

ANALYTICAL SUMMARY

Belén GUTIÉRREZ-BERMEJO

UNED. Facultad de Psicología. Departamento de Psicología Evolutiva y de la Educación.

C/ Juan Rosal, 10. 28040 Madrid

mbgutierrez@psi.uned.es

Invisible victims. Analysis of a case of abuse from the perspective of the victim with intellectual disability

ABSTRACT: This article aims to analyze the experience of abuse by a person with intellectual disability. For this purpose, a semi-structured interview was recorded, transcribed and analyzed according to the existing scientific literature. The results show the emotional impact of the abuse experience on the victim. It also identifies false myths in relation to the emotional experience of people with intellectual disabilities and provides psychological explanations for the actions of the different people involved in the aggressions. The plurality of abuse situations which the victim may face, as well as the permanence of abuse over the years, define a common characteristic in the maltreatment of individuals with intellectual disabilities. Understanding all the dynamics that can lead to abuse in people with intellectual disabilities provides a new perspective in the assessment and intervention with these victims.

KEY WORDS: sexual abuse; victims; intellectual disability; aggressor; assessment; maltreatment; emotions.

Antonio L. MANZANERO

Universidad Complutense de Madrid. Facultad de Psicología. Dpto. Psicología Básica I. Campus de Somosaguas. 28223 Madrid

antonio.manzanero@psi.ucm.es

Rocío VALLET

Universidad Complutense de Madrid

Marina NIETO-MÁRQUEZ
Universidad Complutense de Madrid

Susana BARÓN
Universidad Complutense de Madrid

M.^a Teresa SCOTT
Universidad del Desarrollo. Chile

Credibility assessment of testimonies provided by victims with intellectual disabilities

ABSTRACT: One of the main obstacles in the way of access to justice for the victims with intellectual disability comes from the stereotypes referred to their ability to produce a statement at police legal procedures, with the consequence that some consider their statements less reliable than the rest of the victims, and others considerate their statements more reliable given their inability to create complex lies. This article reviews three of the most recent studies done by the UCM group of Psychology of Testimony, with the objective of analyzing the role of experience and intuition in the evaluation of credibility in people with intellectual disability (ID), and also it aims to prove whether the credibility analysis procedures such as Reality Monitoring (RM) and Statement Validity Assessment (SVA) would be valid procedures to discriminate between real and false statements within these collectives. From the results of these studies, it can be deducted that experience may not seem to be enough in order to discriminate between real and simulated victims, but analyzing the characteristics of the statements as the only indicator doesn't seem to be enough either. As an alternative, the general procedure HELPT is proposed for the evaluation of credibility of people with ID.

KEY WORDS: credibility assessment; intellectual disability; content criteria; eyewitness testimony; intuitive judgments; jurors; HELPT.

Almudena MARTORELL CAFRANGA
Fundación Carmen Pardo-Valcarce

Alberto ALEMANY CARRASCO
*Fundación Carmen Pardo-Valcarce. Unidad de Atención a Víctimas con Discapacidad Intelectual.
C/ Monasterio de las Huelgas, 15. 28049 Madrid
alberto.alemany@fcpv.es*

The figure of the helper advisor in cases of sexual abuse against people with intellectual disabilities

ABSTRACT: In this paper we analyse the main barriers that people with intellectual disabilities who have suffered sexual abuse have to face when they access the Justice system. Regarding these barriers, the Victim Support Unit for People with Intellectual

Disabilities of the Fundación Carmen Pardo-Valcarce proposes the inclusion in the judicial process of a helper advisor. The entry into force in 2015 of the Law 4/2015, in 27 April, the *Statute of the crime victim* represents an exemplary opportunity to ensure the incorporation of support proposals involving the insertion of the helper advisor in the judicial process in cases where the victim is a person with intellectual disabilities. In this paper we analyse the impact of the helper advisor, with particular emphasis on cases that have been dismissed under instruction.

KEY WORDS: victim; intellectual disability; vulnerability; sexual abuse; helper advisor; barriers; justice; support.

Gerardo ECHEITA SARRIONANDIA

Universidad Autónoma de Madrid. Facultad de Psicología. Dpto. Interfacultativo de Psicología Evolutiva y de la Educación. Ciudad Universitaria de Cantoblanco. 28049 Madrid
gerardo.echeita@uam.es

Cecilia SIMÓN RUEDA

Universidad Autónoma de Madrid. Facultad de Psicología. Dpto. Interfacultativo de Psicología Evolutiva y de la Educación

Carmen MÁRQUEZ VÁZQUEZ

Universidad Autónoma de Madrid. Facultad de Educación. Dpto. Interfacultativo de Psicología Evolutiva y de la Educación

María Luz de los Milagros FERNÁNDEZ BLÁZQUEZ

Universidad Autónoma de Madrid. Facultad de Psicología. Dpto. Interfacultativo de Psicología Evolutiva y de la Educación

Elena PÉREZ DE LA MERCED

Universidad Autónoma de Madrid. Facultad de Psicología. Dpto. Interfacultativo de Psicología Evolutiva y de la Educación

Amparo MORENO HERNÁNDEZ

Universidad Autónoma de Madrid. Facultad de Psicología. Dpto. Interfacultativo de Psicología Evolutiva y de la Educación

III Action Plan for People with Disabilities in Madrid Autonomous Community (2012-2015). Analysis and evaluation of the Educational Area within this plan

ABSTRACT: This paper presents the analysis and assessment of the Education Area of the Plan of Action for Persons with Disabilities in the Autonomous Community of Madrid (2012-2015), carried out after using a Delphi Method with a group of six experts. This work was aimed to make a formative *evaluation* of the Plan implemented, so that the analysis generated could be used by both managers of the next plan in project, as

for educational stakeholders involved in the education field, but obviously, by people with disabilities as well, in order to support them to exercise effectively their *rights*. The synthesis document shows synthetically the main strengths of the plan but, mostly, the weaknesses or points to improve. Among these should be noted the need of a more efficient structure of programs and actions with clear indicators of achievement. Also there is a need of rethinking current models and areas of intervention, in order to those were much more consistent and coherent with the *right to an education inclusive* that has been established in the Convention of Rights of People with Disability, and with the models of understanding and intervention to improve their quality of life.

KEY WORDS: Madrid Autonomous Community (Spain); people with disabilities; program evaluation; Delphi Method; inclusive education; rights.

Karol TAPIA DE MOYA

Universidad Autónoma de Madrid. Oficina de Acción Solidaria y Cooperación. C/ Einstein, 7. Campus de Cantoblanco. Edificio Plaza Mayor. Madrid
karol.tapia@inv.uam.es

Neuropsychological rehabilitation in people with Prader-Willi syndrome

ABSTRACT: Prader-Willi Syndrome (PWS) is a complex neurodevelopmental disorder caused by genetic anomalies that presents itself with a characteristic neurobehavioral phenotype. The aim of this project was to analyze interventions of neuropsychological rehabilitation that exist in PWS and to achieve it, a systematic search was done, resulting in a total of 14 articles with interventions for behavioral, cognitive and familial phenotypical characteristics. The studies were analyzed according to the focus of the intervention, models, specific procedures and results. Most studies used a compensation model and almost all applied behavioral modification techniques. The results suggest that techniques that use differential reinforcement and a more active involvement of the person with PWS and their family during intervention, are more successful.

KEY WORDS: Prader-Willi Syndrome; behavioral phenotype; rehabilitation; neuropsychology.