

## ANALYTICAL SUMMARY

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### Assessment of Staff Attitudes towards People with Disability

**ABSTRACT:** The main purpose of this study was the construction and validation of a scale of attitudes towards people with disabilities, mainly directed at professionals in the areas of health and education. Participants were 976 professionals from different fields (health, education, career counseling, media, administration), with an age range between 18 and 65 years. 49.1% were women. After analyzing agreement between expert judges to evaluate the content of the items, three types of analysis were performed: comparison of correlation structures, exploratory factor analysis by common factor method, and confirmatory factor analysis on polichoric correlations matrix. Two models were compared: Unidimensional and three-correlated factors. Results have shown good metric qualities of reliability (internal consistency, reliability of individual indicators, construct reliability and standard error of measurement) and validity (content, convergent and discriminant).

**KEY WORDS:** attitudes; assessment; persons with disabilities; staff.

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## From Legal to Effective Recognition of Equal Dignity as a Right of the Individual with Intellectual and Developmental Disabilities. A Process that Challenges us

**ABSTRACT:** This article analyzes the ethical implications of acknowledging disability as a human rights issue. The most common way to understand disability is inspired by a welfarist structure where collective needs trump the wishes of the individual. This new conceptualization, inspired by influential philosophers, such as Dworkin and Margalit, understands dignity as the individual's right to have their life unfold in an inclusive context that creates self-respect.

**KEY WORDS:** dignity as capacity; dignity; self-respect; human rights; *egalization*; intellectual or developmental disability; equal opportunities.

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## Difficulty, Solidarity and Rehabilitation: towards a Critical Look at the Discourse on Disability in Colombia

**ABSTRACT:** In recent years, it has seen a growing interest in inquiring about the narratives that predispose people to establish a course of action towards people with disabilities. The aim of this study was to analyze the dominant speech of disability in Colombia, through the review of 42 videos of the Teletón Foundation, an institution that organizes an annual television event of 27 continuous hours, through which it seeks to obtain financial resources to support rehabilitation centers dedicated to providing care to people with physical disabilities. The methodological path was drawn from the critical discourse analysis of Van Dijk (1999). The results show four categories:

rehabilitation as a panacea, disability as something difficult, solidarity towards disability as a persuasion from *us*, against those who requires our help; and the people's family with disabilities, as a savior, who is in charge of disability, like the problem was personal. We conclude that the narrative structure of the videos analyzed converges on a representation of disability as something sad, frustrating and limiting that requires heroes –family– and solidarity from society that still moves prevalently in the duality normality/abnormality.

KEY WORDS: disability; inclusion; speech; social representations.

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## Secondary School Students with Disabilities at Break Time

ABSTRACT: Break time fulfills an important role in the social development of students, providing free time for interaction where they are able to practice their abilities of making contact with others. Students with disabilities do not see themselves in the same light because they consider this activity an unstructured one to get on with. Break planning and mediation carried out by other pupils eases relationships between both groups and offers a natural learning environment among students, according to inclusive education principles. This research has been carried out by investigating multiple cases in three special education classrooms which belong to secondary schools, with a total of 19 students with disabilities. Over the course of three months of observation, 3,420 interaction instances were obtained which were linked with the students' interviews. The results show a lower number of relationships between students belonging to classrooms with no planned breaks in their schedule and those classrooms which did plan their breaks and peer mediation. The practical implications are discussed.

KEY WORDS: disability; secondary education; breaks; inclusion; students' interaction; peer mediation.

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## **A Study on the Efficacy of the Structuring of Support on Professional Training for Young People with Intellectual Disabilities**

**ABSTRACT:** In the context of an innovative teaching project approved by the Government of Aragon and the University of Zaragoza a study on professional training for young people with intellectual disabilities (ID) was developed. The objective was to investigate the support system and to check the effectiveness of a design based on sources of natural and professional support. 9 young people with DI took part together with diverse support staff –parents, volunteers, university students through a service learning experience, professionals, adults with ID–. The theoretical bases of the project were linked to independent life projects, the supported employment and the supports model. The methodological references were the mediational teaching approach and cooperative learning. As evaluation tools, the Adaptive Skills Inventory (CALS), the questionnaire of social interaction skills (CHIS) and the questionnaires of satisfaction were used. The results indicate a high achievement regarding the acquisition of skills by the participants, as well as a high degree of satisfaction from the experience. Despite several limitations present in our study, our results support the desirability of establishing new designs that enhance the effectiveness of the professional training of young people with DI and promote social and labor availability in inclusive environments.

**KEY WORDS:** service learning; professional training; support model; intellectual disabilities; Down syndrome; supported employment.