

MODULE 3: RESEARCH

Introduction

Scientific production in the field of intellectual disabilities is extensive, although mainly framed from medical and rehabilitative perspectives. Research on higher education and intellectual disability is increasing given the proliferation of inclusive proposals in the higher education space. This module includes chapter 7 on the scientific production on disability and universities, theoretical approaches, centres and groups as well as other research resources on disability linked to research in the social sciences.

Secondly, chapter 8 focuses on ways of disseminating scientific research on disability in relation to universities, with an emphasis on scientific journals and good practices.

Finally, Chapter 9 deals with the conceptualisation of research transfer and the most common modalities in the field of intellectual disability in relation to universities.

CHAPTER 7 PRODUCTION

The scientific production in the field of intellectual disability is wide, although mainly framed from medical and rehabilitative perspectives. Research on higher education and intellectual disabilities has experienced a shift from considering intellectual disabled people as passive subjects to include them as part of the research process themselves, as university students or even as co-researchers. Theoretical approaches, services and good practices are addressed below through the scientific literature on this subject.

THEORETICAL APPROACHES

There are different theoretical approaches from which to investigate and relate to people with disabilities. In the following we will look at the rights approach, the capability approach, the person-centred approach and the Universal Design for Learning approach.

The rights-based approach is based on the premise that people with disabilities are individuals with intrinsic dignity, who must have their rights recognised on an equal footing with the rest of the population. This is materialised by supporting their autonomy and decision-making capacity to choose and exercise self-determination, being the protagonist of their own lives (Jiménez Lara, 2021).

The capabilities approach understands life as a combination of various "doings and beings", in which the quality of life must be evaluated in terms of the capacity to achieve valuable functionings (Toboso and Arnau, 2008).

On the other hand, the person-centred approach builds personalised projects taking into account the opinion of the person with intellectual disabilities themselves, thus creating a personalised support that brings the person closer to projecting and approaching their desired lifestyle (Pallisera, 2013).

The Universal Design for Learning (UDL) promotes pedagogical processes that are accessible to all students through a flexible curriculum that adjusts to the needs and different learning rhythms (Figuerola, Ospina and Tuberquia, 2019).

SERVICES - RESEARCH GROUPS: what and who is studying it?

It is necessary to continue promoting research in the university context on the reality of people with intellectual disabilities and different conditions they can experience, such as issues about sexuality, families, self-perception and others. This would mean diversifying research, and considering the lack of university research on people with



disabilities, specific and cross-cutting studies on these groups should be promoted.

Thus, co-research can be an avenue to be addressed in which the voices of people with intellectual disabilities, who are experts by experience, are taken into account. There are already experiences of people with intellectual disabilities who have taken part in advisory activities, collaboration and management of research in research groups, whom value positively the participation of people with intellectual disabilities in the research process.

In Spain, in the field of disability studies, the University Institute for Community Integration (INICO) of the University of Salamanca (Instituto Universitario de Integración en la Comunidad (INICO) de la Universidad de Salamanca) in the area of psychology, has promoted or collaborated in numerous competitive projects over the last decade. Its main lines of research are: environment, participation and quality of life; autism and severe disabilities; quality of life; educational inclusion; labour inclusion, supported employment and social policies; health, mental health and disability and transition to adulthood, employment and quality of life. In addition, it belongs to the Ibero-Mediterranean Network of Research in Quality of Life and to the International Research and Development Networks.

Also in Spain, we find the research carried out by the research groups at the Autonomous University of Madrid, from different branches of knowledge, in which groups studying educational issues (Attention to Diversity Group, Grupo Atención a la diversidad;), psycho-educational issues (Alterations in the development of psychological processes and their influence on learning and education Group), technology (Advanced Interactive Tools Group or Digital System Lab Group, Grupo de Herramientas Interactivas Avanzadas or Grupo Digital System Lab), as well as medical issues (Cardiovascular Epidemiology and Nutrition Group or NeuroVirology Group, Grupo Epidemiología Cardiovascular y Nutrición o Grupo NeuroVirología), among others, coexist.

This presence and interest of Spanish universities in scientific production in relation to disability shows, taking INICO as an example, which has the first doctoral programme on people with disabilities, advances and perspectives in disability research which has resulted in an increase in the number of doctoral theses on disability in recent years. In the case of INICO, from 1994 to the present, 119 theses have been supervised by its members, with an upturn in the number of theses in the last decade.

In Portugal, there is the iACT (Inclusion & Accessibility in aCTion) which, from the Communication Sciences in alliance with other branches of knowledge, especially Social Sciences, develops transdisciplinary and integrated research. Its lines of work are: assessment, guidance and psycho-pedagogical intervention; inclusive education; inclusive communication; design of inclusive spaces and equipment; development of inclusive products; identities; health and well-being; communication, collaboration and knowledge management; and art and culture. It also has national and international partners, with a special twinning with Spain.

The University of Lisbon has an Observatory on Disability and Human Rights (ODDH) (Observatorio de la Discapacidad y los Derechos Humanos) created at the Higher Institute of Social and Political Sciences. This observatory specialises in monitoring the implementation of disability policies in Portugal and Portuguese-speaking countries. Its lines of research and action are focused on: information; training and research.

In Italy, the National Observatory on the conditions of people with disabilities (Observatorio nacional de las condiciones de las personas con discapacidad) presents the actions and results of different working groups:

1. Definition of the condition of disability
2. Harmonisation, reordering and simplification of legislative conditions in the field of disability.
3. Right to adult life



4. Combating segregation
5. Health and the right to life, habilitation and rehabilitation
6. Social policies
7. Education
8. Labour and employment
9. Women with disabilities
10. Accessibility
11. Freedom, civil rights and participation
12. Monitoring
13. International cooperation

Also in Italy there is the SIPED working group, studies and research on disability and inclusion (SIPED, estudios e investigación sobre discapacidad e inclusión), of the Italian Society of Pedagogy. The general objectives of the group are the definition, promotion and dissemination of studies and research on disability and inclusion from an interdisciplinary and international perspective.

Finally, in Ireland, Trinity Center for People with Intellectual Disabilities is based on the premise of inclusive research, which understands that research must be based on real problems, must favour the interests of people with intellectual disabilities, must be collaborative, people with intellectual disabilities must have some control over the process and the results, and the reports must be accessible to them. Thus, the TCPID has three lines of action: research with people with intellectual disabilities; research with families; and research with services and professionals. Within the Centre, there is a specific area for the promotion and accompaniment of doctoral theses.

The typology and disciplines of the research groups on disability are diverse and promote collaboration between different disciplines and places, as well as the different national and international networks mentioned above. Thus, through multidisciplinary and searching for multiplying results for people with disabilities is how inclusive research is finally achieved.

GOOD PRACTICES BY COUNTRY

The scientific literature on higher education and people with intellectual disabilities shows models, experiences, good practices and evaluation of specific programmes, such as Promentor in Madrid, pioneer in Spain (Izuzquiza Gasset, 2012). The results of these studies, in the Irish case, and extensible to nearby experiences, show that the learning experiences of students with intellectual disabilities are as complex and multifaceted as those of any other university student (Kubiak, 2015). Focusing on Asperger Syndrome, a comparison is made of the experience of students with intellectual disabilities at university between the UK and Spain (Casament et al., 2017). The learning of these university students in virtual environments is also analysed (Mampaso Desbrow, et al., 2020; García Rodríguez et al., 2020). Following the Irish experience, in the Trinity Centre for People with Intellectual Disabilities (TCPID) in Dublin, there is research showing the empowerment of students in their passage through a two-year degree programme on Arts, Science and Applied Inclusive Practices (ASIAP), with students wanting to go one step further and be co-researchers (Kubiak et al., 2021).



Online Resources for production
<p>Conceptualising inclusive research with people with intellectual disability https://doi.org/10.1111/jar.12083</p> <p>This article provides a conceptualisation of inclusive research through a literature review. This can serve as a framework for co-research, as well as allowing us to address possible problems associated with it.</p> <p>Bibliography of scientific production in inclusive university research https://docs.google.com/document/d/1iOj9yeJ_shkRQHnIbNM1xvr4ehUE6az6/edit?usp=share_link&oid=114141862036513600730&rtpof=true&sd=true</p> <p>In this link you have Access to the bibliography used to write this chapter.</p>

Downloadable Documents
<p>Disability Research Centre, La Trobe University, Melbourne, Australia</p> <p><i>This paper shows how knowledge can be transferred and applied to training designs for supervisors and managers of services supporting people with intellectual disabilities (Disability Research Centre, La Trobe University, Melbourne, Australia).</i></p> <p>University Education for People with Intellectual Disabilities. Evaluation of a Training Experience in Spain</p> <p><i>This article shows how knowledge is applied to a hybrid programme for the inclusion of students with intellectual disabilities in universities</i></p>

Learning objects/practical activities		
Learning objects		
Students	Teachers	Management
<p>-Know and recognise different ways of approaching people with disabilities (theoretical approaches).</p> <p>-To know reliable sources in different countries where research on people with disabilities can be consulted.</p> <p>-Know the role that people with disabilities can play in research (co-researchers).</p>	<p>-To differentiate between different theoretical approaches from which disability issues can be researched.</p> <p>-To know what and how research groups are working on intellectual disability issues.</p> <p>- To outline some good practices at international level</p>	<p>-Know some perspectives from which to position ourselves and research disability issues.</p> <p>-Know reliable sources in different countries where research on people with disabilities can be consulted</p> <p>-Recognise the leading role of people with disabilities in disability research. Recognise the leading role of people with disabilities in disability research.</p>
<p>To reinforce your knowledge in this chapter, we propose the following practical activities:</p> <p>Activity 1: Literature review Carry out a simple literature review (at least 15 scientific articles) in social science databases on universities and disability in the last year and list the topics covered. With this activity you will be able to check the scientific priorities on this topic.</p> <p>Activity 2: Read the following abstract and prepare a summary of it to which you should add your opinion on it in a maximum of 300 words.</p> <p>McDonald, K. E., & Kidney, C. A. (2012). What is right? Ethics in intellectual disabilities research. Journal of Policy and Practice in Intellectual Disabilities, 9(1), 27-39.(English version)</p> <p>McDonald, K. E., & Kidney, C. A. (2012). What is right? Ethics in intellectual disabilities research. Journal of Policy and Practice in Intellectual Disabilities, 9(1), 27-39.(Spanish version)</p>		



Chapter 8: Broadcasting

1. THEORETICAL APPROACH

1.1. INTRODUCTION

The International Convention on the Rights of Persons with Disabilities (United Nations, 2006) establishes that persons with disabilities are rights holders and that public authorities are obliged to guarantee the full and effective exercise of these rights. Guided by the principles of participation and inclusion, non-discrimination and equal opportunities, the Convention clearly establishes the rights to educational and labour inclusion, independent living and participation in the community, among others. However, although in recent decades, in Western countries there has been considerable progress in the social inclusion of people with intellectual disabilities, research shows that, in practice, these people have many difficulties in being able to fully exercise their rights (Fullana et al., 2016).

The inclusive perspective in research is related to the progressive implementation of the social model in the analysis of disability (Nind, 2011). This model burst onto the scene in Europe in the 1980s and developed in the 1990s as an approach opposed to the individual or medical model that had been predominant until then. Thus, there is a transition from a perspective that sees people with disabilities as incapable of making decisions, in need of protection and people to speak on their behalf, to a new way of understanding disability. The new perspective sees people with disabilities as having the capacity to be self-reliant, to speak up for themselves and their own interests, to make decisions and to have a voice for themselves (William and Shoultz, 1982).

Over the last 20 years, the importance of inclusive research in the field of disability studies has been growing, especially in the Anglo-Saxon sphere, as a result of the development of the social model of disability and the "Nothing about us without us" movement that drives self-advocacy movements for the rights of people with disabilities (Strnadová and Cumming, 2014). There is now considerable agreement that inclusive research should include the following principles (Walmsley and Johnson, 2003).

- The research problem or topic should belong to people with intellectual disabilities, even if they are not the initiators of the process.
- It should be of interest to people with intellectual disabilities and non-disabled researchers should be supportive of people with disabilities.
- It must be collaborative: people with intellectual disabilities must be involved in the process with the help of people without disabilities.
- People with disabilities should be able to exercise some control over the research process and outcomes.
- The research question, process and reports should be accessible to people with disabilities.

In order to identify the tools of scientific dissemination on the autonomous life of people with intellectual disabilities, an overview of the types of products used for dissemination such as scientific journals, repositories and databases and some of the most prestigious international journals is given below. It also highlights the importance of cognitive accessibility for outreach to reach the target audience in line with the rights paradigm referred to in this chapter.

1.2. SCIENTIFIC PRODUCTS RELATED TO THE AUTONOMOUS LIFE OF STUDENTS WITH INTELLECTUAL DISABILITIES

The scientific production on independent living of people with intellectual disabilities in the university environment focuses on the access and university life of people with intellectual disabilities in higher education institutions, with an emphasis on the services and adaptation needs of teaching and care services of the institutions. However, the study of independent living of teaching or research staff is very scarce.

Scientific publications related to intellectual disabilities and research focus mainly on people with ASD. Thus the work of Hees et al. (2015) makes an interesting review that brings together recommendations around the most studied areas in the academic literature such as: personalisation, safe environment, planning, communication, academic adaptations, educational coaching, daily life in the university environment, psychosocial support, leisure and rest activities.



- - 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 et al (2022), is one of the few bibliographical references that raises a future issue: once students with intellectual disabilities finish the university programme, what possibilities are open to them? The study raises alternatives for employment, but also for a more complete higher education in which research plays a fundamental role.

- - 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>

Alqazan et al. (2019) conducted a systematic review of scientific articles of higher education programmes for people with intellectual disabilities from the perspective of all stakeholders. Each group identified several barriers to accessing higher education, namely physical and academic barriers for students with disabilities, their parents' understanding of the higher education system, and the lack of training of higher education staff.

- Alqazan, S., Alallawi, B., & Totsika, V. (2019). Post-secondary education for young people with intellectual disabilities: A systematic review of stakeholders' experiences. *Educational Research Review*, 28, 100295. <https://doi.org/10.1016/j.edurev.2019.100295>

1.3. GENERAL OUTREACH PRODUCTS (OUTREACH PUBLICATIONS ON INDEPENDENT LIVING)

There are several repositories and databases specialised in scientific literature related to intellectual disability and independent living. These resources are very useful, as they allow centralising the search for academic information, facilitating access to the most recent and relevant studies and avoiding the dispersion of literature on this subject in different sources and non-specialised resources, thus facilitating the work of researchers. In addition, they are usually online resources with advanced web accessibility criteria so that the bibliographic search by people with intellectual disabilities is more user-friendly.

Repositories and databases

- - Riberdis, the IBERoamerican Repository on DISability,

This repository compiles and disseminates the scientific production in digital format and open access that is produced in the Ibero-American area in relation to topics related to disability. The contents of the repository are grouped into thematic communities and geographical sub-communities. These sub-communities, in turn, classify the resources into different collections according to their typology: journal articles, reports, doctoral theses, book chapters, papers and communications, etc.

Riberdis is a member of the international Open Access Initiative movement, which means that all the documents included in the repository are freely accessible. The repository also uses the Open Archives Initiative (OAI) interoperability protocol, which allows to increase the visibility of the documents by offering them jointly with other international repositories.

- Library on Disability Studies. University of Manitoba (Canada)

This online resource provides a comprehensive overview of different resources for accessing studies and scientific publications worldwide. It distinguishes between the main multidisciplinary databases, thesis and dissertation search engines, grey literature, main international organisations on independent living and intellectual disabilities, open



access ebooks, journals and newsletters, scientific networks and other websites with documentation of interest in this field.

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

Journals with high international scientific impact

There are journals specialised in intellectual disabilities that include several issues per year with specialised scientific articles. The following is a sample of the journals with the highest scientific impact in this field, all of them indexed in the main academic databases such as Web of Science or Scopus. A significant part of the articles they contain have paid access or can only be accessed free of charge from academic or scientific entities, even so, they also include many open access articles:

- - The Journal of Intellectual Disabilities is a peer-reviewed journal that provides a medium for the exchange of best practice, knowledge and research between academic disciplines and professionals in educational, social and health care settings to advance services for people with intellectual and learning disabilities.

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

- - Journal of Applied Research in Intellectual Disabilities (JARID) is an international, peer-reviewed journal that brings together findings from original applied research in intellectual disabilities. The journal is an important forum for the dissemination of ideas to promote valued lifestyles for people with intellectual disabilities. It reports on research conducted in the UK and abroad by authors from all relevant professional disciplines. It is aimed at an international and multidisciplinary readership. JARID publishes six issues a year. Topics covered include community living, quality of life, challenging behavior, communication, sexuality, medication, ageing, supported employment, family issues, mental health, physical health, autism, economic issues, social networks, staff stress, staff training, epidemiology and service delivery.

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

- Global Journal of Intellectual & Developmental Disabilities (GJIDD) is an international, multidisciplinary journal in the field of intellectual and developmental disabilities. GJIDD is a peer-reviewed, open access scientific journal that aims to publish a comprehensive and reliable source of information on the origin, prevention and treatment of intellectual disabilities. GJIDD is dedicated to meeting the information needs of those seeking effective ways to help people with intellectual disabilities. The journal reports on new approaches, programme developments, administrative tools, service utilisation studies, programme evaluation, community surveys, training and case studies, public policy issues and current research on intellectual disabilities. GJIDD is an indispensable reference and resource platform for doctoral and master's level universities, teaching hospitals, research organisations, science and human services libraries, and local, state and federal agencies interested in understanding the origin, prevention and treatment of intellectual disability.

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

- - Journal of Intellectual and Developmental Disability is the official journal of the Australian Society of Intellectual Disability (ASID). JIDD is an international, multidisciplinary journal in the field of intellectual and



developmental disability. JIDD publishes substantial original research from both established and newer academic disciplines (such as sociology and geography) that address the situation and concerns of people with intellectual disabilities, families and staff that support them. It accepts research on commonly associated developmental and neurodevelopmental disabilities only when these are linked to intellectual disability. JIDD accepts qualitative, quantitative and mixed methods research; formal literature reviews; well-structured case studies and theoretically based commentaries. It also reviews highly specialised books that are unlikely to be reviewed in other ID journals.

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

Open access journals

In addition to these journals we can find open access journals where all articles and publications are available online for any user. The Directory of Open Access Journal (DOAJ) facilitates access to these open access journals there is, this directory has a total of 30 open access journals on disability. Although they are not specific journals on intellectual disabilities, they do include numerous articles on research on intellectual disabilities which can be accessed through the search engines of the websites of each of these journals. Below is a link to the DOAJ disability-specific journals.

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

1.4. SCIENTIFIC PRODUCT'S ON COGNITIVE ACCESIBILITY

With the arrival of technological media in the 21st century, we have witnessed a radical transformation in the dissemination of science. Digital libraries and online databases have changed the way researchers produce, access and publish the results of their research.

The first steps in the digitisation of research were promoted and monopolised by large publishing companies that tried to privatise access to and dissemination of science. Gradually, however, an open access model is gaining ground, allowing research results to be disseminated more easily and at no cost in order to promote their dissemination, knowledge and transfer.

Despite immediate open access to research results, people with disabilities face unique barriers to accessing information. Researchers with disabilities often do not have equitable access to scientific information, including difficulties and barriers to accessing data and leading scientific publications, which are often not available in accessible formats.

But scientific information is not limited to downloading journals and databases. Accessing research data can mean using online software, websites or interactive maps, and attending webinars or conferences. When scientific results are not accessible, people with disabilities - researchers, policy makers, advocates and others - are prevented from fully accessing information, limiting their knowledge of research, participation and inclusion.

As plans are developed to open up access to research results, accessibility of information and data for people with disabilities, and especially intellectual disabilities, must be a central component of open and universal access. Education, training and, of course, research should focus on the principles of universal design, provide a basic understanding of communication and information accessibility, and review best practices to support inclusion, such as alternative text for non-text content such as figures and images, captions for videos, and plain language summaries.



Intellectual disability affects the way people process information. For example, it can affect perception, memory, language, attention, problem solving and comprehension. Categories and conditions used in this field vary, and includes intellectual disabilities, developmental disabilities, attention deficit hyperactivity disorder (ADHD), autism, dementia, dyslexia, etc.

According to the W3C¹, technology offers opportunities for people to interact with content and process information in ways that make it easier for them. For example, people can

- navigate web content using a variety of strategies
- access information in text, audio or other formats
- change the presentation of content according to their individual needs or preferences.
- Optimise the user experience for people with cognitive and learning disabilities.

In addition, the dispersion of disability research sources makes it difficult for people with disabilities to access research published on numerous portals, each with different accessibility and usability criteria, which makes it very difficult for people with intellectual disabilities to navigate scientific resources.

Bibliographic references

Fullana, J., Pallisera, M., Vilà, M., & Puyalto, C. (2016). Las personas con discapacidad intelectual como investigadoras. Debates, retos y posibilidades de la investigación inclusiva. *Empiria. Revista de metodología 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. & Shoultz, B. (1982). *We can speak for ourselves*. Human Horizon Series. London: 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*. London, Jessica Kingsley Publishers.

2. SERVICES

In addition to the online resources, the following are useful services for research on independent living and intellectual disabilities in the different countries involved in the IHES project.

- **Spanish Centre for Documentation and Research on Disability (CEDID) (Spain)**

<https://www.cedid.es/es/>

The Spanish Centre for Documentation and Research on Disability (CEDID) is an advisory centre to the Royal Board on Disability, to which it offers specialised technical advice for the development of its editorial, training, research, planning and dissemination activities, among others. At the same time, it is a service open to public and private entities, professionals, researchers, academics, people with disabilities and/or anyone interested in disseminating

¹ W3C, is an international consortium that generates recommendations and standards that ensure the long-term growth of the World Wide Web and establish internationally recognised web accessibility criteria.



scientific knowledge on disability and providing access to specialised and updated information on this subject.

The CEDID compiles and disseminates the most relevant scientific literature produced both nationally and internationally, as well as documents published by international organisations, public administrations and third sector entities in the field of disability and social policies.

The objectives of the CEDID are to promote and disseminate scientific knowledge on disability, to provide access to specialised and updated information on disability at documentary level to entities and individuals interested in this field, and to provide technical advice to the Royal Board on Disability in the development and dissemination of its editorial, training, research and dissemination activities.

- - **The National Disability Authority (NDA) (Ireland)**

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

The National Disability Authority (NDA) publishes research reports, policy papers, fact sheets and newsletters on disability issues and produces other resources such as toolkits and an e-learning module on disability awareness.

The NDA's work uses a number of data sources, including census data and other national household survey data. The main sources are linked on the Disability Data Sources webpage. Primary data are also collected and, where appropriate, made available to researchers. See the NDA databases.

- - **Balcão IncluíES (Portugal)**

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

Inserted in the "Inclusion for Knowledge" Programme promoted by the Ministry of Science, Technology and Higher Education, the Balcão IncluíES, which gathers contents in support of disability resulting from partnerships with various entities and associations

- **Centro di Documentazione sulla Disabilità (CDD) (Italy)**

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

The Disability Documentation Centre (CDD) is a place where a wealth of up-to-date information and knowledge is made available to all those interested in disability issues (organisations, associations, people with disabilities, operators, researchers, parents). The Centre collects specialised information and documentary material of a theoretical and technical-operational nature and makes it available for consultation and loan. It also has an online catalogue designed for easy reading.

3. GOOD PRACTICES

Finally, a detailed list of good practices is provided by country

- **Inclusive Research Network (IRN) (Ireland)**

http://www.fedvol.ie/Inclusive_Research_Network_IRN/Default.241.html

The IRN is a group of people with intellectual disabilities who come together to research ideas and issues that interest them.

Its aims are to



- To create a place where people with intellectual disabilities are supported to do their own research.
- To share power: People with disabilities are part of the decision making at all stages of the project.
- To build a research community in Ireland.

what does IRN offer?

- The IRN offers training to its members on how to do inclusive research.
- IRN members give presentations on the results of their inclusive research projects, both in Ireland and abroad.
- The Inclusive Research Network is supported by the National Federation of Voluntary Service Providers, Trinity College and University College Cork.
- IRN also makes submissions to Government on issues that are important to them.

Below is a link to information from the IRN in easy to read format.

<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 (TCPID) (Ireland)**

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

The Trinity Centre for People with Intellectual Disabilities (TCPID) is located in the School of Education at Trinity College Dublin. Its main aim is to promote the inclusion of people with intellectual disabilities in education and society.

Its mission is to enable people with intellectual disabilities to fulfil their potential through a combination of high quality research, dissemination of new knowledge, lifelong learning and vocational training. The Centre offers people with intellectual disabilities the opportunity to participate in a higher education programme designed to enhance their ability to participate fully in society as independent adults.

- **Disability and Human Rights Observatory (ODDH) (Portugal)**

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

The objective of the Disability and Human Rights Observatory (ODDH) is to monitor the development of disability policy in Portugal and Portuguese-speaking countries and to promote participatory processes for monitoring and promoting disability rights. Its activity is developed around four axes of intervention

Information: dissemination and translation of knowledge from research on disability and human rights, as well as the organisation and dissemination of relevant external resources.

Training: organisation of workshops, seminars, conferences and other training programmes for people with disabilities and their organisations, disability professionals, researchers and other stakeholders.

Research: supporting scientific development in the field of disability and human rights, through partnerships between higher education institutions (both national and international) and disability organisations, as well as links with international networks.



Social intervention and policy advice: field testing and application of participatory tools to contribute to the design, evaluation and innovation of policies that have an impact on the lives of people with disabilities.

- **Centro Documentazione Handicap (Cooperativa Sociale Accaparlante Onlus) (Italy)**

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

The Association Centro Documentazione Handicap, created in 1996, runs a documentation centre (active since 1982 on the initiative of the A.I.A.S. of Bologna) on the themes of disability, social difficulties, voluntary work and the third sector.

The association and the co-operative aim to:

- to be an open cultural workshop on the issues of disadvantage and diversity
- promote a culture in which disadvantaged people are "subjects of rights", protagonists of personal and social change
- to give every disadvantaged person the possibility to integrate on the basis of the valorisation of his or her resources
- to bring out of the "reserve" the people and issues that are usually relegated to the sidelines and to give them an appropriate visibility.
- strategic activities
- planning and management of cultural, information and socio-educational services.
- implementation of socio-occupational integration interventions.
- production of specialised documentation, information and communication products for a different dissemination and perception of social issues.

Downloadable Documents (Broadcasting)

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

This paper aims to provide concrete data on the self-perceived training needs of university teachers and thus lay the foundations for specific university training programmes for people with intellectual disability.

<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

As an increasing number of institutions establish inclusive higher education programmes, it is important to understand the experiences of faculty who welcome students with intellectual disabilities into their courses. This qualitative study explored the views of 23 university faculty who had recent experience teaching students with intellectual disabilities. The focus group interviews addressed the roles of teachers in inclusive classrooms, the strategies they found useful and the challenges they found difficult. It also offers recommendations for supporting teachers in this new task and suggests areas for future research.



<https://journals.gmu.edu/index.php/jipe/article/view/2730/1734>

[GUIDE OF EUROPEAN UNIVERSITIES WORKING FOR INCLUSION \(ENGLISH & SPANISH\)](#)

Learning objects/practical activities (STUDENT VERSION)

Learning Objectives

- Access and practice searching for scientific content
- Learn to scientifically substantiate concepts.

Practical Activities

Activity 1: From the repositories, databases and journals listed in the theoretical content, choose one and search for a scientific article post-2020.

Activity 2: Define what the concept of "independent living" is, basing your answer on at least 3 articles that you have found in one of the repositories, databases or journals presented in the theoretical content.

Learning objects/practical activities (TEACHERS VERSION)

Learning Objectives

- To identify the training needs of teachers/research staff for teaching/research with people with intellectual disabilities.
- To learn to assess the barriers and obstacles that people with intellectual disabilities encounter in accessing scientific publications.

Practical Activities

- Activity 1: After reading the following scientific article "Intellectual disability in higher education: Self-perceived training needs of university teachers" <https://scindeks-clanci.ceon.rs/data/pdf/1452-7367/2021/1452-73672101001C.pdf>

Make a self-assessment of your own training needs for teaching/research with people with intellectual disabilities.

- Activity 2: Learn to assess the barriers and obstacles that people with intellectual disabilities encounter in accessing scientific publications..

	Meets the criteria of an accessible website for people with intellectual disabilities	Contains documentation in easy-to-read format	Has a specific section or search engine to search for scientific documentation on intellectual disabilities
Repository, BDD or journal 1			
Repository, BDD or journal 2			
Repository, BDD or journal 3			
(continue adding lines for each one)			



Learning objects/practical activities (ADMINISTRATORS VERSION)

Learning Objectives

- To foster interest in incorporating the perspective of inclusive research in their respective work institutions, through innovations or specific programmes for people with intellectual disabilities in existing research services.
- To learn to assess the barriers and obstacles that people with intellectual disabilities encounter in accessing scientific publications.

Practical Activities

Activity 1: Review the good practice websites described in the theoretical content. Indicate which of them could be easily implemented in your institution and what modifications would have to be made in order to adapt it to the characteristics and profile of your institution?

Activity 2: Review the repositories, databases and journals described in the theoretical content and fill in the following table, answering Yes or No in each blank box.

	Meets the criteria of an accessible website for people with intellectual disabilities	Contains documentation in easy-to-read format	Has a specific section or search engine to search for scientific documentation on intellectual disabilities
Repository, BDD or journal 1			
Repository, BDD or journal 2			
Repository, BDD or journal 3			
(continue adding lines for each one)			

