

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

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 Scienza 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



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

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.

