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Language
and Society

ISA International
Sociological
Association

Supporting the social inclusion of children and young people with intellectual and developmental disabilities

The importance of the interdisciplinary approach

21-22.03.2024 Warsaw, Poland

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Erasmus+ Programme
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Introduction

The conference is co-funded by the EU project titled: **“Removal of barriers to social inclusion and social participation for children and young adults with Intellectual and developmental disabilities”** [SIIDD], which has been operational since 2019 between 7 European universities based in Sweden, Norway, England, Scotland, Northern Ireland, Romania and Poland.

Our project highlights the importance of multi-professional, interdisciplinary approaches to supporting the individual needs of children and adults with IDD and their families. We invite researchers, who identify tools and strategies in health, social work and education for social inclusion and for fostering interprofessional, cross-sector collaboration. We are also interested in works related to prevention and best practices for combatting barriers to social inclusion. We invite professionals from education, special pedagogy, social work, health service, nursing, and rehabilitation to join us for this important conference in Warsaw, Poland.

Honorary Patronages

RC25 ISA, Polish Educational Research Association (PTP O. Warszawa), UNESCO Chair
The event is co-funded by European Union under Erasmus+ 2019-1-SE01-KA203-060425.

Scientific Committee

Prof. e. Margareta Ahlström, Stockholm University, Sweden
Dr Jude Tah, Stockholm University, Sweden
Prof. dr hab. Anna Odrowaz-Coates, The Maria Grzegorzewska University, Poland
Prof. dr hab. Joanna Madalińska-Michalak, University of Warsaw (UW), Poland
Prof. Michael Brown, Queens University, Belfast, UK
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Paul McAleer, Prof. Lead Learning Disability Nursing, Queens University, Belfast, UK
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Prof. Dr Julien Kiss, University of Oradea, Romania
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Program

Day 1 (March 21) room 4066 D

13.30	Registration
14.00	Opening of the Conference
14.15	Keynote address Jude Tah, Michael Brown, Paul McAleer, Sam Abdulla, Julien Kiss, Rolf, Magnus Grung, Lynne Stracey: <i>Removal of barriers to social inclusion</i>
14.45	Keynote address Barbara Reiter and Heike Wendt: <i>Humanisation of humanisation. Shared social practices as a concept for inclusion in post-war Iraq</i>
15.15	Special awards: RC25 ISA Distinguished Scholar Award, RC25 ISA Award for Academic Excellence, 4 UNESCO/Janusz Korczak Chair Jubilee Medals
15.45	Refreshments
16.00	Keynote address by Prof. Celine-Marie Pascale, American University in Washington DC: Conditions of Unknowing: Adult language acquisition in times of trauma
16.20	Keynote address Prof. Joanna Madalińska-Michalak, Uniwersytet Warszawski: Role of Teachers in Fostering Social Inclusion
16.40	Keynote address Prof. Ewa Kulesza, Maria Grzegorzewska University: Milestones in the perception of people with intellectual disabilities in Poland
17.00	Presentation by Dr. Judit Kroo, Arizona State University
17.20	Round table discussion - Special session by Marthinus Conradie, University of the Free State (South Africa): Academy of young researchers 45 mins.
18.20	Dinner

Day 2 (March 22) 4066 D + 3088 C

09.00	Registration
09.30	Keynote address Dr Erszébet Barát, CEU, Vienna: <i>How to grant personhood to all forms of embodied life beyond the routine ideology of ableism and its promise of 'overcoming'?</i>
09.45	Keynote address Prof. Błażej Kmiecik, Maria Grzegorzewska University: <i>The right to "legalize" love? Reflections on the possibility of getting married for people with intellectual disabilities.</i>
10.00	Keynote address Dr Piotr Toczyski, Maria Grzegorzewska University: <i>Can the positive digital interventions in Korczakian spirit change the world? What theory of change do they need?</i>
10.15	Young researchers - Empathy Project UNESCO
10.30	Plenary. Hurenko Olha, Tsybuliak Natalia, Starynska Olena, Berdiansk State Pedagogical University, Ukraine: <i>Echoes of war: assessment of inclusion at Ukrainian universities for those affected by war trauma</i>
10.45	Tsumarieva Natalia, Donetsk State University of Internal Affairs, Kropyvnytskiy, Ukraine: <i>Conceptual approaches to the introduction of barrier-free access to higher education for students with disabilities at the Donetsk State University of International Affairs</i>
11.00	Coffee break
11.15	Paralell Sessions
13.15	Lunch
14.00	Paralell Sessions
15.00-15.15	Closing Ceremony

***Please note that keynote addresses and plenary sessions will be transmitted online in real-time.**

Keynote Sessions

4066 ground floor building D

Prof. Jude Tah, Michael Brown, Paul McAleer, Sam Abdulla, Julien Kiss, Rolf Magnus Grung, Lynne Stracey

Removal of barriers to social inclusion

There is an increasing number of children and young adults with Intellectual and Development Disabilities (IDD) with complex mental health conditions and challenging behaviours. They result in barriers to the social inclusion and social participation in society by these children and young adults. Students studying courses to work with these children and young adults received their education separately and this results in a skills gap and mismatch in the competences that they currently received in their professional education. Due to the complex mental health conditions and challenging behaviours there is a need to support educators to develop new and innovative inter-professional curriculum that brings together students and academics from different professions to learn together.

This project addresses the critical issue of the mental health and challenging behaviours experienced by children and young adults with intellectual and developmental disabilities (IDD) and the barriers that exist to their social inclusion and social participation. This is important as the number of children and young people with IDD and mental health conditions and challenging behaviours is increasing with many more now living into adulthood (Taheri et al., 2016). Intellectual and developmental disabilities (IDD) refers to conditions that occur around the time of birth and affects an individual's physical, intellectual and emotional development and is lifelong. An intellectual disability is usually present with other disabilities such as sensory impairments, epilepsy, mental illness and challenging behaviours. A developmental disability, such as autism, Attention Deficit Hyperactivity Disorder (ADHD) and Foetal Alcohol Spectrum Disorder (FASD) may also be present in many of these children and young adults. There have been major policy changes and developments in recent years regarding the rights of children and adults with disabilities to have the same life opportunities as the typically developing, yet for many with complex IDD they experience a lack of social inclusion and social participation (Bartolo et al., 2016). Current literature on the needs of children and young adults with IDD evidences that many also have significant mental health conditions and challenging behaviours that presents significant challenges in meeting their education, care and support needs (Salazar et al., 2015). Mental health conditions including depression and anxiety disorders are very common as is challenging behaviours such as self-injuries behaviour and self-harm. There are now significant pressures upon families and teachers and other professionals and when not addressed leads to barriers that results in social exclusion and opportunities to participate in society.

As a result of the IDD, many of these children and young adults have complex needs and require access to specialist assessment, education, treatment and support from different professionals and agencies. The professions include special education teachers, social workers and nurses. Due to the complexity of their IDD and mental health and behaviour needs, the education and support of these children and young adults can be challenging and leads to difficulties in social inclusion and social participation. As this population increase and to make sure that their education, care and support needs are met in the future, it is necessary to develop new, innovative models of shared inter-professional education as an integral part of initial professional education. Current professional education focuses on single professional education and preparation with limited exposure to shared learning with the other professions involved in the education care and support of the children and young adults and their families. Developing new and innovative education for professionals training to work with children and young adults with IDD and mental health and challenging behaviours is needed. This needs to involve new education collaborations that develops shared inter-professional curriculum, curriculum planning and shared learning across professions disciplines to develop an understanding of the roles of different professions and how they need to work together to meet the needs of the children and young adults. Through shared-learning the professionals will be better prepared to work together with the children and young adults and support their social inclusion and participation in society (Milot et al., 2018).

Barbara Reiter and Heike Wendt, University of Graz

Humanisation of humanisation. Shared social practices as a concept for inclusion in post-war Iraq

Talk of multiple crises seems to be everywhere: The Anthropocene, Climate Change, wars in many countries and tensions in formerly seemingly stable societies put us, and especially young people, under quite a lot of pressure. How can we, as academics in general and as teachers of future teachers, address these tensions in a meaningful way? We will argue that shared social practices based on good shared experiences can be a starting point for improving inclusive democratic action. We will further illustrate these concepts by presenting different examples of inclusive international cooperation in educational institutions in post-war Iraq.

-Prof. Dr. Barbara Reiter is a lecturer in philosophy and ethics didactics at the University of Graz. Her philosophical work is concerned with ideas of humanisation in changing societies, with a special focus on digital ethics and the development of concepts for shared social practices. For more than 30 years she is a partner in the international network INSCRIRE, which aims to place and discuss human rights in the public sphere.

-Prof. Heike Wendt is a Professor of Empirical Educational Research at the University of Graz, focusing on comparative education and educational justice in Europe and (post-)conflict contexts. Since 2015, she has been leading the cooperation between German, Austrian and Iraqi institutions.

Dr Erszébet Barát, CEU, Vienna

How to grant personhood to all forms of embodied life beyond the routine ideology of ableism and its promise of 'overcoming'?

The French movie, *Anatomy of a Fall* (Justine Triet, 2023) winning the Palme d'Or at the Cannes Film Festival last May, has a powerful scene. The widowed wife, Sandra Voyter is challenged by the prosecution in the courtroom about the 'limited' value of her son's recollections of the events preceding his father's death, due to Daniel's blindness. The boy is sitting in the court room throughout the whole trial. The mother, disturbed by the lawyer's assumption that we can only succeed in life by overcoming 'disability', immediately jumps in, claiming that all her life she has made sure that Daniel would never think that he should be living an 'imperfect' life. How to foster a positive space in the face of rejection and hostility brought about by normalization of 'ability' (Baril 2015:66)? How to subvert the logic that links defects with the need for cure leaving the body open to shame (Clare 2013, 262)? How to challenge the perception that disability equals deficit and it is only naturally desirable to be "cured" from the perspective of what is seen "perfection"? In my talk I explore the humanistic ideology of cure in the film and the perspective of Clare's 'brilliant imperfection' and his preference for the term 'crip bodies/lives' instead of 'disabled bodies' that should evoke the able bodies as inherently the preferred and more valuable form of life.

Prof. Błażej Kmiecik, Maria Grzegorzewska University

The right to "legalize" love? Reflections on the possibility of getting married for people with intellectual disabilities

"Love" is a word that many people have been trying to define for centuries. There is no single, satisfactory explanation of the concept of love. However, it is certain that one of the unique human features is the ability to love another person. The experience of love is close not only to highly educated people, but also to people who experience intellectual disabilities on a daily basis. Our experience of love for another person very often

culminates in the formal confirmation of this condition. We are talking here about entering into a marriage. Analyzing Polish legal provisions, it can be seen that the Polish Family and Guardianship Code introduces an arbitrary ban on marrying people diagnosed with intellectual disabilities. Is this a justified action by the legislator? Is it an example of eugenic discrimination? Perhaps it is a justified preventive action, protecting individual people from difficult consequences? The speech will attempt to answer these questions.

Dr Piotr Toczyski, Maria Grzegorzewska University

***Can the positive digital interventions in Korczakian spirit change the world?
What theory of change do they need?***

For the past two decades, from time to time I create positive digital interventions. Some are as old as the European Youth Press (2004), open letter for European Day Against the Death Penalty (2007) or Netochron-Gazeta-dot-pl project (2009). And some are new like the cognitive-behavioural psychoeducation that the European Commission (2022) has included in its catalogue of best practices along the European alliance for public mental health community intervention. All are for self-directed work and reflexivity, connecting digital and non-digital worlds, raising the level of meta-skills in the society. Some strengthen the skills of psychologists and educators in recognising violence or hatred, others foster specific kinds of social prophylactics or health promotion and disease prevention. Those described in my recent book Silver Digital Content (2023) will be useful for anyone who values dialogue between generations and wants to hear and read more of the content of older people. Such an intervention, although digital, will require connections and engagement beyond the internet. I have collected numerous justifications for this thesis in covers with the icon of ageism according to Adobe - to inspire and initiate dialogue. My understanding of digital competence is that there is an urgency to build sustainable connectivity for publishing wise older people's content online, not to teach them how to attach a file, change the wallpaper and defragment a drive. Some conclusions from all the above mentioned positive digital interventions will open the discussion about theory of change towards social inclusion of those dis-favoured by the ever-changing unequally networked systems.

Plenary Sessions

4066 D

Young Researchers: Dr Ewa Dąbrowa with participation of students from High School in Warsaw (UNESCO Chairs Project with Penn University)

Young researchers will present outcomes of their project, based around a Youth Participatory Action Research (YPAR) curriculum called "Youth As Researchers (YAR)." In these programs, the youth lead all aspects of research from the beginning — including deciding what to research. Youth As Researchers was first developed by researchers at the University of Galway and at Penn State. YAR is a graduate-level, mixed methods research course distilled down to be accessible for young people (ages 14-25).

More about the project [International research about experience of young Ukrainians \(aps.edu.pl\)](https://aps.edu.pl)

Hurenko Olha, Tsybuliak Natalia, Starynska Olena, Berdiansk State Pedagogical University, Ukraine

Echoes of war: assessment of inclusion at Ukrainian universities for those affected by war trauma

The study focused on the assessment of inclusivity levels within higher education institutions (HEIs) in Ukraine for students who have either experienced traumatic events or participated in military conflicts. This target group's assessment utilized an adapted version of the Index of Inclusion, a comprehensive tool designed to evaluate the effectiveness of the inclusive culture, policies, and practices. The study aims to highlight the current state of inclusion for students with war trauma, identifying key strengths and weaknesses. The research delves into the students' perception of their involvement in the educational process ("i" space)" and discusses the potential changes of inclusive practices over time ("i" time)" By doing so, it seeks to propose actionable directions for enhancing inclusive education in Ukraine, especially relevant in the ongoing war.

Tsumarieva Natalia, Donetsk State University of Internal Affairs, Kropyvnytskiy, Ukraine

Conceptual approaches to the introduction of barrier-free access to higher education for students with disabilities at the Donetsk State University of International Affairs

Parallel Sessions

4066 D 11.15-13.15

Yuyan Li, Goldsmiths, University of London, United Kingdom

Supporting the social inclusion of children and young people with intellectual and developmental disabilities using art therapy as a means of intervention

This research explores the positive role of art therapy and sociology in ensuring the social inclusion of children and young people with intellectual and developmental disabilities. It carefully integrates social work and special education perspectives, highlighting how creative expression as a key therapeutic tool, combined with art therapy based on sociological understanding, can enhance the emotional and cognitive development of children with intellectual and developmental disabilities. The study promotes interdisciplinary collaboration to develop interventions that meet the unique needs of this population. The approach explored in this research not only supports the immediate challenges, but also highlights the importance of recognizing and nurturing the diverse abilities and potential of children and young people with intellectual and developmental disabilities, and the need for innovative, effective, and sustainable social inclusion practices.

Tomasz Kasprzak (University of Silesia in Katowice, Poland) & Salomėja Karasevičiūtė (Kauno Kolegija Higher Education Institution, Lithuania)

Implementing Inclusive Higher Education in Lithuania and Poland: What are the main Challenges according to Academic Teachers' Experiences?

Including students with intellectual disabilities in higher education has been a global goal of educational reformists since 1990s, e.g. the Salamanca Statement (UNESCO 1994). The goal of inclusion reflects the social model of disabilities, whereby society takes account of the diversity of its members. Lithuania and Poland reformed its higher education legislation to better serve the goal of inclusive education. In this presentation, We ask what kinds of challenges academic teachers teaching students with intellectual disabilities and how they utilize the pedagogies related to inclusive education? Based on our findings, we ponder what kinds of professional competences would the teachers need. Are there similarities and/or differences in the Lithuania and Poland in academic teachers; experiences? Finally, present findings from the experts; research and quantitative content analysis of academic texts. Presentation highlights interdisciplinary approaches to supporting the individual needs students with intellectual disabilities in Poland and Lithuanian Universities.

Jean Paul Milambo, University of Free State

Cancer Roadmap in Democratic Republic of the Congo and need for action from policy makers: Editorial

Cancer Roadmap in Democratic Republic of the Congo and need for action from policy makers: Descriptive study Jean Paul M Milambo^{1,2}, Peter Nyasyulu², John Akudugu¹, Leonidas Ndayisaba², Joyce TsokaGwegweni ¹, Mutshidzi Mulondo^{1, 2}, Department of Global Health, Faculty of Medicine and Health Sciences, Stellenbosch University; ^{1,3}Department of Public Health, Faculty of Medicine and Health Sciences, University of Free State Running title: Genetic risk factors for Breast cancer-related lymphedema in Africa Corresponding Author: Dr Jean Paul Milambo, 25 Norden Road, Western Cape Province, Parow, Cape Town 7500, Department of Public Health, Faculty of Medicine and Health Sciences, University of Free State Email: jeanpaulmilambo2@gmail.com Abstract Non-communicable diseases (NCDs) accounted for 48% of deaths in the Democratic Republic of Congo (DRC) in 2018(WHO). The main causes of death attributed to NCDs were cardiovascular diseases (10%) and cancer (5%). There is lack of cancer registry, capacity building activities, budget and treatment roadmap to guide the clinicians

and policy makers. The current estimation is based on mathematical modeling which is low level of evidence based on data from neighboring countries in DRC. Purpose: this study was conducted to estimate the burden of cancer subtypes in some of hospitals of Kinshasa, Democratic Republic of the Congo comparing to modeling data estimated by World Health Organization (WHO). Methods A retrospective observational study was conducted from 2018 to 2020 to estimate the prevalence of cancer subtypes in HJ Hospitals of Kinshasa. The American Cancer society (ACS) questionnaire was adopted to collect data as well as the physician logs were used for this purpose. Descriptive analysis was conducted for estimation of the burden of cancers in DRC for evidence-based recommendations. Results: A cross sectional observational study was conducted from 2018 to 2020 to estimate the prevalence of cancer subtypes in HJ Hospitals of Kinshasa. HJ Hospitals are the privates' hospitals sponsored by Mr. Harish Jagtani, an entrepreneur and a well-known socialite of Indian origin residing in Kinshasa, DR Congo. The American Cancer society (ACS) was adopted to collect data as well as the physician logs were used for this purpose. Data were captured in excel sheet and analysed in STATA version 16. Descriptive analysis was conducted for estimation of the burden of cancers in DRC for evidence-based recommendations. Results From 2018 to 2020, out of a total of 6852 samples, 11.16% correspond to cancers, of which breast cancer accounted for 33.6%, followed by prostate 21.8%, colorectal 9.6%, lymphoma 4.6% and cervical 4.4%. These data refer to cases received specifically in these hospitals and whose diagnosis was confirmed at the pathology. Thus, the hospital data may not reflect reality as it contains a selection bias related to the geographical and/or financial accessibility of these hospitals for patients. Conclusion The available evidence suggests a growing prevalence of cancer in DRC; although the scare of data on clinical, biomedical and genetic risk factors of cancers in DRC. This situation highlights the need for a population-based cancer registry (PBCR) for ease of prevention and control and defined cancer management pathway. The representativeness of these estimates is uncertain due to the paucity of data in several provinces, as well as inconsistency of questionnaires used in different clinical settings. There is need to implement multidisciplinary management of common cancers, the integration of palliative care into cancer care, and the improvement of quality of care using evidence-based quality measures as the priorities of National Centre of Cancer prevention created by Department of Health to coordinate cancers activities in different level of health system of DRC Key words: cancers, risk factors, DRC, gene-environment interactions, survivors.

Joanna Nowicka, Angelus Silesius Academy of Applied Sciences in Wałbrzych

Optimization of logistic processes in the provision of social services for people with disabilities

Research on the effectiveness of logistic systems for providing social services such as transport, rehabilitation and therapy to ensure easy access and increase social participation of people with intellectual and developmental disabilities. The author, based on the analysis of literature and survey research, identified the main areas requiring improvement and changes and proposed possibilities of using new technologies and logistics solutions such as shared transport or intelligent transport systems.

Agnieszka Lewko, Agnieszka Morcinka, Uniwersytet Śląski

Inclusive support for people with intellectual disabilities

The text describes the role and importance of support in the social participation of people with intellectual disabilities. It contains theoretical assumptions and a part of research on the need for inclusive support among people with intellectual disabilities in the local community.

Xi Chen, Institute of philosophy and sociology, Polish Academy of Sciences

Capability and rural children's health in China

Children living in the rural regions of China are under the state's efforts for their health promotion. However, the discourse and pragmatics of these governmental approaches are jeopardized due to its neoliberal paradigms. Capability approach, a noteworthy theoretical guidance initially elicited by Sen will offer a critical perspective and will engage a comprehensive analysis, respectively in terms of diversity, agency, and rights to health, for rural children's health in China.

Khofidotur Rofiah - University of the National Education Commission, Krakow

Local Education Philosophy Values and Teaching Students with Intellectual Disabilities in Indonesia: Dewantara's concepts

This research examines the incorporation of philosophy, specifically focusing on Dewantara's ideas (the father of national education) in teaching individuals with intellectual disabilities (ID) in Indonesia. The principles of Ki Hajar Dewantara, summarised in phrases like "Ing Ngarso Sung Tuladha, Ing Madya Mangun Karso, Tut Wuri Handayani ", and "among" system, provide a guiding framework for inclusive education. The study investigates how these values are implemented when considering disabilities within the local context. It explores the alignment between Dewantaras' philosophy and current practices in education, highlighting the significance of understanding, emotional support, and active involvement for learners with ID. By examining the implementation of these principles and semi-structured interviews with teachers, this research aims to offer insights into nurturing environments that respect local values while meeting the unique needs of individuals with ID in Indonesia.

Natalia Tsumarieva, Social and Humanitarian Disciplines Department of Faculty № 1 Donetsk State University of Internal Affairs, Kropyvnytskiy, Ukraine

Conceptual approaches to the introduction of barrier free access to higher education for students with disabilities at the Donetsk State University of International Affairs

The report is devoted to the issue of youth with special needs integration into the educational environment, but also into society, which helps them acquire professional knowledge, get a profession, self-realization, achieve success in life and further career, and feel like full-fledged members of society. For this purpose, the Donetsk State University of Internal Affairs provides a free architectural, educational and communication space in which students with disabilities can safely move, study and communicate. The peculiarity of studying students with disabilities in an integrated team is that, perceiving them as equals, the same requirements are placed on them by the institutions of higher education as on other students. In an integrated group, it is impossible to slow down the pace of the lecture, reduce the number of lessons and their duration, simplify or shorten the volume of educational material, etc., because this reduces the quality of professional training. Therefore, it is possible to compensate for the functional limitations that affect the quality of education of students with disabilities and provide the necessary support only by implementing conceptual approaches to the implementation of barrier-free access to higher education in university settings.

4066 D 14.00-15.00

Medwin Sepadi, University of Limpopo

Inclusive education: as means of for widening participation and lifelong learning

The aim of this paper is to reflect on how the inclusive education system can be a way of widening participation and encourage lifelong learning . Inclusive education is a system that seeks to provide a conducive environment where learners of diverse needs can learn and progress. Diversity is one of the key aspects of our learners that we need to cater for in order for them to be able to become critical members of our societies The provision or

use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment.

Umesh Kumar, Indian Institute of Technology, Kharagpur, West Bengal, India

Priority Ranking of Indicators of Effective Inclusive Education for the Inclusion of Children with Physical Disabilities based on Perception of School Stakeholders: A Case of Delhi

This research investigates the importance of indicators for effective inclusive education (IEIE) within primary schools in Delhi, focusing on the integration of children with physical disabilities (CwPDs) and establishing their ranking. Stakeholders from primary schools rated indicators in a paper-based survey using a five-point Likert scale. The RIDIT analysis emphasized the indicators' significance. The validity of RIDIT-derived rankings was confirmed via statistical testing, notably the Kruskal-Wallis value exceeding the critical chi-squared value, validating the results. Consistently, the findings underscore the stakeholders' inclination towards qualitative aspects of inclusive education, challenging the prevailing notion that financial and administrative support holds paramount importance, especially in developing countries like India. These outcomes advocate for enhancements in inclusive education facilities within schools and their vicinity, an increase in the integration of CwPDs, and the promotion of awareness among school stakeholders within the research area. Keywords: Inclusive Education, Indicators, Schools, Children with Physical Disabilities, RIDIT Analysis.

Sameer Babu, Department of Educational Administration, JMI, New Delhi, India

A case study of Community Disability Management and Rehabilitation Programme (CDMRP) Project of South India in managing and catering the diverse requirements of people with developmental disabilities

Community Disability Management and Rehabilitation Programme(CDMRP), as an exclusive project of Department of Psychology, University of Calicut (India) with financial support of Social Justice Department, Government of Kerala, is aimed to facilitate comprehensive, evidence based disability management and rehabilitation services of inclusive nature to people with developmental disabilities through community approach. The major initiatives of CDMRP include including Prevention, Early Intervention, Treatment and Psychosocial Rehabilitation, and better facilitation for the progress of the folk who requires extra care and support for their development. This paper is an attempt to explore the extent of activities designed and being implemented by CDMRP for the last five years. Moreover, the experiences of the stakeholders- parents, learners/ students (with developmental disabilities) will be studied using a semi structured interview schedule. 20 students and 20 parents will be interviewed. The data will be analyzed qualitatively.

Dabesaki Mac-Ikemenjima, Ford Foundation

Using qualitative validation to integrate young people's perspectives and interpretations in the development and validation of new subjective wellbeing measures

The role of qualitative methods in developing measures of subjective wellbeing (SWB) is an area of growing scholarly interest. Using qualitative validation methodology, scholars are increasingly including young people's perspectives and interpretations in designing new SWB measures. This paper aims to describe the process of developing a new measure of youth SWB in Nigeria that drew on qualitative methods in the initial item selection, piloting of the new instrument and validation of a new measure. To develop the initial set of items, interviews and focus groups were undertaken with young people. This was complemented by cognitive interviewing to explore understandings and interpretations of pilot items and member check interviews to

explore their interpretations of the quantitative results. These steps established a process for designing robust and inclusive SWB measures. The paper describes configurations of steps that could be adopted with children and young adults with intellectual and developmental disabilities.

Onam Singh, Dr. B. R. Ambedkar University Delhi, India

Beyond "One Size Fits All": Why Intersectional IDD Matters

In contemporary societies, pursuing equality and inclusivity is a paramount objective. However, intersectional inequalities often impede achieving these ideals, which impact various facets of identity. Among those most affected are individuals with intellectual and developmental disabilities (IDD), whose experiences of exclusion are compounded by intersecting factors such as race, gender, socioeconomic status, and geographical location. Addressing intersectional inequalities is not merely a matter of justice; it is essential for building inclusive societies where everyone can participate and contribute. By recognizing the intersecting nature of discrimination and disadvantage, policymakers, practitioners, and communities can develop targeted interventions that address the specific needs and challenges faced by individuals with IDD from diverse backgrounds. The paper underscores the heightened vulnerability faced by individuals with IDD harboring intersecting identities, highlighting examples like increased risk of violence and abuse for women with IDD and discrimination within both disability and LGBTQ+ communities for LGBTQ+ individuals with IDD.

Kashmir Kashyap, Higher education, Himachal Pradesh Government, India

Disability- Inclusive Education in Himachal Pradesh (India): A Review

Himachal Pradesh is a North-Western Himalayan hill state of India. To make the education disability-inclusive, innovative and continuing, the state adopts the Centre Sponsored Schemes. Sarva Shiksha Abiyan, Samagra Shiksha, Rashtriya Uchchttar Shiksha Abhiyan, PM USHA and New Education Policy advocate for special attention to the persons with disability. Welfare of such people is always a priority of the Central and state Government. Goals and Methods: The paper reviews inclusive and innovative provisions in the Government policies for disables. The study is based on Historical Method of research. The paper contains professional experience, case studies and information in secondary sources. Conclusion: No doubt, measures for disables by the Government are appreciable. But, cultural diversity, hilly terrain, inadequate communication facilities may prove as obstacles in proper implementation of Central schemes for disables in the state.

Session on Social Pedagogy

(in Polish language)

Moderator: Prof. Anna Perkowska-Klejman, APS

3088 C 11.15-13.15

Zbigniew Babicki, UKSW, Introduction

Social Pedagogy, oriented towards humanism – practical dimension

Pedagogika społeczna, humanistycznie zorientowana - wymiar praktyczny

Agnieszka Franczyk, Weronika Kurcz, Uniwersytet Opolski

Leisure time for adults with profound intellectual disabilities

Czas wolny dorosłych z głębszą niepełnosprawnością intelektualną

Głównym celem badań było określenie w jaki sposób dorosłe osoby z głębszą niepełnosprawnością intelektualną (N = 133) spędzają swój czas wolny. Uwzględniono perspektywę dorosłych osób mieszkających z rodzicami (n = 62), pensjonariuszy domów pomocy społecznej (n = 40) oraz mieszkańców domów L'Arche (n = 31). Wiek respondentów mieściła się w przedziale od 18 do 68 lat (M = 38,82; SD = 12,71). Posłużono się metodą sondażu diagnostycznego. W celu zebrania niezbędnych danych zastosowano autorski Kwestionariusz wywiadu z dorosłymi osobami z niepełnosprawnością intelektualną. Przeprowadzone analizy skazują na to, że dominującymi formami spędzania czasu wolnego przez respondentów są oglądanie telewizji oraz słuchanie muzyki. W przypadku osób mieszkających z rodzicami, częste jest także spacerowanie i wykonywanie ćwiczeń. Wśród mieszkańców domów pomocy społecznej - siedzenie w pokoju lub przebywanie na dworze. Natomiast mieszkańcy domów L'Arche nierzadko deklarowali, że w czasie wolnym spacerują lub jeżdżą na rowerze. Stosunek aktywności czynnych do biernych, podejmowanych w czasie wolnym przez respondentów, najmniej korzystnie przedstawia się w odniesieniu do pensjonariuszy domów pomocy społecznej.

Ewelina Zdebska, Uniwersytet Komisji Edukacji Narodowej w Krakowie

Social services for dependent individuals, including children with disabilities

Usługi społeczne na rzecz osób niesamodzielnych, w tym dzieci z niepełnosprawnością

Zmiana we współczesnej polityce społecznej podyktowana jest ustrojowymi, demograficznymi jak i prawno - administracyjnymi uwarunkowaniami funkcjonowania systemu polityki społecznej w Polsce. To konieczność nowego spojrzenia na miejsce i rolę usług społecznych w procesie kształtowania podstaw społeczeństwa obywatelskiego, nowoczesnego rozumienia pracy socjalnej w kontekście przeciwdziałania marginalizacji społecznej i dyskryminacji (zgodnie ze Strategią rozwoju usług społecznych) osób starszych, osób z niepełnosprawnościami, osób z zaburzeniami psychicznymi, dzieci (w tym pieczy zastępczej) oraz osób w kryzysie bezdomności. Zgodnie z procesem deinstytucjonalizacji rozwój usług społecznych jest nieunikniony. Naczelnym celem deinstytucjonalizacji jest zatem zwiększenie dostępności usług społecznych i zdrowotnych w społeczności lokalnej, zwłaszcza dla tych, którzy z powodu niepełnosprawności mają dostęp do tych usług ograniczony. Przejście od opieki instytucjonalnej do wsparcia świadczonego na poziomie lokalnych społeczności dla osób niesamodzielnych oznacza nową jakość życia. Uspołecznienie w tym znaczeniu oznacza, że człowiek pozostaje w swoim środowisku, swoim otoczeniu i jednocześnie zyskuje kontakt z nowymi ludźmi, co jest szczególnie istotne w przypadku dzieci i młodzieży z niepełnosprawnością intelektualną. Usługi społeczne są w tym procesie najważniejszym ogniwem: spersonalizowane, zindywidualizowane, dostępne, powszechne i profesjonalne.

Katarzyna Miśkiewicz, Uniwersytet Łódzki

The process of becoming a parent of a child with an intellectual disability. Interactive perspective
Proces stawania się rodzicem dziecka z niepełnosprawnością intelektualną. Perspektywa interakcyjna

Pojawienie się w rodzinie dziecka z niepełnosprawnością intelektualną powoduje przeobrażenie się dotychczasowego modelu rodziny oraz podejmowanych przez jej członków ról: rodzicielskich, braterskich, małżeńskich. Doświadczanie nowych sytuacji, przepełnionych obawami, strachem i niewiedzą, wyznacza kierunek podejmowanych przez rodziców działań na rzecz odzyskania utraconej równowagi. Problematyka referatu jest skoncentrowana na sytuacji rodziców dzieci z niepełnosprawnością intelektualną, w szczególności na procesie „oswajania się” (radzenia sobie) rodziców z niepełnosprawnością intelektualną dziecka na wczesnym etapie diagnozy. Jako materiał badawczy posłużyły doświadczenia rodziców zebrane w formie wywiadów swobodnych. Analizę danych prowadzono zgodnie z procedurami metodologii teorii ugruntowanej. Na podstawie przeprowadzonych badań zrekonstruowano proces „oswajania się” Uczestników badań z niepełnosprawnością intelektualną ich dziecka na wczesnym etapie diagnozy. W jego ramach wyłoniono strategię radzenia sobie z nową sytuacją życiową, w której znaleźli się Informatorzy.

Karolina Grad, Akademia WSB Dąbrowa Górnicza

The Occupational Therapy Workshop as a place of activation of young adults with intellectual disabilities – research analysis
Warsztat Terapii Zajęciowej miejscem aktywizacji młodych dorosłych z niepełnosprawnością intelektualną – analiza badań

Jeszcze kilka lat temu dorosłość osób z niepełnosprawnością intelektualną była obszarem o znikomym zainteresowaniu badawczym. Badania ukazywały jedynie zrównoważenie sytuacji środowiska otoczonego opieką w specjalnie utworzonych dla niego placówkach a wykluczenie i system nie sprawiał dyskomfortu społeczeństwu. Na przestrzeni lat doszło do istotnych zmiany dla społeczeństwa dorosłych osób z niepełnosprawnością intelektualną, ze względu na zwiększającą się liczebność tej grupy i wydłużenie się długości jej życia populacja przestała być całkowicie wykluczona. Osoby te przestały być anonimowe, zaczęły upominać się o swoje prawa. Współcześnie nikt nie odmawia osobie z niepełnosprawnością intelektualną prawa do bycia dorosłym a określenie „wieczne dzieci” odchodzi do historii. Mimo to nadal toczy się wiele rozważań na temat przygotowania tych osób do samodzielnego dorosłego życia. Artykuł, jest próbą ukazania wybranych zagadnień z zakresu aktywności zawodowej, przygotowania do pracy, realizacji rehabilitacji zawodowej i społecznej młodych osób z niepełnosprawnością intelektualną - uczestników Warsztatów Terapii Zajęciowej.

Dorota Prysak, Uniwersytety Śląski,

The project method as an example of building a cooperation network in the local environment

Metoda projektowa jako przykład budowania sieci współpracy w środowisku lokalnym

Celem prezentacji jest pokazanie praktycznego zastosowania metody projektu jako przykładu dobrych praktyk w celu budowania społeczeństwa włączającego dzieci i młodzież z niepełnosprawnością intelektualną. Metoda projektowa poprzez umożliwienie doświadczenia w zdobywaniu nowych informacji i umiejętności, rozwija kompetencje kluczowe szczególnie kompetencje emocjonalno-społeczne. Ważnym elementem w procesie uczenia się jest stworzenie przestrzeni, która zapewni uczestnictwo każdemu uczestnikowi udział w szeroko rozumianym

procesie uczenia się. To przykład modelowej współpracy między wszystkimi podmiotami zaangażowanymi w proces kształcenia i wychowania dzieci oraz uczniów z niepełnosprawnością intelektualną. W oparciu o sprawną wymianę informacji, integrowanie działań pomocowych, wykorzystywanie w jak największym stopniu posiadane zasoby, a także dobry trening współpracy między instytucjami różnych sektorów.

Ewelina Zdebska, Instytut Zarządzania i Spraw Społecznych Uniwersytetu Komisji Edukacji Narodowej w Krakowie
Social services for dependent people, including disabled children
Usługi społeczne na rzecz osób niesamodzielnych, w tym dzieci z niepełnosprawnością

Zmiana we współczesnej polityce społecznej podyktowana jest ustrojowymi, demograficznymi jak i prawno - administracyjnymi uwarunkowaniami funkcjonowania systemu polityki społecznej w Polsce. To konieczność nowego spojrzenia na miejsce i rolę usług społecznych w procesie kształtowania podstaw społeczeństwa obywatelskiego, nowoczesnego rozumienia pracy socjalnej w kontekście przeciwdziałania marginalizacji społecznej i dyskryminacji (zgodnie ze Strategią rozwoju usług społecznych) osób starszych, osób z niepełnosprawnościami, osób z zaburzeniami psychicznymi, dzieci (w tym pieczy zastępczej) oraz osób w kryzysie bezdomności. Zgodnie z procesem deinstytucjonalizacji rozwój usług społecznych jest nieunikniony. Naczelnym celem deinstytucjonalizacji jest zatem zwiększenie dostępności usług społecznych i zdrowotnych w społeczności lokalnej, zwłaszcza dla tych, którzy z powodu niepełnosprawności mają dostęp do tych usług ograniczony. Przejście od opieki instytucjonalnej do wsparcia świadczonego na poziomie lokalnych społeczności dla osób niesamodzielnych oznacza nową jakość życia. Uspołecznienie w tym znaczeniu oznacza, że człowiek pozostaje w swoim środowisku, swoim otoczeniu i jednocześnie zyskuje kontakt z nowymi ludźmi, co jest szczególnie istotne w przypadku dzieci i młodzieży z niepełnosprawnością intelektualną. Usługi społeczne są w tym procesie najważniejszym ogniwem – spersonalizowane, zindywidualizowane, dostępne, powszechne i profesjonalne.

Special eco-workshop (in the Park*)

(in Polish language)

Moderators Dr Ewa Lewandowska, Dr Adamina Korwin-Szymanowska

14.00-15.00

*place subject to weather – if the weather is nice – next door in the park if not in room 3088 C