can be read without payment.

The repository also uses the Open Archives Initiative protocol.

This means that other international repositories also have the same documents.

This makes it easier to access the document.



- Disability Studies Library  
at the University of Manitoba in Canada

This online library provides access to a variety of research resources from around the world.

The resources are the following:

- Databases of different subjects
- Thesis search engines
- Hard-to-find documents
- Major international organisations on independent living and intellectual disabilities
- Free digital books
- Magazines and newsletters
- Scientific networks and other websites

<https://libguides.lib.umanitoba.ca/c.php?g=548974&p=3869628>

### **Journals of high international scientific impact**

Journal specialised in intellectual disabilities publish several issues every year.

We are going to talk about the most important journals on intellectual disabilities.

All these journals are in the main academic databases such as Web of Sciencia o Scopus.

Many of the articles cost money

**High scientific impact journals** are very prestigious journals.



or we can only read them if we belong  
to an academic or scientific institution.  
But there are also many free articles.

- The Journal of Intellectual Disabilities is a peer reviewed journal very useful for sharing knowledge and research between educational, social and health professionals and subjects.  
In this way, we can improve learning and services for people with intellectual disabilities.

<https://journals.sagepub.com/home/JLD>

- Journal of Applied Research in Intellectual Disabilities is an international peer-reviewed journal that brings together the results of research on intellectual disabilities.  
It also serves to disseminate ideas that promote appropriate lifestyles for people with intellectual disabilities.

<https://onlinelibrary.wiley.com/journal/14683148>



- **Global Journal of Intellectual & Developmental Disabilities**  
is an international journal that studies different areas  
of intellectual and developmental disabilities.  
It is a free-peer-reviewed journal that provides  
information on the origin, prevention and treatment  
of intellectual disabilities.  
The magazine is useful for people who are  
interested in helping people with intellectual disabilities.

The magazine informs about the following:

- New approaches
- Programme developments
- Administrative tools
- Studies on the use of services
- Programme evaluations
- Community surveys
- Training and case studies
- Public policy issues
- Current research on intellectual disabilities

<https://juniperpublishers.com/gjidd/>



- Journal of Intellectual and Developmental Disability is the official journal of the Australasian Society for Intellectual Disability.

It is an international journal that studies different subjects on intellectual and developmental disabilities.

This magazine publishes research on the situation and concerns of people with intellectual disabilities, their families and the workers who support them.

<https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=cjid20>

### Open access journals

We have seen some magazines.

But we can also find free magazines with articles and publications we can all read.

The Directory of Open Access Journal has 30 free journals on disability.

These journals research other topics as well.

[https://doaj.org/search/journals?ref=homepage-box&source=%7B%22query%22%3A%7B%22query\\_string%22%3A%7B%22query%22%3A%22disability%22%2C%22default\\_operator%22%3A%22AND%22%7D%7D%2C%22track\\_total\\_hits%22%3Atrue%7D](https://doaj.org/search/journals?ref=homepage-box&source=%7B%22query%22%3A%7B%22query_string%22%3A%7B%22query%22%3A%22disability%22%2C%22default_operator%22%3A%22AND%22%7D%7D%2C%22track_total_hits%22%3Atrue%7D)



#### 2.1.4. Scientific products on cognitive accessibility

New technologies have changed science dissemination in the 21th century thanks to digital libraries and internet databases.

Researchers now produce, access and publish their research results differently.

Big publishing companies started to digitise research in order to privatise the access and dissemination of science.

But in the end an open access model was extended to favour the dissemination of research results.

But people with disabilities have difficulty accessing information even if it is free, because it is not in an accessible format.

Accessing information data means using software, websites or interactive maps, and attending online **seminars**.

When scientific results are not accessible, people with disabilities are prevented from accessing information and their knowledge of research, participation and inclusion is limited.

A **seminar** is a lecture or scientific meeting.



Accessibility for people with intellectual disabilities should be a major objective in access to knowledge.

Education, training and research should focus on the principles of universal design and help us understand what communication and accessibility of information is.

They should also review best practices to support inclusion, such as **alternative text**, subtitles for videos and plain language summaries.

**Alternative text.** Text describing an image for blind people.

Intellectual disability affects the way people process information, so it can affect to:

- Perception
- Memory
- Language
- Attention
- Problem solving
- Comprehension

According to the World Wide Web Consortium, technology helps people to use contents and process information easily.



For example, people can:

- Use different strategies for surfing the net
- Access information in text, audio or other formats
- Changing the appearance of content depending on their needs or preferences
- Improving the use of technology for people with cognitive and learning disabilities

Also, if sources of disability research are spread across different resources, access to research for people with disabilities is very difficult, because each resource works differently.

### 2.1.5 References used

These are the materials that have been used for this module.

This material is not in easy reading.

Fullana, J., Pallisera, M., Vilà, M., & Puyalto, C. (2016). People with intellectual disabilities as researchers. Discussions, challenges and possibilities of inclusive research. *Empiria. Revista de metodologia de ciencias sociales*, 33, Art. 33. <https://doi.org/10.5944/empiria.33.2016.15866>



Nind, M. (2011). "Participatory data analysis: a step too far?", *Qualitative Research*, 11, 4: 349-363.

Williams, P. y Shoultz, B. (1982). *We Can Speak for Ourselves*. Serie Human Horizon. Londres: Souvenir Press.

Strnadová, I.; & Cumming, T. M. (2014). "Editorial. People with intellectual disabilities conducting research: new directions for inclusive research". *Journal of Applied Research in Intellectual Disabilities*, 27, 1-2.

Walmsley, J. & Johnson, K. (2003). *Inclusive Research with People with Learning Disabilities: Past, Present and Future*. Londres, Jessica Kingsley Publishers.

## 2.2. Services

Internet resources are very useful.

But there are also other useful services for research on independent living and intellectual disabilities in the countries involved in the **IHES** project.

**IHES** stands for Inclusive Higher Education Systems for students with intellectual disabilities.



- Spanish Centre for Documentation and Research on Disability

The Spanish Centre for Documentation and Research on Disability advises the **Royal Board on Disability** on the following issues:

The **Royal Board on Disability** is a public body that fights for the rights of people with disabilities.

- Publishing activities
- Training activities
- Research
- Planning and dissemination

In addition, the Spanish Centre for Documentation and Research sobre Discapacidad offers its expertise to:

- Public and private entities
- Professionals
- Academic researchers
- People with disabilities
- People interested in disseminating scientific knowledge on disability and in facilitating access to specialised and up-to-date information on disability

The Spanish Centre for Documentation and Research on Disability compiles and disseminates the most important research carried out inside and outside Spain .

It also compiles and disseminates documents published by international organisations, public administrations, entities related to disability and social policies.

- Ireland National Disability Authority

<https://nda.ie/publications-and-resources>

The National Disability Authority

publishes the following documents:

- Research reports
- Policy documents
- Fact sheets
- Newsletters on disability issues

It also develops other resources such as toolkits and a digital learning module on disability awareness.

The National Disability Authority uses different resources to obtain data, such as:

- the census,
- the **national household surveys**
- or researchers.

The **National Household Survey** is a survey that analyses the level of the quality of life.



- Balcão IncluíES of Portugal

<https://www.dges.gov.pt/pt/incluiES?plid=1752>

The Balcão IncluíES is part of the Inclusion for Knowledge programme of the Ministry of Science, Technology and Higher Education of Portugal. The Balcão IncluíES includes disability support contents that have been elaborated by different entities and associations.

- Disability Documentation Centre of Italy

<http://www.cpaonline.it/web/generale/index.php?id=31>

The Disability Documentation Centre compiles a lot of updated information and knowledge on the following disability topics:

- Organisations
- Associations
- People with disabilities
- **Operators**
- Researchers
- Families

An **operator** is a technician responsible for making some equipment work.

We can read and borrow documents and specialised information from the Centre. It also has an online catalogue to facilitate the reading of the documents.



### 2.3. Good practices

We will now look at a list of good practices  
in different countries:

- Inclusive Research Network of Ireland

[http://www.fedvol.ie/Inclusive\\_Research\\_Network\\_IRN/Default.241.html](http://www.fedvol.ie/Inclusive_Research_Network_IRN/Default.241.html)

The Inclusive Research Network is a group  
of people with intellectual disabilities.

This group of people researches  
ideas and topics that interest them.

The objectives of the Inclusive Research  
Network are the following:

- Support people with intellectual disabilities  
in their research
- Involve people with disabilities in  
project decision-making.
- Create a research community in Ireland

The Inclusive Research Network also offers  
training to its members on how to do  
inclusive research.

In addition, members of the Inclusive Research  
Network explain the results of research projects  
inside and outside Ireland.



The Inclusive Research Network is supported by the National Federation of Voluntary Bodies Providing Services, the Trinity College and the University College Cork.

The Inclusive Research Network also submits proposals on important issues to the government.

The following web link is adapted for easy reading:

[http://www.fedvol.ie/ fileupload/Inclusive%20Research%20Network/IRN%20Easy-to-Read%20Final%20%20Inclusive%20Research%20Network%20-%20%20A%20Participatory%20Action%20Research%20Project%20Report.pdf](http://www.fedvol.ie/fileupload/Inclusive%20Research%20Network/IRN%20Easy-to-Read%20Final%20%20Inclusive%20Research%20Network%20-%20%20A%20Participatory%20Action%20Research%20Project%20Report.pdf)

- Trinity Centre for People with Intellectual Disabilities of Irlanda

<https://www.tcd.ie/tcpid/research/>

The Trinity Centre for People with Intellectual Disabilities is located in the School of Education at Trinity College Dublin. Its main objective is to promote the inclusion of people with intellectual disabilities in education and society. Trinity Centre for People with Intellectual Disabilities help people with intellectual disabilities to realise what they can do.



To achieve this, Trinity Centre for People with Intellectual Disabilities does the following:

- Development of high quality research
- Dissemination of new knowledge
- Ongoing learning
- Professional training

The Trinity Centre for People with Intellectual Disabilities has an advanced programme for people with intellectual disabilities.

This programme is designed to improve the ability to participate in society as independent adults.

- Disability and Human Rights Observatory of Portugal

<http://oddh.iscsp.ulisboa.pt/index.php/en/2013-01-30-11-59-26/goals>

The aim of the Disability and Human Rights Observatory is to monitor the development of disability policy and portuguese-speaking.

It also wants to promote monitoring and promotion processes of the rights of disabled people.



The Observatory's activities is focused on four theme areas:

- Information: Disseminating and explaining research on disability and human rights, and diffusion of external resources.
- Training: Organisation of:
  - workshops,
  - seminars,
  - conferences
  - and training programs,For:
  - persons with disabilities,
  - organizations,
  - professionals,
  - researchers
  - and other interested people.
- Research: Support disability and human rights research, collaborating with:
  - higher education institutions,
  - disability organizations
  - other international networks.
- Social Intervention and policy advice. Tests and implementation of participatory tools in order to:
  - the design,
  - evaluation
  - and innovation of disability policies.



- Handicap Documentation Centre of Italy

<https://www.accaparlante.it/>

The Handicap Documentation Centre was set up

in 1996 and runs a documentation centre on

-disability,

-social difficulties,

-volunteering and

-**third sector**.

This documentation centre was set up in 1982

in Bologna.

The **third sector** includes jobs related to social, education, health, environment, culture, art and sport.

The association and the cooperative want to do the following:

- Be a cultural workshop on issues of disadvantage and diversity
- Promoting the rights of disadvantaged people and help them to participate in their personal and social change
- Helping disadvantaged people to integrate with the resources they have
- Giving visibility to people who are often excluded
- Strategic activities
- Planning and organising
  - cultural,
  - informational
  - and socio-educational services



- Doing socio-occupational integration activities
- Prepare specialised documents and information and communication products to disseminate different social issues

## 2.4. Downloadable documents

- Intellectual disability in higher education:  
Self-perceived training needs of university teachers

This paper provides concrete data on the training needs of university teachers.

Thanks to this, specific programmes are created for people with intellectual disabilities at the university.

<https://scindeks-clanci.ceon.rs/data/pdf/1452-7367/2021/1452-73672101001C.pdf>

- Teaching College Students with Intellectual Disability:  
Faculty experiences with inclusive higher education

More and more institutions have inclusion higher education programmes.

Therefore, it is important to understand the experiences of teachers who teach students with intellectual disabilities.



This **qualitative study** analyses the opinions of 23 university professors who have taught students with intellectual disabilities.

A **qualitative study** is research that analyses non-mathematical data.

This research focuses on the roles of teachers in inclusive classrooms, useful strategies and difficult challenges.

The research also makes recommendations to support teachers and proposes areas for further research.

<https://journals.gmu.edu/index.php/jipe/article/view/2730/173>

[4](#)

[Guía de Universidades Europeas que Trabajan por la Inclusión](#)

## 2.5. Learning objectives

- Access and learn to search for scientific content
- Learn to explain concepts with scientific theory



## 2.6. Practical activities

- Activity 1.

Choose a repository, database or journal from the chapter and search for a scientific article published after 2020.

- Activity 2.

Explain what independent living is based on three articles you find in one of the repositories, databases or journals in the chapter.



## Module 4. Management

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## 1. Chapter 10. University policies

The policies of an educational institution such as a university are one of the main elements of the Index for Inclusion.

Researchers Booth and Ainscow wrote about the Index for Inclusion in 2000, 2002 and 2011.

According to the Index for Inclusion, inclusive cultures make **inclusive** policies.

And inclusive policies enable inclusive practices to take place.

Something is **inclusive** if it integrates everyone into the community life alongside other people, regardless of their origin, profession, economic situation or thoughts.

The researcher Ainscow said in 2003 and 2004 that attendance, participation and progress tell us about the level of inclusiveness of education and training activities.

Therefore, assistance, participation and progress are very useful for organising institutions that want to be inclusive.

The 2006 United Nations Principle of **Reasonable Accommodation** contrasts with the **biopsychosocial** approach that the International Classification of Functioning created in 2011.

**Reasonable accommodation** is an adaptation to enable people with disabilities to use a service or

According to the researcher Romañach Cabrero in 2009, the biopsychosocial approach states that disability exists within a **context**.

A **biopsychosocial approach** is an approach that gives importance to medicine, psychology and culture.

This context can make accessibility easier or more difficult within the Relational Model of Disability Studies.

A **context** is a set of situations in which an event occurs.

Researcher Shakespeare created the Relational Model in 1994.

This model says that the relationship between the disability and the context makes accessibility easier or more difficult.

Therefore, according to the researcher Soldevila Pérez in 2015, people with disabilities have more barriers to learning.

According to the biopsychosocial approach,  
the following factors are very important  
for the **management system**:

A **management system** is a way of organising the structure and work of the members of some entity.

- Enable people with intellectual disabilities to participate in academic life.
- Self-assess and improve the quality of inclusive activities with the participation of all interested people, such as students with intellectual disabilities.
- Understanding the needs of learners with intellectual disabilities according to the biopsychosocial model to adapt the Relational Model approach.  
The relational approach believes that the human being has evolved in different ways and one of those ways is disability.
- Design plans to make knowledge accessible taking into account the needs of each person with intellectual disabilities.  
These plans must comply with the principles of reasonable accommodation and must be made with the participation of students with disabilities.
- Disseminate and report on the activities carried out inside and outside the university.

All university workers need specific training  
to achieve inclusion.

For example, the university governance team,  
the managers of the inclusion process and teachers.

In order to adopt the biopsychosocial approach,  
university needs to do the following:

- Manages the spaces of the university  
to make them inclusive and accessible to all.
- Adjust the pace of life at the university  
to make it **sustainable** and responsive  
to the needs of students.
- Adopt useful strategies to make information  
accessible at the university.
- Implement strategies to adapt the **educational offer**.  
This involves adapting content, tools  
and other requests from teachers.

Something is **sustainable** if it  
can be maintained for a long  
time because it respects the  
resources of, for example, a  
country, a region or a society.  
It does not harm the  
environment.

The **educational offer**  
is the set of studies  
taught in a school

## 1.1. Online material for Chapter 10

These are the materials that  
have been used for this chapter.

This material is not in easy reading.

The social model of disability: an **outdated** ideology?

[https://www.um.es/discatif/PROYECTO\\_DISCATIF/Textos\\_discapacidad/00\\_Shakespeare2.pdf](https://www.um.es/discatif/PROYECTO_DISCATIF/Textos_discapacidad/00_Shakespeare2.pdf)

**Out-of-date** means old-fashioned.

These articles analyse how the British academic and policy debates on the social model began. It also says that this model needs to be changed. These articles criticise the British social model. Criticism focuses on the issue of impairment, the impairment/disability dualism, and the issue of identity.

The articles say that **ontology** is very important for disability studies.

**Ontology** is a part of philosophy that studies human beings and their characteristics.

The articles also make recommendations for creating a more adequate social theory of disability.

**ICF** stands for International Classification of Functioning, Disability and Health.

T Hellblom-Thibblin, N Klang & K Åman (2012)

Biopsychosocial model and the ICF-CY in in-service training: general educators' reflections, International Journal of Developmental Disabilities, 58:1, 12-19,  
**DOI:** 10.1179/2047387711Y.0000000003:  
<https://www.tandfonline.com/doi/full/10.1179/2047387711Y.0000000003?scroll=top&needAccess=true>

**DOI** stands for Digital Object Identifier. It is a code given to some scientific articles on the internet to identify them.

For general educators, special educators and other professionals working with children with disabilities, it is very difficult to provide support to improve the participation of children with disabilities in inclusive classrooms.

This study uses the biopsychosocial model for training general educators about children with disabilities.

This study evaluates the effects of this model on training.

To assess these effects, it analyses general educators' end-of-year reflections on how they can meet the needs of children with disabilities.

The study finds that general educators believe that the biopsychosocial model is useful for understanding problems may arise in the classroom.

But general educators also believe that there is a need to collaborate with other professionals.

At the end of the course, educators reflected on how they can meet the needs of children with disabilities and also

on the knowledge about children with disabilities.

The results show us that it is important to know different disabilities to solve problems.

ICF online:

[https://www.reteclassificazioni.it/portal\\_main.php?portal\\_view=public\\_custom\\_page&id=85](https://www.reteclassificazioni.it/portal_main.php?portal_view=public_custom_page&id=85)

On this website we can see the International Classification of Functioning, Disability and Health in Italian and English.

The Italian Collaborating Centre for the Family of International Classifications of the Autonomous Region of Friuli Venezia Giulia of the World Health Organisation has developed and revises the ClAML formats of the International Classification of Functioning, Disability and Health in its 2001 and 2014 versions.

To find the information you are looking for, look through the different levels until you find the category you are interested in.

When you select the category, on the right hand side you will see a page with all the information.

Developing Inclusive Education Systems, Mel Ainscow:

[https://sid-inico.usal.es/idocs/F8/FDO6565/mel\\_ainscow.pdf](https://sid-inico.usal.es/idocs/F8/FDO6565/mel_ainscow.pdf)

The idea of inclusive education emerged at the Salamanca World Conference on Special Needs Education almost ten years ago.

Since this idea emerged, many countries have tried to make their policies and education more inclusive.

This article looks at research in England to see what has been done on inclusion and how further progress can be made.

This article focuses on tools to make education systems more inclusive.

La inclusión escolar de un niño con diversidad funcional: una historia de vida:

[https://www.tdx.cat/handle/10803/315838#page=1 /](https://www.tdx.cat/handle/10803/315838#page=1/)

<http://hdl.handle.net/10803/315838>

This research describes and analyses the process of inclusion in school in order to make the inclusion of a child with learning difficulties more effective.

This research has been carried out over four and a half years in collaboration with the school.

This research identifies the most important aspects of activities and strategies to support the inclusion process of children with disabilities.

To achieve this, situations of inclusion in different contexts and countries has been analysed, the main research on this topic has been studied and the experiences of schools have been analysed.

**Ethnography** is a part of anthropology that studies cultural practices.

In addition, an **ethnographic** analysis has been carried out to create the child's life story.

An **action research** process has also been developed to improve the child's quality of life.

**Action research** is a form of research that consists of analysing social situations in order to improve them.

Inclusive education as a right. **Framework** and guidelines for action for the development of a pending revolution:

[https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/18038/23\\_La%20educacion%20inclusiva%20como%20derecho.pdf?sequence=1&isAllowed=y](https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/18038/23_La%20educacion%20inclusiva%20como%20derecho.pdf?sequence=1&isAllowed=y)

The idea of integrated education is of growing interest to more and more people.

A **research framework** is the structure that the research will follow.

In richer countries, many young people leave school without having learned much.

Other young people are forced to do other things instead of studying.

The meaning of inclusive education or integrative education remains unclear and there are several definitions.

Inclusión y exclusión educativa. De nuevo "voz y quebranto":

[https://repositorio.uam.es/bitstream/handle/10486/661466/REICE\\_11\\_2\\_5.pdf?s](https://repositorio.uam.es/bitstream/handle/10486/661466/REICE_11_2_5.pdf?s)

In this text, the author proposes ideas and questions to discuss and analyse some issues and approaches to the educational inclusion process.

## 1.2. Documents for download

Index for inclusion (Booth e Ainscow):

<https://www.eenet.org.uk/resources/docs/Index%20English.pdf>

An **index** is a material used to evaluate something.

This index is called index for inclusion: to assess the development of learning and participation in schools.

This index is a set of materials to support a school's self-evaluation, for example activities:

- In the playground
- In the staff rooms
- In classrooms
- In school-related communities

The index encourages workers, parents, caregivers and children to participate in an inclusive development plan.

## International Classification of Functioning,

### Disability and Health:

[https://apps.who.int/iris/bitstream/handle/10665/43737/9789241547321\\_eng.pdf?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/43737/9789241547321_eng.pdf?sequence=1)

According to the World Health Organisation in 2001, the International Classification of Functioning, Disability and Health for Children and Youth is derived from the International Classification of Functioning, Disability and Health.

This classification records the characteristics of the developing child and the influence of its surrounding environment.

ICF e-learning Tool: [https://www.icf-elearning.com/wp-content/uploads/articulate\\_uploads/ICF%20e-Learning%20Tool\\_English\\_20220501%20-%20Storyline%20output/story\\_html5.html](https://www.icf-elearning.com/wp-content/uploads/articulate_uploads/ICF%20e-Learning%20Tool_English_20220501%20-%20Storyline%20output/story_html5.html)

The International Classification of Functioning, Disability and Health is a classification of health and health-related issues.

The World Health Organisation uses this classification to assess health and disability at the individual and group level.

On 22 May 2011, 191 member states of the World Health Organisation adopted this classification to describe and assess health and disability.

The classification also includes a list of **environmental factors**, because people's functioning and disability occurs in context.

The classification has the same **principles** as the International Classification of Diseases and the International Classification of Health Interventions.

**Environmental factors** are elements related to the environment that can influence something.

A **principle** is a fundamental rule or idea that defines how a person or an institution should act.

### International Classification of Functioning, Disability and Health:

#### ICF Education Portal

<https://icfeducation.org/>

This Education Portal belongs to the International Classification of Functioning, Disability and Health.

This Education Portal supports the work of the World Health Organization Family of International Classifications Network to implement the World Health Organization reference classifications.

It also wants to improve the level and quality of these classifications in the Member States.

### 1.3. Objectives

- To be aware of the importance of eliminating exclusion of students with intellectual disabilities from university participation
- To know how to self-assess and improve the quality of inclusive activities
- Collaborate with teachers to make academic knowledge accessible to people with intellectual disabilities
- Informing colleagues about the measures taken inside and outside the university
- Participate in time management at the university, respecting sustainability.
- Be aware of how to achieve inclusive management of university spaces
- Identify and use useful strategies to make information accessible at the university
- Share and design strategies for curricular adaptation and educational provision with teachers

## 1.4. Activities

### Activity 1

Make a **concept map** with all the concepts studied in chapter 10 and the relationship between each concept.

A **concept map** is a map showing the main ideas on a topic.

### Activity 2

Make an example of a **podcast** to explain university application procedures adapted to the needs of students with intellectual disabilities.

A **podcast** is a broadcast of a sound recording that can be downloaded from the internet.

## 2. Chapter 11. Governance

A leadership-based governance system favours a **vision** focused on motivating people.

A **vision** is a way of thinking about something.

There are different classification systems proposed by different authors, such as the following from 1999:

- K. Leithwood
- D. Jantzi
- R. Steinbach
- Changing Leadership for Changing Times
- Open University Press
- Buckingham

The classification systems of these authors identify eight types of leadership:

Doing something **rationally** means doing it by thinking and by impulse.

- Managerial leadership: Activities are organised **rationally** and each member has a professional role. Great importance is placed on fulfilling the tasks and objectives of each school function.
- Transformational leadership: Vision is essential to organise all activities involving all people in the educational context.

Leadership is very important in the educational context to achieve school autonomy.

- Participatory leadership: The leader participates in creating and developing a vision with others.
- Transactional leadership: The ability to work depends on the motivation of the person.
- Postmodern leadership: Attention is paid to all individual views of the people interested.

Therefore, the organisation is not-**hierarchical**.

- Moral leadership: Leadership is based on defending the principles and values of the organisation.
- Didactic leadership: Leadership focuses on teaching and learning processes so that teachers and students improve in their responsibilities.
- Contingent leadership: There are no universal leadership styles, because leadership style has to be adapted to the context.

**Hierarchy** is the order established by categories and grades.

According to researcher Salo in 2015, through innovation, participative leadership, transformational leadership and collaborative leadership create a vision that encourages people to be motivated and inspired.

This helps to meet the institution's objectives and to improve inclusion.

In this approach, academic authorities support their leadership in active and participatory policies.

This leadership encourages an open attitude to new experiences and challenges:

- Creating spaces for university student participation
- Creating spaces for student representation in governing bodies
- Creating specific environments and processes for students with disabilities

## 2.1. Online material

These are the materials that have been used for this chapter.

This material is not in easy reading.

- Calatayud Salom, M. A. (2015). El liderazgo emergente de los directores escolares en España: La voz del profesorado. Revista Iberoamericana De Educación, 69, 207-228. <https://doi.org/10.35362/rie690150>

This paper explains the results of the research entitled “Improving School Leadership from the perspective of teachers”.

The aim of this research is to analyse the opinions of  
of teachers of Primary Education in Spanish public schools  
on the type of leadership that  
a school head must have in order  
to face educational challenges.

To achieve its objective, the research review  
recent international studies on leadership.

These studies explain how leadership influences  
learning and school outcomes.

Also 450 teachers were surveyed in the study.

The results helps us to understand what kind of  
leadership school organisations want according to  
teacher's perspectives.

The results also serve to understand the situation of  
the present and future leadership of the director  
in Latin American educational centers.

- Graham Wise, Connie Dickinson, Tuntiak Katan & Maria Cristina Gallegos (2020) Inclusive higher education governance: managing stakeholders, strategy, structure and function, Studies in Higher Education, 45:2, 339-352, DOI: 10.1080/03075079.2018.1525698 .

Full article:

<http://www.grahamwise.net/docs/wise%20g%20-%20inclusive%20higher%20ed.pdf>

**Indigenous** higher education governance is a fundamental element of diversity, equality and inclusivity at universities with significant indigenous students.

Management approaches to establish inclusive governance is complex.

Little guidance exists to support university managers to establish indigenous **advisory councils**.

This research analyses the creation of an indigenous advisory council at the university.

This council is made up of members from up to 11 different indigenous nationalities.

An **indigenous** person is a person or a village living in a region or a country on a stable basis and for a long period of time.

An **advisory council** is a group of people who advise someone.

The results of this creation process are analysed considering the following:

- Participation and inclusion
- **Rule of law**
- Non-discrimination and equality
- Transparency
- Mutual trust and respect

The **rule of law** is a model of government in which all people obey the same laws.

This research explains to higher education policy researchers and university managers how to achieve indigenous university governance.

This research aims to train indigenous leaders to participate in higher education.

In this way education and research are improved for indigenous students and communities.

### Total Quality Management in Higher Education

[https://www.researchgate.net/publication/298462542\\_Challenges\\_and\\_Information\\_Training\\_Requirements\\_for\\_Managing\\_and\\_Governing\\_Universities\\_within\\_the\\_Framework\\_of\\_the\\_EHEA](https://www.researchgate.net/publication/298462542_Challenges_and_Information_Training_Requirements_for_Managing_and_Governing_Universities_within_the_Framework_of_the_EHEA)

[A](#)

This article aims to adapt the concept of Total Quality Management for use in Higher Education institutions.

This article explains the results of a research in design science studies.

The article explains the characteristics of higher education and especially educational processes based on experiences in Egypt and the Netherlands.

Thus, we can understand how total quality is managed in education.

These experiences help us to create a model for applying Total Quality Management in Higher Education institutions.

These are only experiences from two countries with different cultures.

Therefore, we do not know how the model is used in other countries.

We do know that many attempts have been made to apply Total Quality Management in Higher Education.

But the application of both Total Quality Management and quality management models in teaching and learning is rare.

The application of total quality management is also scarce in two very different countries.

## 2.2. Documents for download

- Inclusive University Manifesto:

[https://www.unhcr.org/it/wp-content/uploads/sites/97/2020/09/Manifesto-dellUniversita-inclusiva\\_UNHCR.pdf](https://www.unhcr.org/it/wp-content/uploads/sites/97/2020/09/Manifesto-dellUniversita-inclusiva_UNHCR.pdf)

The Inclusive University Manifesto focuses on the situation of young people with international and temporary protection who want to continue their studies and research in the **country of asylum**. The University Manifesto was written because the cultural, technical and intellectual experiences of different parts of the world can be a great resource for Italy.

A **country of asylum** is a country that hosts a refugee fleeing from their country of origin.

- Training politicians towards a more inclusive leadership:

A proposal:

[https://cadmus.eui.eu/bitstream/handle/1814/74594/PA\\_2022\\_14\\_STG.pdf?sequence=1&isAllowed=y](https://cadmus.eui.eu/bitstream/handle/1814/74594/PA_2022_14_STG.pdf?sequence=1&isAllowed=y)

Equality and representation are founding principles for contemporary democracies.

In recent years, there have been increasing efforts to increase the representation of people with disabilities in politics.

But there is still exclusion in politics  
and this affects the quality of decision-making.

This brief fulfils two main objectives.

The first objective is to defend  
the advantages of favouring an inclusive model  
of leadership in politics and to propose  
a way to achieve this inclusive model.

For that, the focus should be  
on the behaviour and organisation of political parties  
and experienced politicians.

The second objective is to propose  
a training curriculum of the Inclusive Leadership Initiative.

This curriculum provides politicians with  
useful and innovative content and skills.

Politicians can thus learn to prevent  
political exclusion.

The curriculum modules are based on  
the results of a research  
and a **pilot study** held in 2018.

A **pilot study** is a type  
of study that is done  
before the real study.

- Transformation school leadership in a transactional policy world, Kenneth Leithwood  
[http://wvde.state.wv.us/principalsinstitute/institute07-08/docs\\_fall/Fall\\_PreRead\\_TransformationalLeadership.pdf](http://wvde.state.wv.us/principalsinstitute/institute07-08/docs_fall/Fall_PreRead_TransformationalLeadership.pdf)

Transformational leadership is a word that has increasingly appeared in education studies since the 1980s.

According to researcher Leithwood in 1992, schools in most developed countries must adapt to change.

This is why transformational leadership is useful for schools.

Often this word has a common sense, non-specialised meaning.

For example, Webster's Dictionary in 1971 said that to transform is to change form or composition.

This means that transformational leadership is always changing.

## 2.3. Objectives

- Informing students about the importance of creating spaces for active university participation
- Encourage student participation in the governing bodies
- Encourage the creation of specific participation environments and processes for students with disabilities.

## 2.4. Activities

### Activity 1

Think about three forms of engagement to participate in processes of self-evaluation and improvement of the university's level of inclusiveness.

### Activity 2

Write a simplified form that students with intellectual disabilities can use to submit complaints to the student secretary's office.

### 3. Chapter 12. Procedures

The disability studies approach is based on the **self-determination** of people with disabilities.

Challenging **normative** culture and practices is important to avoid exclusion.

According to researchers Slee and Allan in 2001, moving beyond inclusion is to stop ignoring exclusion and to develop cultural, political, educational and **pedagogical** practices to improve inclusion.

Procedures and the management of procedures can be approached in two different ways.

The first way is to rely on normative principles and to label people without caring what they look like.

The second is to take into account characteristics of people that make them different from others.

Each form develops a different model of management of procedures.

The first model is the standardised procedure by type of person.

The second model is the procedure based on active listening to the individual.

In this way, we can know how to help each person.

**Self-determination** is the ability to take decisions for oneself.

Something **normative** complies with the norm or custom.

Something **pedagogical** that aims to educate, teach or instruct in a given field.

According to the Relational Model, in the management of the procedures we must share information with the support services for intellectual disabilities.

This way, actions are more efficient.

But we also have to analyse each person to develop the most effective actions for each person.

According to the researcher Morin in 1990, the context can reduce a person's abilities.

This can be avoided by the ideas of **relativism** and independent autonomy.

These ideas explain that actions designed for some people are not effective for others.

Therefore, inclusion can only be achieved if we consider the characteristics of each person.

Flexibility and customisation should be a feature of procedure management.

Flexibility is being able to make changes to procedures.

**Relativism** is a theory that denies the existence of absolute truths.

According to researcher Baldacci in 2005,  
personalisation is different from individualisation.

Individualisation says that the goals  
are the same for all people

but some people cannot do the same as others.

Personalisation says that each person  
decides what to do.

### 3.1. Online material

- Roger Slee & Julie Allan (2001) Excluding the included: A reconsideration of inclusive education, International Studies in Sociology of Education, 11:2, 173-192, DOI: 10.1080/09620210100200073:  
<https://www.tandfonline.com/doi/pdf/10.1080/09620210100200073?needAccess=true>

This article analyses how regular and special education  
have limited the development of inclusive education policies.

The variety of opinions on education policies and  
personal interests of each person favour exclusion.

The authors of the article say that inclusive education  
is not something that is done automatically.

Therefore, we need to strive to understand  
what special educational needs are.

**Deconstruction** is one way of exposing exclusion as indicated by inclusive education policies:

**Deconstruction** is analysing our ideas and eliminating ideas that are discriminatory.

The article covers the following topics:

- Relationship between ideas and policy
  - A new research policy
  - Inventing ways of enrolment that avoid the modernist model
  - Reflexivity
  - Teaching for inclusion
- 
- Elizabeth J. Done y Helen Knowler (2022) A tension between rationalities: "off-rolling" as gaming and the implications for head teachers and the inclusion agenda, Educational Review, 74:7, 1322-1341, DOI: 10.1080/00131911.2020.1806785:  
[https://www.researchgate.net/publication/343391471\\_A\\_tension\\_between\\_rationalities\\_off-rolling\\_as\\_gaming\\_and\\_the\\_implications\\_for\\_head\\_teachers\\_and\\_the\\_inclusion\\_agenda](https://www.researchgate.net/publication/343391471_A_tension_between_rationalities_off-rolling_as_gaming_and_the_implications_for_head_teachers_and_the_inclusion_agenda)

This article analyses different exclusionary practices in schools in England with the ideas of **fabrication, subjectivation** and **performativity**.

**Fabrication** is the making of something.

**Subjectivation** consists in thinking subjectively about oneself.

**Performativity** is the action of pretending something.

This analysis focuses on school exclusion.

According to the national school inspectorate, school exclusion is the illegal removal of a student from a school roll in order to enhance academic performance data.

This definition of social exclusion has become popular in a short period of time.

The importance we give to economics and performativity are the causes of social exclusion.

Dropping out of school is a subject of study, a government problem and a political tool.

The dropout rate show us that head teachers in England are not complying with the legal procedures for social exclusion.

Dropping out of school is an example of performativity.

Performativity favours the market, management and performance.

But the political context since the 1990s has favoured exclusion.

And policy ideas about inclusion have not succeeded in eliminating educational exclusion.

- The Disability Studies perspective and Italian Disability Studies and its impact on schools and services for adults with disabilities:

<https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/1091>

This research explains the theoretical and cultural origins of disability studies and disability studies in Italy.

The research explains the outcomes of schools and services for adults with disabilities.

The researchers have chosen these contexts because they are very useful for analysing inclusion.

This analysis focuses on:

- The meaning of disability
- The causes of disability
- The influence of the causes of disabilities on school and service practices

The analysis demonstrates the importance of analysing contexts and barriers to learning.

- Dobusch, L. (2021), The inclusivity of inclusion approaches: A relational perspective on inclusion and exclusion in organizations. Gender Work Organ, 28: 379-396. <https://doi.org/10.1111/gwao.12574>

Full article:

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/gwao.12574>

Organisational inclusion is a key concept to eliminate diversity and inequality in organisations.

Organisational inclusion wants to include all people.

But we do not know whether mainstream and critical inclusion approaches will achieve this.

This article analyses two ideas from these approaches: belongingness and recognition.

These ideas are analyses from a feminist perspective of disability and the interests and needs of autistic people.

The analysis shows that the two approaches to inclusion have **enabling** ideas that we do not see. Inclusive practices therefore segregate autistic people.

Something **enabling** discriminates against persons with disabilities.

The article does not believe that the inclusion project is a failure.

The article says that inclusion is not total.

It is therefore important to realise that inclusion should have no limits.

### 3.2. Documents for download

- Comprehensive and coordinated efforts for the management of autism spectrum disorders:

[https://apps.who.int/gb/ebwha/pdf\\_files/EB133/B133\\_4-en.pdf](https://apps.who.int/gb/ebwha/pdf_files/EB133/B133_4-en.pdf)

Autistic spectrum disorders are developmental disorders characterized by impairment in functions related to central nervous system maturation. Examples of autistic spectrum disorder include autism, childhood disintegrative disorder and Asperger syndrome.

These disorders consist of disturbances in the ability to socialise and communicate.

In addition, people with these disorders tend to have specific interests.

Autistic Spectrum Disorders belong to the category of Pervasive Developmental Disorders of the International Classification of Diseases and Related Health Problems. The category of pervasive developmental disorders is within the category of mental and behavioral disorders.

- Convention on the Rights of Persons with Disabilities:  
<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

The Convention on the Rights of Persons with Disabilities and its Optional Protocol were adopted on 13 December 2006 at the United Nations in New York.

The signing of this convention was approved on 30 March 2007.

The convention entered into force on 3 May 2008.

The United Nations had been working for years to change attitudes and approaches towards persons with disabilities.

Thanks to the convention, people with disabilities began to be seen as worthy of rights and capable of fighting for their rights, deciding about their lives freely and participating in society.

The Convention aims to promote human rights and social development of people with disabilities. Therefore, it says that all people with any kind of disabilities should enjoy all rights and freedoms.

The Convention explains how to apply all rights to people with disabilities and what accommodations we need to make in order for people with disabilities to have these rights.

The Convention also explains violations of the rights of people with disabilities and how to protect them.

- Disability studies and inclusive education - implications for theory, research, and practice:

[https://www.researchgate.net/publication/236221750\\_Disability\\_studies\\_and\\_inclusive\\_education\\_-\\_implications\\_for\\_theory\\_research\\_and\\_practice](https://www.researchgate.net/publication/236221750_Disability_studies_and_inclusive_education_-_implications_for_theory_research_and_practice)

This article is an introduction to disability studies in education.

Disability studies in education appeared ten years ago.

Disability studies in education is now a very interesting and useful research topic for social and educational advocacy.

The authors of this article investigate the origins of disability studies in the United Kingdom and the United States..

In addition, the authors describe the creation of international networks dedicated to disability studies in education.

The authors also explain the evolution of disability studies in education with its principles and examples.

The authors discuss twelve papers selected for this special double issue of the International Journal of Inclusive Education.

Finally, the authors reflect on the importance of disability studies in education for theorists, researchers and practitioners.

In addition, disability studies in education help to improve the lives of people with disabilities.

### 3.3. Objectives

- Knowing how to learn about inclusive processes in the educational community.
- Knowing how to use the tools of educational differentiation.
- Understand and know how to develop inclusive administrative and educational procedures adapted to the needs of each individual.

## 3.4. Activities

### Activity 1

Think of an example of a simplified procedure for evaluating a curriculum or an Erasmus application. What criteria should this procedure have?

### Activity 2

Prepare an evaluation test for all university teachers on the inclusion policy.