

## ANALYTICAL SUMMARY

María Esther BAÑOS-GARCÍA

*Universidad de Burgos. Escuela Politécnica Superior. Campus Río Vena  
Avenida Cantabria, s/n. 09006 Burgos  
ebanyos@ubu.es*

Fernando LEZCANO-BARBERO

*Universidad de Burgos. Facultad de Educación*

Esteban GARCÍA-MATÉ

*Universidad de Burgos. Escuela Politécnica Superior*

Raquel CASADO-MUÑOZ

*Universidad de Burgos. Facultad de Educación*

### Computer-based applications aimed at youth and adults with intellectual disability for the development of support areas

**ABSTRACT:** The use of Information and Communication Technologies is widely spread in all fields, including education. In the case of young people and adults with intellectual disabilities, it seems obvious that applications should serve to improve those supports to provide in the different functional areas. In this manuscript, 56 computer applications, in English and/or in Spanish, have been found by means of the search and study of reviews, scientific articles and web pages. Then, its connection with the support areas was evaluated by identifying the link for each computer application with each of the nine support areas. The findings confirm that the digital divide continues to increase and, in some cases, the treatment of the proposed activities promoting a childlike picture of this group is maintained. We found a low level of awareness of the support areas among developers and an imbalance in the applications, since some areas have great coverage while others have a residual presence. Promoting the consideration of the support areas among developers and further training for both educators and youth and adults with intellectual disabilities in order to reach a more productive use of ICT is recommended.

**KEYWORDS:** intellectual disability; youths and adults; Information and Communication Technologies (ICT); support areas; digital divide; education.

Tania CUERVO RODRÍGUEZ  
*Universidad de Oviedo. Departamento de Ciencias de la Educación*  
*C/ Aniceto Sela, s/n. 33005 Oviedo*  
UO194650@uniovi.es

María Teresa IGLESIAS GARCÍA  
*Universidad de Oviedo. Departamento de Ciencias de la Educación*

Samuel FERNÁNDEZ FERNÁNDEZ  
*Universidad de Oviedo. Departamento de Ciencias de la Educación*

## Effects and benefits of person-centered planning (PCP) in adults with intellectual disabilities, in organizations and in community. State of the art

ABSTRACT: For more than three decades it has been developing a methodology called Person-Centered Planning (PCP), where the person with intellectual disability becomes the center of all planning, being a subject with rights and to who should be given the necessary support to fulfill his/her dreams, goals and/or desires. This article presents a literature review aimed to know the benefits of the implementation of the PCP in services that carer to people with disabilities. For it has been made an exhaustive research in 6 national and international databases, using descriptors “planificación centrada en la persona”, “pcp”, “person centred planning” and “person centered planning”. Following a series of criteria established by the authors we have selected 18 items to be analyzed. The results show that the PCP is a tool that produces changes in the person, in the organizations and in the community, despite there being a number of barriers to implementation as been explained throughout this article.

KEYWORDS: intellectual disability; person-centered planning; PCP; organizational change; literary review.

Cristina MUMBARDÓ-ADAM  
*Universitat Ramon Llull. Facultat de Psicologia, Ciències de l'Educació i de l'Esport Blanquerna*  
*C/ Císter, 34. 08022 Barcelona*  
cristinama6@blanquerna.url.edu

Eva VICENTE SANCHEZ  
*Universidad de Zaragoza. Facultad de Educación*

Climent GINÉ I GINÉ  
*Universitat Ramon Llull. Facultat de Psicologia, Ciències de l'Educació i de l'Esport Blanquerna*

Joan GUARDIA-OLMOS  
*Universitat de Barcelona. Facultat de Psicologia. Institut de Neurociències*

Sheida K. RALEY

*University of Kansas. Beach Center on Disability and Kansas University Center on Developmental Disabilities*

Miguel Ángel VERDUGO ALONSO

*Universidad de Salamanca. Facultad de Psicología*

## **Promoting self-determination skills in the classroom: the *Self-determined Learning Model of Instruction* (Spanish version)**

ABSTRACT: Within Spanish context, initiatives to promote self-determination in educational settings still lacking despite of the availability of instruments designed to enable the instruction of self-determination skills, such as the *Self-Determined Learning Model of Instruction*. This evidence-based practice enables teachers to instruct students to develop self-determination actions and skills. This study aims to present the Spanish translated and adapted version of the afore mentioned program/tool, in an effort to improve the focus of self-determination instruction in the Spanish educational context by providing practitioners with a model of instruction intended to teach skills associated with the promotion and enhancement of self-determined action.

KEYWORDS: self-determination; intervention tool; teacher education.

Rodolfo Israel SOTO GONZÁLEZ

*Universidad de Chile. José Joaquín Pérez #1384*

*San Bernardo. Santiago de Chile. Chile*

rodolfosotogo@gmail.com

Mauricio Andrés LÓPEZ CRUZ

*Universidad de Chile. Departamento de Psicología*

## **Playing and building: experiences of participation of children with intellectual disability of second basic cycle in two municipal schools in Chile**

ABSTRACT: Participation of children with intellectual disabilities [ID] is promoted from a rights-based approach and inclusive education. However, in Chile these children tend to be segregated by existing educational programs. The objective of this study is to understand the experiences of participation of children with ID in the regular school context. In order to respond to this objective, individual interviews were conducted with 15 children with mild ID who attended the second basic cycle in two schools in the Metropolitan Region of Chile. Production of information was based on narrative-visual techniques such as participatory photography and episodic interviews in combination

with photo-elicitation. The analysis was based on the Grounded Theory. The results show that the experiences of participation take place mainly in two types of activities: 1) didactic activities that involve the construction of physical and/or symbolic material and 2) games of a group character. These results allow the identification, from the perspective of children with ID, of universal resources and supports existing in the school community environment to promote their participation, motivation, learning and quality of life.

KEYWORDS: participation; intellectual disability; educational inclusion; play.

Laura SERRANO FERNÁNDEZ  
*Colegio de Educación Especial de Cambrils. Madrid*  
*Avenida Ciudad de Barcelona, 138, Escalera 3, 5.º D*  
*28007 Madrid*  
lauraserfer@gmail.com

Dolores IZUZQUIZA GASSET  
*Universidad Autónoma de Madrid. Facultad de Formación de Profesorado y Educación*

## Parental perceptions of the impact of Down syndrome in the family

ABSTRACT: Parenting a child with Down syndrome is a challenge, not only for parents, but also for the whole family system. The present research aims to analyse, from a qualitative point of view, the vision that the parents themselves have of the impact, both positive and negative, that the presence of a child with DS causes in the family. To this end, interviews with 10 participants (3 parents, 3 mothers and 4 professionals in the field of special education) have been analysed. The results reveal that, although the diagnosis of SD in a child is an unexpected and stressful event for the family, the general perception of the family impact is positive.

KEYWORDS: Down syndrome; family impact; family; intellectual disability.