

ANALYTICAL SUMMARY

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Self-Determination and Intellectual Disabilities: An Analysis from the Perspective of Families

ABSTRACT: Family context plays an important role in supporting self-determination of people with intellectual disabilities. However, research regarding this topic is still limited. This article presents a descriptive study that addresses the perspective of a group of parents about their children's self-determination (n = 40). A semi-structured interview was used, in order to value certain knowledge, attitudes and strategies that can facilitate or limit self-determination skills. Families in this study mostly unknown the concept of self-determination, while value autonomy and independence as a priority educational objective. Also, they are insecure about how to support their children, and show fears. Besides, parents perceive their children as needed of protection. However, they also implemented some strategies that promote self-determination; such as providing opportunities to choose or talk about their personal characteristics. Several factors related to the distinctive features of each family, needs, or life cycle dynamics, impact on their perception of this goal. It is noted, therefore, the importance of understanding the experiences of families to meet their needs and support them as facilitators of self-determination and social inclusion of children with intellectual disabilities.

KEY WORDS: autonomy; social inclusion; parents; self-determination.

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Analysis of Undergraduate Training Given to Students with Hearing Impairment in their Acquisition of Professional Competences

ABSTRACT: The aim of this study was to understand how university graduates with a hearing impairment in Spain perceived their studies. The method used was quantitative-qualitative and descriptive. The participating sample consisted of 84 Spanish university graduates with a hearing impairment. The results allow us to confirm that: university graduates with a hearing impairment, in general, are not provided with appropriate/sufficient support at university to develop their professional competence; these graduates believe that employers consider good command of professional competences to be pivotal; professionalizing practices during university studies are an opportunity for the employment of graduates with hear impairment; finally, it is highlighted that university lecturers lack knowledge of the needs and difficulties of students with hearing impairment.

KEYS WORDS: higher education; higher education practices; professional competences; students with a hearing impairment; employability.

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The Transformation of Services towards the Quality of Life. An Initiative of Social Innovation from FEAPS

ABSTRACT: This paper presents the conceptual and strategic basis of the project that is being developed by FEAPS, the social movement of Spanish associations for

people with intellectual and developmental disabilities and their families, to advance on the transformation of their centres and services towards person-centred services, oriented to the quality of life and full citizenship in more inclusive communities. Transformation is a process of international scope in the field of intellectual and developmental disabilities and has a strong knowledge base, but it is also a process derived from the Convention on the Rights of Persons with Disabilities and therefore it impacts in public policy. Currently, FEAPS is developing transformative experiences in the field of early intervention (38 centres in 10 different regions), education (38 schools in 10 different regions), work-sheltered centres (an initial experience in Madrid with nine work-sheltered centres), and services of support for older people with intellectual or developmental disabilities (with 19 entities in 4 regions). After describing these experiences the overall process that is being followed and some key learning derived from this project are shown.

KEY WORDS: organisational transformation; person-centred services; intellectual or developmental disabilities; quality of life; experiences on services transformation; social innovation.

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A3byComp: A Support tool for Basic Implementation of Competency Management Systems in Social Entities

ABSTRACT: The importance of managing processes related to people working in institutions within the scope of FEAPS evidenced by the increasing incorporation into the strategy of the organizations policies aimed at improving the working conditions of workers and in the development of competence management systems aimed at promoting professional development, which aims greater effectiveness and efficiency in providing support for improving the quality of life of people with disabilities and their families. At the same time, banks have highlighted the need for specific instruments and tools that facilitate the implementation of these systems. In Extremadura, it has been developed a software tool for the implementation of basic competence management systems called A3byComp that has been freely available to the entire network promoting industry collaboration aimed mutual learning.

KEY WORDS: management skills; people plan; quality of life; professional development; FEAPS.

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