Table of Content

31 Cognitive, Affective, and Eudaimonic Wellbeing in Neurodivergent Adolescents in Norway
Dr. Anne Kielland[1]
[1]Fafo, , Norway
30 Does it matter who we are?
Disability research in the Global South
Dr. Anne Kielland[1], Mr. Yacouba Daouda[2], Ms. Evelyn Adjei[3], Mrs. Huafeng Zhang[1], Dr. Stine Hellum Braathen[4]
[1]Fafo, , Norway, [2]L'université Abdou Moumouni/ENS, , Niger, [3]Kwame Nkrumah University of Science and Technology Knust, , Ghana, [4]SINTEF, , Norway
36 Loneliness from the perspective of people with disabilities
Dr. Merja Tarvainen
[1]University of Eastern Finland, , Finland
164 Navigating transitions into adulthood: the role of parents in facilitating independent living
Dr Jane Cullingworth[1], Ms Amanda Bailey, Dr Edmund Coleman-Fountain, Prof Janice McLaughlin, Prof Charlotte Pearson, Prof Tracy Shildrick, Prof Nick Watson
[1]University of Glasgow, , United Kingdom
6 Balancing co(n)viviality in a residential care facility: findings from a 'spect-actings'-study.
Dr. Toon Benoot[1]
[1]Ghent University; department of social work and social pedagogy, , Belgium
7 Neurodivergence, disclosure and reasonable accommodations in the Indian higher education context
Mr. Chetan Sastry Vijayakumar[1]
[1]Department of Liberal Arts, Indian Institute of Technology Hyderabad, India, , India
42 Behind the Veil: Contextualising the Disability Experience of Para-Athletes from North Kerala

PhD Candidate Asita Ajith[1], Prof Sangeeta Sharma[1]
[1]BITS PILANI, PILANI CAMPUS, INDIA, , India
8 'It's me becoming a super-advocate!' Exploring student-parent experiences of a disability studies program.
Dr Sian Anderson[1]
[1]Centre For Disability Studies, University Of Sydney, , Australia
46 Monitoring for development – a system for acquiring knowledge about children with disabilities in schools
Associate Professor In Social Work Martin Börjeson[1], Prof. Magnus Tideman
[1]Marie Cederschiöld högskola, , Sweden
12 Accessibility, co-production, digital transport services, public transport and disability
Mrs. Jamie Bolling[1]
[1]Independent Living Institute, , Sweden
9 Shadows disabilities unveiled: the interplay between youth traumatic brain injury and substance use disorder.
Dr. Ann Marie Leonard-Zabel[1]
[1]Curry College and Nealac Clinic, , United States
13 The essentialising use of 'ethnicity', 'race', and 'culture' as constructs of difference in autism research
Dr. Imane Kostet[1]
[1]University Of Antwerp, , Belgium
14 Stigmatization of persons with disabilities in the perspective of limited capacity: deconstructing social security, justice and health care system
Ms. Kornelija Krutulytė[1], Dr Rasa Genienė[1]
[1]Vilnius University, , Lithuania
24 The importance of communication abilities for persons with cerebral palsy when transitioning to adulthood
Dr. Ellen Backman[1], Prof Kate Himmelmann[2]
[1]Department of Social Sciences, Marie Cederschiöld university, , Sweden, [2]Department of Pediatrics, Sahlgrenska Academy, University of Gothenburg, , Sweden

52 Navigating parental involvement in self-managed personal assistance: Supporting the self-determination of people with intellectual disabilities
Professor Deborah Lutz[1], Professor Karen R. Fisher[2]
[1]Catholic University of Applied Sciences Freiburg, , Germany, [2]University of New South Wales Sydney, , Australia
15 Interrogating the CRPD at the Local Level: A Study of Lendah, Kulon Progo, Yogyakarta Indonesia
Mr Slamet Thohari[1]
[1]Institute For Culture And Society, Western Sydney University, , Australia
16 Barely recognised and poorly served: older people with dual sensory impairment want better accessible information
Dr Annmaree Watharow[1], Dr Moira Dunsmore[1,2], Dr Julie Schneider[1]
[1]Centre For Disability Research And Policy, University Of Sydney, , Australia, [2]Sydney Nursing School, University of Sydney, , Australia
597 Speculative Futures for Deaf Studies & Art History in Six Troublesome Images
Dr. Karen Gonzalez Rice[1]
[1]Connecticut College, , United States
17 Amplifying the voices of parents of children with special needs in Nigeria
Mr Noah Agbo[1]
[1]Queen's University, Belfast, , United Kingdom
18 Child Protection Policy and Disability: A Policy Content Analysis of Children First (2017) National Guidance
Dr Susan Flynn[1], Mr Haocheng Shi[1]
[1]Trinity College Dublin, The University Of Dublin, , Ireland
32 Early childhood education in sign language
Pedagogical Specialist Piia Nevala[1]
[1]Helsinki City, , Finland
19 Disclosure Strategies Among Job Seekers with Cerebral Palsy
Research Assistant Emilie Skyum-Jensen[1], Professor Thomas Bredgaard
[1]Aalborg Universitet, , Denmark
544 Education in Dhadkai: A Village of Deaf in India
Renu Kotwal[1], Dr Gajendra Singh Chauhan, Swagata Ghosh
[1]Birla Institute of Technology And Science Pilani, , India
234 Inclusive socio-technical work systems and labor market participation
Jprof. Lena Hünefeld[1,2], Prof. Frauke Mörike[2], Pd Dr. Bastian Pelka[2], Jana-Sophie Effert[2], Wanda Gärtner[3], Dr. Tomke. S. Gerdes[2], Carina Goretzky[3], Adiaha May Ita[4], Dr. Jan Jochmaring[2], Marianne Kreuder-Schock[5], Sarah Lamb[2], Sabrina Lorenz[5], Ann Christin Schulz[2], Dr. Sarah Schulze[2], Sophie Teborg[1], Dr. Markus Ihsecke Van Ackern[4], Dr. Jana York[2]
[1]Federal Institute for Occupational Safety and Health, , Germany, [2]Technical University Dortmund, , Germany, [3]Frauenhofer FIT, , Germany , [4]Franz Sales Haus, , Germany, [5]Research Institute for Vocational Education and Training gGmbH , , Germany
20 From Exclusion to Inclusion in the Public Welfare System in Denmark
Annemarie Borregaard[1]
[1]Danish National Archive, , Denmark
267 Successful social support at work: A qualitative study investigating the perspectives of people with disabilities
Sophie Teborg[1], JProf. Dr. Lena Hünefeld[1], Dr. Tomke S. Gerdes[2]
[1]Federal Institute For Occupational Safety And Health, , Germany, [2]TU Dortmund University, , Germany
111 Encounters between individuals with hearing impairment combined with other disabilties and healthcare professionals
Dr. Daniel Prause[1], Dr. Lill-Joanne Eilertsen[2,3], Mrs. Lynn Skei[2,4]
[1]Signo Conrad Svendsen senter, , Norway, [2]Signo kompetansesenter, , Norway, [3]University of South-Eastern Norway, , Norway, [4]University of Oslo, , Norway
226 The Rhetoric of 'Normalcy': Disability and Intersectionality in Life Narratives of Indian Women
Ms Keerthi Moses[1]
[1]The English and Foreign Languages University, Hyderabad, , India

116 Coproducing university mental health support with autistic students and introducing the ALCART.
Mrs Ellie Horton[1], Dr Anita Z. Goldschmied[2]
[1]University of Warwick (coventry), , United Kingdom, [2]Sheffield Hallam University, ,
22 The Meaning of Care in Special education
Associate Professor Øyvind Snipstad[1], Associate Professor Kjersti Jevne[1]
[1]Inland Norway University Of Applied Sciences, , Norway
25 Modelling the demand for adult social care from adults with a learning disability
Miss Nakita Singh[1]
[1]University Of Bristol, , United Kingdom
576 War in Ukraine: The need for the development of inclusive humanitarian and recovery programmes
Reader In Social Sciences Allison Moore[1], Professor Fiona Hallett[1], Ms Halyna Kurylo[2]
[1]Edge Hill University, , United Kingdom, [2]Disability Rights International Ukraine, ,
26 "Living in a world that really wasn't built for differently-wired brains": Experiences of neurodivergent faculty
Dr. Shanna Kattari[1], Mx. Debra Erickson[1]
[1]University Of Michigan School Of Social Work, , United States
461 Implementing the CRPD in Iceland:
Opportunities and Challenges in a Radically Decentralised Welfare State

Professor Emerita Rannveig Traustadóttir[1]
[1]University of Iceland, Center for Disability Studies, , Iceland
479 Implementing Independent Living in the Nordic Welfare States
Professor Emerita Rannveig Traustadóttir[1]
[1]University of Iceland, Center for Disability Studies, , Iceland
67 Critical Theory and Independent Living
Dr Teodor Mladenov[1]
[1]University of Dundee, , United Kingdom
29 Documenting and responding to the views of autistic people with profound learning disabilities in day-services
Dr Ned Redmore[1]
[1]The Open University, , United Kingdom
60 Sustaining Access: Dismantling the Performance Metric in Green Building
Johnna Keller[1], Alexa Temmen[2]
[1]Parsons Corporation, , United States, [2]Independent Architect, , Netherlands
619 Is the crisis over?
Food Insecurity and Disability Among Children in Rural Niger Post-COVID-19

Ingunn Bjørkhaug[1], Jing Liu[1], Dr. Anne Kielland[1]
[1]Fafo, , Norway
33 Addressing Ableism at the Intersection of Ageism and Technology in Person-Centered Care
Dr. Nina Veetnisha Gunnarsson[1], Dr. Cecilia Moberg[2]
[1]Jönköping University, , Sweden, [2]Swedish Red Cross University , , Sweden
570 Problematizing participant observation: Reflections from fieldwork in daily activity services for people with SID
Sebastian Hällund[1]
[1]Stockholm University, , Sweden
66 Azerbaijan's Future Teachers and Their Role in Inclusive Education Transformation
Turana Abdullayeva[1]
[1]The University of Sheffield, , United Kingdom
34 INTEGRATING VISUALLY IMPAIRED PEOPLE INTO
THE MALAYSIAN LABOUR MARKET
Dr. Thirunaukarasu Subramaniam[1], Mr. Dennis Teo Wei Xiang[1]
[1]Universiti Malaya, , Malaysia
153 How should I explain him?Young people's experiences growing up with a sibling who has disabilities

Phd Ulrika Lilja[1]
[1]University Of Gothenburg, , Sweden
35 Life Satisfaction in Older Age among people with disabilities in early-to-mid adulthood
Dr. Jeanette Engeland[1], Dr. Langballe Ellen[1,2], Dr. Bjørn Heine Strand[1,2,3], Prof. Vegard Skirbekk[4,5]
[1]Norwegian National Centre for Ageing and Health, Vestfold Hospital Trust, Tønsberg, , Norway, [2]Department of Geriatric Medicine, Oslo University Hospital, Oslo, , Norway, [3]Division of Mental and Physical Health, Norwegian Institute of Public Health, Oslo, , Norway, [4]Centre for Fertility and Health,Norwegian Institute of Public Health, Oslo, , Norway, [5]Columbia Aging Center, ColumbiaUniversity Mailman School of PublicHealth, New York, , USA
317 Experiences of transitions from childhood to adult life for people with physical disabilities
Phd Student Caroline Andersz[1]
[1]Marie Cederschiöld University, , Sweden
112 Fighting the welfare state: the role of forms of capital for families with disabled children
Sigurd Jacobsen[1]
[1]Norwegian Social Research - Oslomet, , Norway
498 The Self-Representation Of Disabiility In Cyberspace: Rethinking Disability In Posthuman Entanglement
Ms Hsiao-fang Chang[1]
[1]University of Sheffield, , United Kingdom
51 Building inclusive community groups for older adults with intellectual disabilities: an examination of allies' perspectives
Full Professor Élise Milot[1], Ms Laurence Ouellet[2], Ms Bertille Marthouret[3], Mrs Monique Maltais[4]
[1]Université Laval, , Canada, [2]Université du Québec à Trois-Rivières, , Canada, [3]Université Laval, , Canada, [4]Fédération québécoise du parrainage civique, , Canada
291 Theorising the critical place of emotion in disability politics: De-individualisation without discounting individual experience
Dr Michelle Botha[2], Dr Marie Sépulchre[3], Prof Brian Watermeyer[2], Yvonne Wechuli[1]
[1]University Of Kassel, , Germany, [2]Stellenbosch University, , South Africa, [3]Lund University, , Sweden
290 Critical Disability Studies in the context of socio-ecological transformation - by design or by disaster?
Yvonne Wechuli[1]
[1]University Of Kassel, , Germany
289 Collectivizing contested experiences: Accusations of hysteria in the context of Long COVID
Yvonne Wechuli[1]
[1]University Of Kassel, , Germany
203 Exploring experiences of peer-led sex education among individuals with intellectual disabilities and/or autism
Becky Nelson[1]
[1]Lund University, , Sweden
187 Stories from inside the institutions: Patients' experiences of Swedish psychiatric care in the 1940s

Phd Student Tove Ljuslinder[1]
[1]Umeå University, , Sweden
176 Disability in families
Senior Researcher Anna Amilon[1], Dr. Alessandra Grotta[2], Dr. Can Liu[2], Dr. Johan Junkka[3], Dr. Emma Landby[3], Dr. Nicoletta Balbo[4], Dr. Rikke Fuglsang Olsen[1], Dr. Erica Zahl[5]
[1]The Danish National Center for Social Science Research, , Denmark, [2]Department of Public Health Sciences, Stockholm University, , Sweden, [3]Centre for Demographic and Aging Research, Umeå University , , Sweden, [4]Department of Social and Political Sciences, Bocconi University, , Italy, [5]Department of psychology, University of Oslo, , Norway
177 Transitory Disability and Changes in Health, Participation Restrictions and Activity Limitations in Denmark
Senior Researcher Anna Amilon[1], Mr Mads Lybech Christensen[1]
[1]VIVE the Danish National Center for Social Science Research, , Danmark
90 Moving Forward with Mad Studies
Dr Jijian Voronka[1], Dr Bren LeFrancois[2]

[1]University Of Windsor, , Canada, [2]Memorial University , , Canada
244 Mad Studies, Harm Reduction, and Who Counts as Human
Dr Jijian Voronka[1], Dr Sarah Snyder[1]
[1]University of Windsor, , Canada
64 From Legislation to Lived Experience: A Socio-Legal Study of Spain's Mental Health System
Dr Maria Laura Serra[1]
[1]University Of Valladolid, , Spain
41 Future visions of people with disabilities regarding structural disability social work in Finland
Oona Lipponen[1], Merja Tarvainen[1]
[1]University Of Eastern Finland, , Finland
48 Understanding disability from a secondary data lens perspective: UK evidence from consultations with public collaborators
Dr Eirini-Christina Saloniki[1,2], Mr William Lammons[1,2], Dr Sarah Markham[3]
[1]University College London, , United Kingdom, [2]NIHR Applied Research Collaboration North Thames, , United Kingdom, [3]King's College London, , United Kingdom
43 Personality and the disability employment gap in the United States
Dr Eirini-Christina Saloniki[1]
[1]University College London, , United Kingdom
122 Barriers for the inclusion of disabled clinicians in healthcare professions: The peers' perspectives
Professor Tal Jarus[1], Dr. Cheryl Holmes[1], Dr. Adrian Yee[1], Ms Cheyenne Ghag[1], Ms Heather Varady[1], Dr. Gurdeep Parhar[1], Mr Jisung Choi[1]
[1]University of British Columbia, , Canada
44 Disabled students in health and social services fieldwork: Perceptions of fieldwork educators and academic coordinators
Professor Tal Jarus[1], Prof Brenda Beagan[2], Prof Stuart Kamenetsky[3], Dr Gurdeep Parhar[1], Ms Shahbano Zaman[1]
[1]University of British Columbia, , Canada, [2]Dalhousie University (School of Occupational Therapy), , , Canada, [3]University of Toronto Mississauga (Department of Psychology), , Canada
405 When accessible education hits a nerve: Shifting hard feelings about disability accommodation in the university
Dr Lee de Bie[1], Kate Brown[1], Paige Maylott[1], Dr. Kim Dej[1]
[1]McMaster University, , Canada
468 Disabled leadership as a relational alternative to compliance-driven accessibility standards: Lessons from a Canadian university
Kate Brown[1], Dr Lee de Bie[1], Paige Maylott[1], Dr. Kim Dej[1]
[1]McMaster University, , Canada
247 Teaching Healthcare Professionals to Recognize and Address Ableism in Everyday Ethical Decision-Making
Dr Lee de Bie[1]
[1]McMaster University, , Canada
45 Physical activity with autistic women
Dr Patrick Jachyra[1]
[1]Durham University, , United Kingdom
261 Support networks and independent living: transition challenges for adults with learning disabilities
Saskia Nora Dill[1], Prof. Dr. Matthias Otten[1]
[1]TH Cologne – University of Applied Sciences, , Germany
47 Making the Case for Joy: Siblinghood and Learning Disability.

Tom Ryan[1]
[1]University Of Sheffield, , United Kingdom
49 Deaf Studies on Sign Language Linguistic Rights in the Context of the European Union
Phd Candidate Silvestru-Iulian Calinciuc[1]
[1]Babes-Bolyai University in Cluj-Napoca, , Romania
65 Pain and sense of abjection in the experiences of university students with mental health issues
Doctoral Researcher Jasu da Silva Gonçalves[1]
[1]University of Turku, , Finland

311 The political landscape regarding the accessibility of higher education for neurodivergent students in Finland

Doctoral Researcher Anna Jolkkonen[1]
[1]University Of Turku, , Finland

490 Developing a Textbook on Deafblind Pedagogics

Development Consultant Helle Buelund Selling[1], Manager Henriette Hermann Olesen[1], Psychologist / Academic Consultant Rasmus Hougaard Pedersen[1], Project manager Lasse Winther Wehner[1]
[1]The Specialist Consultancy for the Deafblind, , Denmark

75 Living in a group home: experiences by people with intellectual disabilities and significant support needs

Dr Petra Björne[1,2], Dr Veronica Lövgren[2], Dr Helena Taubner[2,3]
[1]City Of Malmö, , Sweden, [2]Umeå University, , Sweden, [3]Jönköping University, , Sweden

53 Cripping citizenship. Examining the protests against cuts in sickness benefit in Sweden

Phd Mikael Mery Karlsson[1]
[1]Umeå University, , Sweden

63 Hinting at the Spectrum: The Ethics of Narrative Prosthesis in Extremely Loud & Incredibly Close

Dr. Howard Sklar[1]
[1]University Of Helsinki, , Finland

82 Narrative Prosthesis at 25: Implications for Disability Research

Dr. David Mitchell[1], Dr. Howard Sklar[2], Dr. Miriam Fernandez-Santiago[3]
[1]George Washington University, , United States, [2]University of Helsinki, , Finland, [3]University of Granada, , Spain

186 Epistemological positioning when researching perspectives of children with profound intellectual and multiple disabilities. Methodological reflections

Professor Borgunn Ytterhus[1], Associate Professor Kristin Vindhol Evensen
[1]Norwegian University of Science and Technology, Department of Public Health and Nursing, , Norway, [2]Norwegian School of Sport Sciences, Department of Teacher Education and Outdoor Studies , , Norway

56 Moderate, severe or profound intellectual disability in water activities - a phenomenological study of movement

Associate Professor Kristin Vindhol Evensen[1]
[1]Norwegian School Of Sport Sciences, , Norway

55 Teaching on life questions in Upper Secondary School for Pupils with Intellectual Disabilities

Associate Professor Linda Vikdahl Gunséus[1]
[1]Sodertorn University, , Sweden

57 Involving the subjects without inclusion? The relevance of the group of people for Special Education

Jonathan Klix[1]
[1]Leibniz University Hanover, , Germany

59 Global and Local Disability Rights Movement and the Dynamic of Inclusion/Exclusion in Modern Society

Malin Butschkau[1]
[1]University Of Cologne, , Germany

61 Narrative Prosthesis Unveiled: On the 25th Anniversary of Narrative Prosthesis

Professor David Mitchell[1]
[1]George Washington University, , United States

62 Attention-based vulnerability aesthetics. A posthumanist approach.

Dr Miriam Fernandez-Santiago[1]
[1]U-CHASS: Centre for Computational Humanities and Social Sciences, University of Granada, , Spain, [2]University of Zaragoza, , Spain

608 Musicking access: Reflections on a curb cut perspective on music therapy

Dr Maren Metell[1]
[1]Faculty of Fine Art, Music and Design, University Of Bergen, , Norway

282 Assessing heart health among people with intellectual disability – is it feasible?

Prof Line Oldervoll[1], Associate Professor Kim Berge[2]
[1]NAKU, NTNU/ Centre for Crisis Psychology, UiB, , Norway, [2]NAKU, NTNU, ,

242 Disability hate speech and its consequences
Research Director Terje Olsen[1], Research Director Janikke Solstad Vedeler[2], Researcher Vegar Bjørnshagen[2], Senior Researcher John Eriksen[1]
[1]Fafo Institute for Labour and Social Research, , Norway, [2]NOVA – Norwegian Social Research, , Norway
243 Exclusions in everyday life– microaggression as a lens
Research Assistant Gunhild A. Frisell[1], Research Director Terje Olsen[1]
[1]Fafo Institute for Labour and Social Researchh, , Norway
69 Digital reversion imminent? How to maintain digital daily activities for adults with intellectual disabilities post-pandemic
Dr Kristina Engwall, Dr Richard Gäddman Johansson
[1]Uppsala University, , Sweden
182 A critical review of social documentation with IBIC in relation to people with psychiatric disabilities
Dr Kristina Engwall[1], Dr Gunnel Andersson[2]
[1]Uppsala University, , Sweden, [2]Stockholm University, , Sweden
68 "Breaking Barriers: Accessing Advocacy to Secure Disabled People's Independent Living Rights in England and Iceland."
PhD Fatemeh Known As Maral Nosratzadeh[1]
[1]University Of Leeds, , United Kingdom
555 Criteria for the assessment of housing and employment services in Germany
Dr. Katrin Grüber[1]
[1]Institute Patese, , Germany
493 Enhancing Disability Rights Through Data: Nordic Efforts to Fulfill Article 31 of the CRPD
Senior Adviser Lars Lindberg[1]
[1]Nordic Welfare Centre, , Sweden
321 Realizing the potential of personal assistance: closing the knowledge gap of policy makers through research
Mr Erik Munsterhjelm[1], Mr Egil Skogseth[1]
[1]The Nordic Competence Centre on Personal Assistance, consisting of the following organizations: Landsorganisationen Borgerstyret Personlig Assistance (LOBPA, Denmark), Göteborgskooperativet för Independent Living (GIL, Sweden), Stockholm Cooperative for Independent Living (STIL, Sweden), Riksföreningen JAG (Sweden), Independent Living Institute, Uloba Independent Living Norge, Foreningen JAG (Norway), Föreningen JAG (Finland), Kynnys Ry (Finland) and NPA MIÐSTÖÐIN (Iceland), , Finland, Sweden, Norway, Denmark, Iceland
487 Collaboration between civil society and researchers in Finland and Sweden: a practice-oriented approach
Mr Erik Munsterhjelm[1], Ina Ahlberg[1], Ida Westerlund[1]
[1]Föreningen JAG, , Finland
71 Colleague-based support fosters work inclusion competence
Researcher I Øystein Spjelkavik[1], Dr Heidi Enehaug[1]
[1]Work Research Institute/oslo Metropolitan University, , Norway
134 The current state of deinstitutionalisation of services for people with disabilities in the Czech Republic.
Zuzana Durajová[1,2]
[1]Department of European Law, Law Faculty, Charles University, , Czech Republic, [2]Validity Foundation, , Hungary
286 A Critical Discourse Analysis of Neurodiversity
Mx Eilís Ní Chaoimh[1]
[1]University Of Galway, , Ireland
72 EMOTION WORK OF PARENTS OF AUTISTIC CHILDREN ON HOLIDAY
Dr Allan Jepson[1], Prof Raphaela Stadler[3], Prof Brian Garrod[2]
[1]University Of Hertfordshire, , United Kingdom, [2]Swansea University, , United Kingdom, [3]MCI Austria, , Austria
73 Inclusion in segregated education?
Ms Sunniva Rogstad Hegvik[1], Dr Kristina Brodal Syversen[1]
[1]Inland Norway University of Applied Sciences, , Norway

156 The Fallacy of 'Choice' in Children's Disability Services in Western Canada: An Intersectional Analysis

Dr Alison Gerlach[1]
[1]University Of Victoria, , Canada

157 Relationship-Focused and Technology-Enhanced Child Disability Services: Promoting Northern and Rural Families' Access in Western Canada

Dr Alison Gerlach[1], Dr Kim Bulkeley[2]
[1]University Of Victoria, , Canada, [2]University of Sydney, , Australia

80 "Broken plates and spilled soup": Fractured personhood and structural vulnerability – profound and multiple disability/UK

Maren Hüffmann[1]
[1]Department of Social and Political Sciences, Brunel University London, , United Kingdom

171 Participatory Research Partnership -model - Collaboration-based research with experts by experience and other stakeholders

Dr Salla Sipari[1], Mrs Nea Vänskä[1], Ms Sara Väisänen[2], Mrs Krista Lehtonen[1], Dr. Anu Kinnunen[3], Dr Ira Jeglinsky-Kankainen[4]
[1]Metropolia University of Applied Sciences, , Finland, [2]Expert by experience, , Finland, [3]Savonia University of Applied Sciences, , Finland, [4]Arcada University of Applied Sciences, , Finland

378 Mental health from the perspective of people with intellectual disability

Ine Grimsø[1]
[1]Nord University, , Norway

276 Digitalised Labour Settings: Opportunities and Barriers regarding People with Invisible Disabilities

Marianne Kreuder-Schock[1]
[1]Research Institute for Vocational Education and Training gGmbH , , Germany

168 CareTrade: A holistic model for supporting autistic and neurodivergent people into sustainable opportunities

Hilary Fertig[1], Judith Kerem[1]
[1]Caretrade, , United Kingdom

78 Policy failure in young disabled people's lives: In search of new parameters for good transitions

Prof Charlotte Pearson[1], Dr Jane Cullingworth[1], Prof Nick Watson[1], Prof Janice McLaughlin[2], Prof Tracy Shildrick[2], Prof Edmund Coleman-Fountain[3]
[1]University Of Glasgow, , United Kingdom, [2]Newcastle University, , United Kingdom, [3]University of York, , United Kingdom

79 Professionals reflecting on prevention of violence against and support to people with intellectual disabilities

Professor Mikaela Starke[1], Dr Elisabeth Punzi[1]
[1]Department Of Social Work, University Of Gothenburg, , Sweden

81 Youth with Disabilities in Mozambique: Tackling Triple Discrimination in Sexual and Reproductive Health Rights

Mba Joao Vembane[1], Dr Christopher Johnstone[2]
[1]Jav Consulting, E.i. and University of Pretoria, , Mozambique and South Africa, [2]University of Minnesota - Department of Organizational Leadership, Policy, and Development, , United States

527 Lived Experiences of Persons with Mental Disabilities in Turkey: Policy, Discourse, and Subjectivity

Dr. Merve Alcayir[1]
[1]Independent Researcher, National United Nations Volunteer in Mental Health, , Turkey

411 Expectations, options and challenges in transition to retirement of ageing people with intellectual disability

Sirpa Granö[1], Elisa Tiilikainen[2], Sonja Miettinen[3], Elina Kontu[1]
[1]Tampere University, , Finland, [2]University of Eastern Finland, , Finland, [3]The Finnish Association on Intellectual and Developmental Disabilities, , Finland

83 I tick the box, but I don't fit in

Leah Elisabeth Thorstensen[1], Monica Lillefjell[1], Annelie Schedin Leiulfsrud[1]
[1]Norwegian University of Science and Technology (NTNU), , Norway

84 A Conceptual Framework for Self-Advocacy by People with Intellectual Disability

Dr Babalwa Tyabashe-Phume[1], Prof Sharon Kleintjes[2]

[1]Stellenbosch University, , South Africa, [2]University of Cape Town, , South Africa
98 Scoping Review on Technology-Facilitated Gender-Based Violence Against Women with Disabilities in Low- and Middle-Income Countries
Dr Babalwa Tyabashe-Phume[1], Ms Eunice Tunggal[2], Prof Karen Soldatić[2], Prof Lieketseng Ned[1]
[1]Stellenbosch University, , South Africa, [2]Toronto Metropolitan University, , Canada
97 Healthcare Services for People with Intellectual Disability in South Africa
Dr Babalwa Tyabashe-Phume[1], Dr Nomvo Dwadwa-Henda[1], Prof Lieketseng Ned[1]
[1]Stellenbosch University, , South Africa
88 HANDYNET, disability, and techno-optimism
Dr Touko Vaahtera[1]
[1]University of Eastern Finland, , Finland
453 Rethinking Dyslexia: Institutional Barriers and Youth Perspectives in Danish Education
Phd-student Julie Lund Jensen[1]
[1]Roskilde University, , Denmark
85 Cognitive diversity and social interaction
Professor Kjeld Høgsbro[1]
[1]Aalborg University, , Denmark
338 Community and an Ethics of Care in Mad Research
Dr Bren LeFrançois[1]
[1]Memorial University Of Newfoundland, , CA
466 Experiences and Recommendations from the Austrian Inclusive Porst Secondary Education Programme BLuE
Prof. Dr. Wolfgang Plaute[1], Prof. Dr. Verena Hawelka[1], Prof. Mag. Maria Kreilinger[1], Ms. Katharina Brunner[1], Ms. Zsofia Lennert[1], Ms. Anna Pogany[1], Mr. Elias Meister[1], Ms. Anna Sophia Stadler[1], Ms. Emily Renoth[1], Ms. Tamara Tontsch[1]
[1]University of Education Salzburg, , Austria
86 Implementation of the CRPD - failure to ensure accessibility as discrimination against wheelchair users
Dr Pauli Rautiainen[1]
[1]University Of Eastern Finland, , Finland
87 Disability and dignity at different phases of the disabled persons life cycle
Ms Niina Gråsten[1], Dr Pauli Rautiainen[1], Prof Eeva Nykänen[1]
[1]University Of Eastern Finland, , Finland
245 Care Assemblages: Disabled People Caring for Others in a UK Austerity Assemblage
Mr Charlie Grosset[1]
[1]University Of Sheffield, , United Kingdom
91 Children with Disabilities in the Global South
Dr. Amanda Ajodhia[1]
[1]Mandala Educational Therapy, , Canada
161 From Canada to Kazakhstan: An International Comparative Study of Early Childhood Inclusive Education
Dr. Amanda Ajodhia[1]
[1]Mandala Educational Therapy, , Canada
89 Well-being of Individuals having a Sibling with Disability from Adolescence to Young Adulthood in Finland
Dr. Lara Bister, Associate Professor Of Sociology Nicoletta Balbo, Prof. Hanna Remes, Elena Neri, Prof. Pekka Martikainen
[1]Bocconi University, , Italy
92 Establishing post-secondary provision for young people who have an intellectual disability: a national response.
Professor Michael Shevlin[1], Professor Conor Mc Guckin[1], Mr. Des Aston[1], Ms Jennifer Banks[1]
[1]Trinity College Dublin, , Ireland
93 Disability, Relationships, and a Right Against Social Deprivation
Professor Of Law & Social Justice Beverley Clough[1], Professor Jonathan Herring
[1]Manchester Metropolitan University, , United Kingdom
94 Disability, faith and autobiography in the Industrial Revolution

Daniel Blackie[1]
[1]Tampere University, , Finland
246 Waves of Ableism in Canadian Environmental Discourse: Toward a Reparative Reading

Professor Michael Orsini[1], Ms Shelley Miller[2]
[1]University Of Ottawa, , Canada, [2]University of Ottawa, , Canada
138 Neoliberal undermining of welfare services and its implications for personal assistance users during the pandemic
Dr Hrafnhildur Snaefridar- og Gunnarsdottir[1], Dr Ásta Jóhannsdóttir[1]
[1]University Of Iceland, , Iceland
105 At the intersection: a qualitative sociological study of relationships among autistic migrants in the UK
Anya Ovcharenko[1]
[1]University Of Exeter, , United Kingdom
95 Association between informal help and background factors for
persons with multiple sclerosis in Sweden
Phd Candidate Daniel Ståhl[1,2], Associate Professor Emilie Friberg[2]
[1]Department Of Social Work, University Of Gothenburg, , Sweden, [2]Division of Insurance Medicine, Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden, , Sweden
412 Exploring experiences in education and practice of doctors and trainees with disabilities: a qualitative study.
Dr Gisselle Gallego[1,2], Ms Claire Ingram[1], A/Professor Lise Mogensen[3], Dr Claudia Ng[1], Dr Dinesh Palipana[4], A/Professor Laura Gray[5], Dr Bryony Mcneill[5], Dr Aishah Moore[1]
[1]School of Medicine, the University of Notre Dame Australia, , Australia, [2]Centre for Disability Studies, Faculty of Medicine and Health, Affiliate of the University of Sydney, , Australia, [3]School of Medicine, Western Sydney University, , Australia, [4]School of Medicine, Griffith University, , Australia, [5]Faculty of Health, Deakin University, , Australia
255 The lived experience co-teaching model with pre-service teachers: a proof-of-concept study
A/Professor Mary-Ann O' Donovan[1], Professor David Evans[2], Dr Gisselle Gallego[1,3]
[1]Centre for Disability Studies, Faculty of Medicine and Health, Affiliate of the University of Sydney, , Australia, [2]Sydney School of Education and Social Work, University of Sydney, Australia, , Australia, [3]School of Medicine, the University of Notre Dame Australia, , Australia
257 Health educators' preparedness for inclusive education - the HEPIE study

Dr Gisselle Gallego[1,2], Dr Claudia Ng[1], Professor Christine Forlin[3], A/Professor Lise Mogensen[4], Dr Kim Bulkeley[5], Dr Dinesh Palipana[1,6], Ms Sarah Gaudieri[7], A/Professor Laura Gray[8], Dr Aishah Moore[1], Mrs Maggie Sambuco[1]
[1]School of Medicine, the University of Notre Dame Australia, , Australia, [2]Centre for Disability Studies, Faculty of Medicine and Health, Affiliate of the University of Sydney, , Australia, [3]School of Education, the University of Notre Dame Australia, , Australia, [4]School of Medicine, Western Sydney University, , Australia, [5]Sydney School of Health Sciences, the University of Sydney, , Australia, [6]School of Medicine, Griffith University, , Australia, [7]School of Arts and Sciences, the University of Notre Dame Australia, , Australia, [8]Faculty of Health, Deakin University, , Australia
132 Strength and Activation of Job Relevant Social Networks among Persons with Cerebral Palsy
PhD Frederik Thuesen[1]
[1]VIVE – The Danish Center for Social Science Research, , Denmark
96 Is segregation beneficial?
- Theorizing experiences of pupils, students and prisoners

Professor, emerita Marjatta Takala[1]
[1]University Of Oulu, , Finland
101 Anxious dads and depressed moms: child disability and the mental health of parents
Derek Asuman[1,3], Johan Jarl[2], Tinna Laufey Asgeirsdottir[3]
[1]Aarhus University, , Denmark, [2]Lund University, , Sweden, [3]University of Iceland, , Iceland
102 The extra cost of disability and poverty in Ghana
Derek Asuman[1], Charles Ackah[2], Frank Agyire-Tettey[2]
[1]Aarhus University, , Denmark, [2]University of Ghana, , Ghana

99 A comprehensive mapping of the different areas of society addressed in the UN CRPD
Dr. Svenja Hammer[1], Dr. Michael Grothe-Hammer[1]
[1]Norwegian University Of Science And Technology, , Norway
561 Inclusion in Norwegian Folk High Schools: Student Perceptions in Schools with Further Accommodations
Synne Dokken-Hartberg[1], Dr. Svenja Hammer[1]
[1]Norwegian University Of Science And Technology, , Norway
104 Job design for people with disabilities - lessons from the Danish flexjob program
Thomas Bredgaard[1], Cecilie Krogh[1], Frederik Thuesen[2]
[1]Aalborg University, , Denmark, [2]VIVE The Danish Center efor Social Science Research, , Denmark
149 Independent living - access to individual support & active citizenship
Petra Rantamäki[1], Päivi Nurmi-Koikkalainen[2]
[1]Tukena Foundation, , Finland, [2]THL, , Finland
188 A Narrative of Outsiderness: Visually Impaired Individuals' Experiences of Participation in Education and Working Life
Prof Bodil J. Landstad[1,2], Ms Gunhild Hovden Kvangarsnes[3], Prof Stig Larsson[4], Dr Emma Brulin[5]
[1]Faculty of Human Sciences, Mid Sweden University, Östersund, , Sweden, [2]Unit of Research, Education and Development, Östersund Hospital, , Sweden, [3]National Library of Norway, Oslo, , Norway, [4]Department of Clinical Research, Lund University, Malmö, , Sweden, [5]The Department of Occupational Medicine, Institute of Environmental Medicine, Karolinska Institutet, Stockholm, , Sweden
170 Disability income gap by age
Researcher Therese Dokken[1], Researcher Jon Erik Finnvold[1]
[1]NOVA - OsloMet, , Norway
106 UK Autism Employability Crisis: Seeking Proactive Flexibility in Reasonable Adjustment Provision
Dr Max Lowenstein[1]
[1]Bournemouth University, , United Kingdom
223 Educating teachers in psychosocial justice
Associate Professor Tim Corcoran[1]
[1]Deakin University, , Australia
124 Disability matters in teacher education: substance and process considerations
Associate Professor Tim Corcoran[1], Professor Srikala Naraian[2], Associate Professor Ben Whitburn[3]
[1]Deakin University, , Australia, [2]Columbia University, , USA, [3]University of Southampton, , UK
224 Transitioning from family home to alternative living: experiences of adults with intellectual disabilities and families
Dr Ruth Walker[1], Dr Irene Belperio[1], Prof Christine Bigby[2], Dr Ilan Wiesel[3], Dr Fiona Rillotta[1], Dr Claire Hutchinson[1]
[1]Flinders University, , Australia, [2]La Trobe University, , Australia, [3]University of Melbourne, , Australia
109 Complex disabilities and the norm of paid labour. An analysis of German special education discourse
Prof. Dr. Sarah Karim[1], Prof. Dr. Anne Waldschmidt[1], Fabian Rombach[1]
[1]University of Cologne, , Germany
107 Schooling with barriers: Exclusion/inclusion and exclusivity as biographical experiences of persons with disabilities
Fabian Rombach, Prof. Dr. Sarah Karim, Prof. Dr. Anne Waldschmidt
[1]University of Cologne, , Germany
108 Beyond ableism: exploring dis/ability from the angle of dispositif analysis
Prof. Dr. Anne Waldschmidt[1], Prof. Dr. Sarah Karim[1], Fabian Rombach[1]
[1]University of Cologne, , Germany
110 Parental positions concerning autistic children: conflicts and consensus between welfare state narratives and everyday experiences
Associate Professor Bjørg Kjær[1], Postdoc. Ida Danneskiold-Samsøe
[1]Danish School Of Education, , Denmark
260 Incorporating a disability lens in healthy life trajectories: A framework
Dr Noreth Muller-Kluits[1,2]

[1]University of the Witwatersrand (SAMRC-Wits Developmental Pathways for Health Research Unit, School of Clinical Medicine, Faculty of Health Sciences), , South Africa, [2]King's College London (Department of Global Health and Social Medicine), , United Kingdom

113 Enhancing Quality of Life for Individuals with Intellectual Disabilities and Dementia

Mrs. Lisbeth Nielsen[1], Mr. Thomas Waring Stubben[1], Mr. Thomas Heegaard Christensen[1], Dr. Jeanette Schade Leth[1]

[1]In-og eksklusion i pædagogisk praksis University College Nordjylland, , Denmark

114 Adulthood, Disability and Gender in Contemporary Japanese Women's Fiction

Dr. des. Carolin Fleischer-Heininger[1]

[1]DIJ Tokyo, , Japan

314 Being young and participating in adapted physical activity in habilitation services and in local communities

Phd Student Guro Grøthe[1], Associate Professor Kristin Vindhol Evensen[2], Professor Borgunn Ytterhus[3]

[1]Norwegian School Of Sport Sciences, , Norway, [2]Norwegian School Of Sport Sciences, , Norway, [3]Norwegian University of Science and Technology, , Norway

158 Artistic approaches to research design, ethical considerations and communication

Ms Charlotte White/clarke[1]

[1]University Of Sheffield, , United Kingdom

118 Disabled youth, the welfare state and vulnerability – Lessons from the Covid-19 pandemic in Norway

Dr Kaja Østerud[1]

[1]Nova - Norwegian Social Research, Oslo Metropolitan University, , Norway

119 Inclusion of young people with mental health issues in small and medium sized businesses

Cecilie Krogh[1], Thomas Bredgaard[1]

[1]Aalborg University, , Denmark

120 Geopolitics and Disability in Palestinian Documentary Films

Prof Ilana Szobel[1]

[1]Brandeis University, , United States

121 People with intellectual disabilities in the advance care planning (ACP) process

Master Of Health Sciences, Nursing Science, Doctoral Researcher Hanna Kangasniemi, PhD, Professor, Director of Nursing (part-time) Riitta Suhonen, PhD, Professor (act.), Podiatrist Minna Stolt

[1]Department of Nursing Science, University of Turku, , Finland, [2]Department of Nursing Science, University of Turku, Turku University Hospital, Wellbeing services county of Southwest Finland, , Finland, [3]Department of Nursing Science, University of Turku, Wellbeing Services County of Satakunta, Pori, , Finland

253 Tending a disability studies orientation to prevalent conditions

Dr Ben Whitburn[1]

[1]University Of Southampton, , Burundi

125 Can anyone do anything? A disability studies orientation to professional competence

Dr Ben Whitburn[1], Dr Tim Corcoran[2]

[1]University Of Southampton, , United Kingdom, [2]Deakin University, , Australia

126 Accounting for change in quality of support in group homes for people with intellectual disabilities

Professor Christine Bigby[1], Dr Lincoln Humphreys[1]

[1]La Trobe University, Living With Disability Research Centre, , Australia

128 Organisational predictors of staff satisfaction in Australian supported accommodation services

Dr Lincoln Humphreys[1], Professor Christine Bigby[1]

[1]La Trobe University, , Australia

129 Exploring fieldwork practice experiences of deaf /hard of hearing students in learning disability nurse education

Shahram Moradi[1], Steinar Vikholt[1], Maiken Sudmann Strøm[1], Tore Norendal Braathen[1]

[1]University of South-Eastern Norway (USN), , Norway

130 Epistemic injustice and justice for service users exposed to violence

Phd Filippa Klint[1], Prof Åsa Källström[1], Dr Johanna Gustafsson[1]

[1]Örebro Universitet, , Sweden

131 Answering the Need for Coordination: Introducing a Micro-Meso-Macro Intersection of Disability, Diversity and Chronic Illness

Per Koren Solvang[1]
[1]Oslo Metropolitan University, , Norway
216 Pathways from Day Activity Centers to Labor Market Participation for People with Intellectual Disabilities
Assistant Professor Linda Barøy[1], Associate Professor Aud Elisabeth Witsø[2]
[1]Naku -The National Institute on Intellectual Disability and Community, , Norway, [2]Naku -The National Institute on Intellectual Disability and Community, , Norway
293 School paths of visually impaired adults: narratives of special and mainstream education in Hungary
Nikolett Rékasi[1]
[1]John Wesley Theological College Department of Education, , Hungary, [2]ELTE Eötvös Loránd University, Budapest, Hungary, PPK Doctoral School of Education, ELTE Eötvös Loránd University, Budapest, Hungary BGGYK Disability and Social Participation Institute, , Hungary
135 Assessing the relationship between academic requirements and quality, while meeting the goal of inclusive education
PhD student Hanne Bjertnæs[1]
[1]Inland Norway University Of Applied Sciences, , Norway
136 Disturbingly different young disabled persons and labour market
Dr Karoliina Ahonen[1], Dr Pauli Rautiainen[1]
[1]Uef, , Suomi
137 Disability and citizenship: Insights from the 2024 DISCA survey
Dr. Elena S. Rotarou[1]
[1]Universidad San Sebastián, , Chile
178 Collective disability biography and life histories from 19th-century Swedish parish registers
Professor of History Lotta Vikström[1], Associate Professor of History Catharina Andersson[1], Associate Professor of Population Studies Erling Häggström Gunfridsson[1]
[1]Umeå University, , Sweden
141 Towards the Potential for Research-Based Policymaking and Social Transformation
Professor Hisayo Katsui[1]
[1]University Of Helsinki, , Finland
214 A population study of autism: ten-year prognosis of life outcomes
PhD Anne Hege Strand[1], Post doc Tore Hofstad[2,3], PhD Olav Nyttingnes[2,4], Prof Ingvar Bjelland[5,6], Researcher Lise Gulli Brokjøb[2], Prof Arnstein Mykletun[2,7,8,9]
[1]Fafo Institute for Labour and Social Research, , Norway, [2]Centre for Population Health, Haukeland University Hospital, Bergen, , Norway, [3]Centre for Medical Ethics, University of Oslo, Oslo, , Norway, [4]Health Services Research Unit, Akershus University Hospital, Lørenskog, , Norway, [5]Department of Clinical Medicine, University of Bergen, , Norway, [6]Division of Psychiatry, Haukeland University Hospital, Bergen, , Norway, [7]Centre for Work and Mental Health, Nordland Hospital Trust, Bodø, , Norway, [8]UiT—The Arctic University of Norway, Tromsø, , Norway, [9]Division for Health Services, Norwegian Institute of Public Health, Oslo, , Norway
143 Embodying encounters with Ehlers-Danlos Syndrome and Fibromyalgia through ephemeral art in practice
Laura Jagger[1]
[1]Oxford Brookes University, , United Kingdom
142 Embodying encounters with Ehlers-Danlos Syndrome and Fibromyalgia through ephemeral art in practice
Laura Jagger[1]
[1]Oxford Brookes University, , United Kingdom
218 Working in communities: inclusive vocational education for young adults with disabilities in China
Mr. Yiqing Zhang[1]
[1]University Of Eastern Finland, , China
556 Perception of Care Quality: Mothers' Choices in Caring for Adults with Intellectual Disabilities in Japan
Postdoctoral Researcher Rinako Someya[1]
[1]Hosei University, , Japan
145 From a institutionalised poor 'mad' woman's perspective. Is it possible?

Dr., Senior Lecturer Ann-Charlott Timander[1]
[1]Department of Social Work, Gothenburg University, , Sweden
357 Navigating Informal Support: Disability, Family Dynamics, and Welfare Retraction
Phd Lina Palmqvist[1], Professor Anna Dunér[1]
[1]University of Gothenburg, Department Of Social Work, , Sweden
355 Austerity's Consequences: Parental Responsibility and Leisure Inequality in Swedish Disability Services
Phd Lina Palmqvist[1]
[1]University of Gothenburg, Department Of Social Work, , Sweden
345 Social reproduction theory – as analytical lens in disability studies
Phd Lina Palmqvist[1], Phd Anna Ryan Bengtsson[1]
[1]University of Gothenburg, Department Of Social Work, , Sweden
146 Beyond the institution/community binary? Experiments with social inclusion at contemporary institutional facilities in the Netherlands
Dr. Simon Van Der Weele[1], Prof. Dr. Femmianne Bredewold[1,2]
[1]University Of Humanistic Studies, , Netherlands, [2]Ben Sajet Centrum, , Netherlands
383 Breast cancer stage at diagnosis and survival among women with disabilities in Sweden
PhD Alessandra Grotta[1,2], MD,PhD Can Liu[1,2,3], PhD Natalie Holowko[4,7], PhD Mikael Rostila[1,2], MD,PhD Katja Fall[5,6], PhD Ayako Hiyoshi[1,2,5]
[1]Department of Public Health Sciences, Stockholm University, Stockholm, , Sweden, [2]Centre for Health Equity Studies, Stockholm University/Karolinska Institutet, Stockholm, , Sweden, [3]Clinical Epidemiology Division, Department of Medicine, Solna, Karolinska Institutet, Stockholm, , Sweden, [4]The Ritchie Centre, Hudson Institute of Medical Research, Clayton, Victoria, , Australia, [5]Clinical Epidemiology and Biostatistics, School of Medical Sciences, Örebro University, Örebro, , Sweden, [6]Integrative Epidemiology, Institute of Environmental Medicine, Karolinska Institutet, Stockholm, , Sweden, [7]Department of Obstetrics and Gynaecology, Monash University, Victoria, , Australia
514 Providing support in crisis – Experiences of professionals in deafblindness habilitation during the pandemic
Dr/psychologist Mattias Ehn[1], Professor Agneta Anderzén-Carlsson[2], Dr/Researcher Moa Wahlqvist[1]
[1]Audiological Research Center , Region Örebro, , Sweden, [2]University health care research center, Faculty of medicine an health , Örebro University , , Sweden
147 Parents as informal caregivers- environmental issues in including autistic children in elementary school in Sweden
Ms Elin Jägerskogh
[1]Marie Cederschiöld Högskola, , Sweden
148 Contract negotiations for people with reduced work ability
-The role of Job centers

Docent, Senior Associative Professor Lena Kjeldsen[1], Senior associate professor Finn Amby[1]
[1]VIA University College, , Denmark
420 "The forgotten children": mapping and treating cerebral palsy in Finland in the 1950s
Dr Hanna Lindberg[1]
[1]Åbo Akademi University, , Finland
150 The school situation of pupils with congenital mobility impairments? A research project and preliminary results
Phd Göran Nygren[1]
[1]Uppsala Universitet, , Sweden
151 Ableism within the Norwegian education system?
Phd Gagan Chhabra[1]
[1]Inland Norway University of Applied Sciences, , Norway
152 Global Competency Standards for Health Professionals on Disability-Inclusion
Ms. Lea Gölz[1], Mr. Julius Rosenhan[2], Mr. Kaloyan Kamenov[2], Prof. Dr. Birgit Prodinger[1]
[1]University of Augsburg, , Germany, [2]World Health Organization, , Switzerland
155 Beyond accessibility: Necessary but not enough to ensure disabled youth´s social participation
Professor Snæfrídur Thóra Egilson[1]
[1]University Of Iceland, , Iceland
281 Navigating sexual and reproductive healthcare: the experiences of disabled women in Nepal

M.A. Yamila Sofia Pita[1], Dr. Sony KC[2]
[1]Interdisciplinary Centre For Gender Studies (ICFG), University Of Bern, , Switzerland, [2]Kathmandu University, , Nepal
308 Disability & dignity
Professor Eeva Nykänen[1], Dr Maija Aalto-Heinilä[1], Dr Pauli Rautiainen[1], Ms Henna Nikumaa[1]
[1]University Of Eastern Finland, , Finland
159 The role of family in autistic students' university journeys: A mixed-methods investigation
Elinor Lim[1], Dr Steven K. Kapp[1], Dr Beatriz López[1], Dr Emine Gurbuz[1]
[1]University of Portsmouth, , United Kingdom
160 Determining Accessibility of Artificial Intelligence Academic Tools for Students with Disabilities in the Digital Age

Dr. Sheryl Rushton[1], Dr. Shernavaz Vakil[1], Dr. Melina Alexander[1], Dr. Shirley Dawson[1], Dr. Deborah Vaughn[1]
[1]Weber State University, , United States
163 Looking Back Going Forward: Co-Creation and Co-Production of an Ambassador Programme/Partnerships with Disabled Students
Dr Clodagh Nolan[1], Dr. Claire Gleeson[1], Mr. Declan Treanor[2], Dr. Kieran Lewis[2], Ms. Eithne Colman[2]
[1]Discipline of Occupational Therapy, Trinity College Dublin, , Ireland, [2]Disability Service Trinity College Dublin, , Ireland
572 Evaluation of Parenting Young Children (PYC) support programme for parents with Intellectual and Developmental Disabilities
Associate professor Tommie Forslund[1], Professor Marie Holmefur[2], Professor Thomas Strandberg[3], Dr Eva Randell[4], Dr Birgitta Wennberg[5]
[1]Department of Psychology, Stockholm University, , Sweden, [2]School of Health Sciences, Örebro University, , Sweden, [3]School of Behavioural, Social and Legal Sciences, Örebro University, , Sweden, [4]Department of Social Work, Uppsala University, , Sweden, [5]Center for Social and Affective Neuroscience, Linköping University, , Sweden
162 Personal assistance within the family as a first, a supplement or a substitute?
Professor Anna Dunér[1]
[1]Department Of Social Work, University Of Gothenburg, , Sweden
184 IPS-model for vocational education and training as a support for livelihood for dis/abled students
Phd Katariina Hakala[1]
[1]Tampere University Of Applied Sciences, , Finland
208 Symposium theme: Accessible eHealth for all people: universal design through collaboration with extreme users
Ass Prof Catharina Gustavsson[1,2,3], PhD Stefan Johansson[4,5], PhD student Linda Pettersson[1,2], PhD student Douglas Anderson Åhlfeldt[3], PhD Arlind Reuter[1,6], PhD Kristin Alfredsson Ågren[7], Prof Darren Chadwick[8]
[1]Center for Clinical Research Dalarna, Uppsala University, , Sweden, [2]Department of Public Health and Caring Sciences, Uppsala University, , Sweden, [3]School of Health and Welfare, Dalarna University, , Sweden, [4]Certec, Department of Design Sciences, Lund University, , Sweden, [5]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [6]Department of Health Sciences, Lund University, , Sweden, [7]Department of Health, Medicine and Caring Sciences, Linköping University, , Sweden, [8]School of Psychology, Liverpool John Moores University, , UK
209 Use of video healthcare appointments among people with impairments: results of a nationwide survey
Ass Prof Catharina Gustavsson[1], PhD student Linda Pettersson[1,2], PhD Stefan Johansson[4,5]
[1]Center for Clinical Research Dalarna, , Sweden, [2]Department of Public Health and Caring Sciences, Uppsala University, , Sweden, [3]School of Health and Welfare, Dalarna University, , Sweden, [4]Certec, Department of Design Sciences, Lund University, , Sweden, [5]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden
275 From employment to completing a program: client and practitioner narrations on successful vocational rehabilitation
Dr Nancy Reims[1], Ellen Wagner[1], Angela Rauch[1]
[1]Institute for Employment Research, , Germany

165 Habilitation as natural component during disabled children's respite care? Reflections after a nationwide external inspection
Associated Professor Ingunn Fylkesnes[1]
[1]Norwegian University Of Science And Technology, , Norway
166 Researching transitions with disabled young people
Professor Tracy Shildrick, Prof Janice McLaughlin[1], Dr Ned Coleman-Fountain, Dr Jane Cullingworth, Prof Charlotte Pearson, Prof Nick Watson
[1]Newcastle University, , United Kingdom
279 Stem Cell Therapy for Disabilities: the Moral (Un)desirability of a Techno-Fix
Ms Lieke van Kempen[1], Prof. Dr. Martine de Vries[1], Dr. Nienke de Graeff[1]
[1]Leiden University Medical Centre, , Netherlands
167 Structural disability social work through three conceptual perspectives
Dr. Jari Lindh[1], Dr. Mari Kivistö[1], Dr. Marjatta Martin[1], Project researcher Oona Lipponen[2], Dr. Merja Tarvainen[2]
[1]University of Lapland, , Finland, [2]University of Eastern Finland, , Finland
396 (Un)knowing Thyself Through the Machine: Querying Technologies of the Extraordinary Self
Professor Amanda Lagerkvist[1]
[1]Uppsala universitet, , Sweden
456 "We're shadows in society...": Disabled Families' Encounters with Ableism in the Danish Social Welfare System
Phd Fellow Katrine Risbank Jensen[1]
[1]Aarhus University, The Danish School Of Education, , Denmark
172 Pictures from everyday lives in residential settings for adults with intellectual disabilities
Satu Peltomäki[1,2], Yasushi Suko[1], Prof Johanna Gummerus[2], Prof Elina Kontu[1]
[1]Tampere University, , Finland, [2]Hanken School of Economics, , Finland
169 Ableism on the Swedish educational research horizon: a scoping review
Dr. Liz Adams Lyngbäck[1], Dr. Marie-Louise Stjerna[1], Dr. Enni Paul[2]
[1]Department of Special Education, Stockholm University, , Sweden, [2]Department of Education, Stockholm University, , Sweden
173 Access to Justice: A Baseline Study of Article 13 of the UNCRPD
Dr Charles O'Mahony[1]
[1]University Of Galway, , Ireland
174 A glance in the Rearview mirror
Phd Kjersti Wessel Jevne[1]
[1]Høgskolen Innlandet, , Norway
284 The transition of students with disabilities to university from a Bourdieusian perspective
Phd Sabine Weiss[1]
[1]University Of Vienna, , Austria
179 The right to self-determination of people with disabilities in social and disability services in Finland
Researcher Hannu T Vesala[1], University lecturer Jari Lindh[2], Specialist Pilvikki Heinonen[3]
[1]Finnish Association On Intellectual And Developmental Disabilities, , Finland, [2]University of Lapland, , Finland, [3]Arts Promotion Centre Finland, , Finland
180 What is helpful in transition phase support? -Perspectives of neurodivergent young adults
Ms Hennariikka Heinijoki[1,2,3], Dr Maarit Karhula[1,2], Dr Prof Riitta Seppanen-Jarvela[1]
[1]Social Insurance Institution Of Finland, Kela, , Finland, [2]South-Eastern Finland University of Applied Sciences, , Finland, [3]University of Jyväskylä, , Finland
181 Living with cognitive and intellectual disabilities within the early modern Swedish local environments
Dr Riikka Miettinen[1,2]
[1]Tampere University, , Finland, [2]Research Council of Finland's Centre of Excellence in the History of Experiences, , Finland
183 How do older adults with impairment participate in the digital society? Insights from Sweden
PhD Arlind Reuter[1,2], Associate Professor Catharina Gustavsson[1,3,4], PhD Stefan Johansson[5,6]
[1]Center for Clinical research Dalarna, Uppsala university, , Sweden, [2]Department of Health Sciences, Lund University, , Sweden, [3]Department of Public Health and Caring Sciences, Uppsala University, , Sweden, [4]School of Health and welfare, Dalarna University, , Sweden, [5]Certec, Department of Design

Sciences, Lund University, , Sweden, [6]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden

185 From crisis panic to care-full climate action

Dr Sarah Bell[1], Dr Tanvir Bush[2]

[1]University Of Exeter, , United Kingdom, [2]Bath Spa University, , United Kingdom

318 The everyday life for female wheelchair users in Hungary and Sweden – an interview study

Karolina Gajnok[1]

[1]Halmstad University, , Sweden

190 The SIBS intervention for preventing mental health difficulties among siblings of children with disability

Erica Zahl[1], Dr. Krister Fjermestad[1,2], Dr. Torun M Vatne[1,2]

[1]University of Oslo, , Norway, [2]Frambu resource centre for rare disorders, , Norway

191 Access To and Within Clinical Legal Education: Accommodating Law Students with Disabilities in Ontario

Professor Roxanne Mykitiuk[1], Prof. Janet Mosher[1], Dr. Tess Sheldon[2]

[1]York University, , Canada, [2]University of Windsor, , Canada

193 Use and Appropriation of Information and Communication Technologies for Healthcare Access Among the Deaf Population

Ms Laura Catalina Izquierdo Martínez[1,2], Prof Angela Martínez-R[2], Prof Minerva Rivas Velarde[1,3]

[1]University of Geneva, , Switzerland, [2]Universidad del Rosario , , Colombia, [3]School Of Health Science, University of Applied Sciences and Arts Western, , Switzerland

212 Unveiling the intersection between disability studies and public health

Professor Minerva Rivas Velarde[1,4], Prof Angela Martinez[2], MS Laura Izquierdo[2,4], Ms Jyoti Dalal[4], Prof Nora Groce[3]

[1]HES-SO Geneve, , Switzerland, [2]Universidad del Rosario, , Colombia, [3]University College London, , UK, [4]University of Geneva, , Switzerland

195 How ICTs can enable or hinder access to health for Deaf persons

Professor Minerva Rivas Velarde[1,3], Ms Laura Izquierdo[2,3], Ms Jyoti Dalal[3], MS Angela Martinez[2]

[1]HES-SO Geneve, , Switzerland, [2]Universidad del Rosario, , Colombia, [3]University of Geneva, , Switzerland

194 Accessibility of eHealth before, during and after the COVID-19 pandemic among people with impairments

Phd Student Linda Pettersson[1,2,3], Ass Prof Catharina Gustavsson[1,2,4], PhD Stefan Johansson[5,6]

[1]Center for Clinical Research Dalarna, Uppsala University, , Sweden, [2]Department of Public Health and Caring Sciences, , Sweden, [3]Mora Primary Healthcare Center, Region Dalarna, , Sweden, [4]School of Health and welfare, Dalarna University, , Sweden, [5]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [6]Certec, Department of Design Sciences, Lund University, , Sweden

577 Adolf Ratzka: A Pioneer in Disability Activism and Independent Living

Phd Emil Erdtman[1], Mrs Jamie Bolling[1,2], Mr Jonas Franksson[2]

[1]Independent Living Institute, , Sverige, [2]STIL, , Sverige

196 Leveraging Disability Experience in the Implementation and Co-Creation of Universal Design for Swedish Urban Development

Phd Emil Erdtman[1]

[1]Independent Living Institute, , Sweden

609 Disabling Weather: The Impact of Adverse Conditions on Aging Individuals with Disabilities

Prof Peter Anderberg[1]

[1]Blekinge Institute of Technology, , Sweden

604 Independent Living and AI – What Awaits Around the Corner

Prof Peter Anderberg[1]

[1]Blekinge Institute of Technology, , Sweden

272 Shadows of Autonomy: Motherhood, Rights and the Infantilisation of Women with Intellectual Disabilities

Phd Ana María Rio Poncela[1], Prof Susana Rojas Pernia[1]

[1]Universidad De Cantabria, , Spain

447 Gender and Disability Within a Settler-Colonial Lens: Palestinian Disabled Women's Struggle for Disability Justice

Amanie Issa[1]
[1]University Of Galway, , Ireland
398 Going to vote accompanied: voting experiences of people with disabilities in Chilean elections
Dr Florencia Herrera[1,2], Dr Daniel Muñoz[3,2]
[1]Universidad Diego Portales, , Chile, [2]Millenium Nucleus DISCA, , Chile, [3]Universidad de Chile, , Chile
198 Working the way I want - AI based occupational orientation for people with disabilities
Pd Dr. Bastian Pelka[1], Ann Christin Schulz[1], Adiaha May Ita[2], Dr. Markus Ihsecke van Ackern[2], Carina Goretzky[3], Wanda Gärtner[3]
[1]Tu Dortmund, , Germany, [2]Franz Sales Haus, , Germany, [3]Fraunhofer FIT, , Germany
197 single points of contact for employers - an innovation to support employers hiring pwd
Pd Dr. Bastian Pelka[1], Dr. Jana York[1], Sarah Lamb[1], Dr. Sarah Schulze[1], Dr. Jan Jochmaring[1]
[1]Tu Dortmund, , Germany
199 "I wasn't human, I was a patient": The mental health system's power and personal recovery
Svava Arnardóttir[1,2], Professor Snæfríður Egilson[3]
[1]Icelandic Mental Health Alliance (Geðhjálp), , Iceland, [2]Janus endurhæfing, , Iceland, [3]University of Iceland, , Iceland
287 Miari Diviner's Village: Modernisation, cultural heritage, and blind diviners in South Korea
Tintin Appelgren[1]
[1]Stockholm University, , Sweden
200 Bridging the Gap: Mental Health Disparities in Disability Populations.
Prof. Angela Martínez-R[1], Mrs Laura Catalina Izquierdo Martínez[1,2], Prof, Minerva Rivas Velarde[3]
[1]School of Medicine and Health Sciences. Universidad Del Rosario, , Bogotá, Colombia, [2]Institute of Global Health, Faculty of Medicine University of Geneva, , Genève, Switzerland, [3]School Of Health Science, University of Applied Sciences and Arts Western, , Genève, Switzerland
215 Women with disabilities and social media – A focused and integrative literature review
Ms Emese Zagyi[1,2]
[1]ELTE Eötvös Loránd University; Faculty of Education and Psychology, Doctoral School of Education, , Budapest, Hungary, [2]ELTE Eötvös Loránd University; Bárczi Gusztáv Faculty of Special Needs Education, Institute for General Theory of Special Needs Education, , Budapest, Hungary
219 Disability and civic engagement: shaping accessibility policies through a lens of lived experience
Assistant Professor Alfiya Battalova[1]
[1]Royal Roads University, , Canada
390 Is there a place for feelings and emotions in teaching about disability?
Dr. Marie Sepulchre[1]
[1]Lund University, , Sweden
201 Disability and belonging, youth experiences with social inclusion in school: A scoping review

Emilee Fackelmann[1]
[1]Dalhousie University, , Canada
241 Access to Justice and Disability: Global Perspectives and National Challenges
Phd Candidate Eliona Gjecaj[1], Dr. Edmore Masendeke[2], Dr. Charles O'Mahony[3], Prof. Sanjay Jain[4]
[1]Centre For Disability Studies, University Of Iceland, , Iceland, [2]School of Law, University of Leeds, , United Kingdom, [3]School of Law, University of Galway, , Ireland, [4]National Law School of India University and Chair professor National human rights commission of India , NLSIU , Bangalore. , , India
205 Understanding the barriers to intermediary appointments for defendants with cognitive impairments in England and Wales
Dr Edmore Masendeke[1]
[1]Alliance For Inclusive Education (allfie), , United Kingdom, [2]Endless Possibities Trust, , Zimbabwe
204 Barriers to independent living: The challenge of inaccessible housing and implications for policy in Zimbabwe
Dr Edmore Masendeke[1]
[1]Alliance For Inclusive Education (allfie), , United Kingdom, [2]Endless Possibities Trust, , Zimbabwe
206 (Dis)ability representation and normativity in 19th-century fiction literature
Josefine Wälivaara[1]

[1]Umeå University, , Sweden

211 Lived experience of persons with disabilities in labor force participation in Sri Lanka

Professor Chandani Liyanage[1]
[1]University Of Colombo, , Sri Lanka

207 How do we know if a digital service is perceived as accessible, usable and use-worthy?

PhD student Douglas Anderson Åhlfeldt[1], Ass Prof Catharina Gustavsson[1,2,3], PhD student Linda Pettersson[2,3], PhD Stefan Johansson[4,5]
[1]School of Health and welfare, Dalarna University, , Sweden, [2]Center for Clinical research Dalarna, Uppsala university, , Sweden, [3]Department of Public Health and Caring Sciences, Uppsala University, , Sweden, [4]Certec, Department of Design Sciences, Lund University, , Sweden, [5]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden

210 The role of educationalists promoting the learning and functioning potential of children with intellectual disabilities

Dr Maarit Karhula[1], Dr Anu Kinnunen[2], Ms Annastiina Vesterinen[3], Dr Anu Kippola-Pääkkönen[4]
[1]Social Insurance Institution of Finland, Kela, , Finland, [2]Savonia University of Applied Sciences, , Finland, [3]South-Eastern Finland University of Applied Sciences, , Finland, [4]Lapland University of Applied Sciences, , Finland

213 Ableism- and powercritical reflection on participatory teaching in the context of inclusive higher education development.

Nico Leonhardt[1]
[1]Leipzig University, , Germany

264 Narrating Physical Disability: Rikke Steenbuchs memoir Jeg lever også (1957) as an Act of Witnessing

PhD student Anna Serafima Svendsen Kvam[1]
[1]University Of Oslo, , Norway

217 Family members -obstacle or contributor in the quality of services and support

Trainer/Projectleader Maarit Aalto[1], President of Inclusion Europe Jyrki Pinomaa[1]
[1]M.A. Education&Survey , , Finland, [2]Inclusion Europe, , Finland

526 The future of collaborative research with people with learning disabilities: a multi-stakeholder perspective

Dr Melissa Kirby[1], Prof Karen Burland[1], Dr Freya Bailes[1], Mr John Bartle[2], Ms Tracey Barrett[2], Mr Liam Hirst[2], Mrs Fran Rodgers[2], Ms Ella Schofield[2], Ms Sam Waterman[2], Ms Janine Waterman[2], Dr Amy Russell[1]
[1]University of Leeds, , United Kingdom, [2]Purple Patch Arts, , United Kingdom

524 Navigating endings in participatory research with people with learning disabilities

Dr Melissa Kirby[1], Prof Karen Burland[1], Dr Freya Bailes[1], Mr Charlie Barker[2], Mr John Bartle[2], Ms Tracey Barrett[2], Ms Leanne Hazelgrave[2], Mr Liam Hirst[2], Ms Ella Schofield[2], Ms Sam Waterman[2], Ms Janine Waterman[2], Ms Jo Hargreaves[2]
[1]University of Leeds, , United Kingdom, [2]Purple Patch Arts, , United Kingdom

525 The Purple Patch: Co-creating a research comic with people with learning disabilities

Dr Melissa Kirby[1], Prof Karen Burland[1], Dr Freya Bailes[1], Mr Charlie Barker[2], Mr John Bartle[2], Ms Tracey Barrett[2], Ms Leanne Hazelgrave[2], Mr Liam Hirst[2], Ms Ella Schofield[2], Ms Sam Waterman[2], Ms Janine Waterman[2], Ms Jo Hargreaves[2]
[1]University of Leeds, , United Kingdom, [2]Purple Patch Arts, , United Kingdom

220 Norwegian Municipalities' Experiences with The National Guide for Healthcare Services for People with Intellectual Disabilities

Mrs Linda Barøy[1], Phd Aud Elisabeth Witsø[1], Mrs Sølvi Linde[2], Mrs Siv Bjønnum[3], Prof Oddvar Førland[4], Prof Anita Gjermestad[5]
[1]NTNU, The National Insitute On Intellectual Disability And Community (NAKU), , Norway, [2]Western Norway University of Applied Sciences, Faculty of Health and Social Sciences, Department of Welfare and Inclusion, , Norway, [3]Center for Development of Nursing Homes and Home Based Services in Vestland, , Norway, [4]Western Norway University of Applied Sciences, Centre for Care Research West, , Norway, [5]VID Specialized University, , Norway

322 What small things make a difference? Reasonable adjustments for people with a mild learning disability.

Dr Liz Tilly[1]

[1]Building Bridges Training CIC, , United Kingdom

401 The effects of ableism in education: Spotlight on health and well-being of children with disabilities

Fatemeh Mahdizadehkarizaki[1], Dr. Shanon Phelan[2]

[1]PhD in Health Student, Faculty of Health, Dalhousie University, , Canada, [2]Associate Professor, School of Occupational Therapy, Faculty of Health, Dalhousie University, ,

248 In pursuit of disability-inclusive early education and childcare: Spotlight on the invisible work of mothers

Dr. Shanon Phelan[1], Colleen Diggins[1]

[1]Dalhousie University, , Canada

237 Pushing the limits of technoableism: (Re)Imagining autistic youth cultures and identities through TikTok narratives

Dr. Shanon Phelan[1], Caitlin Manuel[2]

[1]Dalhousie University, , Canada, [2]Carleton University, , Canada

222 Salamanca: Thirty years and counting

Dr. Allyson Eamer[1]

[1]Ontario Tech University, , Canada

225 UNCRPD Article 13 :Mapping Right to Access to Justice of Persons with Disabilities in India

Prof. Sanjay Jain[1]

[1]National Law School Of India University Bangalore India, , India

227 Social relationships in everyday life among older people with Intellectual Disabilities (ID)

Asst. Prof. Anthon Sand Jørgensen[1], Asst. Prof. Hanne Meyer-Johansen[2], Asst. Prof. Gitte Lyng Rasmussen[3]

[1]University College Of Northern Denmark, , Denmark, [2]University College Copenhagen (KP), , Danmark, [3]University College Copenhagen (KP), , Danmark

324 Independent living and the problem of violence against women with disabilities in Poland.

Dr Magdalena Kocejko[1,2], Dr hab Agnieszka Wołowicz[2]

[1]Warsaw School Of Economics, , Poland, [2]University of Warsaw, , Poland

228 Recognising the binary constructions of disabled women's sexuality in the European Court of Human Rights

Ms Grace Barnes[1]

[1]University Of Galway, , Ireland

229 Mobility for people with disabilities - a study to develop an artificial intelligence platform

Yinan Yu[1], Anna Carlsson[2], Jörgen Lundälv[3]

[1]Chalmers University Of Technology, , Sweden, [2]Chalmers Industriteknik, , Sweden, [3]University of Gothenburg, , Sweden

230 The Road to Independence: Disability Biopolitics in Canada, France, and the United States 1960-1980

Associate Professor Thomas Abrams[1], Associate Professor Kelly Fritsch[2], Professor Michael Orsini[3]

[1]Queen's University, , Canada, [2]Carleton University, , Canada, [3]University of Ottawa, , Canada

231 Disability access in laboratories: survey and guideline development for laboratory work ecosystem

Dr Katherine Deane[1], Mr Brendan Burrill[1]

[1]University Of East Anglia, , United Kingdom

312 Frontline practice leadership in Swedish group homes – implementation and evaluation

Phd Student Jenny Aspling[1]

[1]Marie Cederschiöld University, , Sweden

292 Nature based activities and experiences for all, the importance of assistive devices for activity

Md Tor Erik Heyerdahl Nyquist[1], Prof Reidun Jahnsen[1,2], PhD Karin Marie Antonsen[3]

[1]Beitostølen Helsesportsenter, , Norway, [2]Oslo University Hospital , , Norway, [3]Nordland Research Institute, , Norway

233 DigiMetku – an application for rehabilitation to use in the child´s everyday life

Dr Ira Jeglinsky-Kankainen[1], MSc Nea Vänskä[2], MSc Krista Lehtonen[2], Dr Anu Kinnunen[3], Dr Salla Sipari[2]

[1]Arcada University of Applied Sciences, , Finland, [2]Metropolia University of Applied Sciences, , Finland, [3]Savonia University of Applied Sciences, , Finland

326 The Right to Education for D/deaf People – From International Concept to National Solutions

Dr Malgorzata Myl-Chojnacka[1]

[1]University Of Silesia In Katowice, Faculty Of Law, , Poland

350 Inclusive education and dignity - experiences of disabled children and young people and their parents

Johanna Korkeamäki[1], Niina Gråsten[1], Merja Tarvainen[1], Eeva Nykänen[1]
[1]University Of Eastern Finland, , Finland

432 A Critical Exploration of Depictions of Deaf and Non-speaking Characters in Medieval Icelandic Literature

Dr. Yoav Tirosh[1], Prof. Stefan Celine Hardonk[2]
[1]Aarhus University, , Denmark, [2]University of Iceland, , Iceland

236 Autonomy vs. best interests: guardianship for individuals with intellectual disabilities and the limits of self-determination

Karin Jansson[1]
[1]Uppsala University, , Sweden

505 Cultivating DisFuturisms

Dr Hannah Morgan[1]
[1]University Of Leeds, , United Kingdom

373 Effective teaching and learning strategies for inclusive schools

Michael Otieno[1]
[1]Eotvos Lorand University (ELTE), , Hungary

249 Unlocking potentials in Nigeria: the intersectionality of gender equality and disability rights

Dr Obraori Nmabunwa Adiela[1]
[1]Rivers State Univeristy, , Nigeria

356 Teaching Mad Studies

Sarah Golightley[1]
[1]University Of Strathclyde, , United Kingdom

250 Bridging the Digital Divide: Accessibility and Representation for People with Learning Disabilities in Social Media

Dr Amy Redhead[1]
[1]University Of Leeds, , United Kingdom

251 Prerequisites for digital participation – keys to understand the complexity of inclusion versus exclusion

Phd Stefan Johansson[1,2], Prof Per-Olof Hedvall[3], Dr Catharina Gustavsson[4,5,6]
[1]Certec, Department of Design Sciences, Lund University , , Sweden, [2]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [3]Department of Natural Science, Design and Sustainable Development, Mid Sweden University, , Sweden, [4]Center for Clinical research Dalarna, Uppsala university , , Sweden, [5]Department of Public Health and Caring Sciences, Uppsala University , , Sweden, [6]School of Health and welfare, Dalarna University , , Sweden

592 Digitalization: Threats or Opportunities for Disability Rights Organizations?

Phd Stefan Johansson[1,2], Ass Prof Catharina Gustavsson[3,4,5], PhD Oskar Krantz[6], PhD Stina Melander[7], Ass Prof Julia Bahner[8]
[1]Certec, Department of Design Sciences, Lund University , , Sweden, [2]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [3]Center for Clinical research Dalarna, Uppsala university , , Sweden, [4]Department of Public Health and Caring Sciences, Uppsala University , , Sweden, [5]School of Health and welfare, Dalarna University , , Sweden, [6]Faculty of Health and Society, Department of Social Work, Malmö university, , Sweden, [7]Department of Political Science, Lund University, , Sweden, [8]Department of Social Work, Lund University, , Sweden

252 Co-Designing with extreme users - a framework for user participation in design processes

Phd Stefan Johansson[1,2], Prof Per-Olof Hedvall[3], PhD Mia Larsdotter[1], Mr Thomas P Larsson[4], Dr Catharina Gustavsson[5,6,7]
[1]Certec, Department of Design Sciences, Lund University , , Sweden, [2]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [3]Department of Natural Science, Design and Sustainable Development, Mid Sweden University, , Sweden, [4]Funktionsrätt Skåne, , Sweden, [5]Center for Clinical research Dalarna, Uppsala university , , Sweden, [6]Department of Public Health and Caring Sciences, Uppsala University , , Sweden, [7]School of Health and welfare, Dalarna University , , Sweden

256 Rupturing competence: Non-representational narrative inquiry into inclusive teaching

Professor Srikala Naraian[1], Dr. Ben Whitburn, Dr. Tim Corcoran

[1]Teachers College, Columbia University, , United States
413 Why include lived experience educators in undergraduate programs?
Dr Kim Bulkeley[1], Associate Professor Shane Clifton[1]
[1]The University Of Sydney, , Australia
258 Community attitudes to people with disability in Timor Leste: Influences on employment
Dr Kim Bulkeley[1], Prof Michele Ford[1], Dr Margaret Spencer[1]
[1]The University Of Sydney, , Australia
426 'Huddle together to stay warm':Network entrepreneurship and the trans-local diffusion of parent organizations in China
Dr Shixin Huang[1]
[1]The Hong Kong Polytechnic University, , Hong Kong
429 I wanna create a path for latecomers:A photovoice study of disabled students in China's HEIs
Dr Shixin Huang[1], Dr Luanjiao Hu, Jia He
[1]The Hong Kong Polytechnic University, , Hong Kong
259 The Problem of Home - what is it and how to solve it?
Associate Professor Mary-ann O'Donovan[1], Stian Thorensen[2], Professor Cristian Wendelborg[2], Professor Emerita Patricia O'Brien[1], Professor Angus Buchanan[3]
[1]Centre for Disability Studies, affiliate of the University Of Sydney, , Australia, [2]NTNU Samforsk, , Norway, [3]Curtain University, , Australia
283 Sociotechnical aspects of the Finnish outpatient rehabilitation practice
Ms Tuija Partanen[1,4], Prof. Riitta Seppänen-Järvelä[1], Dr. Sinikka Hiekkala[2,3], Dr. Jari Lindh[4]
[1]Social Insurance Institution Of Finland (kela), , Finland, [2]The Finnish Association of People with Physical Disabilities, , Finland, [3]The University of Jyväskylä, The Faculty of Sport and Health Sciences, , Finland, [4]Faculty of Social Sciences, University of Lapland, , Finland
262 The power of misrecognition: disability and AI-based decision making
Professor Jackie Leach Scully[1], Dr Georgia van Toorn[2], Ms Sandra Gendera[3]
[1]Disability Innovation Institute, University of New South Wales, , Australia, [2]Centre of Excellence in Automated Decision Making and Society, UNSW, , Australia, [3]Social Policy Research Centre, UNSW, , Australia
478 Transitioning to adulthood: Danish youth with intellectual disabilities and parents in STU and efterskole programs
Dr Mizuho Tatsuta[1], Senior Associate Professor Cecilie K. Moesby-Jensen[2]
[1]Ryukoku University, , Japan, [2]Department of Social Work, University College Absalon, , Roskilde, Denmark
263 The uncanny other: The effect of dwarfism
Dr Clare Harvey[1]
[1]University Of The Witwatersrand, , South Africa
266 Childhood, Disability and Storytelling in Finnish Women's Magazine 'Kotiliesi' 2003–2023
Ms Katja Lumilampi[1]
[1]University Of Helsinki, , Finland
265 Eugenics and Its Long-Lasting Effects on the Finnish Deaf Community: A Multi-Period Analysis
Phd Researcher Maija Koivisto[1]
[1]University Of Helsinki, , Finland
269 Developments in methodology for studying deafblind communication
Professor Johanna Mesch[1], Prof Eli Raanes[2]
[1]Stockholm University, , Sweden, [2]Queen Maud University College of early childhood, , Norway
335 Facilitators and barriers to labour market participation of people with acquired deafblindness: A scoping review
Dr. Eline Heppe[1], Natascha Sondergaard[1], Emma Klaassen[1], Michelle Bak[1], Dr. Marleen Smits[1], Dr. Emma Vaillant[1]
[1]Royal Kentalis , , Netherlands
366 Facilitating participation and autonomy for people with deafblindness: Evaluation of the national Support Services Deafblindness
Dr. Eline Heppe[1], Michelle Bak[1], Prof. Dr. Saskia Damen[1,2]
[1]Royal Kentalis, , The Netherlands, [2]University of Groningen, , The Netherlands
268 Photography as a tool for participation in local democracy for persons with intellectual disabilities
Dr. Anna Chalachanová[1], Professor Kirsten Jæger Fjetland[1], Professor Anita Gjermestad[1]

[1]Vid Specialized University, , Norway

273 Mothering at the Intersections of Race and Disability: Migrant Mothers of Disabled Children in Finland

Nima Ahmed[1]
[1]University Of Helsinki, , Finland

270 Sustainable and just future for people with disabilities despite climate and environmental change

Dr Sasha Kosanic[1]
[1]Liverpool John Moores University, , United Kingdom

563 Evaluation of a violence prevention program for individuals with intellectual disabilities

PhD Karin Robertsson[1], PhD Maria Ingemarson[2]
[1]Marie Cederschiöld University, , Sweden, [2]Marie Cederschiöld University, , Sweden

274 Municipality guidelines for assessing statutory support and services to people with disabilities in Sweden

Associate Professor Ola Segnestam Larsson[1], Professor Magnus Tideman[1]
[1]Marie Cederschiöld University, , Sweden

278 Disability Advocacy in EU decision making – shaping and responding to structures of political opportunity

Dr Claudia Coveney[1]
[1]University Of Leeds, , United Kingdom

500 Re-Tracing Narratives of Diversity and Equality in Teaching Practises from a Transnational Perspective

Simon Reisenbauer[1]
[1]Bertha Von Suttner Private University, , Austria

499 Struggles for independence. Narratives in peri- and postpandemic times of crisis.

Simon Reisenbauer[1], Sabine Mandl[1], Oliver Koenig[1]
[1]Bertha Von Suttner Private University, , Austria

294 "I thought people would treat me as someone who knows things": Accessing Adulthood through Competence

PhD Christine Bylund[1]
[1]Umeå University, , Sweden

297 How can community organisations can use technology to deliver services to adults with learning disabilities?

Senior Research Fellow Kris Southby[1], Prof Anne-Marie Bagnall[1], Dr. Jo Trigwell[1], Dr Danielle Varley[1], Dr Sally SJ Brown[4], Ms Nicky Lines[2], Ms Amy Hearn[4]
[1]Leeds Beckett University, , United Kingdom, [2]Pyramid Arts, , UK, [3]Leeds City Council, , UK, [4]University of Leeds, , UK

296 Developing an accessible and useful wellbeing measurement tool for adults with learning disabilities

Senior Research Fellow Kris Southby[1], Dr Alys Griffiths[2], Ms Fran Rodgers[3], Ms Hannah Greenwood[3]
[1]Leeds Beckett University, , United Kingdom, [2]University of Liverpool, , United Kingdom, [3]Purple Patch Arts, , United Kingdom

354 Deaf-centred methodologies in International Sign: Crossing 'glocal' deaf networks from Brazil to Sweden and Lithuania

Luisa Bandeira Coelho[1]
[1]Södertörn University, , Sweden

590 Creative methods as an empowering approach to studying individuals with mental health difficulties

Ms Kadi Kass[1]
[1]University Of Tartu, , Estonia

285 The meaning of participation in coordinated planning from the perspective of adults with cognitive disabilities

Liv Nordström[1]
[1]Mälardalen University, , Sweden

323 The Potential and Missed Opportunities of Peer Support in Visual Impairment Rehabilitation in South Africa

Dr Michelle Botha[1]
[1]Stellenbosch University, , South Africa

301 Rewarding and challenging experiences of direct care workers in intellectual disability services. Experiences from Sweden
Associate Professor Jens Ineland[1]
[1]Umeå university, , Sweden
298 Facts and Figures on implementation of disability rights in the Nordic Countries
Päivi Nurmi-Koikkalainen[1], Tea Hoffren
[1]Thl, , Finland
303 Disability strategies in Europe
Päivi Nurmi-Koikkalainen[1], Ola Balke
[1]Thl, , Finland
302 Methodological aspects of UNCRPD monitoring
Päivi Nurmi-Koikkalainen[1], Mika Gissler
[1]Thl, , Finland
299 Rehabilitation from a gendered lens: A critical realist perspective
Assistant Professor, Phd Student Sólrùn Óladóttir[1]
[1]University Of Akureyri, , Iceland
305 Equal participation and citizenship through adapted technology for persons with intellectual disabilities at day center.
Lise Langemyhr[1]
[1]University of South-Eastern Norway, , Norway
304 Inviting Kindness and Curiosity in English Health and Social Care Systems
Dr. Francesca Ribenfors[1], Dr Martina Smith[2], Prof Katherine Runswick-Cole[2], Prof Sara Ryan[2], The Tea and Cake Group (Public involvement representatives who wish to stay anonymous)
[1]Manchester Metropolitan University, , United Kingdom, [2]The University of Sheffield, , United Kingdom
306 Outcomes of a modified IPS intervention target NEETs with less severe mental health problems
Senior Associate Professor Julia Salado-Rasmussen[1], Senior Associate Professor Inge Storgaard Bonfils[1], Associate Professor Stella Mia Sieling-Monas[1], Project Director Rasmus Højbjerg Jacobsen[2], Senior Researcher Rune Vammen Lesner[2]
[1]Department of Social Work, University College Copenhagen (KP), , Denmark, [2]The Danish Center for Social Science Research (VIVE), , Denmark
307 Nordic Panel on the Implementation of the UNCRPD
Senior Specialist Tea Hoffrén[1]
[1]Ministry Of Social Affairs And Health, , Finland
337 Paper by The Nordic Competency Center: Good practices on personal assistance in the Nordic Countries
Ms. Erna Eiríksdóttir[1], Mr. Jesper Mathiesen[2], Ms. Þorbera Fjölnisdóttir[1]
[1]NPA Miðstöðin, , Iceland, [2]LOBPA, , Denmark
309 Municipal implementation of CRPD for children with disabilities and Sami background – intersectional issues
Professor Ingrid Fylling[1], Professor Line Melbøe[2]
[1]Nord University, , Norway, [2]UIT The Arctic University of Norway, ,
310 Growing up in families with disabilities – inter- and intragenerational transmission of inequality?
Senior Researcher Rikke Fuglsang Olsen[1], Senior Researcher Anna Amilon[1], Research Analyst Stine Vernstrøm Østergaard[1]
[1]VIVE - The Danish Center for Social Science Research, , Denmark
313 On the margins of the law: disablist hate crimes in Portugal
Fernando Fontes[1]
[1]Centre For Social Studies - University Of Coimbra, , Portugal
316 Sense of not belonging: disabled students' experiences in European higher education
Dr Katri Kleemola[1], Andreas Hadjar[2], Christina Haas[4,5], Heidi Hyytinen[3], Tarja Tuononen[1], Justin JW Powell[4], Auli Toom[1]
[1]University of Helsinki, , Finland, [2]University of Fribourg, , Switzerland, [3]University of Eastern Finland, , Finland, [4]University of Luxembourg, , Luxembourg, [5]Leibniz Institute for Educational Trajectories , , Germany

417 School burnout among youth with and without disabilities before, during, and after the COVID-19 pandemic

PhD Marja Holm[1], MSc Päivi Sainio[1], MSc Sinna Lehtola[1], Prof Mika Gissler[1], PhD Minna-Liisa Luoma[1], PhD Olli Kiviruusu[1]

[1]Finnish Institute for Health and Welfare, , Finland

332 Shaping of youth transitions in vocational rehabilitation

Ismo Ukkola[1], Riitta Seppänen-Järvelä[1]

[1]the Social Insurance Institution of Finland , , Finland

315 Anxiety, depression, and mental well-being in youth with and without disabilities: the Covid-19 changes

Phd Candidate Sinna Lehtola[1], Dr Marja Holm[1], Docent Olli Kiviruusu[1], Docent Annamari Lundqvist[1]

[1]Finnish Institute for Health And Welfare (THL), , Finland

475 Exploring deaf Indian womanhood through an intersectional lens.

Rannveig Frøseth Sinkaberg[1], Prof. Marianne Hedlund[2]

[1]Department Of Social Work, NTNU, , Norway, [2]Department Of Social Work, NTNU, , Norway

627 Disability Activism in Turkey: Insights from an Autoethnographic Perspective

PhD Beyza Ünal[1]

[1]Independent researcher, , Turkey

467 Re-imagining the 'good life' through discourses of disability, citizenship and emotions in contemporary China

Professor Sarah Dauncey[1]

[1]University Of Nottingham, , United Kingdom

342 French institutions of work-based assistance, a tool of well-being in low densities rural areas

Full Professor Franck Chignier-riboulon[1]

[1]University of Clermont-Auvergne, , France

439 Ageing of disabled persons in rural areas: a geographical approach for understanding well-being and proximities

Full Professor Franck Chignier-riboulon[1]

[1]University Clermont Auvergne, , France

353 Life adjustment when living with deafblindness – a life course trajectory

Adjunct Prof. Agneta Anderzén Carlsson[1], Phd, Researcher, Research and Development coordinator Moa Wahlqvist[2,3], PhD Mattias Ehn[2]

[1]University Health Care Research Center, Faculty of Medicine and Health, Örebro University, , Sweden, [2]Audiological Research Center, Faculty of Medicine and Health, Örebro University, , Sweden, [3]The Swedish National Resource Center for Deafblindness, , Sweden

349 To be prepared - accessible information for persons with deafblindness during the Corona pandemic

Phd, Researcher, Research and Development coordinator Moa Wahlqvist[1,2]

[1]Audiological Research Centre, Faculty of Medicine And Health, Örebro University, , Sweden, [2]The Swedish National Resource Center for Deafblindness, , Sweden

319 Students, psychosocial problems, and stigma in higher education

Associate Professor Trine Wulf-Andersen[1]

[1]Roskilde University, , Denmark

320 Feeling and knowing: Conceptualising the place of emotion in disability politics

Prof Brian Watermeyer[1]

[1]Stellenbosch University, , South Africa

562 Navigating the Complexities: Experiences of Parents of Children with Disabilities

Senior Associate Professor Cecilie K. Moesby-jensen[1]

[1]University College Absalon, , Denmark

325 Youth Perspective on Transition from Residential Childcare to Sheltered Living Communities for Adults

Senior Associate Professor Cecilie K. Moesby-jensen[1], Senior Associate Professor Inge Storgaard Bonfils[2]

[1]University College Absalon, , Denmark, [2]University College Copenhagen, , Denmark

381 System-level user involvement in mental health: A literature review of international perspectives

PhD Student Rosanna Lothian[1], Dr Hilda Näslund[1], Dr Sara Lilliehorn[1], Prof Urban Markström[1]

[1]Umea University, , Sverige

343 Peer approaches in sexuality education for people with learning difficulties - towards epistemological diversity
Johanna Knebel[1]
[1]University of Leeds, , United Kingdom
329 Inclusive Post-Secondary Education Studies
Dr Aino Äikäs[1], Prof Wolfgang Plaute[2], Prof Michae Shevlin[3]
[1]University of Eastern Finland, , Finland, [2]University of Salzburg, , Austria, [3]Trinity College, , Ireland
330 SupportUni -research project to investigate university's pedagogical support in Finland
Dr Aino Äikäs[1], Prof Erkko Sointu[1]
[1]University Of Eastern Finland, , Finland
333 New Register-Based Dataset for Individuals with Disability in Denmark
Project Director Rasmus Højbjerg Jacobsen[1]
[1]VIVE - The Danish Center For Social Science Research, , Denmark
351 Facilitators and barriers to the implementation of self-rehabilitation in rehabilitation practice
Ms Anna-Marie Paavonen[1], Dr Maarit Karhula[1], Dr Riitta Seppänen-Järvelä[1]
[1]The Social Insurance Institution of Finland, , Finland
340 Inclusive research on social media and the internet: barriers experimented by intellectually disabled people
Isabel Macho-de-Cos[1], Ignacio Haya-Salmón[1], Susana Rojas-Pernia[1]
[1]Universidad de Cantabria, , Spain
336 The challenges of enabling independent living through law: a case study from Wales
Dr Alison Tarrant[1]
[1]Cardiff University, , United Kingdom
339 On the value of experiential knowledge in discussions on inclusive education and disability
Dr. Rosemarie Van Den Breemer[1]
[1]Inland Norway University Of Applied Science, , Norway
344 Romantic Realities: Authenticity of Neurodivergent Narratives in Popular Romance
Veronika Vargova[1]
[1]Masaryk University, , Czech Republic
491 Inclusive research with young people with intellectual disabilities on educational exclusion in Spain.
Alicia Vinatea-Elorrieta[1], Susana Rojas-Pernia[1], Ignacio Haya-Salmón[1]
[1]Universidad de Cantabria, , Spain
348 Artwork as inclusive space. Supporting encounters at a day activity centre with an artistic profile

Dr. Marie-Louise Stjerna[1], Dr. Helen Knutes Nyqvist[1], Prof. Stephan Hau[2]
[1]Department of Special Education, Stockholm University, , Sweden, [2]Deparment of Psychology, Stockholm University, , Sweden
436 A blessing or a curse: the role of digitalisation in the lives of disabled entrepreneurs
Sára Csillag[1], Dr. Carmen Svastics[2], Dr. Zsuzsanna Győri[1]
[1]Budapest Business University, , Hungary, [2]ELTE, , Hungary
437 Knowledge as power? Formal education and learning in the career of entrepreneurs with disabilities
Sára Csillag[1], Dr. Carmen Svastics[2], Dr. Zsuzsanna Győri[1], Dr. Anna Laura Hidegh[3]
[1]Budapest Business University, , Hungary, [2]ELTE, , Hungary, [3]Corvinus, , Hungary
359 Disability and Homelessness in the UK: contentions in using disability labels to access statutory support
Dr Beth Stone[1]
[1]University Of Bristol, , United Kingdom
352 Integrating Supported Employment and Psychosocial Services for NEETs with less severe mental health problems
Senior Associate Professor, Phd Inge Storgaard Bonfils[1]
[1]Department of Social Work, University College Copenhagen, , Denmark
358 Striving Towards Accessibility: Curatorial Perspective on Creating Accessible Art Exhibitions
Agnese Zviedre[1]
[1]Art Academy Of Latvia, , Latvia

574 How equal opportunities affect work ability, job satisfaction, and turnover intentions in employees with disabilities
Nicola V. Glumann[1], Prof Dr Stephan A. Boehm[1]
[1]University of St.Gallen, , Switzerland
384 How mentoring students with disabilities shapes leaders' inclusivity at work
Nicola V. Glumann[1], Dr Louisa A. Riess[1], Prof Dr Stephan A. Boehm[1]
[1]University of St.Gallen, , Switzerland
547 Young people who communicate differently and Ireland's Assisted Decision - Making (Capacity) Act
Dr Clíona De Bhailís[1]
[1]Centre for Disability Law and Policy, , Ireland
483 "Idiotism" in West Germany in the 1950s? - A case study
Julia Kaufmann[1]
[1]Goethe-universität Frankfurt, , Germany
360 Becoming a leader: Insights from the University of Iceland's Vocational Diploma Program
Ms Hekla Hólmasdóttir[1], Ms Ágústa Björnsdóttir[1], Professor Kristín Björnsdóttir[1]
[1]University Of Iceland, , Iceland
365 Ethics of Care during the COVID-19 pandemic
Professor Kristín Björnsdóttir[1]
[1]University Of Iceland, , Iceland
462 Co-leading research: bridging theory and practice in social work
Ms Josefin Bunis[1], Kim Jansson[1]
[1]Departement of functional support, The City of Gothenburg (Förvaltningen för Funktionsstöd, Göteborgs Stad), , Sweden
362 Mind the Gap: Parents' caring for their autistic adult child in a NEET position
Phd. Student Malin Ljungberg[1], Dr. Anneli Silvén Hagström, Dr. Petra Ulmanen
[1]Stockholm University, , Sweden
364 Exploring transitions to adulthood for disabled youth leaving care: reflections from a scoping review
Professor Berni Kelly[1], Dr Ingri-Hanne Brænne Bennwik[2]
[1]Queen's University Belfast, , United Kingdom, [2]VID Specialized University, , Norway
397 On the move: Changing the rhythms of care in the city
Dr Daniela Vicherat Mattar[1], Prof. Florencia Herrera[2]
[1]Leiden University, , Netherlands, [2]Universidad Diego Portales, , Chile
371 How world and moral beliefs influence attitudes towards people with intellectual disabilities
Professor Darren Chadwick[1], Dr Simon Cooper[1], Dr Tracey Platt[2]
[1]Liverpool John Moores University, , United Kingdom, [2]University of Sunderland, , United Kingdom
368 'Our Digital Health' Perspectives of people with intellectual disabilities and carers of digital health participation
Professor Darren Chadwick[1], Dr Sue Caton[2], Dr Saqba Batool[1], Dr Susan Buell[3], Dr Paraskevi Triantafyllopoulou[4], Mr. Stephen Blake[5], Ms Samantha Reeves[6], Ms. Kathy McMahon[7], Ms. Jackie Haddow[8], Dr. Chris Fullwood[10], Professor Peter Langdon[9], Dr. Paul Thompson[9], Ms. Joanne Waldron[6], Ms. Sarah Offley[6]
[1]Liverpool John Moores University, , United Kingdom, [2]Manchester Metropolitan University, , United Kingdom, [3]University of Dundee, , United Kingdom, [4]University of Kent, , United Kingdom, [5]Manchester People First, , United Kingdom, [6]Dudley Voices for Choice, , United Kingdom, [7]East Kent Mencap, , United Kingdom, [8]Advocating Together , , United Kingdom, [9]University of Birmingham, , United Kingdom, [10]Birmingham City University, , United Kingdom
372 Experiences of Older LGBT+ People with Intellectual Disabilities of Online and Community Spaces and Places
Dr Susan Buell[1], Ms Joanna Gregory[2], Dr Jacqui Lovell[2], Ms Hannah Smart[3], Mr Graeme Smith[4], Mr Shaun Webster[4], Dr Joe Tai[1], Professor Judith Sixsmith[1], Dr Mei Lang Fang[5], Professor Darren Chadwick[2]
[1]University Of Dundee, , United Kingdom, [2]Liverpool John Moore's University, , United Kingdom, [3]People First Mersyside, , United Kingdom, [4]Dudley Voices for Choice, , United Kingdom, [5]Simon Fraser University, , Canada
506 Participation, voice and control in disability and mental health services across Europe

Michael Rasell[1]
[1]University of Innsbruck, , Austria
369 Dignity and self-determination of adults with Down syndrome
Prof. Hege Gjertsen[1], Dr. Janikke Solstad Vedeler[2]
[1]UiT The Arctic University of Norway, , Norway, [2]NOVA, Norwegian Social Research, , Norway
375 Humanizing Resources: Analyzing Employment Opportunities for the Disabled in Qatar
Miss Khansa Maria[1], Mr Abdul Rehmaan Qayyum[1]
[1]University Of Oxford, , United Kingdom
382 How representations of dirt maintain classificatory order in a group home for people with ID
Assistant Professor Of Social Education Stine Marlen Henriksen[1], Professor of Sociology Johans Tveit Sandvin[1]
[1]Nord University, , Norway
376 Opportunities for immersive work places: Ambient Displays as Interactive Infopoints in a Vocational Work/Training Centre
Prof. Dr. Frauke Mörike[1], Ms Jana-Sophie Effert[1]
[1]Technische Universität Dortmund, , Germany
377 Triage during Covid-19 as a source of fear among disabled people in Iceland
Dr Ástríður Stefánsdóttir[1]
[1]University Of Iceland, , Iceland
374 Child welfare services, disabled children, and their families: An international comparative social policy analysis
Dr. Rahel More[1]
[1]University Of Graz, , Austria
379 A questionnaire survey of teachers' knowledge of attention deficit hyperactivity disorder
Zsófia Szigethi[1]
[1]ELTE Faculty of Education and Psychology, , Hungary
488 Learning disabilities, 'dodgy data' and academia
Professor of Social Care Sara Ryan[1]
[1]Manchester Metropolitan University, , United Kingdom
541 Work journeys: autistic women's experiences in an Irish context
Dr. Claire Gleeson[1], Dr. Clodagh Nolan[1], Dr. Michelle Spirtos[1], Prof. Elizabeth McKay
[1]Trinity College Dublin, , Ireland
380 Congenital deafBlindness, alienation and the problem of double readability
Anstein Gregersen[1]
[1]University Of Inland Norway (Inland Norway University Of Applied Sciences), , Norway
385 Recruiting disabled election candidates: Exploring the accessibility of party selection processes in Britain
Prof Elizabeth Evans[2], Dr Stefanie Reher[1]
[1]University of Strathclyde, , United Kingdom, [2]University of Southampton, , United Kingdom
564 "As if we weren't welcome": the right to the city for older people with disabilities
Professor Emilie Raymond[1]
[1]Université Laval, , Canada
389 An exploration of the worklife experiences of UK autistic women
Dr Tracy Turner[1]
[1]University Of Hertfordshire, , United Kingdom
399 Digitalization and Disability: Building Inclusive Bridges
Phd Candidate Janaina Bull[1]
[1]Kristiania University College, , Norway
393 Inability to understand my lived experience- the perspective of Swedish adult personal assistance users
Phd Lill Hultman[1]
[1]Marie Cederschiöld Högskola, , Sweden
394 Struggling for epistemic justice - a duo-autoethnographic approach.
Phd Lill Hultman[1], Ms Maya Hultman
[1]Marie Cederschiöld Högskola, , Sweden
395 HR perspectives on inclusion of employees with disabilities, when working from home

PhD student Suzanne Millmark[1]
[1]Arbetsvetenskap, , Sweden
428 Experiences of neurodivergent occupational therapy students in simulated fieldwork
Ms Annelise Ryan[1], Dr Rebecca Barton[1], Ms Celine Serrano-Diaz[1]
[1]University of Sydney, , Australia
400 Critical Analysis of Japan's Special Education Personnel Transfer System: Challenges and Reform Implications
Dr. Risa Nara[1], Dr Ayano Ikeda[2]
[1]Osaka Kyoiku University, , Japan, [2]Yamagata University, ,
403 Insights from an archive: the importance to Disability Studies of movement publications and 'non-academic' literature
Steve Graby[1]
[1]Greater Manchester Coalition Of Disabled People, , United Kingdom
406 Comparison of healthcare and rehabilitation systems in India and Norway for persons with disability
Professor Marianne Hedlund[1], Dr Aarti Nagarkar[2], Prof Bodil J. Landstad[3,4]
[1]Dep Of Social Work, Norwegian University Of Science And Technology (NTNU), , Norway, [2]Department of Health Sciences, Savitribai Phule Pune University (SPPU) , , India, [3]Faculty of Human Sciences, Mid Sweden University, Östersund, , Sweden, [4]Unit of Research, Education and Development, Östersund Hospital, Östersund, , Sweden
404 Counting Disability: Challenges of Employability and Precarity in Bolivia's Labour Market
Professor Marianne Hedlund[1], Ms, MSc Libertad Parrado[2], Mr, MSc Mauricio Rojas[3]
[1]Dep Of Social Work, Norwegian University Of Science And Technology (ntnu), , Norway, [2]Instituto de Investigation, Interacción Social y Postgrado, Dep of Social Work, Universidad Mayor de San Andres (UMSA), , Bolivia, [3]Instituto de Investigation, Interacción Social y Postgrado, Dep of Social Work, Universidad Mayor de San Andres (UMSA), , Bolivia
407 Mapping the Gaps in Graduate Student/Faculty Mental Health Praxis in Ontario, Canada
Dr. Savitri Persaud[1], Dr. Lori Ross, Dr. Jijian Voronka, Dr. Merrick Pilling, Dr. Fady Shanouda, Dr. Kendra-Ann Pitt
[1]University Of Toronto, , Canada
408 The experiences of non-disabled, adolescent siblings living in disadvantaged socio-economic contexts in South Africa
Dr Tammy Foote[1]
[1]Tammy Foote Psychology, , New Zealand
519 Restrictive Practices in Irish Disability Services: Prevalence, Trends, and Human Rights Implications

Ms Anna Doyle[1]
[1]University Of Galway Ireland, , Ireland
409 Disability as a cross-cutting issue in policy development
Assistant Professor Laufey Löve[1]
[1]University Of Iceland, , Iceland
410 Exploring support for neurodiverse children with restricted eating through neuro-affirming lens: Parents' and clinicians' perspective
Meng Song[1], Ms Rene Fraser[1], Dr Rebecca Barton[1], Dr Kim Bulkeley[1]
[1]University Of Sydney, , Australia
415 Co-designing a dignity model: enhancing healthcare experiences for people with disability
Dr Kelsey Chapman[1], Angel Dixon, OAM[1], Professor Elizabeth Kendall[1]
[1]Griffith University, , Australia
418 Voice of Queenslanders with Disability: Using citizen science and digital technology
Dr Kelsey Chapman[1], Professor Elizabeth Kendall[1]
[1]Griffith University, , Australia
414 Rethinking Autism: An Interdisciplinary Analysis of Neurodiversity, Inclusive Environments, and Societal Barriers
Dr Varun Gulati[1], Dr Anamika Gulati[2]
[1]University of Delhi, , India, [2]Jawaharlal Nehru University, , India

422 User Satisfaction in Personal Assistance: A Comparison Between Public and Private Service Providers
Associate Professor John Magnus Roos[1,2]
[1]University Of Borås, , Sweden, [2]Center for Wellbeing, Welfare and Happiness, Stockholm School of Economics , , Sweden
443 Exploring Psychic Pain through Mad Studies Lens
Dr Tuuli Kurki[1], Dr Elina Ikävalko[1]
[1]University Of Helsinki, , Finland
424 Moving to help? Internal migration of older individuals with disabled grandchildren in Sweden
PhD Emma Landby[1], Dr Erling Häggström Gunfridsson[1]
[1]Umeå University, , Sweden
425 Reimagining boundaries: policies, concepts and everyday life at the intersection of disability and old age
Salla Era[1]
[1]University Of Jyväskylä, , Finland
452 Conditions for successful vocational rehabilitation for people with psychological disabilities
Angela Rauch[1], Dr. Nancy Reims[1]
[1]Institute for Employment Research, , Germany
431 Why disability inclusive education in Malawi had to go beyond the classroom.
Veronica Stapleton[1], Dr Jacqui Shepherd[1]
[1]Sightsavers, , United Kingdom
433 Experienced parental support for parents with intellectual and developmental difficulties
Senior Lecturer/Associate Professor Eva Randell[1], Dr Birgitta Wennberg[2], Prof Thomas Strandberg[3], Prof Marie Holmefur[3], Dr Tommie Forslund[4]
[1]Uppsala Universitet, , Sweden, [2]Linköping University, , Sweden, [3]Örebro University, , Sweden, [4]Stockholm University, ,
454 Navigating digital inclusion: Sociotechnical constellations in the daily lives of people with print disabilities
M.A. Anna Hanane Ajlani[1]
[1]Department of Sociology with a focus on innovation and digitalization (SID), Johannes Kepler University Linz, , Austria
530 Nordic deaf education: Global changes and local practices in school-home relationships of signing children
Professor Sigrid Slettebakk Berge[1], Prof. Eli Raanes[1], Dr, Elizabeth (Liz) Adams Lyngbäck[2], Mrs Sara Andersson[2]
[1]NTNU, , Norway, [2]Stockholm University, , Sweden
442 ADHD-women, girls and family in Finnish media texts
Doctoral Researcher Anna Saurama[1]
[1]University Of Eastern Finland, , Finland
435 Navigating Challenges in Disability Rights Organizations: Digitalization, Representation and Membership Dynamics
Associate Professor Julia Bahner[1]
[1]School Of Social Work, Lund University, , Sweden
434 Methodological challenges in surveying disability rights organizations
Associate Professor Julia Bahner[1], Dr Stina Melander, Catharina Gustavsson, Stefan Johansson, Oskar Krantz
[1]School Of Social Work, Lund University, , Sweden
535 Accessing welfare services at different phases of life
Dr Henna Nikumaa[1], Eeva Nykänen[1], Anna Mäki-Petäjä-Leinonen[1], Pauli Rautiainen[1], Karoliiina Ahonen[1], Maija Aalto-Heinilä[1], Johanna Korkeamäki[1], Roosa Ikimeri[1], Hanna-Maria Niemi[1]
[1]University Of Eastern Finland, , Finland
458 Ethics and techniques in research interviews with aged people with cognitive disability
Dr Henna Nikumaa[1]
[1]University Of Eastern Finland, , Finland
473 Student perspectives on motivation in the learning environment: insights from a new campus

Associate Professor Heidi Pedersen[1], Master degree in disability studies and society Synne Dokken-Hartberg[1], Associate professor Ingunn Fylkesnes[1]
[1]Ntnu, , Norway
444 Queer disabled lives and participation
- Experiences from queer disabled people in Norway
Phd Ingrid Thunem[1]
[1]VID Specialized University, , Norway
507 Perspectives of people with learning disabilities on inclusion and employment in Austria
Nikolaus Hauer[1]
[1]University Of Vienna, , Austria
448 Co-creation of guidelines for effective, accessible "quiet rooms" to support neurodivergent students and staff
Dr Mitzi Waltz[1]
[1]Athena Institute, Vrije Universiteit Amsterdam, , Netherlands
450 Democracy, Representation, and Membership Rights in Disability Rights Organizations: Insights from a Qualitative Study
Phd., Senior Lecturer Oskar Krantz[1], Associate Professor Julia Bahner[2], PhD., Senior Lecturer Stina Melander[2]
[1]Malmö University, , Sweden, [2]Lund University, , Sweden
449 Employment protection legislation and hiring discrimination: comparison of Denmark and Norway
Elisabeth Ugreninov[1], Cecilie Krogh[2], Vegar Bjørnshagen[1]
[1]Norwegian Social Research, Oslo Metropolitan University, , Norway, [2]Department of Politics and Society, Aalborg University, , Denmark
451 A sustainable, accessible, equal and inclusive society - the perspective of young people using wheelchairs
Phd Cecilia Pettersson[1], PhD Katarina Baudin[2]
[1]Kristianstad University, , Sweden, [2]Division of Occupational therapy, Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, , Sweden
471 The affirmation model as a practical tool for use in disabling encounters
Dr Colin Cameron[1], Ms Laura Smith[1]
[1]Northumbria University, , United Kingdom
464 Bridging Gaps: Collaborative Efforts in Supporting Young People with Disabilities in Norway
Research Professor Stian H Thoresen[1], Dr Anne W Aasback[1]
[1]NTNU Samfunnsforskning AS, , Norway
465 Deaf memories
Outi Ahonen[1]
[1]Humak, , Finland
459 Is personal assistance in Norway a tool for equality substantially enhancing disabled people's living conditions?
Mr. Egil Gullestad Skogseth[1], Ms Martine Eliasson[1], Mr Roar Høidal[2], Ms Alette Reinholdt[2]
[1]Uloba - Independent Living Norway, , Norway, [2]The Association JAG Norway, , Norway
575 The Pedagogy of the Oppressed in a Disability perspective
Anita Blakstad Bjørnerås[1]
[1]Institutt for nevromedisin og bevegelsesvitenskap, Fakultet for medisin og helsevitenskap, NTNU, , Norway
463 Universal Design for Learning in Higher Education
Professor Of Social Justice And Inclusive Education Nicola Martin[1]
[1]Lsbu, , United Kingdom
460 The inclusive doctoral viva
Prof Nicola Martin
[1]Lsbu, , United Kingdom
470 Aesthetics of access and politics of memory
Saša Asentić[1]
[1]Oslo National Academy Of The Arts, , Serbia
476 Testimonial Injustice? Police decision-making in sexual offences where the victim/survivor has learning disabilities and/or neurodiversity

Dr Helen Williams[1], Dr Alison Jobe
[1]University of Sunderland, , United Kingdom
480 Disability and fertility in Sweden across two centuries
Johan Junkka[1], Lotta Vikström[1]
[1]Umeå University, , Sweden
481 Identity-Supportive Work with Children and Youth with Intellectual Disabilities: Understanding and Practice Among Milieu Staff
Dr Roald Undlien[1], Follestad Pernille
[1]University of Inland Norway, , Norway
599 Autistic sensory experiences in and beyond the individual body – a critical phenomenological approach
Sarah Bloem[1]
[1]Linköping University, , Sweden
595 Disabled children with complex service needs – family experiences in collaboration with the service system
Researcher Rebekka Bruteig[1], Professor Berit Berg[1], Professor Emeritus Jan Tøssebro[1]
[1]NTNU Social Research, , Norway
497 Marginalised voices: criminal justice and disability
Alison Jobe[1], Professor Stephen Macdonald, Dr Helen Williams
[1]Durham University, , United Kingdom
482 Towards inclusive criminal justice responses to victims of sexual violence. Findings from participatory research
Alison Jobe[1], Dr Helen Williams
[1]Durham University, , United Kingdom
485 Disability Visibility through Festivals: A Case Study of Purple Fest (2023) in Goa (India)
Dr. Anjali Chaubey[1]
[1]Goa University, , India
484 Historiographies of affliction: the Neo-Victorians and disability
PhD candidate Enrica Zaninotto[1]
[1]University of Verona, , Italy
486 Recognizing disability in higher education. A human rights perspective
Professor Inger Lid[1]
[1]Vid Spcialized University, , Norway
630 The role of Research promoting the implementation of the UNCRPD: Education and Freedom of speech
Professor Inger Lid[1]
[1]Vid Spcialized University, , Norway
518 Understanding before legislating: the legislative process behind the LSS-law in Sweden
Jessica Smaaland[1], Åsa Emtelin[2], Anna Söderberg[2]
[1]STIL – The Founders of Independent Living in Sweden, , Sweden, [2]National association JAG, , Sweden
489 Embracing Minor Gestures: Co-Creating Dimensions of Inclusive Work Through Slow Research
Prof. Dr. Oliver Koenig[1], Mag. Sabine Mandl[1]
[1]Bertha Von Suttner Private University St. Pölten, , Austria
494 Enduring Hate: The Long-Term Impact of Disability Hate Crime and Hate Relationships in the UK
Prof. Dr. Stephen J Macdonald[1], Prof. Dr. Catherine Donovan[2], Dr. John Clayton[3]
[1]Durham University, , United Kingdom, [2]Durham University , , United Kingdom, [3]Northumbria University, , United Kingdom
492 Dis/ableist Criminology: Understanding the Intersections of Disability and Criminological Theory
Prof. Dr. Stephen J Macdonald[1], Dr Donna Peacock[2]
[1]Durham University, , United Kingdom, [2]University of West Scotland, , United Kingdom
551 "Closely consult and actively involve?" – People with intellectual disabilities participating in public decision-making.
Emma Q Burns[1]
[1]Centre For Disability Law And Policy, University Of Galway, , Ireland
495 How actions express (dis)respect of dignity: experiences of persons with disabilities

Maija Aalto-Heinilä[1], Hanna-Maria Niemi[1], Karoliina Ahonen[1], Johanna Korkeamäki[1]
[1]Law School, University Of Eastern Finland, , Finland
511 Inclusive higher education: using the public sector equality duty to drive institutional change
Dr Shivaun Quinlivan[1], Prof Lucy-Ann Buckley[2]
[1]University of Galway, , Ireland, [2]University of Limerick, , Ireland
502 Opportunities for digital activities as pathway to inclusion – case of young persons with disabilities
Dr Susan Eriksson[1]
[1]South-eastern Finland University Of Applied Sciences, , Finland
529 Addressing the reproduction of ableism in academia and its impact on students with disabilities
Dr Gemma Goodall[1], Dr Odd Morten Mjøen[1], Dr Aud Elisabeth Witsø[1], Dr Sissel Horghagen[2], Dr Lisbeth Kvam[1]
[1]Department of Mental Health, Norwegian University of Science and Technology, , Norway, [2]Department of Neuromedicine and Movement Science, Norwegian University of Science and Technology, , Norway
516 Facilitated criminal case processes in Norway: Who are considered vulnerable adults? A factorial survey
Dr. Odd Morten Mjøen[1,2], Professor / Researcher 1 Patrick Stefan Kermit[1,2], Dr. Terje Olsen[3], Researcher Rebekka Bruteig[2], PhD student Stine Berre[1], PhD student Nina Dahl[4], Assistant professor Wenche Natland Dahlen[1], Dr Erik Søndenaa[1], Mr Robert Envik[5]
[1]Norwegian University of Science and Technology, , Norway, [2]NTNU Social Research, , Norway, [3]FAFO, , Norway, [4]University of Oslo, , Norway, [5]The courts of Norway (Domstolsadministrasjonen), , Norway
509 The African Disability Protocol: De-colonising disability rights discourse in Africa?
Dr Dianah Msipa[1]
[1]Centre For Human Rights, Faculty Of Law, University Of Pretoria, South Africa, , South Africa
513 Beyond the Desk: How Professional Services Staff Shape Inclusive Research Culture
Liz Dew[1], Lucy Dunning, Rhea Halsey
[1]University Of Sheffield, , United Kingdom
510 Tikambe! Our Stories, our lives, our planet, - International podcasting collaboration exploring disability and climate
Dr Tanvir Bush[1]
[1]Bath Spa University, , United Kingdom
543 Disability Studies and Encountering the Disabled African Body – A Critical Postcolonial Exploration
Dr Hadiza Kere Abdulrahman[1]
[1]University Of Lincoln, , United Kingdom
517 Taking lessons from Disability Arts Theatre
Associate Professor Hilde Guddingsmo[1]
[1]Nord University, , Norway
568 Expert user communities: disabled people as change agents in digital accessibility education
Dr Andy Coverdale[1], Dr Sarah Lewthwaite[1]
[1]University of Southampton, , United Kingdom
520 How might disability inclusive arts practices strengthen citizenship and community participation in the global south?
Senior Lecturer (førstelektor) Vibeke Glørstad[1], Prof Tone Pernille Østern[2]
[1]VID Vitenskapelige Høgskole, , Norway, [2]NTNU, , Norway
522 Participation in the cultural life of the local community
Senior Lecturer (førstelektor) Vibeke Glørstad[1]
[1]VID Vitenskapelige Høgskole, , Norway
578 eHealth accessibility, internet use and online risks faced by people with intellectual disabilities
Dr Kristin Alfredsson Ågren[1], Dr Claude L. Normand[2], Prof Catharina Gustavsson[3,4,5], Dr Vanessa Nina Heitplatz[6], Prof Darren Chadwick D.[7], Dr Stefan Johansson[8,9]
[1]Department of Health, Medicine and caring sciences, Linköping University, , Sweden, [2]Department of Psychoeducation and Psychology, Université du Québec en Outaouais, Gatineau, Qc., , Canada, [3]Center for Clinical Research Dalarna, Uppsala University, Falun., , Sweden, [4]Department of Public Health and Caring Sciences, Uppsala University, Uppsala, , , Sweden, [5]School of Health and Welfare,

Dalarna University, Falun, , Sweden, [6]TU Dortmund University, Social Research Center and Rehabilitation Technology, Dortmund, , Germany, [7]Liverpool John Moores University, School of Psychology, Liverpool, , UK, [8]Department of Media Technology and Interaction Design, School of Electrical Engineering and Computer Science, KTH, Royal Institute of Technology, Stockholm, , Sweden, [9]Faculty of Engineering, Certec, Department of Design Studies, LTH, Lund University, Lund, , Sweden

521 Listening to Fatigue: A qualitative interview study with 13 people living with ME/CFS in Iceland

Dr Nanna Hlin Halldorsdottir[1]

[1]University Of Iceland, , Iceland

545 Separate space, time, and curricula: Examining the experiences of children with disabilities in India

Tanushree Sarkar[1], Ms Preethi Krishnamoorthy[2]

[1]University of Missouri, , United States, [2]DPS Bangalore North, , India

531 Epistemic citizenship under structural siege: a meta-analysis drawing on 544 voices of service user experiences

Dr. Faten Nouf[1], Dr Jens Ineland[1]

[1]Umea University, , Sweden

537 Revisiting Sound: The Journey of Experienced Hearing Aid Users Through Transition

Dr. Niels-Henrik Hansen[1]

[1]CFD Research And Development, , Denmark

605 Time trends in life satisfaction from 1995-2017 among persons with disabilities in Norway

Miss Grace Katharine Forster[1], Prof. Monica Lillefjell[1,2], Assoc. Prof. Sobah Abbas Petersen[3,4], Assoc. Prof. Ruca Elisa Katrin Maas[1]

[1]Department of Neuromedicine and Movement Science, Faculty of Medicine and Health Sciences, Norwegian University of Science and Technology, 7491 Trondheim, , Norway, [2]Department of Public Health, University of Stavanger, 4036 Stavanger., , Norway, [3]Department of Computer Science, Faculty of Information Technology and Electrical Engineering, Norwegian University of Science and Technology, 7491 Trondheim, , Norway, [4]Department of Technology Management, SINTEF Digital, 7030 Trondheim, , Norway

532 Role of employment on quality of life among people with disabilities in Norway

Miss Grace Katharine Forster[1], Prof. Monica Lillefjell[1,2], Assoc. Prof. Sobah Abbas Petersen[3,4], Assoc. Prof. Ruca Elisa Katrin Maas[1]

[1]Department of Neuromedicine and Movement Science, Faculty of Medicine and Health Sciences, Norwegian University of Science and Technology, NTNU, 7491 Trondheim, , Norway, [2]Department of Public Health, University of Stavanger, UiS, 4036 Stavanger, , Norway, [3]Department of Computer Science, Faculty of Information Technology and Electrical Engineering, Norwegian University of Science and Technology, NTNU, 7491 Trondheim, , Norway, [4]Department of Technology Management, SINTEF Digital, 7030 Trondheim, , Norway

534 The Social Model and Beyond: Archiving the UK Disabled People's Movement for Future Generations

Dr Thomas Campbell[1], Dr Hannah Morgan[1], Dr Miro Griffiths[1], Dr Paul Darke[2]

[1]Unvieristy Of Leeds, , United Kingdom, [2]Digital Disability, , United Kingodm

548 Comparative analysis of the accessibility and non discrimination approaches to Inclusion of people with disabilities.

Dr Aniyamuzaala James Rwampigi[1], Prof Lizbeth Goodman

[1]Inclusive Design Research Center (IDRC), , Ireland

538 Disability Activism in the Digital Age: Can the World Be Changed Through an Instagram Account?

Phd Stina Melander[1], Dr Julia Bahner[1], Dr Oskar Krantz[2]

[1]Lund University, , Sweden, [2]Malmö University, , Sweden

546 The role of disability in selected court rulings from the early nineteenth century Iceland

Professor Hanna Sigurjónsdóttir[1]

[1]University Of Iceland, , Iceland

552 An investigation into social support for, and use of social space by, autistic university students

Ms Sharron Sturgess[1]

[1]London South Bank University, , United Kingdom

554 Drivers of change in services for intellectually disabled persons in Norway: 1960-2020

Professor Emeritus Jan Tøssebro[1]
[1]Ntnu Social Research, , Norway
553 The brief history of the Independent Living movement
Policy And Movement Support Officer Kamil Goungor[1]
[1]European Network on Independent Living - ENIL, , Greece
569 Socially just transformations in practice: Lessons from disability inclusion in climate change adaptation
Professor Siri Hallstrøm Eriksen[1], Dr David Mfitumukiza[2], Dr Sarah Bell[4], Prof Ruth Kjaersti Raanaas[1], Ms Robyn Grøndahl[5], Ms Riya Pankaj Dani[1], Ms Nadia Delic-Klevstad[1], Mrs Faseeha Fatima Gillani[1], Mr Victor Kuteesa[2], Mr David Nangosi[3], Ms Marianne Skolbekken[1], Ms Marte Sponberg[1], Dr Edwige Marty[1], Mr Martin Omondi[6]
[1]Norwegian University of Life Sciences, , Norway, [2]Makerere University, , Uganda, [3]National Union of Disabled People Uganda, , Uganda, [4]Exeter University, , United Kingdom, [5]The Norwegian Federation of Organisations of Persons with Disabilities (FFO), , Norway, [6]Jaramoga Oginga Odinga University, , Kenya
598 Critical and hybrid pedagogies in computing: the politics and logic of digital accessibility
Dr Sarah Lewthwaite[1], Dr Andy Coverdale[1]
[1]University Of Southampton, , United Kingdom
610 Expanding beyond ageist and ableist conceptions of youth concussion 'recovery'
Dr. Katie Mah[1,2], Dr. Gail Teachman[1]
[1]School of Occupational Therapy, Western University, , Canada, [2]Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, , Canada
613 Childhood, disability, impairment, and pain: Examining critical intersections
Dr. Gail Teachman[1], Dr. Katie Mah[1,2], Muning Zhang[3]
[1]School of Occupational Therapy, Western University , , Canada, [2]Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, , Canada, [3]Department of Occupational Science & Occupational Therapy, University of Toronto, , Canada
566 Radical ideas of early disability activists
Dr Angela Wegscheider[1], Prof Marte Feiring[2]
[1]Johannes Kepler University Linz, , Austria, [2]Oslo Metropolitan University, , Norway
558 Employers' experiences of on-boarding processes of employees with disabilities
Dr Johanna Gustafsson[1]
[1]Örebro University, , Sweden
560 Participation and persons with intellectual disabilities: Together and unwelcome?
Halvor Hanisch[1]
[1]Vid Specialized University, , Norway
571 Swedish guide dog users – 50% stopped and 25% victims of hate crimes
Master of Sociology Finn Hellman[1]
[1]University Of Gothenburg, , Sweden
593 Inhabiting sisterhood: life expectancy and the politics of able-bodiedness in medieval convents
Dr Godelinde Gertrude Perk[1]
[1]Tampere University, , Finland
585 Lessons learned from attempts to enhance involvement for participants with intellectual disability in research
Phd Marie Gustavsson[1], PhD Susanne Larsson[1]
[1]Linköping University, , Sweden
573 Hearing Friendly Workplaces and Position of Persons with Hearing Impairment in Labour Market: Literature Review
Phd Borbála Bányai[1], dr. habil. Andrea Perlusz[2], PhD Tünde Bodorné Németh[3]
[1]ELTE BGGYK, , Hungary, [2]ELTE BGGYK, , Hungary, [3]ELTE BGGYK, , Hungary
582 Digital Technologies and Disability: Navigating Responsibility, Equality, and Ethical Challenges
Julia Mosquera[1]
[1]Institute For Futures Studies (IFFS), , Sweden
579 Independent living In Poland – an example of deinstitutionalization
Dr Dorota Kobus-Ostrowska[1]
[1]University of Lodz, , Poland
580 Encountering pain in others: a critical disability perspective

Dr Kristofer Hansson[1], Dr Maria Norstedt[1], Dr Andréa Wiszmeg[1]
[1]Department Of Social Work, Malmö University, , Sweden
594 Working life with a hearing impairment: How to stay on top of things
Eline Lello[1], Prof Patrick Kermit, Prof Kjersti Vik, Dr Anita Blakstad Bjørnerås
[1]Norwegian University of Science and Technology, , Norway
583 Barriers to Inclusion for Students with Visual Impairment in Norway - a Quantitative Study
Dr. Sidsel Marianne Holiman[1], Prof Patrick Stefan Kermit[1,2]
[1]Norwegian University Of Science And Technology, , Norway, [2]NTNU Social Research, , Norway
587 Neuro-governed commercialization of diversity in Finland: Critical examination of Nepsy concept
Juho Honkasilta[1], Hillevi Vyyryläinen[1], Anna-Leena Riitaoja[1]
[1]University of Helsinki, , Finland
596 'Prescribing' coercive healthcare: documentary accounts of coercive healthcare decisions regarding persons with intellectual disabilities
Phd-student Linn Ebeltoft Sparby[1], Dr Nina Olsvold, Mrs Gry Bogetun, Dr Aud Obstfelder
[1]Centre For Care Research North, , Norway
586 From community to systems: valuing disabled knowledges for caring change
Dr. Kathryn Underwood[1]
[1]Toronto Metropolitan University, , Canada
601 Producing or reducing disability? Opportunities and challenges of legal capacity reform in Portugal
Prof. Paula Campos Pinto[1], Dr Teresa Janela Pinto[1], Dr Patrícia Neca[1], Dr Fernando Fontes[2]
[1]CIEG and ISCSP/University of Lisbon, , Portugal, [2]CES - University of Coimbra, , Portugal
591 Measuring work inclusion in practice: methodological challenges and opportunities
Associate Professor Stefan C. Hardonk[1], Professor of Disability Studies Hege Gjertsen[2], Head of Department of Health, Social and Welfare Studies Hans Hauge[3], Professor of Disability Studies Line Melbøe[2]
[1]Centre for Disability Studies, University Of Iceland, , Iceland, [2]Institutt for Vernepleie (IVP), UiT Norges arktiske universitet, Det helsevitenskapelige fakultet, , Norway, [3]Faculty of Health and Social Sciences, University of South-Eastern Norway, , Norway
602 Inclusion and Educational Justice for all Children – A Perspective on Human Dignity and Equality
Jenni Laine[1]
[1]University Of Eastern Finland, , Finland
600 Evaluation of a research course; views of participants with intellectual disability.
Dr Tove Mentsen Ness[1], Dr Gunn Eva Myren
[1]Nord University, , Norway
607 Assigned Territories and Irritation of Order – (Un)Knowing Autism in Education
Ann-Marie Restayn[1], Prof. Dr. Andreas Köpfer[1], Dr. Allison Moore[2]
[1]University Of Education Freiburg, , Germany, [2]Edge Hill University, , United Kingdom
611 Disabled Workers in a Brazilian large research institution in Brazil: a look from the ICF/WHO
Phd Cristina Maria Rabelais Duarte[1], MSc Sônia Gertner[2], MSc Miguel Abud Marcelino[1], MSc Andrea Luz Carvalho[2]
[1]Nippis/Fiocruz&UNIFASE, , Brazil, [2]Fiocruz, , Brazil
614 Uniting Disabled Youth: the RIPSTAR Methodology
Professor Anita Franklin[1], Professor Geraldine Brady[2], Ms Zara Todd[3], RIPSTARS Disabled Young Researcher Collective
[1]Manchester Metropolitan University, , United Kingdom, [2]Nottingham Trent University, , United Kingdom, [3]International Disability Activist, ,
615 Experiences of Disabled Students with Disability Supports in Higher Education in Zimbabwe.
Mr Vitalis Bengano[1], Dr Edurne Garcia-Iriarte[1], Dr Michael Feely[1]
[1]Trinity College Dublin, , Ireland
616 Claiming Madness :: Claiming Neurodivergence: Race and Class Implications
Associate Professor Rachel da Silveira Gorman[1]
[1]York University, Toronto, , Canada
617 A digital innovation case study: The Dwoskin Project
Dr Jenny Chamarette[1]

[1]The Open University, , United Kingdom

620 Three Sisters' Journey: The Impact of Child Protection on Children of Parents with Intellectual Disabilities?

Ms Sara Stefánsdóttir[1]
[1]University Of Akureyri, , Iceland

618 Rethinking Bodily Autonomy: Women with Disabilities' Access to Sexual and Reproductive Health in Mozambique

Nathaly Guzman Figueroa[1]
[1]University Of Helsinki, , Finland

621 Beyond Independent Living: A Call for the End of Institutionalization

Professor Arlene Kanter[1]
[1]Syracuse University, , United States

622 Opening up universities to people with ID: Inclusion at the Zurich University of Teacher Education

Matthias Gubler[1]
[1]Institut Unterstrass, , Switzerland

623 Long term services and supports for persons aging with disability: a scoping review

Mabel Giraldo[1], Antonella Gilardoni[1]
[1]University Of Bergamo, , Italy

624 Promoting self-determination in adults with intellectual disabilities. A survey in residential services in Bergamo, Italy

Mabel Giraldo[1]
[1]University Of Bergamo, , Italy

625 How does activism affect wellbeing in the disability and mental health community in England?

Mrs Lyla Adwan-Kamara[1], Nara Zaman[1]
[1]None, , Ghana

628 Links across disabilities: Unveiling associations between functional domains

Jyoti Dalal[1], Prof. Sophie Mitra[2], Dr. Ananthu James[3], Prof. Minerva Rivas Velarde[1]
[1]Faculty of Medicine, University of Geneva, , Switzerland, [2]Department of Economics, Fordham University, , USA, [3]Department of Public Health, Erasmus MC, University Medical Center Rotterdam, , The Netherlands

629 The user acceptance of AI-assisted communication system for people with speech impairments in Taiwan

Professor Chao-Yin Lin[1]
[1]National Taipei University / Dept. of Social Work, , Taiwan

631 'Hangin' with the one-legged Mungo Man': Indigenous knowledges and histories of disability resistance

Professor Scott Avery[1]
[1]University Of Technology Sydney, , Australia, [2]First Peoples Disability Network, , Australia

633 Insight to Action: Developing Effective Training for Social Workers Working with Parents with Learning Disabilities

Dr Gillian Macintyre[1], Ms Beth Tarleton[2]
[1]University Of Strathclyde, , United Kingdom, [2]University of Bristol, , United

632 Invisible Voices: Addressing the needs of women with learning disabilities in GBV policies and practice

Dr Gillian Macintyre[1], Dr Ailsa Stewart[1]
[1]University Of Strathclyde, , United Kingdom

634 The Building the Future – what we can do in serious disruptions and emergency conditions

Päivi Nurmi-Koikkalainen[1], Susanna Rieppo[2], Dr Natalia Skogberg[1], Elina Lindström[1]
[1]Thl, , Finland, [2]KVL, , Finland

70 Actual change from service user involvement? A follow-up study of user-led mental health service evaluation

Dr Hilda Näslund[1], Dr Katarina Grim[2], Prof Urban Markström[1]
[1]Umeå University, , Sweden, [2]Karlstad university, , Sweden

254 Exploring how the myth of asexuality influences women with disabilities' lived experiences of access to sexual and reproductive health services in Kenya

Ms Rebecca Alitsi Opetsi[1]

[1]University of Nottingham, , United Kingdom

Cognitive, Affective, and Eudaimonic Wellbeing in Neurodivergent Adolescents in Norway

Dr. Anne Kielland[1]
[1]Fafo, , Norway

The paper examines the statistical associations between the three standard dimensions of wellbeing (cognitive, affective, eudaimonic), in survey responses from 279 Norwegian ND adolescents between 13-17 years of age. The results suggest that school-related indicators and relationships are more important to wellbeing than family-related indicators. In the user panel testing the survey format, several of the young neurodivergent participants suggested including relationships to animals in the relationship panel, something we believe yielded some interesting new insight. Digital relationships were associated with wellbeing, but only positive for contact over gaming platforms – social media use was non-significant to negative to the wellbeing of the participants.

30

Does it matter who we are?

Disability research in the Global South

Dr. Anne Kielland[1], Mr. Yacouba Daouda[2], Ms. Evelyn Adjei[3], Mrs. Huafeng Zhang[1], Dr. Stine Hellum Braathen[4]
[1]Fafo, , Norway, [2]L'université Abdou Moumouni/ENS, , Niger, [3]Kwame Nkrumah University of Science and Technology Knust, , Ghana, [4]SINTEF, , Norway

Does it matter who we are? We, who produce the knowledge that is to be used by policy makers and program designers? At the AfriNead conference in Cape Town last year, issues of shared experiences between researcher and research participants were raised, concerning geographical and disability experiences. Our project on disability and education in Niger and Ghana collected qualitative data with disabled children and their families, but we also studied ourselves as we did, examining our differing research practices. The fieldworkers from Niger, Ghana, Norway, and China conducted 10 interviews together, and were afterwards separately interview by an anthropologist about observations and interpretations. Analysis of the transcript from the latter interviews showed that our descriptive observations were accurate and similar. Our interpretations were however different, mainly in two areas: Our definition and understanding of the disability and diagnosis in each case, and our reflections over the likely future trajectories of each child. The two-faceted concept of empathy (cognitive and affective) appeared to play a role (Milton, 2012), and also the understanding of each researcher of the concept of ‘normality’ (Chapman, 2023).

Loneliness from the perspective of people with disabilities

Dr. Merja Tarvainen
[1]University of Eastern Finland, , Finland

Loneliness in modern societies may potentially touch everyone. However, conditions of loneliness are not equal among all people. Loneliness refers to emotional and social experiences, in which a person lives through and is affected through unwanted social isolation and an unfulfilled but desired emotional closeness or a loss of an emotionally meaningful relationship. This presentation introduces results from my previous studies (2020&2024) about loneliness from the perspective of people with disabilities (PWD).

Qualitative studies especially regarding a life course approach about the topic are sparse. Therefore, the aim of these studies was to explore loneliness from the perspective of PWD: “How do PWD understand loneliness in their life stories?” (2020) “How do PWD disclose the relationship between loneliness and disability?” (2024)

The methodological basis was the model of narrative circulation (MNC). In the first study (2020), I analysed loneliness in life stories by PWD (eleven of 37 narrators discussed loneliness) through the life course approach. Secondly, I analysed three qualitative data sets around disability from the Finnish Social Science Data Archive through narrative inquiry (2024). I focused only on explicit expressions of loneliness.

Loneliness in life stories by PWD was related to the socially claimed life course: unbelonging in childhood, disjointed youth and disaffiliation in adulthood (2020). Additionally, the relationship between loneliness and disability was disclosed as the sense of difference through emotional isolation as relational shame and emotional detachment, and social isolation as an experience of difference in ableist terms (2024).

PWD shared their experiences of loneliness as social isolation and emotional loneliness mostly in relation to a sense of bodily difference. However, as especially the second sub-study (2024) illustrated, not all loneliness in PWD relate to disability. Further studies are needed regarding loneliness and disabilities in socio-emotional configurations as well as conditions of belonging in modern societies.

Navigating transitions into adulthood: the role of parents in facilitating independent living

Dr Jane Cullingworth[1], Ms Amanda Bailey, Dr Edmund Coleman-Fountain, Prof Janice McLaughlin, Prof Charlotte Pearson, Prof Tracy Shildrick, Prof Nick Watson
[1]University of Glasgow, , United Kingdom

Background
Transitions into adulthood are the focus of ongoing debates in youth studies. Shaped by significant social, economic and technological change, traditional patterns and milestones have changed profoundly with some arguing that linearity has been replaced by unpredictability. Within these debates, the specific experiences and particular challenges faced by young disabled people is often absent.

Aims
Our research, bringing together disability and youth scholars, addresses this gap by exploring the transition experiences of disabled young people, including the perspectives of parents/carers and service providers. The focus of this presentation is on the perspectives of parents, many of whom were carers for their teenage/adult child(ren).

Methods
Twenty-six interviews were conducted with 28 parents across the Northeast of England and Central Scotland; their children were between 15-30 and had a range of impairments, with some requiring 24/7 care.

Results
Parents navigated multiple and complex transitions with and on behalf of the young people. The journey into adulthood was an active and ongoing process, one that had neither a final destination nor outcome. Rather than being a stage, transition was a state of being. Some parents of older children with learning disabilities actively pursued and facilitated opportunities for independent living, driving this process on behalf of the young people. Parents made decisions that were, in their opinion, ultimately in the young person's best interest, paving the way for more independent living arrangements. The development of such arrangements was part of the transition into a distant, but inevitable, future where parents would no longer be able to provide care or had died.

Conclusions
The decisions and actions of parents raise thorny questions about independence, inter-dependence and dependence in familial relationships, balancing the autonomy and desires of the disabled individual with those of the parent carers.

Balancing co(n)viviality in a residential care facility: findings from a ‘spect-actings’-study.

Dr. Toon Benoot[1]
[1]Ghent University; department of social work and social pedagogy, , Belgium

Social work and critical disability research on deinstitutionalization focus mainly on levers and barriers in realising a transition away from residential care institutions and to increase choice and independence. There are still significant gaps in what we know about the contemporary dynamics at stake in deinstitutionalization, especially in residential care (Roets et al., 2022). Recent numbers of the share of residential services in the Flemish care reveals that implementing personal budgets did not ignite a large-scale departure from residential care, that the use of full-time residential care even increased, and that people with profound intellectual and multiple disabilities (PIDM) are by far the most represented in residential care. This is indicative for a substantial scientific and societal urgency to gain insight into what happens in residential care. Understanding what constitutes ‘a good home’ for PIMD living in residential care is of importance in the ever continuing inquiry and discussion of how to contribute to enhancing service quality and living conditions for people with disabilities.

This contribution is built around the ‘Spect-actings’ (Gill, 2011) with 20 PIMD living in a residential care facility, as a form of one-on-one ethnography. ‘Spect-acting’ underscores the entwined relationships in ethnography, recognizing that all involved are always part of the practice in which they navigate and take part in its constructions. The findings illustrate that the conducts of the residents and support workers are no passive by-products of the building design, but actually constitute active shaping of that living environment themselves. Residents’ socio-spatial strategies are especially relevant when considering (re-)construction projects of care facilities. And understanding and adopting this way of thinking is critical for professionals working with individuals and families with disabilities, in order to address PIMD’s being-in-the-world.

Neurodivergence, disclosure and reasonable accommodations in the Indian higher education context

Mr. Chetan Sastry Vijayakumar[1]
[1]Department of Liberal Arts, Indian Institute of Technology Hyderabad, India, , India

Background: The invisibility of dyslexia and/or ADHD can be challenging for students navigating the higher education space, because of ableism, stigma, and guilt for availing reasonable accommodations. While higher education institutes attempt to offer reasonable accommodations by way of inclusion, in actual practice these accommodations are experienced as inadequate by students with diverse learning needs.

Objectives: Using the neurodiversity framework and the social model of disability, I aim to explore the experiences of neurodivergent students (dyslexia and ADHD) in higher education institutes in India, particularly about disclosure and reasonable accommodations.

Methods: I have drawn from multi-sited ethnographic work at higher education institutes in four urban Indian cities, involving conversations, observations, and interviews with ten dyslexic and ADHD students and three disability office coordinators. I have analyzed the responses using thematic analysis, discursive analysis and comics-based approaches.

Findings: Some of the key themes that have emerged are ‘support as a bureaucratic exercise’, ‘care, solidarity and kinship’, ‘disclosure dilemmas for queer and Dalit neurodivergent students’, and ‘affordances, hacks and self-advocacy’. Relating to the concepts of “activist affordances”, “interdependence” and disability as a “feel-good category,” I discuss neurodiversity-affirmative practices and accommodations as the rights of students rather than privileges or charities, and the need for contextualizing based on the social and cultural milieu of students.

Conclusions: The experiences of dyslexic and ADHD students around disability disclosure, rights, and advocacy help in reflecting on safer and inclusive spaces in academia. The themes highlight the politics of inclusion and underscore the importance of developing sensitivities around neurodivergence, disability, and intersectionality among educators and peers, beyond the medical descriptions and viewing accommodations as prescriptions.

Keywords: Neurodiversity, Higher Education, Reasonable accommodations, Disability disclosure, India.

Behind the Veil: Contextualising the Disability Experience of Para-Athletes from North Kerala

PhD Candidate Asita Ajith[1], Prof Sangeeta Sharma[1]
[1]BITS PILANI, PILANI CAMPUS, INDIA, , India

Kerala, located in southern India, is known for its passionate fandom supporting sports, particularly football and cricket. Extant research shows that with dedicated clubs for popular sports, the Kerala sports ecosystem has successfully carved out young talents who have helped mark the state's name globally. On the flip side, little is known about the para-athletes from Kerala who have represented India in various international competitions, including the Paralympics. This paper aims to bridge that gap and shed light on the voices of para-athletes. Para sports research in India is in its nascent stage, and the existing literature focuses on governance and facilities available for athletes. It is essential to acknowledge the lived experiences of para-athletes and the ground realities at the grassroots level. The analysis is restricted to the northern part of Kerala (Malabar), also known as the sports bastion of the state from which most athletes hail. Using semi-structured in-depth interviews, we try to situate the lived experience of disabled athletes and understand the challenges they face while chasing the dream of an athletic career. The participants were identified through snowball sampling, and the findings suggest the need for more support systems and infrastructure for the athletes, which stands as a hurdle for many of them in getting the proper training and opportunities to compete on international platforms. The findings lay the foundation for future interventions and policy recommendations to improve the state's parasport ecosystem. Additionally, the study underscores the urgent need for enhanced resources and recognition for Kerala's disabled athletes.

Keywords: Disability sport, Kerala, Malabar, Inclusion, Challenges, Lived experiences

'It’s me becoming a super-advocate!’ Exploring student-parent experiences of a disability studies program.

Dr Sian Anderson[1]
[1]Centre For Disability Studies, University Of Sydney, , Australia

Background: The discipline of disability studies and related academic streams in disability practice and disability and inclusion can provide a framework for examining the ongoing exclusion of people with disabilities (particularly those with intellectual disabilities) from the social, economic and cultural life of communities. Curriculum developed with people with disabilities and utilising evidence from inclusive research can make an important positive contribution to student learning. Students who are parents of people with disabilities bring their own experiences and perspectives to their studies.
Method: Six student-parents were interviewed about their experience of a postgraduate disability studies course and the data was analysed.
Findings: The participants found that being students of disability studies had given them a new language to talk about disability and developed their skills and knowledge as advocates and supporters in the context of the complex and contested policy environment of Australia’s National Disability Insurance Scheme (NDIS).
Implications: Disability studies programs should be accessible to student-parents and their focus on rights-based approaches to support have potential to improve the quality of life for people with disabilities. Disability studies can be more than an intellectual exercise for parents who are seeking to understand the history of disability in Australia, the key role of the lived experience of people with disabilities in shaping the current policy environment and the role of parents, families and advocates in realising the goals of ‘choice and control’ within the NDIS.

Monitoring for development – a system for acquiring knowledge about children with disabilities in schools

Associate Professor In Social Work Martin Börjeson[1], Prof. Magnus Tideman
[1]Marie Cederschiöld högskola, , Sweden

Background and aim
Studies and reports indicate that children with disabilities in Sweden do not achieve the learning objectives and are not given neither the support to which they are entitled. However, the discussion often focuses on a specific group at a particular time. The knowledge is fragmented with significant gaps, which makes it difficult to monitor how the conditions develop over time, or how well interventions targeting this group are working. Actors within education and disability policy do not have an adequate knowledgebase from which to implement the right of all children to a good inclusive education and to counter the consequences of living with disability. Better knowledge is also useful for people with disabilities in lobbying for equal education.

Methods
This project describes the results from a governmental commission with the task to develop a national system for sustainable knowledge collection that makes it possible to describe, analyse and monitor conditions over time.

Results
Based on an ethical analysis, current research and an assessment of the possibilities to build upon existing sources of knowledge, a national model to collect better data about the conditions for children with disabilities in school, was developed. The model is based on i. a standardised metric, ii. developed survey studies, iii. detailed activity statistics and iv. support for research. The model consists of both qualitative and quantitative data, including the voices of the children and youth with disabilities, and will make international comparisons possible.

Conclusions
In order to obtain better knowledge on the conditions for children with disabilities in school, the possibilities to build upon existing data sources are good. However, monitoring the conditions of children with disabilities raises several methodological, as well as ethical, questions. These questions must be taken into consideration, and in the paper we describe ways of doing this.

Accessibility, co-production, digital transport services, public transport and disability

Mrs. Jamie Bolling[1]
[1]Independent Living Institute, , Sweden

The aim of this chapter is to explore co-production in the designing and the delivery of digital transport solutions for persons with disability and to spread the lessons learned through TRIPS "TRansport Innovation for Persons with disabilities needs Satisfaction". TRIPS was an EU project from 2020 - 2023 to better public transport in seven EU cities for persons with disability based on co-production. This paper will include the experience from the Stockholm group. Collective transport has become more accessible over the years but is still lacking and does not provide transport on equal terms for all citizens. Co-production is often on the agenda when developing and delivering services for persons with disability but what does co-production mean and when is it achieved in excellence? Co-production does not happen automatically as was seen in the TRIPS project, there was a need to explore what co-production is and how to get everyone on board. This paper will highlight hinders and challenges seen when working through co-production for equal opportunities in public transport with digital solutions and how they are blocking the achievement of an equal transport system.
This article is written on the TRIPS project in cooperation between Independent Living Institute and K2 in Lund.

Shadows disabilities unveiled: the interplay between youth traumatic brain injury and substance use disorder.

Dr. Ann Marie Leonard-Zabel[1]
[1]Curry College and Nealac Clinic, , United States

This presentation unravels the intricate relationship between Traumatic Brain Injury (TBI) and Youth Substance Use Disorders (SUD), revealing the disability shadows that obscure their interconnected challenges with school, community, and medical care interventions due to ableism. Youth navigating the confluence of TBI and SUD face a complex web of shared risk factors, leading to a compounding impact on neurobiology and behavior. Through an exploration of the neurobiological effects and behavioral manifestations arising from this interplay, the presentation provides a nuanced understanding of the unique challenges posed by the coexistence of TBI and SUD via DSM-5-TR, Brain Injury Association of America, Substance Abuse and Mental Health Services Administration, Centers for Disease Control, and the World Health Organization. A case study illuminates diverse scenarios where these conditions intersect, emphasizing the need for tailored treatment approaches to decrease discrimination and shame. The discussion extends to preventive strategies, advocating for early intervention approaches to mitigate risks associated with the simultaneous presence of TBI and SUD in youth. Emphasizing cross-disciplinary collaboration, the presentation underscores the importance of a holistic, team-based approach for effective support and intervention. By empowering the audience with knowledge and resources, this presentation aims to foster awareness, acceptance, understanding, and proactive measures to support adolescents grappling with the shadows cast by the intersection of traumatic brain injury and substance use disorders.

Presentation Objectives:

1. Introduce the shared risk factors that create an interplay between youth TBI and SUD.
2. Delve into the neurobiological effects of traumatic brain injury and substance use disorder on the developing brain and how they intersect influencing behavior and complicate the overall picture.
3. Present a case that exemplifies the diverse scenarios where TBI and SUD coexist.
4. Emphasize the importance of personalized interventions to effectively support these individuals and decrease ableism coupled with micro-aggressions.

13

The essentialising use of ‘ethnicity’, ‘race’, and ‘culture’ as constructs of difference in autism research

Dr. Imane Kostet[1]
[1]University Of Antwerp, , Belgium

Evidence indicates that ethnically and racially minoritised groups are significantly less likely than the majority to receive an autism diagnosis, both in the United States and in Europe. This has sparked a surge of interest in how cultural factors influence these disparities. However, despite this growing interest, the concept of ‘culture’ remains significantly underdeveloped in autism research, leading to selective and limited explanations of its impact. In this presentation, based on a narrative review, I will discuss how autism research tends to hyper accentuate or hyper ‘visibilise’ ethnicity and race as proxies for ‘differences’. This is particularly true in studies adhering to a medical model of disability, which attribute difficulties in accurate autism identification and diagnosis to minoritised groups’ supposedly different cultural and religious beliefs about mental health and neurodevelopmental disorders. This scholarship not only perpetuates cultural essentialist notions of ethnicity and race but also conflates different ethnic, racial, and nation-state or migration categories. I will further discuss how, conversely, ethnicity and race are nearly ‘invisibilised’ in research following the social model of disability, which explores autism as a constructed and negotiated culture and identity. Consequently, little is known about how autism is initially shaped in relation to ethnicity and race; how we collectively imagine autistic people and how ethnically or racially diverse our images are. I will finally show how adopting a broader definition of ‘culture’ that pays attention to these cultural categorisations, shared narratives, identities and symbolic boundaries through processes of meaning-making, will enable us to better understand how the observed disparities in autism diagnosis rates also stem from how autism is often constructed as white and middle-class, which makes minoritised groups less able to identify as autistic, and more pertinently, less likely to be identified as such by healthcare providers.

Stigmatization of persons with disabilities in the perspective of limited capacity: deconstructing social security, justice and health care system

Ms. Kornelija Krutulytė[1], Dr Rasa Genienė[1]
[1]Vilnius University, , Lithuania

Purpose of the presentation: Introduce the balance of social security, health care and justice sectors in the capacity (non)restriction system (both revealing structural obstacles and opportunities for system improvement). Study objective: The balance of different sectors in ensuring the legal capacity of persons with disabilities. Study design: The research uses an innovative methodological approach, which proportionally includes representatives of different related sectors in the study of the capacity system, which can help to identify both the main obstacles and alternatives to the capacity limitation system. Participants: professionals from different fields (20 interviews). Findings: The results of the study showed that a strong system imbalance prevails in the system of (non)restriction of capacity - the medical and legal sectors have the highest weight, social security has the lowest. The results of the study also revealed that the system of (non)restriction of capacity is still dominated by a strong medical model of disability assessment. When assessing a person's ability to make decisions independently, the attention is paid to assess what the person cannot do, but what the person could do if he received appropriate help is not assessed at all. However, what a person could do if he received the appropriate help and services is completely underestimated. Also, the research revealed that there are no institutions that represent (defend) the interests of a person with a disability, which means that those who are interested in limiting a person's capacity can initiate it without any additional obstacles.
Research institution: Vilnius University.
Place of research: Lithuania.

The importance of communication abilities for persons with cerebral palsy when transitioning to adulthood

Dr. Ellen Backman[1], Prof Kate Himmelmann[2]
[1]Department of Social Sciences, Marie Cederschiöld university, , Sweden, [2]Department of Pediatrics, Sahlgrenska Academy, University of Gothenburg, , Sweden

Background and aims
Transition to adulthood may involve specific challenges for persons with developmental disabilities. To date, studies on transition largely include participants verbally able to take part in interviews or complete questionnaires, or use proxy-responses. Reports on functional communication and communication impairments are scarce, as are reports of data collection adaptations to include participants with such impairments. Therefore, the objective of this study was to explore transition to adulthood for persons with cerebral palsy (CP), specifically focusing on communication.

Methods
A population-based cross-sectional study was performed with 139 participants born 1979 - 1998 (74 males, 62 females, and 3 non-binary; mean age 30y 1mo, range 18 - 43y). Transition to adulthood was assessed using the Rotterdam Transition Profile and associated with communication effectiveness, speech production, and use of augmentative and alternative communication (AAC).

Results
Over 80 % of the participants reported the highest level of independence in the domains Employment and Education, Finances, and Housing. In other domains, for example Sexuality, and Service and Aids, less than 50 % reported the highest level of independence. Greater independence was associated with being an effective communicator in all transition domains. Impaired speech was significantly associated with less independence in all domains, except Finances. The use of AAC supported independence in the domains Leisure and Relationships. All participants reported low levels of independence in the Relationships and Sexuality domains.

Conclusions
Including participants over 40 years of age showed that developing independence is a continuous process. Adults with communication disorders were less independent than adults with effective communication, however the use of AAC was shown to support independence. This presentation will inform future directions of transition research as well as heighten healthcare and socialworkers' critical consciousness when supporting young persons with developmental disabilities and communication impairments on their pathway to adulthood.

Navigating parental involvement in self-managed personal assistance: Supporting the self-determination of people with intellectual disabilities

Professor Deborah Lutz[1], Professor Karen R. Fisher[2]
[1]Catholic University of Applied Sciences Freiburg, , Germany, [2]University of New South Wales Sydney, , Australia

This paper asks how personal assistants to adults with intellectual disabilities navigate parents' involvement in self-managed support in ways that prioritise the person's self-determination. When people with intellectual disabilities self-manage their personal assistance, their parents are often involved in the self-management arrangements. This paper draws on four ethnographic case studies from research with people with intellectual disabilities receiving personal assistance through self-managed budgets in Germany and Australia. The case studies were analysed against Manthorpe et al.'s framework of personal assistants' experience of family relationships in self-managed support. The analysis found navigation required them to channel parents' power towards prioritising self-determination. Channelling power in ways that benefited the person to exercise self-determination was dependent on personal assistants' capacity to manage their relationship with parents and whether parents were present during support. Policy and practice need to be cognizant of the assistants' relationship with parents to achieve the self-determination of self-managers.

15

Interrogating the CRPD at the Local Level: A Study of Lendah, Kulon Progo, Yogyakarta Indonesia

Mr Slamet Thohari[1]
[1]Institute For Culture And Society, Western Sydney University, , Australia
This study offers a critical analysis of the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) in Indonesia, a post-colonial nation where the history of colonialism has profoundly affected people with disabilities. The conditions for persons with disabilities, particularly women with disabilities, face intricate challenges in daily life, especially in rural areas, where meeting daily needs is difficult. Although Indonesia ratified the CRPD in 2011 and incorporated it into national law in 2016, significant difficulties persist, especially at the village level. Drawing on a critical ethnographic study of women with disabilities in a rural area designated as a pilot site for CRPD implementation—known as the Rintisan Desa Inklusi (RINDI) or Inclusive Village Initiative, located in Lendah, Kulon Progo, Yogyakarta, Indonesia—this research uncovers several paradoxes and issues. First, the implementation of CRPD-related programs often overlooks intersectionality, leading to uneven inclusion and distribution of benefits, particularly disadvantaging women with disabilities. Second, the establishment of village-level disability organizations has inadvertently led to social segregation by centralizing disability-related activities and resources within these entities. Finally, the formal participation model for persons with disabilities in local governmental processes tends to overlook local cultural contexts, resulting in the 'misrecognition' of women with disabilities. These findings highlight the complexities and challenges of localizing international disability frameworks within culturally specific contexts

16

Barely recognised and poorly served: older people with dual sensory impairment want better accessible information

Dr Annmaree Watharow[1], Dr Moira Dunsmore[1,2], Dr Julie Schneider[1]
[1]Centre For Disability Research And Policy, University Of Sydney, , Australia, [2]Sydney Nursing School, University of Sydney, , Australia

Background aims
One of the unfortunate legacies of Australia's failure to recognise dual sensory impairment as a unique and distinct disability is the absence of dedicated service provision and a lack/shortage of appropriately knowledgeable and skilled workforce. All this conspires to make the knowledge platform for individuals, families and carers thin, disjointed and usually uninformed by lived experience. Our lived experience team aimed to address this shortcoming by co-creating and co-producing a robust consumer and carers handbook. But first, what do older people and their families, carers and support networks want and need to know about living with dual sensory impairment?

Methods
We used a survey instrument with multiple formats to accommodate diverse accessibility needs to survey individuals living with dual sensory impairment, their family members and carers, and the practitioners providing support. The survey included potential topics in yes/no/unsure format and open-ended space after each list for qualitative responses.

Results
We found that people wanted better access to better information on a wide range of topics, especially around access to and communicating with health care professionals. We asked for tips, hacks, and suggestions but these were not as forthcoming as we had expected. Instead, the 'bigger picture' prevailed of basic unmet information needs around dual sensory impairment, and the desire for acknowledgement of its complexities and difficulties. This pointed to a clear need for a consumer and carers handbook in which these topics of concern are explored in plain language and multiple formats for accessibility.

Conclusions
All stakeholders should co-design with lived experience people with dual sensory impairment and their carers/families to produce a local, specific, comprehensive guide to living with dual sensory impairment.

Speculative Futures for Deaf Studies & Art History in Six Troublesome Images

Dr. Karen Gonzalez Rice[1]
[1]Connecticut College, , United States

The disciplines of Deaf Studies and Art History are concerned with the histories and mechanisms of visual communication, visual cultures and identities, and power and representation. Yet scholars only rarely have interwoven their subjects, theories, and methods. In this paper, I explore six images that exceed disciplinary capacities and demand the engagement of both Deaf Studies and Art History for meaning-making. I examine the dynamics of sight, visibility, access, and privilege through a series of juxtapositions: an iconic photograph of Jean Francois Mercurio smashing hearing aids with a sledgehammer (1990) and Rafael Ortiz's Piano Destruction Piece (1966); Nancy Rourke's mural of indigenous signing figures for the exhibition We, Native Deaf People, Are Still Here! at Gallaudet University (2024) and Kent Monkman's mistikôsiwak (Wooden Boat People) (2019) at the Metropolitan Museum of Art; a photograph of a 19th-century art class at a Pennsylvania Deaf school and a news image of protestors at the 2017 Whitney Biennial blocking audiences from seeing white artist Dana Schutz's Open Casket, a painting of the battered body of Emmet Till. Drawing on Christine Sun Kim's articulation of Deaf rage, Leonard Davis's theory of the "Deafened moment," and DeafBlind aesthetics as well as performance art histories, I consider (visual) meaning-making as embodiment, how sensory activity generates collective meaning, and the power of images to create new communities and new imaginaries, and I speculate on the possibilities for intertwined futures across Deaf Studies and Art History.

Amplifying the voices of parents of children with special needs in Nigeria

Mr Noah Agbo[1]
[1]Queen's University, Belfast, , United Kingdom

Parents of children with special needs in Nigeria encounter numerous obstacles. Typically in Nigeria, choices regarding children with special needs are made without actively involving parents, despite being the primary carers for their children with special needs. This study investigated the viewpoints of parents regarding the educational services provided for their children with special needs in Nigeria. The study employed a qualitative approach that utilised purposive sampling to select fifteen parents of children with special needs in Nigeria. A semi-structured interview was carried out with parents whose children are diagnosed with autism, attention deficit hyperactivity disorder, down syndrome, and intellectual disability. The interview was conducted using the English language. All of the parents in this study are Nigerian citizens from diverse professional backgrounds. The interview transcripts were subjected to analysis using the theme analysis methodology. The findings identified four major themes that captured the experiences of parents of children with special needs. Most parents reported that their children with special needs continue to face discrimination and segregation, even though they are enrolled in mainstream schools. Parents identified several obstacles, such as a lack of sufficiently qualified experts/professionals, limited public awareness/acceptance of children with special needs, a lack of government focus and commitment to the wellbeing of children with special needs, and a scarcity of assistive devices specifically designed to cater to the needs of their children with special needs in schools. Ultimately, parents play crucial roles in the lives of their children with special needs. Therefore, if/when support for children with special needs is recommended or provided, parents should be appropriately acknowledged and their contributions taken into consideration.

Child Protection Policy and Disability: A Policy Content Analysis of Children First (2017) National Guidance

Dr Susan Flynn[1], Mr Haocheng Shi[1]
[1]Trinity College Dublin, The University Of Dublin, , Ireland

Background: Reflecting the conference theme of disability in local and global contexts, this research discusses the transcendent and pressing issue of child protection policy for disabled children. Drawing out learning from policy content analysis in the Republic of Ireland, this research demonstrates the urgency in sense-checking the value of generic child protection policies for disabled children. Existing research demonstrates a prevalence of abuse and neglect of disabled children that is more than three times higher than for their majority population peers. Concurrently, there are well-documented social injustices, barriers, and inequalities in professional safeguarding of disabled children. The research question for this study investigates the relevance and utility of the centerpiece policy guidance on child protection in the Republic of Ireland for disabled children. This is entitled 'Children First: National Guidance for the Protection and Welfare of Children' (DCYA, 2017). In doing so it attends to the jarring lack of analysis of child protection policy for disabled children.

Methods: Policy content analysis was executed through an inductive coding method within a thematic analysis approach. Both explicit references to disabled children and tacit assumptions and implicit meanings were extracted and analyzed from the policy.

Findings: Three themes are discussed with specific reference to generalizing learning to a wider global context. The first theme refers to inattention and indifference to unique needs of disabled children in policy prescriptions and content. The second theme elaborates upon the effectiveness of policy for disabled children. The third theme refers to policy impact for disabled children through real world change.

Conclusions: Generic child protection policies must avoid replicating existing disability inequalities and oversights within the child protection systems they focus upon.

References:
Department of Children and Youth Affairs [DCYA] (2017). Children First: National Guidance for the Protection and Welfare of Children. Dublin: Government Publications.

Early childhood education in sign language

Pedagogical Specialist Piia Nevala[1]
[1]Helsinki City, , Finland

According to Act on Early Childhood Education and Care in Finland every child has subjective right to early childhood education. If a child needs support, it is arranged in pedagogical, structural, and care-related forms of support. Child can have support in general, intensified, or special level.

According to National Core Curriculum for Early Childhood Education and Care (2022) early childhood education can be provided either in a sign-language group or in a group consisting of children who use sign language and children who use a spoken language. Aim of early childhood education is to strengthen children´s language and cultural identity using sign language by giving them the opportunity to use and acquire Finnish or Finnish-Swedish sign language in cooperation with their guardians.

Early childhood education is arranged according to inclusive principles. Inclusive early childhood education can be seen as enabling all children to thrive as themselves, whether they have a need for support or use another language. Children who use sign language as their first language, need an environment that helps them to feel included and participated.

In Helsinki early childhood education has started centralized service for children who use sign language as a first language. Children can be deaf or hearing, or for example their parents can be deaf. Early childhood education in bilingually (sign language of Finland – spoken Finnish) is arranged in one daycare center, in one or in many groups. Activities in a group is planned so that every child can participate.

19

Disclosure Strategies Among Job Seekers with Cerebral Palsy

Research Assistant Emilie Skyum-Jensen[1], Professor Thomas Bredgaard
[1]Aalborg Universitet, , Denmark

This study investigates the disability disclosure experiences and strategies of 23 job seekers with cerebral palsy (CP). Based on qualitative interviews and employing Erving Goffman's theories on identity and stigma information management, the article explores when (disclosure moment), why (disclosure reason), and how (disclosure strategies) to disclose a disability when job seeking. Job seekers with disabilities face a disclosure dilemma. If they withhold disability information in their job application, they risk misunderstandings or surprises during the job interview. If they decide to disclose such information in the application, they risk not being invited to the job interview. We find that job seekers with CP use four strategies to navigate the complexities of disclosure: 'voluntary disclosure', 'positive disclosure', 'negative disclosure', and 'postponed disclosure'. These strategies contribute to a deeper understanding of the dilemmas involved in disability disclosure when job seeking.

Education in Dhadkai: A Village of Deaf in India

Renu Kotwal[1], Dr Gajendra Singh Chauhan, Swagata Ghosh
[1]Birla Institute of Technology And Science Pilani, , India

Dhadkai village, where genetic deafness is prevalent, is a signing village in the Himalayan region of Jammu and Kashmir (J&K), India. Unlike other signing communities, such as the case of Martha's Vineyard in the United States and Bengkala in Indonesia, little is known about Dhadkai. Furthermore, the educational status of Dhadkai has not been thoroughly explored. The education system in J&K has been affected by the socio-political conflict situation from 1989 till today, further the region suffers digital divide. As India is committed to global inclusive education frameworks and the National Education Policy 2020 (NEP, 2020) emphasizes the inclusion of d/Deaf and hard of hearing (d/Dhh) students, therefore this study uncovers the educational journeys of d/Dhh students in Dhadkai, a remote deaf village facing digital isolation. This study utilizes in-depth semi-structured interviews with deaf individuals, the village chairperson, and teachers from the school situated in the village to shed light on the educational landscape of Dhadkai. The findings indicate that the educational infrastructure for d/Dhh in Dhadkai remains in a state of disrepair, notwithstanding a substantial deaf community within the region. A notable dichotomy is observed in the linguistic choices, with a divide between the use of the indigenous village sign language and the urban Indian sign languages. This linguistic divide underscores the broader challenges faced by the d/Dhh population in accessing quality education tailored to their needs in Dhadkai. The village currently lacks a permanent, inclusive educational institution for d/Dhh students. Consequently, these students are temporarily accommodated in classes within a government school. As India strives to achieve quality education by 2030, this research highlights the unique case of Dhadkai, underscoring the need for focused efforts to meet the goal of quality education.

Inclusive socio-technical work systems and labor market participation

Jprof. Lena Hünefeld[1,2], Prof. Frauke Mörike[2], Pd Dr. Bastian Pelka[2], Jana-Sophie Effert[2], Wanda Gärtner[3], Dr. Tomke. S. Gerdes[2], Carina Goretzky[3], Adiaha May Ita[4], Dr. Jan Jochmaring[2], Marianne Kreuder-Schock[5], Sarah Lamb[2], Sabrina Lorenz[5], Ann Christin Schulz[2], Dr. Sarah Schulze[2], Sophie Teborg[1], Dr. Markus Ihsecke Van Ackern[4], Dr. Jana York[2]
[1]Federal Institute for Occupational Safety and Health, , Germany, [2]Technical University Dortmund, , Germany, [3]Frauenhofer FIT, , Germany , [4]Franz Sales Haus, , Germany, [5]Research Institute for Vocational Education and Training gGmbH , , Germany

Current changes in the world of work, such as digitalization, flexibilization and individualization, yield the potential for improved inclusion of people with disabilities (pwd) into the labor market and for the overcoming of barriers. In particular, technology design grounding in both organizational context and human-centered design approaches can not only support pwd, but also open up new job prospects beyond current scope. However, these changes also carry the risk of creating new barriers and new lines of exclusion, for example, rising complexity of labor and the use of artificial intelligence and other digital technologies. Traditional communication channels are supplemented or even replaced by social media, and teamwork is advancingly organized virtually. This results in increasingly complex interdependencies between people, technologies and organizations resulting in new challenges for the design of socio-technical work systems. Along with increasing complexity, new barriers and challenges arise for pwd and mental impairments, be it in relation to dynamically changing team compositions, physical and virtual workspaces, barriers to new applications or occupational orientation and training. In this session, empirical studies and recommendations for action will be presented addressing the labor market participation of people with disabilities and the question which technologies are associated with opportunities and risks for occupational participation. On the other hand, the session will focus on the inclusive design of socio-technical systems and the question of which organizational frameworks are important to design workplaces and occupational orientation and training in such a way that all people, regardless of impairment or disability, can fully develop their potential.

From Exclusion to Inclusion in the Public Welfare System in Denmark

Annemarie Borregaard[1]
[1]Danish National Archive, , Denmark

This paper examines the Danish legislation related to people with intellectual disabilities (ID) in the years 1902-1989, a movement from legal exclusion to inclusion.

Through historical analysis and policy evaluation, this paper argues that the political response to secure welfare for people with ID was two-sided. The Danish politicians wanted to give people with ID the right to live dignified lives but they also aimed at controlling the lived lives.

The paper is divided into three chronological sections. The first, addressing the period from 1902-1933, was characterized by non-public institutions and almost no regulation. The state paid a part of the expenses if care was needed but had no responsibility for care provision.

This changed in second period from 1933 to 1959, when the Special Care System for all people with disabilities was established as a part of a comprehensive social reform. The Public Care Act (1933) formalised the right to social assistance. This rights-based welfare system included all citizens except one group: people with ID and other disabilities were placed in 'The Special Care system' (Særforsorgen) outside the general social security system. Parallel to the care laws, a set of eugenic laws with the aim of controlling the lives of people with ID was passed in the years 1922-1956.

Rights, normalisation and inclusion characterises the third period from 1959 to 1989. The Normalisation Act (1959) was the beginning of inclusive care policies. The special laws on social assistance merged into the general laws in 1974. This process of legal inclusion finished in 1989 when people with ID was allowed to marry without permission from the Ministry of Justice.

These two sets of special legislation related to ID – care and control – went hand in hand until the 1970s when inclusion and normalisation replaced legal exclusion and special laws.

Successful social support at work: A qualitative study investigating the perspectives of people with disabilities

Sophie Teborg[1], JProf. Dr. Lena Hünefeld[1], Dr. Tomke S. Gerdes[2]
[1]Federal Institute For Occupational Safety And Health, , Germany, [2]TU Dortmund University, , Germany

Background aims: Despite social support being crucial for the well-being of workers (Jolly et al., 2021), its effectiveness hinges on matching individual needs (Thoits, 1986). Particularly in the case of people with disabilities (PWD), this can be a challenge for the providers of social support, who are typically supervisors or coworkers. Existing studies show that there is often still uncertainty in dealing with PWD in the workplace, which manifests itself in stigmatizing or discriminative actions (i.e., Mik-Meyer, 2016). However, less is known about the conditions that lead to successful social support, which matches the needs of PWD and enables them to thrive in the workplace. Therefore, this study aims to shed light on PWD's experiences of social support at work and the aspects that contribute to supportive actions matching their needs. Methods: 29 PWD were interviewed about their experiences of social support and their needs and wishes regarding support. Results: Five key factors emerged from the data influencing whether PWD feel well-supported in the workplace. These are 1) Enabling the use and development of skills, 2) Consideration of individual needs, 3) Acceptance of disability, 4) Help as a matter of course, and 5) Mutual help. In addition, various needs and wishes emerged concerning social support, including 1) Developing an understanding of support needs, 2) Jointly searching for solutions, and 3) Counteracting the prejudices of support providers. Conclusions: The findings contribute to generating a deeper understanding of social support in the case of PWD and what is needed to adequately meet their needs. Thereby, the study contributes to the understanding of social mechanisms influencing workplace inclusion and identifies relevant aspects for the inclusive design of socio-technical systems.

111

Encounters between individuals with hearing impairment combined with other disabilties and healthcare professionals

Dr. Daniel Prause[1], Dr. Lill-Joanne Eilertsen[2,3], Mrs. Lynn Skei[2,4]
[1]Signo Conrad Svendsen senter, , Norway, [2]Signo kompetansesenter, , Norway, [3]University of South-Eastern Norway, , Norway, [4]University of Oslo, , Norway

Background, aims:
This study explores research on the experiences of individuals with hearing impairment combined with other disabilities (the study's "target group") and healthcare professionals in healthcare encounters. Effective communication is one of the main cornerstones in patient-centered care, which involves eliciting and acknowledging patients' beliefs and reaching a common understanding of symptoms, possible disease mechanisms, and treatments. These skills, conceptualized as patient-centered communication, depend on a positive therapeutic alliance that evolves from verbal and non-verbal factors. This becomes more problematic when the patient has a hearing impairment, especially when combined with psychomotor challenges. The study will provide a literature overview and identify knowledge gaps in research on how healthcare encounters are experienced by the target group and healthcare professionals. The research question is: How are communication and interaction addressed and validated in encounters between healthcare professionals and individuals with hearing impairment combined with other disabilities?

Methods:
This literature study involves conducting a scoping review through a systematic literature search followed by thematic analysis. The study is estimated to be completed by May 2025.

Results:
We expect that the study will yield valuable insights into how communication and interaction are addressed in encounters between the target group and healthcare professionals. We anticipate identifying key themes, such as the critical role of interpreter use in facilitating effective communication, the impact of familiar versus unfamiliar settings on interactions, healthcare professionals' and the target group's attitudes, and how auditory and visual accommodations, and assistive devices, influence the quality of healthcare encounters.

Conclusions:
The results will likely highlight gaps in current communication practices and provide insights into strategies for improving healthcare outcomes.

The Rhetoric of 'Normalcy': Disability and Intersectionality in Life Narratives of Indian Women

Ms Keerthi Moses[1]
[1]The English and Foreign Languages University, Hyderabad, , India

Disability studies as a discipline has emerged in the Indian subcontinent since the late twentieth century. While studies have focused on the medical and policy-related aspects, the region demands the production of a body of literature revealing the sociopolitical dimensions. Despite the insufficiency of mainstream fictional representations, disability is extensively discussed through autobiographies.
As a genre of disability writing, life narratives demand a succinct interplay of memory and subjectivity with the sociopolitical threads that dominate the narrative. Thomas G. Couser uses the term ‘autosomatography’ to describe narratives discussing the experiences of unconventional bodies that challenge dominant ableist structures. In the Indian context, the disabled subject can be exhaustively understood through the frameworks propounded by Nilika Mehrotra, Renu Addlakha, Nandini Ghosh, Anita Ghai, and Shilpa Anand.
The paper deliberates these conceptions by investigating two seminal Indian autobiographies from Preeti Monga and Malini Chib. These texts chronicle their journey from girlhood to adulthood with blindness and cerebral palsy, respectively. They deliver a rhetoric of success and emancipation, diligently conforming to societal and generic expectations. The hegemony of normalcy often compels people with disabilities to renounce their identities to escape the harrowing clutches of social stigma. By employing a theoretical framework of life-writing and critical disability studies, this paper attempts to understand the factors coercing the author to subtly fit into the fabric of ableism whilst maintaining the authenticity and strength of the autobiographical subject.
This research engages with the complex negotiation between conformity and resistance in the life narratives of individuals with disabilities and further contextualises it within the intersectionality of identities in India. Consequently, the paper also probes into the dearth of production of life writings from the intersectional space of ability, gender, caste and class in India.
Keywords: autosomatography, disability, ableism, intersectionality, Indian life writings

Coproducing university mental health support with autistic students and introducing the ALCART.

Mrs Ellie Horton[1], Dr Anita Z. Goldschmied[2]
[1]University of Warwick (coventry), , United Kingdom, [2]Sheffield Hallam University, ,
Background amins

There is a pressing need to coproduce mental health support with autistic students in university settings. High percentages of autistic students disclose mental health issues; Gurbuz, Hanley and Riby's (2019) UK study, found 54% of autistic students reported mental health issues compared to 17% of their neurotypical peers (p619). However, research suggests a lack of effective support and autistic students are less likely to access university mental health services (Anderson, Carter & Stephenson, 2018).

Autistic students benefit from bespoke support to address their unique triggers and risks to mental health (Fabri et al., 2020; Jackson et al., 2018; Van Hees, Moyson & Roeyers, 2015). A lack of co production is likely to result in approaches to mental health for autistic students based on what works for neurotypical students.

Coproduction is not only regarded as gold standard practice, but has the potential to transform services for autistic people (Rudd & Hwang, 2021). However, research has shown that when participatory approaches are used in research with the autistic population, participation is often tokenistic at best (Fletcher-Watson et al., 2019).

Methods

Within this workshop, we describe the participatory approach taken to PhD research which examines the mental health experiences of autistic undergraduate students. We outline our use of reflective dialogue in redressing power imbalances and promoting a participatory approach.

Results

We launch two tools developed in coproduction with autistic people - the ALCART which is a tool to assess levels of coproduction in research for autistic people and a checklist for good practice in establishing a Participatory research group.

Conclusions

These tools can be used to promote the meaningful coproduction with autistic students in mental health services and research, as well as in wider settings and research.

The Meaning of Care in Special education

Associate Professor Øyvind Snipstad[1], Associate Professor Kjersti Jevne[1]
[1]Inland Norway University Of Applied Sciences, , Norway

This chapter explores the ideology and evolution of the concept of 'care' in special education. Care was one of the fundamental concepts driving the establishment of special schools for children with disabilities in Norway and in other western countries. However, the definition of care and how it has been applied in special educational settings have shifted along with socio-political trends in society. Historically, care in special education began in Norway as philanthropic values of charity and benevolence. As time progressed and the views of the special school system and the children attending these schools developed, care has been defined in a variety of ways such as ‘child saving’, ‘children at risk’, ‘children as democratic citizens’ and more. These shifts have been influenced by various factors including the increased professionalisation in the area of special education, public criticism and the introduction of human rights discourses. Despite these shifts, care remains a complex and multifaceted concept, encompassing both universal and individualised aspects. The paper argues that care, as a concept, needs to be understood within the context of power dynamics, as it shapes our perspectives and actions within special education. Through a Foucauldian discourse analysis of political documents, this chapter seeks to uncover the power effects within the concept of care and its implications for special education practices today. The study discusses care as an inherent drive in the interaction between individuals and whether it should be defined by those in need, emphasizing the importance of self-determination and independence within care relationships. The chapter seeks to research and critically evaluate the current conceptions of care in special education policy and how this may influence special education practices going forward.

25

Modelling the demand for adult social care from adults with a learning disability

Miss Nakita Singh[1]
[1]University Of Bristol, , United Kingdom

The demand for adult social care (ASC) services is one of the greatest challenges Local Authorities (LA) and government in England face today. In order to manage spend and sufficiency of services, LAs need the data to be able to accurately predict the demand for services from people with a learning disability. Through my NIHR SSCR fully-funded PhD studentship, I aim to address this challenge by developing an alternative approach to modelling the demand for ASC services from people with a learning disability in England. The study departs from traditional methodologies by critically reflecting on the variety of ways the UK government plays a role in need satisfaction for children and adults with a learning disability, creating a multifaceted view of the interactions a person with a learning disability has with the state over their lifetime. This provides the basis for reviewing existing government data collections related to this need fulfillment, for example through the provision of services or support. This research uses an exploratory mixed method design using primary quantitative and secondary qualitative research methods. The paper will present preliminary findings from the first phase of the research will be completed; a qualitative study that explores the transition to adulthood for young people (16-25) with complex needs, and their carers, though a workshop facilitated by adults with a learning disability.

War in Ukraine: The need for the development of inclusive humanitarian and recovery programmes

Reader In Social Sciences Allison Moore[1], Professor Fiona Hallett[1], Ms Halyna Kurylo[2]
[1]Edge Hill University, , United Kingdom, [2]Disability Rights International Ukraine, ,

This paper presents findings from a qualitative investigation examining how parents/carers of disabled children who remained in Ukraine at the start of the current phase of the conflict feel they can be included in the development of inclusive recovery and social policy for disabled people. Ukraine has been experiencing a humanitarian crisis since 2014. It is recognised that disabled people living in conflict zones "face significant barriers to protection, basic services, health care access, and humanitarian aid" (Patwary et al, 2002) and are frequently unable to access safety information because of lack of access to accessible formats. As a social group, children with disabilities are disproportionately impacted by the ongoing war, something that is compounded for those families who are internally displaced and have lost access to health and social care, as well as their informal social support networks. The needs of disabled children and their families are largely invisible in terms of addressing their health, support and social needs.

The study was underpinned by an interpretivist methodology that elides with a constructionist conceptual approach towards disability and was centred on semi-structured, in-depth interviews conducted with participants from all 25 oblasts of Ukraine. Findings indicate that the involvement of disabled people and their representatives can contribute to the identification of gaps and shortcomings in existing humanitarian programmes, which may not be apparent to individuals who do not have direct experience of disability. Post conflict inclusive recovery is a long-term project but this research demonstrates that we need to have a better understanding of and responding to the needs of some of Ukraine's most vulnerable groups is urgent and requires immediate action.

Reference

Patwary, M., M., Polack, S., Zharkova, A., Swed, S., Shoib, S. (2022) People with Disabilities in Ukraine – A Call for Action PrehospDisaster Med. 2022;00(00):1–2 https://www.cambridge.org/core/services/aop-cambridgecore/content/view/CFB4BCA0C7735370E4F3D66334F4EB3B/S1049023X22002400a.pdf/people-with-disabilities-in-ukraine-a-call-foraction.

“Living in a world that really wasn’t built for differently-wired brains”: Experiences of neurodivergent faculty

Dr. Shanna Kattari[1], Mx. Debra Erickson[1]
[1]University Of Michigan School Of Social Work, , United States

Background:
Neurodivergent individuals are those whose brains engage the world in different ways that what society includes as typical. As with disabled individuals, they are often un- or underemployed, may need accommodations, and experience high rates of ableism. Research on neurodivergence, ableism, and accommodations in higher education focuses primarily on the needs/experiences of students. Academia often leaves neurodivergent faculty out of conversations regarding diversity, equity, and inclusion, and how to support them. This phenomenological study explores the lived experiences of neurodivergent faculty in U.S. higher education.

Methods:
Participants were recruited virtually in 2021-2022. All full or part-time faculty in higher education were eligible. We conducted 23 qualitative semi-structured virtual interviews, 60-90 minutes each, and used cleaned transcripts to create an initial codebook. Both authors coded the transcripts and organized codes into themes using virtual tabletop coding.

Results:
After immersion in the data and codes, we structured the codes into seven themes: 1) neurophobia as systemic oppression; 2) navigating the nexus of identities; 3) complexity of outness; 4) labors of communication; 5) “neurophoria” and the brilliance of neurodivergence; 6: community connection and advocacy, and 7) shared wisdom. Additionally, the concept of extra or additional labor was evident across all themes and stood out as a shared experience of all participants.

Implications:
Our participants’ collective experiences included both challenges and obstacles they faced in Academia, and the brilliance and strength they saw within their own neurodivergence. Institutions of higher education need to be better prepared to support neurodivergent faculty, including moving towards models of universal design, removing barriers for accessing accommodations, dismantling ableist obsessions with neurotypical communication, and recognizing how well these faculty are able to connect with students through modeling authenticity and creative ways of being, and using skills like hyperfocus to be successful in multiple measurements of productivity.

Implementing the CRPD in Iceland:
Opportunities and Challenges in a Radically Decentralised Welfare State

Professor Emerita Rannveig Traustadóttir[1]
[1]University of Iceland, Center for Disability Studies, , Iceland

Drawing on recent research, government reports and policy developments, this presentation provides a brief overview of the implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD) in Iceland. To provide a context, the presentation begins with accounting for the radical decentralisation of disability services to a range of mostly small municipalities, discussing the opportunities and challenges in such governance. Developments in Iceland will also be placed in the broader context of the implementation of the CRPD in the Nordic region – primarily focusing on the barriers and challenges that have been identified by resent research in this area. Finally, the presentation provides a broad analysis of how the Nordic countries meet the requirements of the CRPD, as reflected in the UN CRPD Committee's general comments and recent publications.

Implementing Independent Living in the Nordic Welfare States

Professor Emerita Rannveig Traustadóttir[1]
[1]University of Iceland, Center for Disability Studies, , Iceland

The Nordic countries are known internationally for their generous welfare policies and services. This is true of welfare provisions in general as well as disability policy and services where the emphasis on individual independence and independent living is evident in most Nordic disability legislations. Despite this, Nordic researchers have highlighted significant gaps between these policies and the practical reality on the ground. For example, studies have found numerous barriers in implementing some of the basic rights of the CRPD within the Nordic welfare states, including with regard to independent living and personal assistance. Drawing on recent research from the five Nordic countries, this paper provides a brief overview of the implementation of independent living in the Nordic region. This scholarship reflects contradictions and dilemmas within the welfare states when it comes to implementing the human rights requirements of the CRPD. In an attempt to understand these contradictions, the history and "culture" of disability services in the Nordic welfare states were examined. This analysis found that he values and ideologies underpinning the current disability services system is quite different from the human rights principles of the CRPD. Lessons from history indicate how problematic it may be to introduce new, innovative policies and practices if the basic underlying ideologies and systems are not compatible with the proposed innovations. The paper concludes by reflecting on these challenges and how they might be addressed.

Critical Theory and Independent Living

Dr Teodor Mladenov[1]
[1]University of Dundee, , United Kingdom

In this presentation, I will discuss some of the ideas presented in my new book Critical Theory and Independent Living (Manchester University Press / MUP, 2024). The book is part of MUP's 'Critical Theory and Contemporary Society' series. It is my second contribution to the series, following Critical Theory and Disability: A Phenomenological Approach, and it is also a product of my 24-year engagement with the Independent Living movement and philosophy. The book highlights some of the ways in which present-day developments in Critical Theory and present-day developments in Independent Living advocacy and thinking can complement and strengthen each other. The resultant synergies can help advance understandings of contemporary society and campaigns for social justice.

I argue that Independent Living can strengthen present-day Critical Theory by making the latter attentive to the wisdom of people who fight for – and use – supports that enable everyday living while maximising self-determination. The result is a bold yet complex demand for a specific form of inter-dependence – a freedom-enabling inter-dependence. The latter is associated with a specific form of 'care' that I term 'egalitarian care' to distinguish it from traditional 'paternalist care'. I also argue that Critical Theory can strengthen the Independent Living movement and analytic paradigm by facilitating the latter's engagement with studies of biopower (and welfarism), analyses of psychopower (and neoliberal marketisation), and feminist critiques of the family (and familialism). The ensuing conceptual and advocacy synergies are explored by looking at Independent Living's relationships with three key organising principles of social welfare – the state, the market, and the family.

Documenting and responding to the views of autistic people with profound learning disabilities in day-services

Dr Ned Redmore[1]
[1]The Open University, , United Kingdom

Background

In this presentation, I will report on findings from the co-production of a tool to support day-services to respond to the views and experiences of people with diagnoses of:

•autism and severe/profound learning disability.
•autism and complex support needs.
•severe/profound learning disability (but not autism).

Here termed 'autistic people with profound learning disabilities (PLD).'

Across Western European and North American countries, day-services provide Monday-Friday support to autistic people with PLD across many aspects of life, such as day-to-day activities and community inclusion. However support standards are often poor (Beadle-Brown et al., 2016) and this group can lack choice and autonomy within services (Redmore, 2023).

To improve standards, researchers, social care guidance and service managers (Bradshaw et al., 2018; NICE, 2018) acknowledge the criticality of responding to this group's views and experiences but, due to the complexities of their communication, emphasise the difficulties in capturing their feedback.

Aims

In relation to autistic people with PLD:

•To understand how this group communicate views and experiences, and to define views and experiences important to them.
•To identify effective practices around, and challenges in, documenting and responding to their views and experiences.

Methods

•Ethnographic research with autistic people with PLD in day-services.
•Interviews with day-service staff (n=11).
•Workshops with service users, staff and stakeholders (n=28).
•Analysis methods: lifeworld analysis (Andrews et al., 2019) and framework analysis (King and Brooks, 2018).

Results and Conclusions

This research found that autistic people with PLD express views and experiences in everyday life but that these are often not captured formally, demonstrating challenges and opportunities in this endeavour. It highlights views and experiences important to this group, suggesting that a greater focus on these areas by day-services could help service users shape their support in ways relevant to their perspectives. I conclude by proposing methods to do this.

Sustaining Access: Dismantling the Performance Metric in Green Building

Johnna Keller[1], Alexa Temmen[2]
[1]Parsons Corporation, , United States, [2]Independent Architect, , Netherlands
Two registered architects propose an equitable and inclusive alternative to the current ableist trajectory of sustainability in the built environment.

Historically, sustainable design in the built environment has largely revolved around environmental conservation efforts, which has led the building industry to focus solely on performance improvements. Over the past two decades, sustainable design has begun to balance those environmental conservation efforts with the inclusion of strategies to improve the “health and well-being” of building occupants.

However, even with the inclusion of human-oriented measures, such as indoor air quality and thermal comfort, the field of sustainability remains focused on performance. As the work of Disability Studies scholars shows, systems that value efficiency and productivity as commodity, (unintentionally) further disadvantage occupants who are disabled by the built environment. Therefore, it’s sustainability's hyper-focus on performance that we argue conflicts with creating equitable and accessible spaces effectively, even at a time when more sustainability professionals recognize the fundamental role social equity and accessibility have in creating the livable future that roots all sustainability work.

Borrowing terminology and concepts from sustainability—energy and restorative design—to reimagine spaces centered around inclusion and value of all human experiences, can we begin to dismantle the systems that currently measure value in terms of performance and human productivity in order to create a livable future for all?

This poster will briefly outline the history of sustainability in the built environment, highlight current trends in sustainability, and imagine what an equitable and inclusive future in architecture might include.

619

Is the crisis over?

Food Insecurity and Disability Among Children in Rural Niger Post-COVID-19

Ingunn Bjørkhaug[1], Jing Liu[1], Dr. Anne Kielland[1]
[1]Fafo, , Norway

This article explores the impact of the COVID-19 pandemic on food security among school-aged children with disabilities (CWD) and their non-disabled peers in rural Niger. Drawing on data from a unique panel survey conducted in 2019 and 2022, the study examines how external shocks—particularly the pandemic—exacerbated food insecurity in already vulnerable populations. The research explores the intersection of disability, vulnerability, and food security, focusing on how children with disabilities and their families have been affected compared to non-disabled peer households. The analysis employs a comparative approach, drawing on data from both pre-pandemic and pandemic periods to assess changes in food security status. By investigating household-level responses to crises, including coping strategies and community support mechanisms, the study contributes to the understanding of how external shocks exacerbate pre-existing inequalities. The findings highlight the role of social safety nets and community dynamics in mitigating food insecurity during times of crisis, while also revealing unexpected patterns in the relative vulnerability of children with and without disabilities. This research provides valuable insights into the long-term impacts of global crises on marginalized groups, emphasizing the need for targeted interventions that prioritize food security and support for disabled children in low-resource settings.

Addressing Ableism at the Intersection of Ageism and Technology in Person-Centered Care

Dr. Nina Veetnisha Gunnarsson[1], Dr. Cecilia Moberg[2]
[1]Jönköping University, , Sweden, [2]Swedish Red Cross University , , Sweden

The intersection of ageism, ableism, and technology presents challenges and opportunities in person-centered care. Ageism, the prejudice or discrimination based on age, and ableism, the bias against individuals with disabilities, often overlap. As individuals age, the likelihood of experiencing disabilities increases, amplifying the impact of both forms of discrimination. These biases can influence how healthcare technologies are designed and implemented, leading to exclusionary practices that overlook the specific needs of older adults and people with disabilities.

By integrating insights from scholars in the field, this study explores how ageism and ableism shape the use of technology in healthcare. Specifically, we highlight how technology can reinforce ableism by unknowingly amplifying barriers against individuals with disabilities, while also interacting with and exacerbating the effects of ageism. Gendron et al. (2024) emphasize the conceptual overlap between ageism and ableism, particularly how fear of aging is rooted in ableist perceptions. Similarly, the limited involvement of older adults in the design and use of technology can perpetuate these biases (See Bytautas et al., 2024; Ittay, et al., 2023).

Our work advocates for using technology in ways that actively counter these intersecting forms of discrimination, promoting not only empowerment but also relational and social justice. By focusing on inclusive technology design, we explore how it can foster equity and autonomy while considering the broader relational aspects of care. Tieu et al. critique the growing trend of viewing patients as consumers, which narrows the focus to individual autonomy and self-responsibility, overlooking relational and communal dimensions essential for well-being.

Incorporating an intersectional perspective into technological innovation and care practices, this work contributes to shaping future guidelines and policies supporting person-centered care, emphasizing dignity, autonomy, and relational well-being for all.

Problematizing participant observation: Reflections from fieldwork in daily activity services for people with SID

Sebastian Hällund[1]
[1]Stockholm University, , Sweden

Background aims

Participant observation has been described as a "necessarily fictious immersion in a foreign milieu" (Bourdieu 2003:282), as a method that demands participation as a prerequisite to observation (Ingold 2011) and as an oxymoron that can be solved by taking a position in the milieu and truly allowing oneself to be affected by it (Favret-Saada 1979). Within both social work research in general and specifically intellectual disability (ID) research, participant observation is an under-used method (Gillingham & Smith 2020; Johnson et.al. 2011). This presentation aims to explore and discuss how participant observation can be understood and conducted in practice within the context of individualized daily activity services for people with severe intellectual disability (SID) and presence of challenging behavior.

Methods

This presentation draws from and analyzes experiences of an ongoing research project that aimed at understanding how the content of daily activity services for individuals with SID is co-constructed through interactions between service users, staff, and front-line managers. This is researched by conducting a six-month long fieldwork in a municipal organization of Swedish daily activity centers for people with SID.

Results

Questions that have emerged so far from doing fieldwork:

- How does participant observation in daily activity centers work when service users' time is structured around the need to go back and forth between staff interactions and time spent alone?
- What aspects are being observed when participation primarily consists of shadowing staff members?
- What are the limits to participant observation in a setting inhabited by people with SID?

Conclusions

Participant observation is an important method to use in contexts that inhabit people with cognitive and communicative limitations. However, it cannot be understood and used solely as "being there" and observing, without problematization.

Azerbaijan’s Future Teachers and Their Role in Inclusive Education Transformation

Turana Abdullayeva[1]
[1]The University of Sheffield, , United Kingdom

Inclusive education policies are critical for disabled students' education, but implementation is ineffective. Teachers' attitudes and beliefs are crucial to the success of inclusive education. Pre-service teaching courses at universities assist students in acquiring positive attitudes and perspectives on inclusivity. The research demonstrates that teachers with positive attitudes frequently receive pre-service training to address issues and manage classroom challenges.
The purpose of this study is to investigate pre-service teachers' views towards inclusive education in Azerbaijan, with a focus on cultural context and a decolonization perspective. Examining current teacher preparation programs and their impact on pre-service teachers' views is crucial in settings where inclusive education is still a relatively new concept, such as Azerbaijan. Previous research has mainly focused on Western participants. The research uses critical disability and decolonial studies to contextualize postcolonial Azerbaijan's education system. This research used a qualitative method to understand and promote inclusive education policies and practices globally. The study used techniques like interviews to gather data on pre-service teachers' perceptions of inclusive pedagogical abilities. This study contributed to the goals of teacher education programs by focusing on the preparation and training of pedagogical personnel for inclusive education in Azerbaijan. The study suggested some recommendations, including expanding teacher training courses to address various aspects of disability and changing teaching methods to maximize inclusion. In conclusion, while the study acknowledges significant progress in transforming preservice teachers' perspectives in university settings, it also emphasizes crucial areas that deserve further attention. The dearth of empirical data on the practical use of these attitude modifications demands extra intensive research to validate their real-world consequences. Furthermore, a thorough grasp of what constitutes a truly inclusive attitude remains elusive, with concerns that positive dispositions may simply provide a superficial awareness of the complexities inherent in inclusive education.

INTEGRATING VISUALLY IMPAIRED PEOPLE INTO THE MALAYSIAN LABOUR MARKET

Dr. Thirunaukarasu Subramaniam[1], Mr. Dennis Teo Wei Xiang[1]
[1]Universiti Malaya, , Malaysia

SDG 8 (Decent Work and Economic Growth) aims to achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value by 2030. Persons with Disabilities Act 2008 in Malaysia also aims to ensure disable people have the right to get access to all facilities including job opportunities. Even though the Malaysian government has implemented a policy of 1% quota of job placement both in public and private sector for disabled people, currently it is approximately 0.7-0.8%. This paper as such investigates how to integrate Visually Impaired People (VIPs) into the Malaysia labour market. To achieve this, in-depth personal interviews were conducted among VIPs in Klang Valley, Malaysia. The main findings are as follows. Firstly, most VIPs experience various obstacles and challenges at pre-employment stage. Obstacles encountered include lack of accessible job portals or websites, lack of suitable job opportunities and limited understanding of the needs and capabilities of VIPs among potential employers. Secondly, during employment, challenges encountered include difficulty with orientation and mobility, accessing information on computer screens and communicating with colleagues, obtaining employers' confidence with regards to their capabilities in performing newly-given tasks, and getting familiar with the new work environment and job scopes. Thirdly, VIPs also face difficulty to convince the job interviewers on their personal skills, capabilities and potentials as they have limited sensory ability. Fourthly, employers, in public and private sector feel VIPs exhibit various good qualities compared to non-disabled employees. Finally, the role of technology in integrating VIPs into the labour market is magnified. Policy implications proposed include enactment and enforcement of anti-discrimination legislation, adopting inclusive recruitment and hiring practices, raising awareness and educating employers on the importance of inclusivity in the organisation and implementing accessibility standards.

How should I explain him?Young people's experiences growing up with a sibling who has disabilities

Phd Ulrika Lilja[1]
[1]University Of Gothenburg, , Sweden

When a family consists of a child with disability the entire family often actively engages and provide dedicated support. The commitment includes siblings who frequently takes on active part of caregiving, taking responsibilities related to both emotional support and to household tasks. In families where the child with disability receives aid from a professional caregiver, it has an impact on siblings who share the same living environment. Although they may not inherently require targeted interventions, there is a substantial gap in our understanding of the challenges faced by these young people and the knowledge and support that may be needed in this context.

The aim of this ongoing PhD project is to describe and analyze how everyday life is told and experienced by young people who lives with a sibling with disability receiving aid in the form of personal assistance. Specifically, the study explores how these youths narrate their everyday life, family dynamics, and sibling relationships. It places a particular emphasis on understanding relationships and how they construct their sense of agency within the context of caregiving and family support.

The methodology of the study is built on narrative interviews conducted with eight youths from the age of 11 to 22, each with own experiences of having a sibling with disabilities.

The results indicate a wide variation of narratives. It shows the complexity with young people as agents within their family relations and in relation to their sibling, all the while dealing with expectations imposed by interpersonal dynamics and social relationships around them. The analysis highlights how the young people define themselves and experience their positions within the family, as how they perceive and navigate these positions. The project seeks to raise awareness about these complexities and also enhance our understanding of siblings as young carers.

Life Satisfaction in Older Age among people with disabilities in early-to-mid adulthood

Dr. Jeanette Engeland[1], Dr. Langballe Ellen[1,2], Dr. Bjørn Heine Strand[1,2,3], Prof. Vegard Skirbekk[4,5]
[1]Norwegian National Centre for Ageing and Health, Vestfold Hospital Trust, Tønsberg, , Norway, [2]Department of Geriatric Medicine, Oslo University Hospital, Oslo, , Norway, [3]Division of Mental and Physical Health, Norwegian Institute of Public Health, Oslo, , Norway, [4]Centre for Fertility and Health,Norwegian Institute of Public Health, Oslo, , Norway, [5]Columbia Aging Center, ColumbiaUniversity Mailman School of PublicHealth, New York, , USA

Background: The global population is ageing, and the prevalence of disabilities is on the rise. There is limited knowledge about the long-term effects of disabilities experienced in early-to-mid adulthood on life satisfaction in older age. Understanding these long-term effects is crucial for improving both public health policies and interventions aimed at enhancing the quality of life for older adults.
Methods: The analysis includes 21,481 participants from the Trøndelag Health Study (HUNT), who were between 20 and 49 years old during the first wave of the study (1984–1986) and between 53 and 84 years old during the follow-up in the fourth study wave (2017–2019). A total of 3,244 participants (15.1%) reported having a disability. Ordinary Least Squares (OLS) regression was chosen to estimate the relationship between disability in early-to-mid adulthood and life satisfaction in older age. The analysis was adjusted for potential confounding factors including age, gender, education level, employment status, and living situation (whether living alone or not).
Results: Participants with disabilities in early-to-mid adulthood reported significantly lower life satisfaction in older age compared to those without disabilities. The strongest negative association was found for individuals with mental health conditions and people with more than one disability. Education did not have a significant effect on life satisfaction in older age. However, participants who were currently employed reported higher life satisfaction, as did those who lived with someone.
Conclusions: The study highlights the critical need for global public health policies that provide sustained support to individuals with disabilities across their lifespan. Addressing the inequalities faced by aging populations with disabilities is essential to improving life satisfaction and reducing the long-term impact of early-life disability on well-being.

317

Experiences of transitions from childhood to adult life for people with physical disabilities

Phd Student Caroline Andersz[1]
[1]Marie Cederschiöld University, , Sweden

Background aims: The transition from childhood to adult life is probably a challenging period, especially for those with a disability. Living with a disability contributes to conditions and circumstances that are likely to make the transition challenging and complex, but the research-based knowledge is limited.
The overall aim of the project is to increase knowledge about the process and conditions of transition to adult life for people with physical disabilities based on their own experiences. Particular focus is placed on barriers and enablers for the transition to what they consider to be a good adult life.

Methods: The empirical data consists of qualitative semi-structured interviews conducted with two groups of 10 people each, with a congenital or early acquired physical disability, without diagnosed autism or intellectual disability. Both groups reflected on transition to adult life. The younger group (individuals aged 15-30) with a forward-looking perspective, and the older group (31-50 years) with a retrospective perspective.
The interviews were conducted during 2024 in Sweden. Diversity in age, place of residence and gender was sought when recruiting participants. Data has been transcribed and preliminarily analyzed with narrative method.

Results: The themes that emerge in the informants' narratives concern society's expectations of the adult role and access to and dependence on support. Other themes where; representation, recognition, negotiation, gratitude, time, the presence of the body and being the right kind of disabled.

Conclusions: An analysis of the interviews, and a comparison of the two groups experiences, will be presented at the conference and the main findings will be discussed.

Fighting the welfare state: the role of forms of capital for families with disabled children

Sigurd Jacobsen[1]
[1]Norwegian Social Research - Oslomet, , Norway

This article explores the navigation of welfare services by families with disabled children by examining the role of economic, cultural and social capital in accessing and providing services for their children. Previous research has concluded that parents often are frustrated with accessing services, however, little attention has been given to how family resources may influence the process. By analyzing 21 interviews with families with disabled children in Norway, I use Bourdieu's theoretical framework to explore what types of capital families use in accessing service and navigating the welfare system. Preliminary findings show that parents use cultural capital to communicate more easily with professionals, use social capital to access information and influence local politicians and media, and use economic capital to buy private services and secure material goods for their children. I discuss how the Nordic welfare states which are designed to reduce social inequalities may actually reinforce existing inequalities insofar as families with higher levels of capital may to a higher degree utilize those services that are available.

The Self-Representation Of Disabiility In Cyberspace: Rethinking Disability In Posthuman Entanglement

Ms Hsiao-fang Chang[1]
[1]University of Sheffield, , United Kingdom

It is perhaps the formulation of Dramaturgy from the sociological perspective by Erving Goffman (1956) that makes the presentation of oneself in everyday life important when researching their engagement with society. Disabled people, however, because of the permeation of Eurocentric humanism, have been historically witnessed as inhuman without self-agency and therefore have been passively portrayed by non-disabled people in different archive materials. From being presented by non-disabled people to representing themselves in various genres, disabled people have subverted the traditional reductive ways of being portrayed, transgressed the binaries of disabled and non-disabled (Rice et al., 2015), created a sense of shared identity (Thoreau, 2006) and disability culture has been continuously flourishing during the time (Couser, 2000).

This paper revisits "authenticity of self-representation", "neoliberal inclusionism" and "interaction with audiences", the three overlapping topics discussed in previous research on disabled people's self-representation in both traditional media (such as autobiographies, magazines, films, disability sports, disability performance art) and also on social media platforms. This paper draws upon two Deleuzoguattarian philosophical concepts — nomadic subjectivity and assemblage — as well as new materialist theories to rethink these three topics, calling for an affirmative way of reimagining disability, rethinking disabled people's self-representation on social media platforms and disabled people's day-to-day digital practices in cyberspace.

This paper argues that research on disability self-representation can focus on how discursive and material forces (Araneda-Urrutia & Infante, 2020) contribute to processes of deterritorialisation and reterritorialisation, and how technologically-mediated disabled bodies — along with either animate or inanimate agents freely roam in the cyberspace. Based on this, this article concludes by calling for radical ontological, epistemological and methodological shifts in disability studies.

Building inclusive community groups for older adults with intellectual disabilities: an examination of allies' perspectives

Full Professor Élise Milot[1], Ms Laurence Ouellet[2], Ms Bertille Marthouret[3], Mrs Monique Maltais[4]
[1]Université Laval, , Canada, [2]Université du Québec à Trois-Rivières, , Canada, [3]Université Laval, , Canada, [4]Fédération québécoise du parrainage civique, , Canada

Background. Older adults with intellectual disabilities face considerable challenges when trying to participate in mainstream group activities alongside other seniors. To address these barriers, a program modeled after the Australian Active Mentoring approach (Stancliffe et al., 2015) was developed through participatory research in Québec, Canada. Members of fourteen community groups were provided with support to improve their ability to include older adults with intellectual disabilities by engaging them in shared activities aligned with their interests. This paper aims to present preliminary findings on the experiences of seniors within these groups who acted as inclusion allies.

Methods. Semi-structured interviews were conducted with inclusion allies who supported older adults with intellectual disabilities. These allies included other seniors they socialized with, volunteers involved in the smooth functioning of the activity, and paid staff. Subsequently, the research team conducted an iterative content analysis.

Results. Preliminary results indicate that at first, taking on an official role in the social inclusion of a person with intellectual disabilities was considered undesirable, primarily due to concerns about the potential burden of such involvement. However, as they got to know the person who joined the community group, support was spontaneously offered by different individuals who thereby emerged as allies. This fostered both an enriched sense of personal accomplishment and unforeseen dynamics of mutual assistance. Inclusion allies also reported a heightened openness to diversity that emerged from recognizing the potential and significant contributions of the older adult with intellectual disabilities to the joy derived from their participation in the community group.

Conclusions. Gaining insight into the experiences of inclusion allies within senior community groups is essential for refining practices and policies aimed at cultivating stronger, more inclusive communities where all seniors feel valued and accepted.

Theorising the critical place of emotion in disability politics: De-individualisation without discounting individual experience

Dr Michelle Botha[2], Dr Marie Sépulchre[3], Prof Brian Watermeyer[2], Yvonne Wechuli[1]
[1]University Of Kassel, , Germany, [2]Stellenbosch University, , South Africa, [3]Lund University, , Sweden

This symposium makes the case for a contextualised understanding of disability experiences as emotional in the sense of de-individualising these experiences without discounting their individuality. In the last 15 years, many Disability Studies authors have called for space to engage with the lived realities of disability experiences as emotional, and the collective importance of emotion as holding political potential. At the same time, others have worried that a renewed focus on emotionality might feed into individualised – even tragic – understandings of disability.
In this context, we want to ask how an acknowledgement of individual, but not individualised, emotional experience could look like in theory and practice. Our perspectives are influenced by globalised Disability Studies but also grounded in different local histories.
Brian Watermeyer's presentation asks the question what people are allowed to feel and, consequently, to know, across lines of difference and inequality. Michelle Botha's presentation contemplates how productive engagement with individual experience can be facilitated and draws on the field of peer support in rehabilitation to this end. Marie Sépulchre's similarly asks, how to engage emotions in teaching Critical Disability Studies. Yvonne Wechuli's paper poses the question what happens, if shared emotional experiences are heard in a different way than intended.

Critical Disability Studies in the context of socio-ecological transformation - by design or by disaster?

Yvonne Wechuli[1]
[1]University Of Kassel, , Germany

Background and Aims: The suggested paper asks how Critical Disability Studies should position themselves in the context of necessary socio-ecological transformations in the context of multiple global crises. These transitions could happen by design or by disaster (Klepp & Hein 2024). The United Nations' Sustainable Development Goals call for, among other things, making urbanization more inclusive and sustainable by pursuing participatory, integrated, and sustainable urban planning (SDG 11.3). Against the backdrop of demographic change, inclusive urban planning must also be understood as sustainable, as environments are designed for diverse bodies. Disability Studies have coined the term of only ever temporary able-bodiedness (Zola 1993; Davis 2002) in this regard.
Methods: This paper reviews literature from Critical Access Studies (Hamraie 2017) against the background of needed socio-ecological transformations. Specifically, resistance to barrier-free design (Siebers 2009, Tichkosky 2011, Fritsch 2013) of open spaces (Kafer 2013, Clare 2015) will be discussed.
Results: Accessibility transpires as one field of tension in socio-ecological transformation towards a more sustainable way of life. Such tensions should be observed to make them visible and workable in Disability Research.
Conclusions: In the context of multiple global crises, there is a tangible risk that (a) disabled people can be made scapegoats for a lack of ecological transformation, and (b) necessary ecological transformations will not be designed for all, but rather orientated towards able-bodyminded people.

Collectivizing contested experiences: Accusations of hysteria in the context of Long COVID

Yvonne Wechuli[1]
[1]University Of Kassel, , Germany

Background: The presentation elaborates on the example of long COVID and ME/CFS to discuss how experiential accounts of disability can be shared in a context where their reception is contested. After initial sympathetic responses, people with long COVID are confronted with accusations of malingering in many different contexts world-wide.
Methods: The presentation shares findings from a recently submitted, theoretical PhD project that outlines how affect, emotions and feelings are theorised in Disability Studies. To this end, papers on emotion-related topics from central Disability Studies journals have been reviewed.
Results: Disabled people's emotions are often presented as a medicalised problem rather than recognising their embeddedness in a dis/ableist socio-cultural context. One facet of medicalisation is the (implicit) accusation of hysteria that has gained new currency in the context of long COVID. The core of such accusations is that patients are alleged to fall ill willingly – even if due to unconscious motives, such as "attention-seeking" or access to medication or benefits. Such discourses not only dismiss disabled people's experience but also instrumentalise feelings in order to individualise the responsibility for disability. Their effect is an over-generalisation of psychological causes of feeling unwell. Thus, hegemonic discourse prescribes psychological treatment against bodily symptoms it cannot explain.
Conclusions: Disability Studies can provide a contextualised and emancipatory approach to long COVID and ME/CFS because of its rich archive of experiential accounts. Sharing experiences is not enough, though, since outside of – already rare – safe spaces there is no guarantee that emotional experiences shared in an emancipatory way are heard in the intended way. A few initial thoughts on collectivising experiences with accusations of hysteria for their political use will be shared.

Exploring experiences of peer-led sex education among individuals with intellectual disabilities and/or autism

Becky Nelson[1]
[1]Lund University, , Sweden

Background and Aims: Peer education has emerged as a key strategy in public health interventions, particularly within sexual and reproductive health and rights (SRHR) initiatives. Over the past decade, numerous non-governmental organizations (NGOs) have implemented peer-led sex education programs aimed at individuals with intellectual disabilities and/or autism. However, there is a notable gap in research addressing the use and effectiveness of these educational methods in this population. This study seeks to explore participants' experiences of peer-led sex education.

Methods: This qualitative study employed in-depth interviews with 17 individuals with intellectual disabilities and/or autism who had participated in peer-led sex education in Sweden. Latent qualitative content analysis was used to identify themes and subthemes within the data.

Results: The preliminary analysis revealed that the process of learning through peer-led sex education for individuals with intellectual disabilities and/or autism is often piecemeal and fragmented. Participants expressed a strong desire for love and acceptance, highlighting the importance of safe, supportive environments that promote their personal development. The main theme was supported by three subthemes: (1) Longing for a Different Life, reflecting participants' motivation to participate in the program; (2) Seeking a Safe Space, emphasizing the emotional and psychological needs of participants for a conducive learning environment; and (3) Assimilating Concepts in Fragments, illustrating the incremental and uneven manner in which participants internalized the content.

Conclusions: These findings are interpreted through the lens of critical disability studies, examining the socio-cultural and structural factors influencing the experiences of individuals with disabilities. The study provides recommendations for refining and expanding peer-led sex education programs for individuals with intellectual disabilities and/or autism, emphasizing the need for accessible educational strategies.

Stories from inside the institutions: Patients' experiences of Swedish psychiatric care in the 1940s

Phd Student Tove Ljuslinder[1]
[1]Umeå University, , Sweden

BACKGROUND AND AIM: The Swedish "folkhem" era (c. 1930–1950) was a time of significant social and institutional development to build a strong welfare state. The expansion of psychiatric care facilities was part of this development and led to an increasing number of patients confined. Although facilities kept records on patients, these records tell little about how they themselves experienced institutionalization. This study aims to address this gap by analyzing hundreds of letters written by patients, offering unique insights into their experiences of the psychiatric care system.

METHODS: This study utilizes both qualitative and quantitative methods to analyze a collection of c. 400 letters not studied before, from individuals who experienced the Swedish psychiatric care system in the 1940s. Stories within the letters are examined with qualitative methods to identify themes describing patients' life and treatment inside the institutions. Descriptive statistics help to estimate the frequency of themes in all letters and to inform about the letter writers (e.g., gender, date of writing)

RESULTS: In their letters, patients often tell they endured both physical and psychological abuse. Recurrent themes include physical violence, unsanitary living conditions, adverse medical treatment, and a severe lack of personal autonomy. Collectively, the letters present a candid critique of a system intended to provide care, but which, in many cases, caused significant harm. By examining these letters through the lenses of gender and disability history, my study shows results increasing the knowledge about patients experiencing institutionalization during Sweden's early welfare era.

CONCLUSIONS: The letters studied help to both picture and understand life inside the institutions. Although the letters do not necessarily report factual accuracy about what institutional life was like, they are useful for identifying subjective realities of patients being affected by the psychiatric care system, which will yield interest among disability scholars in different disciplines.

Disability in families

Senior Researcher Anna Amilon[1], Dr. Alessandra Grotta[2], Dr. Can Liu[2], Dr. Johan Junkka[3], Dr. Emma Landby[3], Dr. Nicoletta Balbo[4], Dr. Rikke Fuglsang Olsen[1], Dr. Erica Zahl[5]
[1]The Danish National Center for Social Science Research, , Denmark, [2]Department of Public Health Sciences, Stockholm University, , Sweden, [3]Centre for Demographic and Aging Research, Umeå University , , Sweden, [4]Department of Social and Political Sciences, Bocconi University, , Italy, [5]Department of psychology, University of Oslo, , Norway

More than a billion of the world's population experience significant disability, indicating that billions more have a family member with a disability in the preceding (i.e., grandarents, parents), the parallel (i.e., siblings, partner) or the succeeding (i.e., children) generation. However, remarkably little is known about how disability affects other people in the family. Hence, this symposium aims to gather research that investigates disability in a family context.

While many families with disability experience strengthened intra-family ties and report having improved their sense of mastery, families with disabilities face unique challenges. These include financial difficulties and reduced labour market participation for informal care provision. Additionally, disability may affect fertility and migration patterns, which could in turn influence future generations.

Given the potential economic, psychological and social difficulties that may be connected to a family member's disability, understanding patterns of disability within families and the ramifications of a family member's disability is crucial. A better understanding of disability in the family context also provides the knowledge to inform policy makers for supporting the individuals and the families, as well as for identifying and breaking intergenerational cycles of disadvantage.

This symposium includes five quantitative studies exploring disability within the family context. Four of the studies draw on a diverse array of data sources, including register-based and survey data, as well as both modern and historical datasets from Sweden, Denmark, and Finland. The fifth presentation focuses on a Norwegian intervention designed to address the challenges faced by siblings of children with chronic disorders. Together, these presentations will enhance participants' understanding of the complex problems families with disabilities encounter and how best to support them. Additionally, the symposium aims to stimulate discussion on promoting rights and improving support for people with disabilities and their families.

Transitory Disability and Changes in Health, Participation Restrictions and Activity Limitations in Denmark

Senior Researcher Anna Amilon[1], Mr Mads Lybech Christensen[1]
[1]VIVE the Danish National Center for Social Science Research, , Danmark

Significant proportions of individuals respond inconsistently over time to disability questions in surveys. However, it is unclear why such transitions in disability status (transitory disability) arise. This study is the first to explore the prevalence and determinants of transitory disability for two internationally recognized and widely used disability survey measures: the Washington Group Short Set on Functioning (WG-SS) and the Global Activity Limitation Indicator (GALI). We use Danish longitudinal survey data collected in 2016 and 2020 on 10,586 respondents aged 16-64 to systematically compare within-person changes in disability status. For both measures, transitory disability is more prevalent than enduring disability. Moreover, transitory disability is associated with the corresponding changes in health, participation restrictions and activity limitations. Individuals with enduring disability are in a more disadvantaged situation than individuals with transitory disability. Including questions about duration of disability in surveys may help identify respondents affected by accumulated disability-related disadvantage.

Moving Forward with Mad Studies

Dr Jijian Voronka[1], Dr Bren LeFrancois[2]
[1]University Of Windsor, , Canada, [2]Memorial University , , Canada

Mad Studies as a scholarly field developed within longstanding mad social movement community organizing, which interlocks with, is informed by, and is in solidarity with Queer, Disabled, Anti-Racist, Feminist, and Decolonial activisms. Mad Studies remains community-situated and committed to attending to those most impacted by sanism, by addressing the inherent Anti-Black racism, colonialism, queer and transphobia, ableism, and other systemic violence upon which the psy disciplines are built and depend. Mad Studies courses are thus often found in Gender Studies, Disability Studies, and programs of socio-cultural studies that interrogate cultural responses to difference and invite new ways of imagining mad futurities. This symposium brings together interdisciplinary Mad Studies scholar-activists, some situated in Disability Studies programs and allied fields, others working within schools of professional practice. This symposium will introduce Mad Studies and share some principles that uphold it, explore how Mad Studies relates to Disability Studies, expand on why it matters for social justice movements, and offer some empirical work that highlights how Mad Studies can strengthen our collective critical analysis.

Mad Studies, Harm Reduction, and Who Counts as Human

Dr Jijian Voronka[1], Dr Sarah Snyder[1]
[1]University of Windsor, , Canada

This paper uses interdisciplinary critical theories to understand the reluctance to implement the common harm reduction practice of police carrying naloxone in Windsor, Ontario, Canada. Harm reduction is a public health measure that is integral to protecting the lives of people who are oft considered less than human: including disabled people, mad people, unhoused people, and people who use drugs. Compared to other cities and towns in the Canadian province, Windsor was slow to equip police officers with naloxone, the life-saving drug that reverses the effects of opioid overdose. By using Mad, Disability, Crip, and Critical Race theories on human disposability, this paper develops an account for the resistance to a rapid implementation of harm reduction in Windsor, especially given the compounded crises of escalating opioid-related deaths during the COVID-19 pandemic. Examining the logics underpinning major, minor, and left unsaid positions taken in discussions and debates on “the naloxone issue” as conveyed through press media, we show how, ideologically, underlying police and city administrations’ delay in equipping police officers with naloxone is an understanding of mad, ‘bad’, and sad peoples’ lives as disposable. We argue that the eventual decision to equip all Windsor police officers with naloxone was made in the name of police safety, in particular as a way of protecting police from disabled and degenerate bodies, constructed as both dangerous and drug-using, thereby revealing that the crux of the controversy was actually about whose life is worth protecting.

64

From Legislation to Lived Experience: A Socio-Legal Study of Spain's Mental Health System

Dr Maria Laura Serra[1]
[1]University Of Valladolid, , Spain

This study explores the gap between Spain's mental health legal framework and the lived experiences of users and survivors of psychiatry, including persons with psychosocial disabilities. Employing a socio-legal methodology, it critically contrasts domestic legislation with qualitative data from interviews, uncovering systemic issues that perpetuate coercive practices such as inadequate judicial oversight and the routine use of restraints and isolation. The findings highlight a significant failure to protect individuals' autonomy and dignity. This research advocates for comprehensive legal and structural reforms to align Spain's mental health care system with international human rights standards. It underscores the need for a service user-centered, rights-based approach that prioritizes autonomy, informed consent, and dignity, ultimately promoting a mental healthcare environment that fully upholds human rights.

Future visions of people with disabilities regarding structural disability social work in Finland

Oona Lipponen[1], Merja Tarvainen[1]
[1]University Of Eastern Finland, , Finland

The presentation discusses visions of hoped-for future concerning structural disability social work from the perspective of people with disabilities in Finland. Structural social work is a critical and progressive orientation which seeks to change social structures and politics that create social inequalities (Mullaly 2007). By structural disability social work, we refer to the aforementioned orientation in the context of disability. Oppressive elements faced by disabled people such as exclusion from work life, socioeconomic inequality, and ableism are seen in broader contexts and as social structures that need to be influenced on. Previous research on structural disability social work is very limited, and disability social work tends to focus on case work.

The data (N=17) was collected by using Letters from the Future method (Sools & Mooren 2012). It is a narrative data collection method, in which participants are instructed to write a letter of desired future as if already realised. The call for writings was available online and open for people with disabilities. Firstly, participants were asked to think about something that concerns them in the current state of, for example, disability services or society; secondly imagine a future moment where the issue is somehow solved; and finally write a letter from the future about what has changed, how and why, and how did it come into being. The data was analysed thematically through narrative methodology.

In their letters, the participants wrote several ideas of how the society could become more inclusive and what the role of structural social work could be with striving for that goal. For example, collaboration between social work and disability rights organisations was brought up.

Structural disability social work may provide an approach to critically scrutinize a relationship between an individual and society regarding disability in diverse local and global contexts in modern societies.

Understanding disability from a secondary data lens perspective: UK evidence from consultations with public collaborators

Dr Eirini-Christina Saloniki[1,2], Mr William Lammons[1,2], Dr Sarah Markham[3]
[1]University College London, , United Kingdom, [2]NIHR Applied Research Collaboration North Thames, , United Kingdom, [3]King's College London, , United Kingdom

Background: Disability is a multifaceted phenomenon, which complicates data collection about people with disabilities in surveys and censuses. Importantly, multiple underlying theoretical models about disability are seldomly made explicit in surveys and censuses but determine how data are collected and analysed by governments and organisations. It is crucial that such models, and information about disability and its measurement are accessible and understood by everyone.

Aims: The study aimed to: (a) identify all disability and disability-related questions in the UK survey data available for secondary use and, (b) conduct a set of patient and public involvement and engagement consultations to gain some understanding of public perceptions of theoretical models of disability in survey questions.

Methods: We identified all disability or disability-related questions between 2010 and 2023 using the UK Data Service. We conducted a series of four consultations with seven public collaborators with disabilities across the UK in May-July 2023.

Findings: A total of 137 disability or disability-related questions were identified across 32 UK surveys, which were further grouped into four main sets. Two of these sets had been extensively used in social research to define disability while another set's questions directly required respondents to identify themselves as having a disability and/or indicate if another household member has a disability. Overall, the consultations did not produce clear, pithy, individual connections between question groups and theoretical models of disability. Collectively, collaborators held a slight preference for the biopsychosocial model, likely because it resonated most closely with collaborators' lived experiences and understanding of disability as dynamic and multifaceted.

Conclusions: The findings highlighted the importance of continued involvement of people with lived experience in technical research activities. They further revealed that public collaborators can effectively become familiar with theoretical models of disability and analyse them in relation to survey questions, subject to supportive preparation.

Personality and the disability employment gap in the United States

Dr Eirini-Christina Saloniki[1]
[1]University College London, , United Kingdom

Background: Understanding the factors contributing to the disability employment gap is critical for improving the employment opportunities of people with disabilities. Personal characteristics like age and gender have been studied but little is known about the role of personality and employment for those with and without disabilities. Differences are also expected for individuals who identify as work-limited disabled.

Aims: We examined the role of personality traits in explaining the disability employment gap in the United States.

Methods: We applied a structural equation model followed by a tailored decomposition technique, taking advantage of uniquely rich data from the Disability and Use of Time. Supplement in 2013.

Results: Age and female were significant predictors of employment only for those without disabilities. Personality predicted employment for those without disabilities and non-work-limited disabled, but not for the work-limited disabled. The employment gap between those without disabilities and work-limited disabled was significant but not in comparison to those individuals who consider themselves non-work-limited disabled. Further, unobserved differences in productivity between work-limited-disabled and those without disabilities contribute to over 50% of the employment gap, regardless of controlling for personality traits.

Conclusions: The findings highlight the importance of controlling for personality traits when estimating the employment gap between those with and without disabilities and understanding its determinants. The large contribution of unobserved differences in productivity between work-limited-disabled and those without disabilities, signify that productivity, and specific policies towards increasing this for the work-limited-disabled, is key. Although the recent policy focus has been mainly on employer accommodations and adjustments for people with disabilities, it may be that increased productivity is also achieved by alleviating individuals' stress and fatigue – both impacting on efficiency and quality of work performed, and subsequently leading to reduced productivity – as so the focus on different disability types to pave the way forward.

Barriers for the inclusion of disabled clinicians in healthcare professions: The peers' perspectives

Professor Tal Jarus[1], Dr. Cheryl Holmes[1], Dr. Adrian Yee[1], Ms Cheyenne Ghag[1], Ms Heather Varady[1], Dr. Gurdeep Parhar[1], Mr Jisung Choi[1]
[1]University of British Columbia, , Canada

Disabled health professionals are valuable to healthcare due to their dual identity as a clinician and a disabled person yet remain underrepresented in the workforce. While the barriers to inclusion of disabled clinicians from their own perspective are reported, little is known about peers' perspectives. Thus, we aim to explore the barriers and gaps in knowledge to the inclusion of disabled clinicians from the perspective of colleagues. Health professionals and staff (healthcare workers) in a public health authority in Canada responded to a survey consisting of closed and open questions, under 3 subthemes: attitudes, institutional barriers, and gaps in knowledge. Inferential statistics were performed to assess the overall attitudes and differences in perceptions based on types of disability. Attitudes and barriers varied based on type of disability - clinicians living with physical disabilities were perceived most positively compared to those living with cognitive/learning disabilities. Attitudes also varied based on experience with disability - clinicians with lived experience had more positive attitudes. Gaps in knowledge were found to exist on an individual and organizational level. It is critical to explore peers' perspectives to provide education and create a foundation for change.

Disabled students in health and social services fieldwork: Perceptions of fieldwork educators and academic coordinators

Professor Tal Jarus[1], Prof Brenda Beagan[2], Prof Stuart Kamenetsky[3], Dr Gurdeep Parhar[1], Ms Shahbano Zaman[1]
[1]University of British Columbia, , Canada, [2]Dalhousie University (School of Occupational Therapy), , , Canada, [3]University of Toronto Mississauga (Department of Psychology), , Canada

Ensuring equitable access to professional education programs for learners who need accommodations is distinctly challenging when education moves beyond the classroom into clinical or fieldwork sites. Fieldwork educators and university academic coordinators who arrange fieldwork placements work with university accessibility services and students to arrange required accommodations, while preserving confidentiality, maintaining high learning standards, and ensuring attainment of professional competencies. This work is complicated by time pressures and heavy caseloads in fieldwork settings. Here we report on data from a cross-Canada online survey of fieldwork educators (n=233) and academic coordinators (n=54) in ten health and social service professions. Using descriptive statistics, we analyze responses to two question series concerning perceptions of the capacity of disabled students to attain professional competencies, and overall perceptions of students who need accommodations. Respondents showed most concern about competency attainment for learners with cognitive or learning disabilities, followed by neurological and mental health issues. Thematic analysis of open-ended comments suggests doubt regarding the ability of institutional fieldworks sites to adequately implement accommodations. In their perception of learners who need accommodations, academic coordinators were somewhat more negative than fieldwork educators, in particular seeing students who need accommodations as a potential burden that could harm placement relationships with fieldwork sites. They tended to indicate that fieldwork success depended on student insight and self-advocacy. Struggles faced by disabled students in health and social service professions appear to be occasioned not only by disabling systems and institutions, but also by perceptions that they may have diminished competence.

405

When accessible education hits a nerve: Shifting hard feelings about disability accommodation in the university

Dr Lee de Bie[1], Kate Brown[1], Paige Maylott[1], Dr. Kim Dej[1]
[1]McMaster University, , Canada

Background:
In prior research, we have analyzed the “reasons” that underlie and motivate educators’ efforts to teach more accessibly. In this presentation, we tune into the “feelings” involved in accessible education initiatives.

Methods:
We are pursuing a 2-year project to develop an institutional Roadmap for Advancing Accessibility and Teaching and Learning. Work has included key informant interviews, journey mapping of the academic accommodation process, discourse analysis of local and regional reports of faculty member experiences accommodating disabled students, and reflective discussions as a project team of disabled colleagues.

Results:
Staff and faculty members’ “bad feelings” of overwhelm, stress, exhaustion, perceived powerlessness, and resistance have become attached to accommodation and accessibility on campus. These feelings are understandable – our university’s accommodations system is experiencing untenable strain to the point of system breakdown, faculty are overworked and unsupported, and there is no shared and compelling end in sight. There has also been a rise in emotionally-laden arguments, such as illogical protestations that accessible education requirements are “infringing on academic freedom” and negative views of disabled students seeking accommodation as “abusing the system".

Our project’s most successful approaches to shifting hard feelings have included widespread consultation to validate concerns, build trust, and demonstrate care; workshops which help address frustration, confusion, and uncertainty with clear information about processes and systems; and a fellowship program that has addressed isolation and lack of confidence through wrap-around support and community.

Conclusions:
Feelings play an important role in accessible education work – and can either impede and frustrate, or positively influence and facilitate, efforts to enhance inclusion for students with disabilities. Consultative and collaborative approaches can help affirm these reactions while shifting energy towards different emotional responses, such as curiosity, creative problem-solving, empathy, and hope, that can help repair and develop new systems and processes for advancing accessibility.

468

Disabled leadership as a relational alternative to compliance-driven accessibility standards: Lessons from a Canadian university

Kate Brown[1], Dr Lee de Bie[1], Paige Maylott[1], Dr. Kim Dej[1]
[1]McMaster University, , Canada

Background
In Ontario, Canada, our government has proposed a series of Postsecondary Education Standards for forthcoming regulation under existing provincial accessibility legislation. In anticipation, our university has embarked on a project to proactively develop a Roadmap for Advancing Accessibility in Teaching and Learning. In this paper, we conceptualize the disabled leadership approach to our project as a relational alternative to compliance-focused strategies.

Methods
We have been guided by our disabled ways of knowing and commitment to grappling with disability justice principles as much as is possible in the capitalist university. This has included: recruiting a team of people affected by academic ableism, explicit attention to our labour conditions, recognition of member contributions, time for debriefing personal challenges, assessing feasibility and pacing ourselves, and meeting each other's access needs. We have created knowledge over dinner, in the swimming pool, and while driving each other home, and used methods of: policy analysis, journey mapping, key informant interviews, community building, and reflection.

Results
We have come to centre six dimensions:
Proactive: Encouraging early engagement with upcoming requirements.
Process and systems focused: Identifying and addressing fragmented and inefficient processes that exacerbate inaccessibility, and prioritizing systems change.
Relational: Building relationships with all affected parties, acknowledging their expertise, empathizing with their challenges, building trust, and showing care.
Responsive: Working with partner units and colleagues to address practical accessibility challenges; iteratively evolving our project design and activities as we go.
Reflective: Coming together regularly to discuss growth and learning as disabled leaders.
Scholarly: Recognizing and sharing accessible education work as a kind of practice-based knowledge.

Conclusions
We were able to tune into and develop our six dimensions of disability leadership because of our strong valuing of disabled ways of knowing. We encourage others to open themselves and their accessible education projects to where disability knowledge might lead.

Teaching Healthcare Professionals to Recognize and Address Ableism in Everyday Ethical Decision-Making

Dr Lee de Bie[1]
[1]McMaster University, , Canada

Background: In Canada, the provincial Ontario government sponsored a committee of disabled and nondisabled people to put forward a series of hospital accessibility standards for proposed regulation through existing accessibility legislation and hospital accreditation procedures. In 2022, the committee released 20 recommendations, one focused on the mandatory core competencies to cultivate through accessibility training. Recommendation 11.13 that "context specific training shall be provided for hospital staff relative to their role, position, and responsibilities" is significantly more ambitious than the generic, introductory accessibility training currently provided.

Methods: This paper, focused on the context of clinical ethics, seeks to identify the training hospital staff require to be able to fulfill their responsibilities for anti-ableist ethical decision-making. It does so by drawing on the proposed accessibility standards for Ontario hospitals, and the United Nations Convention on the Rights of Persons with Disabilities, ratified by Canada in 2010, to examine (i) how ableism can affect everyday ethical decision-making, and (ii) strategies for addressing these inequities.

Results: In order to enact anti-ableist approaches to ethical decision-making, health professionals and bioethicists need to be able to: (i) examine how different understandings of disability affect the interpretation of core ethics concepts; (ii) describe how ableism can affect ethically salient aspects of healthcare delivery (e.g., assessment of capacity, facilitation of informed consent, offering and withholding of treatment); and (iii) use international and jurisdictional accessibility and disability rights legislation, and disability community values, to complement professional practice guidelines.

Conclusions: As we seek to enact the proposed healthcare accessibility standards, we will need to identify the various hospital contexts that require specific training. Ethics and ethical decision-making comprise one such context. This paper provides a framework for developing context-specific accessibility training that can be expanded to other domains to help health professionals work towards providing ethical and anti-ableist care.

Physical activity with autistic women

Dr Patrick Jachyra[1]
[1]Durham University, , United Kingdom

Background: Despite the many benefits of physical activity (PA), autistic people are less likely to be active. While there is increasing research examining why they are less likely to be active, there is no previous research that has solely included the perspectives of autistic women. Conducting research with autistic women however is of central importance as they are more likely to experience health inequalities, experience unique wellness needs and have been identified as a key group in need of further support by England's Strategy for Women's Health.

Methods: This study was conducted in partnership with SEDS Connective, a charity based in the United Kingdom. Two interviews and photo-elicitation were employed with 30 autistic women across the UK. Participants ranged in age from 19-60 years. The study was situated within a critical social science approach and analysis was guided by Norbert Elias' Figurational Sociology.

Results: The findings highlight that PA participation was mediated beyond challenges with motor skills and or a lack of motivation as has been reported in the literature. Rather, our findings highlight that PA was shaped by broader forces such as feeling misunderstood and misdiagnosed, experiencing an illusion of inclusion and psycho-emotional disablism. Across the findings, gendered dimensions of society tacitly and explicitly shaped the lives of autistic women, and their PA participation.

Conclusion: Findings of this study challenge dominant understandings which position PA to be merely the result of biological and psychological dimensions among autistic people. As the first study to solely include the perspectives of autistic women about PA, findings demonstrate how PA is shaped by broader social, cultural, medical and political forces. We conclude the presentation by outlining outline how to potentially support the PA participation and well-being of autistic women.

Support networks and independent living: transition challenges for adults with learning disabilities

Saskia Nora Dill[1], Prof. Dr. Matthias Otten[1]
[1]TH Cologne – University of Applied Sciences, , Germany

During the transition from adolescence to adulthood, individuals increasingly seek self-efficacy and autonomy, which includes moving out of the parental home (cf. Heyberger et al., 2015). Moving out brings about new responsibilities, opportunities and challenges, which sometimes maybe experienced as a critical life event (cf. Hoeblich, Meuth, 2013). People with learning difficulties face higher risks of becoming overwhelmed during this transition compared to those without disabilities (cf. Muche, 2013). To address this, the transition experiences of people with learning difficulties should be taken into account when planning and designing need-based support services.

This exploratory qualitative study involved 14 narrative interviews with individuals with learning difficulties who opted to live independently. Participants received qualified assistance for integration into their own apartments. Using the coding paradigm of Grounded Theory by Anselm Strauss and Juliet Corbin, combined with Lothar Boehnisch's life coping approach, the study analyzed these interviews to understand coping strategies and the support needed. The study was partly assisted by educational professionals with learning difficulties from the University of Applied Sciences in Cologne, Germany in an attempt to widen the perspective with a participative approach.

People with learning difficulties manage the transition with support from families or professional systems. The support required varies with individual needs and may evolve over time. Individuals are initially aware that they will need support from others during the move and often find this support to be helpful. They actively seek discussions about their new living situation, addressing uncertainties with peers, family, or support systems.

The study highlights that access to support is actively utilized by individuals and that a needs-based service design can help facilitate the transition. Continued, needs-based services are essential to ensure security and support while promoting autonomy and self-determination, even after they initially move into their own home.

47

Making the Case for Joy: Siblinghood and Learning Disability.

Tom Ryan[1]
[1]University Of Sheffield, , United Kingdom
This talk will emphasise the importance of allowing for nuance in research as I make the argument for joy as central to understanding learning disability and siblinghood. Drawing on data from 14 narrative qualitative interviews experiences of growing up with a sibling with learning disabilities will be explored. Concepts from family and relational sociology will be brought into a critical disability studies space, touching on ideas around relationality, humour and care. When viewed through a family sociology lens, sibling relationships are understood as unique and complex. Siblings often occupy a space in which both loving and more visceral emotions can co-exist simultaneously. This backstage space has implications for how siblings negotiate their relationships leading to interactions and outcomes that in other spaces may be more controversial. These understandings allow for a nuanced reading of siblinghood, one in which joy and fun are recognised alongside feelings of annoyance and conflict as commonplace and expected. When disability is introduced into this discussion, this nuance is often lost in favour of deficit reinforcing research. Joy is sidelined, with supposed negative outcomes for siblings often the focus. This joy deficit can be seen to have implications for how people with learning disabilities are viewed more widely, centring ableist assumptions. Building on Goodley's (2023) argument for being human as praxis and more affirmative research approaches, the commonplace deficit narrative research will be challenged in favour of research that recognises the complexity of sibling relationships calling for a space in which joy and love is understood as a key part of growing up with a sibling with learning disabilities.

Deaf Studies on Sign Language Linguistic Rights in the Context of the European Union

Phd Candidate Silvestru-Iulian Calinciuc[1]
[1]Babes-Bolyai University in Cluj-Napoca, , Romania

Deaf Linguistics Rights in the Context of the European Union and Communication in Sign Language are very important for the depth of the Deaf Community, significantly contributing to the well-being of the deaf community. Deaf Linguistics Rights are the value judgments and highlight the difference between “policy” and “legislation” in International Sign Language to boost their standing in the Deaf community and shape their European Deaf Identity. The European Parliament's skills to recognize the impact of human rights of Deaf Rights on a national and EU scale, thanks to the deaf people's initiatives (Calinciuc Silvestru-Iulian, 69-70 pp., 2020)

Numerous strategies and frameworks have been developed for Deaf Linguistic Rights and to improve communication with individuals who are deaf. These approaches aim to ensure the active, efficient, fair, and free of prejudice, in the European culture of the deaf community through personal encounters with International Sign Language and life events in research and data gathering when necessary for the European Parliament resolutions, as well as the national parliament.

The concept of Cultural Deaf Identities and Linguistics and the importance of the Deaf Community were highlighted in publications, catching the attention of Sign Language Linguistics researchers. It is transparent and aims to achieve objectives within the domain of Deaf Linguistics, delineating the anticipated outcomes at the European Union levels, and improving communication in International Sign Language.

This extensive research, study, methodology, and data collection have revealed the significance of Deaf Community culture, identity, society, university, school, and community as integral to the lives of the deaf community concerning public decision-making and social justice. The integral role these findings play within Deaf Right Linguistics underscores the importance of these findings in institutions or organizations in interpreting or translating International or National Sign Language, specifically dedicated to serving the deaf community.

65

Pain and sense of abjection in the experiences of university students with mental health issues

Doctoral Researcher Jasu da Silva Gonçalves[1]
[1]University of Turku, , Finland

In this sub-study of my dissertation, I identify pain and a sense of abjection from data produced with university students that have faced mental health issues during their studies. Drawing on critical disability studies, I examine how students' academic performance and their conceptions of it are shaped—not just by their own mental health but also in relation to the practices and cultural ideals of the university and society. I am using Margaret Price's (2024) theory of Crip Spacetime to help map out the harm involved in the lives of these university students. I ask, what kinds of situations related to university studies make students living with mental health issues feel abject or inadequate? What is the "normal" student that these students compare themselves to in these moments? What underlying assumptions about students do the practices related to these situations rely on?

The aim of this paper and my PhD study at large is to deepen the understanding of the practices in university studies that produce harm and the culture that sustains these practices, particularly from the perspective of mental health issues, and to open up a discussion about how this harm could be alleviated at both the institutional and societal levels. This commitment has also affected the design of my research as I have conducted interviews with students and sought to disrupt the traditional researcher–researched -divide by incorporating autoethnographic data and collective memory work, which is a feminist research method developed in the 1980's by sociologist Frigga Haug and her colleagues to delve into the cultural and societal connections of personal experiences and emotions (Haug et al., 1987).

References:
Haug, F. and others (1987). Female sexualization: a collective work of memory. Verso.
Price, M. (2024). Crip Spacetime: Access, failure, and accountability in academic life. Duke University Press.

The political landscape regarding the accessibility of higher education for neurodivergent students in Finland

Doctoral Researcher Anna Jolkkonen[1]
[1]University Of Turku, , Finland

Higher education institutions in Finland are obliged to organize reasonable arrangements to support learning, for example for students with neurological differences (Equality Act 1325/2014). The issue has grown in importance considering recent increase in the number of neurodivergent students entering universities and needing accessibility measures to support their studies.

In previous studies, accessibility and equality of higher education have been approached through factors such as age, class and gender. However, much less is known about accessibility from the perspective of disabled or neurodivergent students. This research focuses on how the question of accessibility of studies for neurodivergent students is constructed by the different education policy actors. Furthermore, we ask what kind of understanding of accessibility is produced in the policy documents by the actors.

Policy documents used in this research are the Finnish Government’s education policy report commissioned by the Ministry of Education and the statements given to it by the stakeholders in the field, as well as universities' accessibility and equality plans. Different stakeholders participating in the policy work around the education policy report include student organizations, disability organizations and universities.

The data is analyzed using interpretive policy analysis, to describe and interpret interactions between different actors implementing the policy. Policy documents are read with a discursive approach to understand the rhetoric of various actors. Interpretive policy analysis enables us to make different conditions affecting political decision-making visible, and to take a critical approach regarding the social justice of actions related to the policies. Continued efforts are needed from different actors to make universities more accessible for disabled students and this research paper provides new insights into the political discussion in the Finnish context.

Developing a Textbook on Deafblind Pedagogics

Development Consultant Helle Buelund Selling[1], Manager Henriette Hermann Olesen[1], Psychologist / Academic Consultant Rasmus Hougaard Pedersen[1], Project manager Lasse Winther Wehner[1]
[1]The Specialist Consultancy for the Deafblind, , Denmark

Supporting individuals with congenital deafblindness requires specialised competences. Pedagogical staff must first understand how a combined vision and hearing impairment has an impact on areas such as social life, communication, access to information, and orientation. However, this understanding alone is not sufficient. True expertise involves both grasping the complexities of deafblindness and having the pedagogical knowledge to co-create and sustain environments where individuals can develop and participate in everyday life regardless of their conditions.

The forthcoming textbook on deafblind pedagogics aims to combine established pedagogical theories with our understanding of deafblindness. This will result in a specialised theory that systematises the pedagogical approach to working with people with congenital deafblindness. The book will explore different themes such as agency, vitality, learning, identity, self-determination, social participation and more.

Throughout the project, we have collaborated with experts in pedagogical theory as well as experts with vast practical experience – from both within and outside the field of deafblindness.

The book is expected to launch in late summer 2025, becoming the world's first textbook focused on deafblind pedagogics. Both new employees and pedagogical staff would benefit from having a coherent approach to turn towards in improving the quality of life for individuals with congenital deafblindness.

Living in a group home: experiences by people with intellectual disabilities and significant support needs

Dr Petra Björne[1,2], Dr Veronica Lövgren[2], Dr Helena Taubner[2,3]
[1]City Of Malmö, , Sweden, [2]Umeå University, , Sweden, [3]Jönköping University, , Sweden

Background aims

People with intellectual disabilities and significant support needs living in group homes are seldom involved in qualitative research in a capacity as informants. As they have limited cognitive and communicative abilities to participate in interviews, their lived experience is often understood through proxies, e.g., people with mild intellectual disabilities, staff or relatives. They are therefore systematically excluded from the possibility to share their experiences in research projects. In this study, we engaged people with significant support needs through semi-structured observations, which enabled them to share their experiences. The study particularly focused on restrictive measures and restrictive practices.

Method

Residents in three group homes consented to participating in semi-structured observations. Everyday practices were observed on ten occasions in each group home, between two and four hours, covering approximately 30 hours. Residents chose to what extent they wished to interact. Staff occasionally supported the residents in expressing their opinions. Fieldnotes were transferred into digital form and shared among the researchers.

Results

Restrictive and coercive measures, illegal in a Swedish community service, were few. Examples included restricted mobility by locking a wheelchair; forcing someone to wear orthoses; denying access to common areas or private belongings. Restrictive practices are understood as the unintentional outcome of routines, rostering, and staff behaviours. They restrict opportunities to live according to individual preferences. Due to the lack of skilled staff support, residents suffered long stretches of disengagement, only interrupted by meals and hygiene routines. There was also a marked absence of recognition of communicative intent, staff often ignoring attempts at interaction.

Conclusions

While restrictive measures were few, restrictive practices were prevalent in all three group homes. These practices significantly limit the residents' opportunities to be meaningfully engaged, and it is therefore crucial to address them, to develop good quality services.

Cripping citizenship. Examining the protests against cuts in sickness benefit in Sweden

Phd Mikael Mery Karlsson[1]
[1]Umeå University, , Sweden

Background aims

This paper examines protests organized against welfare cuts in the Swedish sickness benefit between 2015-2024. In September 2015, the Swedish government announced that the number of people receiving financial support from the sickness benefit needed to decrease. This was followed by an immediate increase in the number of rejections of applicants by the Social Insurance Agency. People who had been rejected began to organize on social media, building social mobilizations based on online narrative activism and in-street protests, such as placing thousands of funeral candles outside the Social Insurance Agency's offices to honor those who died due to rejections. These social mobilizations have largely been organized by people with little or no previous experience of political activities and without any formal organizational support. This research project examining the following questions: what are "the problems" identified by these activists and what are the solutions proposed by them? What are the types of subject positions created, challenged, and maintained through these mobilizations? How do activists relate to and/or resist perceptions of an able-bodied and employable citizen?

Methods

The project utilizes two methods, a netnography of the digital platforms where the activists share their experiences, and in-depth interviews.

Results and conclusions

The activists tend to frame their arguments to appeal to a notion of an able-bodied and employable citizen by claiming that 'anyone can become sick'. In this manner, the activists emphasize vulnerability as an ontological condition of what it means to be human. At the same time, they challenge notions of an able-bodied and employable citizen by highlighting the specific needs of individuals who are unable to work. This paper aims to examine these ambivalences, enabling discussions around the potential subject positions, alliances, strategies and visions, that are possible to formulate in a system of compulsory able-bodiedness and neoliberal workfare.

Hinting at the Spectrum: The Ethics of Narrative Prosthesis in Extremely Loud & Incredibly Close

Dr. Howard Sklar[1]
[1]University Of Helsinki, , Finland

Jonathan Safran Foer's 2005 novel Extremely Loud & Incredibly Close is primarily narrated by a boy who, we quickly realize, perceives things differently from neurotypical children. The shortcuts for disability that are used, often interpreted as implying autism spectrum disorder (e.g., Hall 2016), pervade the novel, yet gradually become less pronounced as the larger themes of the novel – 9/11, the Holocaust, the firebombing of Dresden – draw our attention. For this reason, it is sometimes difficult to determine the purpose for which disability is used in telling the story. It is precisely this type of issue that David T. Mitchell and Sharon L. Snyder, in their influential Narrative Prosthesis: Disability and the Dependencies of Discourse (2000), provided analytical tools to identify. Mitchell and Snyder examined the symbolic use to which disabled characters frequently are put, and typically without attention to the lives of people with disabilities as they are lived. At the same time, they suggested that some characterizations that serve as "crutches" to engage readers or drive narrative progression can have the counterintuitive effect of challenging conventional ways of thinking about disability. In this presentation, for the symposium "Narrative Prosthesis at 25: Implications for Disability Research," I will examine the ways that these two "prosthetic" tendencies – both reinforcing stigmatization and challenging it – are demonstrated in Foer's novel. I will suggest that, while the novel tends to confirm stereotypical notions of ASD, it ultimately transcends those tropes by broadening the portrayal of the character and by giving readers access to his experience (Caracciolo 2014). In making this case, I will demonstrate what Mitchell and Snyder's approach enables us to identify in Foer's protagonist, as well as consider, as I have done elsewhere (Sklar 2015, Sklar 2017), the ethical implications of portraying disability in a prosthetic manner.

Narrative Prosthesis at 25: Implications for Disability Research

Dr. David Mitchell[1], Dr. Howard Sklar[2], Dr. Miriam Fernandez-Santiago[3]
[1]George Washington University, , United States, [2]University of Helsinki, , Finland, [3]University of Granada, , Spain

While Jan Grue rightfully claims that "Scholars of disability have paid considerable attention to cultural representations and strategies of representation" (Grue 2015, 204), it is certainly also true that, within disability research generally, cultural representations are significantly underrepresented. If, as some scholars have argued (e.g., Snyder and Mitchell 2007), the general public acquires many of its conceptions about the lives of people with disabilities from cultural representations, one might ask why this arguably essential area of disability research has received relatively little attention.

One groundbreaking attempt to address this area of need was David T. Mitchell and Sharon L. Snyder's 2000 book Narrative Prosthesis: Disability and the Dependencies of Discourse. Focusing primarily on familiar works of literary fiction, Mitchell and Snyder alerted scholars to the notion that, "while stories rely upon the potency of disability as a symbolic figure, they rarely take up disability as an experience of social or political dimensions" (Mitchell and Snyder 2000, 48). On this 25th anniversary of the initial publication of Narrative Prosthesis, this symposium will provide three views on the significance of the book to disability research. Mitchell himself will present a retrospective account, written with Snyder, of the contribution that their book has made, as well as some of the ways that it has been misunderstood by scholars. Howard Sklar will examine Jonathan Safran Foer's novel Extremely Loud & Incredibly Close, which uses "prosthetic" tropes of autism spectrum disorder in representing its protagonist in ways that both reinforce and challenge stigmatization. Miriam Fernandez-Santiago will present an attention-based vulnerability aesthetics that incorporates textual, readerly and authorial vulnerability to the notion of narrative prosthesis along a vulnerability scale. The symposium will conclude with a 30-minute discussion of the implications of Mitchell and Snyder's work, as well as the three panel presentations, for disability research generally.

186

Epistemological positioning when researching perspectives of children with profound intellectual and multiple disabilities. Methodological reflections

Professor Borgunn Ytterhus[1], Associate Professor Kristin Vindhol Evensen
[1]Norwegian University of Science and Technology, Department of Public Health and Nursing, , Norway, [2]Norwegian School of Sport Sciences, Department of Teacher Education and Outdoor Studies , , Norway

This theoretical presentation explores methodological reflections on how the inclusion of children aged 6-18 with profound intellectual and multiple disabilities (PIMD) influences researchers' epistemological positioning in disability research. The presentation employs various queer approaches to challenge entrenched understandings of research methodologies.

Given the complexity of their conditions, children with PIMD often express their perspectives through embodied, non-symbolic expressivity. As communication is inherently a two-way interaction, these children rely on significant others who recognize embodied, non-symbolic expressivity as valid and meaningful, allowing them to be understood on their own terms.

A significant proportion of research in this field has depended on information provided solely by proxies or by proxies in conjunction with the children's perspectives, using traditional research methods (e.g., interviews utilizing AAC and/or participant observation). Consequently, information about children with PIMD is invariably filtered, interpreted, and presented through others' perceptions. While this approach yields valuable insights, we argue that researchers must pay greater attention to their own research preconceptions within traditional methodologies and strive to develop new ways of communicating with children with PIMD.

To create methodologies that offer researchers broader opportunities without over-reliance on others' perspectives and traditional methods, we propose that researchers should deconstruct the epistemological meanings of embodiment, materiality, and relationality. We reflect on whether researchers aiming to challenge the perceived necessity of others' perspectives must also critically examine issues of power, control, and research outcomes.

Moderate, severe or profound intellectual disability in water activities - a phenomenological study of movement

Associate Professor Kristin Vindhol Evensen[1]
[1]Norwegian School Of Sport Sciences, , Norway

This research project is a prolongation of the development project "The water creates buoyancy who gives freedom and coping". This project was a cooperation between urban district Gamle Oslo, The Norwegian Olympic and Paralympic Committee and Confederation of Sports and Lambertseter swimming association.

The research project investigates subjective experiences of persons with moderate, severe or profound intellectual disability in swimming pools as well as in the wardrobe before and after the use of the pool.

Previous research describes structural factors that should be in place when providing the participants well-functioning activities in water, as well as describing the physiological benefits of such activities. This project aims to investigate the participants' experiences through a first-person perspective. This is done by accrediting movements and embodied expressivity as fully worthy communication. Thus, the project broadens methodological and professional knowledge in the field of adapted physical activity.

The participants will be recruited through auxiliary housings who offers pool activities to their residents with moderate, severe or profound intellectual disabilites aged four til 80.

Methodologically, the project utilizes embodied phenomenology as theoretical foundation and methodological guideline. Methodical, close observations will be applied, and embodied interactions will be observed in wardrobe and in the pool.

Persons with the most severe degrees of intellectual disability have been included into research only to a limited degree. Recent disability research has challenged this exclusion. Thus, this project aims to build solely on the perspective of the participants with intellectual disabilites, even if they are not competent to give free consent ahead of the actual situations in the pool and the wardrobe. Even if parents or guardians are the ones giving formal consent of participation, the participants free consent are considered to be expressed in concrete situations. Expressions of discomfort due to the presence of the researcher will be respected.

55

Teaching on life questions in Upper Secondary School for Pupils with Intellectual Disabilities

Associate Professor Linda Vikdahl Gunséus[1]
[1]Sodertorn University, , Sweden

Background and purpose:
This paper examines life question education in an Upper Secondary School for Pupils with Intellectual Disabilities (USSPID). The projects over all aim is making the students' life questions visible and contributing to the development of life question education in USSPID. This paper focuses: What difficulties do teachers in USSPID encounter when teaching on life questions?

Methods:
The study is based on qualitative interviews with 8 pupils, two teachers and one principal in a USSPID a major Swedish city.

Results:
Several of the interviewed pupils struggled with questions about their own value and felt shame for their intellectual disability. None of them talked about having an intellectual disability, which was a challenge for the teachers who wanted the pupils to ‘own’ their disability to a greater extent. The teachers and the principal said that it was not uncommon for pupils to live in home environments where their disability must be hidden from the outside world, which thwarted the teachers' ambitions to contribute to the pupil's personal development. Also, there were challenges associated with teaching on life questions given the pupils' intellectual disabilities. In particular, the different levels of disability were challenging. The pupil’s ability to think abstractly, analyze and reason differed significantly. There was also variation in maturity. Some pupils behaved like younger children, while others lived teenage lives. The difference in maturity and life experience made some topics difficult to address, such as sexuality.

Conclusion:
The role of parents was almost decisive to the school's ability to teach on life question. The parents' attitudes to their child's disability are not the school’s responsibility, yet it is highly relevant to the ability for the USSPID to support and develop the pupil. Classes also need to be smaller and more homogeneous for life question education to be satisfactorily implemented.

Involving the subjects without inclusion? The relevance of the group of people for Special Education

Jonathan Klix[1]
[1]Leibniz University Hanover, , Germany

The German Pedagogy for Intellectual Disabilities (PID), having emerged as a distinct path post-World War II, remains relatively underexplored. This research represents a pioneering effort, providing the first comprehensive examination of the self-perception of the PID as a scientific discipline within the context of education research in a changing world. This project involved an in-depth analysis of the eight most recent textbooks within the PID. Employing a combination of Open Coding and discourse-linguistic multilevel analysis, the research embraced both deductive and inductive approaches. The majority of PID does not regard itself as an inclusive-participative scientific discipline. Nevertheless, guiding principles such as inclusion, integration or participation are ascribed relevance. While these guiding principles in the other textbooks are primarily relevant in relation to educational practice, the most recent textbook stands out. The study clearly shows that the concept of inclusion is understood much more comprehensively here and leads to demands on the discipline. Schuppener et al. call for a discipline that actively includes people with intellectual disabilities in the cognitive process. At the same time, this re-veals the problem of a group of people that is difficult to define. For example, current empirical studies in Bavaria show that a significant proportion of pupils at special schools assigned to PID do not have an intellectual disability according to classical intelligence diagnostics. In the future, it will therefore be necessary to clarify who exactly the circle of people of PID is and to what extent the discipline itself is on the way to becoming an inclusive research-based science. So far, PID has been a science for which a reference to the group of people is essential, but which does not lead to the active participation of the group of people, as would be the case with participa-tory and inclusive research.

Global and Local Disability Rights Movement and the Dynamic of Inclusion/Exclusion in Modern Society

Malin Butschkau[1]
[1]University Of Cologne, , Germany

Modern societies are characterised by an implicit consensus on inclusion: It is generally more difficult to argue against than for inclusion. This comes due to the normative foundation of modern society: an ethos of human rights. This ethos obliges nation states to guarantee living conditions that enable all human to socialise equally freely in all units of society. In order to monitor the fulfilment of this duty by nation states, modern societies provide public observation, which also includes social movements. However, considering the participation of individuals, the level of inequality seems to increase.
The proposed paper addresses the contradiction between the entitlement of inclusion and inequality by answering the question: How does inclusion and exclusion develop in modern society through global and local social movements and their understanding of equality?
Drawing on Gesa Lindemann's theory of modern society, I theoretically analyse the role of equality in the disability rights movement as a human rights movement and its link to the development of exclusion and inclusion. I then discuss the interaction of the results and rising nationalist political movements.
Inequalities in modern societies result from some groups of human that have been forgotten in social differentiation. The disability rights movement's goal is the free and equal socialisation of people with disabilities as such a forgotten group. With the CRPD the legitimate entitlement of inclusion of persons with disabilities has changed. The higher quality of inclusion to which human are entitled has paradoxically led to a greater sense of inequality. This dynamic of inclusion may be one reason why nationalist political movements have responded in the opposite way to this greater sense of inequality. By reversing the understanding of equality they choose to legitimise global and local policies that exclude different groups of people and reduce the level of entitled inclusion again.

Narrative Prosthesis Unveiled: On the 25th Anniversary of Narrative Prosthesis

Professor David Mitchell[1]
[1]George Washington University, , United States
Narrative Prosthesis Unveiled: On the 25th Anniversary
-David T. Mitchell, George Washington University

25 years ago Sharon Snyder and I developed a theory of European and American disability representational approaches that we termed, "narrative prosthesis." The theory set out to critique the positive/negative image school of critiques as overly binary and thus idealized. Instead, we sought to introduce disability history, materiality (the ways in which disabled people attempt to navigate a world of narrow norms not built for themselves), and histories of violence to capture what has come to be a key characteristic of Disability Studies and, more recently, crip-queer methodology: the ever pliable and shifting historical nature of what is considered disability. In doing so, we sought to demonstrate that disability could be re-signified, and/or made to mean otherwise rather than remain frozen in its medical diagnostic mold of individuated misfortune. Narrative prosthesis was a tactic for resistance where prosthesis stood for: 1) the labor of fitting in (as prostheses allow bodies to appear less disabled and [sometimes] enhance functionality), 2) appearing as able-bodied as possible (thus, performing as aspect of passing or masquerade to be a fully participatory citizen), and 3) that such disguise hid the prevalence of difference as a value/feature of embodiment (difference and mutation are both quintessential aspects of all embodiment). Further, and this has caused no less confusion, we argued that literary narratives used disability as a crutch upon which they lean to make meaning. Ultimately, our argument was that there was no overcoming disability, but rather that devalued bodies encountering stigma imposed from the outside on abjected lives inevitably had to ingest such humiliation as part and parcel of their evolving subjectivity. Thus, the abject could not be willed away or banished, but was inevitably intertwined with the development of disabled subjectivities.

Attention-based vulnerability aesthetics. A posthumanist approach.

Dr Miriam Fernandez-Santiago[1]
[1]U-CHASS: Centre for Computational Humanities and Social Sciences, University of Granada, , Spain, [2]University of Zaragoza, , Spain

The present paper brings Mitchell and Snyder's definition of narrative prosthesis (2000) from the field of disability studies to the wider scope of vulnerability studies in order to describe a vulnerability aesthetics in the articulation of representative strategies such as defamiliarization, sensationalism and sentimentalism in authorial, readerly and textual performance. It also determines the relevance of the spectacular (Garland-Thomson 1996) and the normative (Titchkosky and Michalko 2009; Davis 2017) in calling attention (Ganteau 2023) to aesthetic products drawing from vulnerability along a vulnerability scale based of visibilization (Butler 2004). The materiality of the disability metaphor however, gains a special relevance in vulnerability aesthetics with the emergence of new materialisms as a reaction to the virtuality of the current historical context and the tension between the ethical and the aesthetic. Sitting uneasily between the transhumanist and the critical posthumanist approaches to human and non-human ontologies (Murray 2020, Baelo-Allué and Calvo Pascual 2021), disability studies stand at the core of the natural-artificial debate not only in current social policies, but also critical aesthetic ones.

Musicking access: Reflections on a curb cut perspective on music therapy

Dr Maren Metell[1]
[1]Faculty of Fine Art, Music and Design, University Of Bergen, , Norway

Background aims: Christopher Small (1998) considers music an activity, as something people do and created the verb musicking. What if accessibility would be considered an activity as well? To understand access as both relational and epistemic practice and curb cuts as crip technoscience (Hamraie, 2017), positions the disabled co-creators as critical knowers.

Methods: This presentation draws on examples from my PhD where I, together with disabled children and their families explored meaning and accessibility of doing music together. I discuss these examples in light of perspectives from disability studies and anti-oppressive music therapy theory.

Results: Tracing objects, songs and people, made it possible to observe development over time, but also to ‘zoom in’ and to micro-analyse what happens when, how, and with whom. Accessibility and meaning could be traced as collaborative processes through the data.

Conclusions: Accessibility is co-created as the knowledge about how to co-create accessibility is distributed among the co-creators. A curb cut perspective that centres on disabled children’s knowledge on musik making, challenges ableist approaches to knowledge production and centres on accessibility as something that is constantly remade.

References:
Hamraie, A. (2017). Building access: Universal design and the politics of disability. University of Minnesota Press.
Small, C. (1998). Musicking: The meanings of performing and listening. University Press of New England.

Assessing heart health among people with intellectual disability – is it feasible?

Prof Line Oldervoll[1], Associate Professor Kim Berge[2]
[1]NAKU, NTNU/ Centre for Crisis Psychology, UiB, , Norway, [2]NAKU, NTNU, ,

Background:
People with intellectual disabilities (ID) have an increased risk of early onset cardiovascular disease and die on average 20 years earlier than the general population. New findings suggest that cardiovascular disease is less likely to be diagnosed and treated in people with ID. Understanding why this disparity exists is critical to ensuring that people with ID have access to cardiovascular health care services.

Aim:
The aim of this study was to investigate the feasibility of assessing metabolic health in a random sample of people with ID. Secondary aims were to compare body mass index (BMI) and prevalence of diabetes/prediabetes with data for the general population.

Methods:
The participants were recruited from a habilitation service for adults in the specialist health service and several living and activity centers in small and large municipalities in the middle part of Norway. We assessed body mass index (BMI) (body weight and height), resting electrocardiogram and blood pressure, hip-waist circumference using the traditional methods to assess metabolic health in healthy individuals. 6-minute walk test was used to test functional capacity and level of physical activity for 7 days using two accelerometers on thigh and back.

Results:
69 participants were included. The mean age was 45 years (20-76). The participants were heterogenous in levels of ID from mild to deep. We assessed BMI and blood samples/urine in 87%, blood pressure and hip-waist circumference in 91%, 6-minute walk test in 78% and physical activity in 59%. 55% had BMI above 30 (characterized as being obese), significantly higher than the general population. 30% were diagnosed with diabetes/pre-diabetes.

Conclusions:
For the participants with mild ID, the traditional methods are feasible. However, alternative methods are necessary to test metabolic health in those diagnosed with moderate to deep ID.

Disability hate speech and its consequences

Research Director Terje Olsen[1], Research Director Janikke Solstad Vedeler[2], Researcher Vegar Bjørnshagen[2], Senior Researcher John Eriksen[1]
[1]Fafo Institute for Labour and Social Research, , Norway, [2]NOVA – Norwegian Social Research, , Norway

Introduction: Disabled people are a minority group that regularly experience various forms of hate speech. Drawing on recent surveys on this topic, we present the prevalence and forms of hate speech that disabled people experience in their everyday lives and, using both our research and those of others, discuss how hate speech impacts the dignity, participation and inclusion of the world's largest minority group.

Research questions: What is the prevalence of hate speech, and what forms are reported? Are some groups of disabled people more vulnerable than others? Who are senders? What consequences do hate speech have for disabled people?

Methodological approach: The paper is based on data from two Norwegian surveys conducted in 2022 and 2023. One survey is a sub-sample of a representative survey, e.g. the National Crime Survey (N=2 165). The other is a self-recruited sample of disabled people's experiences of hate speech, harassment and hate crime (N=1 176).

Results: The study shows that disabled people are more exposed to hate speech than the rest of the population. People with visible disabilities and those with an immigrant background are more exposed than others. Younger people report that they experience hate speech more often than older people. Those affected report avoiding certain people, places and situations.

Discussion: We will discuss the results, mainly focusing on how hate speech impacts dignity, participation, and inclusion. Thus, the findings will be related to the general principles outlined in Article 3 of the UNCRPD. The theoretical framework will be based on social justice theories, e.g., Nancy Fraser's. These can help us gain a better understanding of the injustices people face and identify valuable remedies.

Exclusions in everyday life– microaggression as a lens

Research Assistant Gunhild A. Frisell[1], Research Director Terje Olsen[1]
[1]Fafo Institute for Labour and Social Researchh, , Norway

Background: What effects does apparently small and often subtle forms of devaluation, ignorance and exclusion have for individuals with disabilities? Various terms have been proposed to capture this phenomenon, such as “everyday discrimination”, “minority stress” or “microaggressions”. This paper present results from using the Ableist Microaggression Scale (AMS) (Conover, 2017), translated and tested in a Norwegian context.

Research questions: What role does experiences of microaggressions have in disabled persons’ lives? To what extent may microaggressions affect health, self-esteem and self-image? What are the reported consequences for those individuals who experience these things frequently?

Methodological approach: This is a mixed method study. A survey was distributed to members of disability organisations (N=1017). AMS was used to measure microaggressions (20 questions), combined with a scale to measure depression and anxiety (7 questions) and neuroticism (4 questions). Open-ended, semi-structured interviews were conducted with youth with disabilities about their personal experiences with a variety of microaggressions (N=12).

Results: Respondents with visible disabilities and significant limitations in daily life,, as well as respondents with learning difficulties, mobility challenges, and cognitive impairments, report the highest levels of microaggression. The results demonstrate a moderate correlation between personal experiences with microaggressions and self-reported mental health challenges. This is also true when controlled for neuroticism.

Discussion: This paper focuses specifically on the reactions of individuals who report frequently experiences with microaggressions. Such experiences may affect individuals’ self-worth and self-esteem. However, there seem to be a vast variation in the strategies people have for dealing with microaggressions in their everyday lives. Findings will be discussed in relation to CRPD, the UN Convention on Human Rights and theories on human dignity.

69

Digital reversion imminent? How to maintain digital daily activities for adults with intellectual disabilities post-pandemic

Dr Kristina Engwall, Dr Richard Gäddman Johansson
[1]Uppsala University, , Sweden

Background aims

In the spring of 2020, several day centres for people with intellectual disabilities in Sweden were either closed or severely restricted due to COVID-19. To keep in touch and offer meaningful activities to service users, some day centres introduced digital activities to enable the provision of services at a distance. The majority of those involved were positive and saw new opportunities to offer daily activities and to expand and integrate digital activities into normal practice.

However, today it seems that many of the day centres have slowed down their digital ambitions. Daily activities at day centres have returned to the way it was before the pandemic. In this presentation we will discuss some of the reasons for this digital reversion.

Aim

How can the “reversion” of the digitalisation process at day centres post-covid be explained?

Methods

Interviews with 16 service users, 9 support persons and 19 staff and managers, as well as participant observations at five day centres. The day centres were visited in 2022 and again about 18 months later.

Results

We identify barriers to sustaining digitalisation of day centre services related to 1) organisational barriers, such as lack of hardware and digital infrastructure, bureaucracy, and insufficient time allocated to working with digital activities; 2) the role of staff, in terms of possessing the necessary digital skills, motivation, and attitudes for sustained engagement with digital activities; and 3) the “tyranny of tradition”, referring to the importance placed on familiarity and routine in the context of providing formal support to adults with intellectual disabilities.

Conclusions

The digital leap started by the pandemic has lost momentum and slowly petered out over time. Identifying some of the reasons for the digital reversion offers opportunities to remove barriers, enable new thinking, and continue to work with digitalisation.

A critical review of social documentation with IBIC in relation to people with psychiatric disabilities

Dr Kristina Engwall[1], Dr Gunnel Andersson[2]
[1]Uppsala University, , Sweden, [2]Stockholm University, , Sweden

Background aims
We discuss the contribution of standardized methods to knowledge-based social services. The point of departure is the Swedish assessment method the Individual's Needs in Focus (IBIC), based on the International Classification of Functioning, Disability and Health (ICF), with a so called 'biopsychosocial' approach, predefined categories and classifications.
We problematise how well the IBIC documentation fits social work in general and research on people with psychiatric disabilities who need support in daily living in particular.
Methods
The study is based on 80 social service investigations, from four different Swedish municipalities, concerning daily living support interventions (boendestöd), as well as 13 interviews with case officers.
Results
Our analysis reveals major deficiencies in terms of clarity and consistency. The client's needs are apparently randomly assigned to a particular life domain; environmental and personal factors have no specified content; and the assessment of the degree to which functioning is limited is subjective.
The study also identified three main linguistic trends: biomedical, task-oriented and bureaucratic language. However, none of these trends were anchored in the nomenclature of social work.
The social aspects are not given enough attention, instead the focus is on fulfilling tasks rather than changing life situations. This reductionist view of the human being does not fit well with the multifaceted individual that must be allowed to appear in supportive social work with people with psychiatric disabilities.
Conclusions
The findings suggest that the IBIC does not contribute to a knowledge-based social work. Besides unclarity it is counterproductive to introduce a language based on a biomedical framework and a task-oriented approach, rather than on the individual's life situation, and to use a bureaucratic language that is not anchored in the individual's everyday life or in the nomenclature of social work. The social language needs to be reclaimed, not diluted, bureaucratised or medicalised.

"Breaking Barriers: Accessing Advocacy to Secure Disabled People's Independent Living Rights in England and Iceland."

PhD Fatemeh Known As Maral Nosratzadeh[1]
[1]University Of Leeds, , United Kingdom

Background aims:

The right to independent living has been recognise as “one of the most important rights” under Article 19 of the United Nations Convention on the Rights of People with Disabilities (CRPD). Article 19 gives disabled people the right to choose where and whom to live with, and to be included within wider community on an equal basis with others. However, in practice, there is insufficient allocation of sources and a lack of progress by State parties in implementing Article 19. This hinders disabled people’s full and effective involvement in society. This paper explores how and to what extent the right to have access to State-operated advocacy support such as the provision of Rights Protection Officers (in Iceland) and independent advocacy (in England) can be effective in promoting the right to independent living for disabled people. The scope of this research is international. However, a comparative analysis between UK and Iceland is conducted to highlight the importance of advocacy in securing the right to independent living for disabled people under Article 19 of CRPD.

Methodology ,Result and Conclusion:

A mixed methodological approach is employed in this research.
Firstly, a doctrinal approach to understand the law and policy application in Iceland and the UK. Secondly, empirical research which comprises one-to-one semi-structured interviews with disabled people, advocates, and leaders in disabled people’s organisations in both England and Iceland. The unique aspect of the study is in the selection of jurisdictions for comparison and gathering of primary data through empirical research. The result indicates that all State members should offer statutory advocacy irrespective of disability type, however this is not the case in all the states and The CRPD committee is silent on the importance of state-operated advocacy and how it should be implemented at the national and international level.

555

Criteria for the assessment of housing and employment services in Germany

Dr. Katrin Grüber[1]
[1]Institute Patese, , Germany

Background aims: The rights set out in the UN Convention apply to all persons with disabilities, regardless of the nature and extent of their impairment. As part of a project funded by several foundations, the focus was on people with significant cognitive and other impairments, particularly with regard to communication and behaviour. Some of them also have a high need for nursing care.
Methods: The project results are based on the following methods: literature studies, internet research, work shadowing, interviews, inclusive workshops and advice from the inclusive project advisory board. In addition, relevant paragraphs of the BTHG were identified and interpreted. Since deinstitutionalisation has so far hardly played a role in Germany, the scope of the study was limited to housing and employment services within institutional settings. The focus was on everyday situations.
Results: For people who cannot express themselves orally, regular access to a suitable means of communication is a crucial prerequisite, but has so far not been sufficiently guaranteed. Even under the current conditions, staff have many opportunities to promote self-determination, enable empowerment and ensure participation. When it comes to participation in the social environment, however, the location plays a crucial role.
Conclusions:
The controversial concept of normalisation is helpful in practice if it is used to recognise that people with disability want to live the same lives as people without disabilities. It is necessary to accept that the fundamental needs and rights of persons with intellectual disability and other impairments do not differ from those of others. However, they may require different conditions and more support than other people. The Federal Participation Act enables funding for this support.
If new services are planned, the criteria can be taken into account from the outset.

493

Enhancing Disability Rights Through Data: Nordic Efforts to Fulfill Article 31 of the CRPD

Senior Adviser Lars Lindberg[1]
[1]Nordic Welfare Centre, , Sweden

In accordance with Article 31 of the UN Convention on the Rights of Persons with Disabilities (CRPD), States Parties are committed to collecting data, including statistics and research findings, to ensure the effective implementation of the Convention. These data are essential for assessing States Parties' compliance with their obligations and identifying barriers that persons with disabilities face in exercising their rights. To support this, the Office of the High Commissioner for Human Rights (OHCHR) has developed a resource package with indicators designed to guide the measurement of CRPD implementation. These indicators are accompanied by guidance and examples of various data sources.
Since 2015, the Nordic Welfare Centre (NWC) has been working on statistics and common Nordic indicators to monitor the implementation of the UN Convention on the Rights of Persons with Disabilities. In 2021, the report Nordic Indicators for Cooperation on Disability was published by NWC in collaboration with Nordregio and Nordic experts. Looking ahead, a Nordic project, organised by NWC, is planned for 2025–2027 to further explore the Nordic implementation of the CRPD, with a specific focus on employment, education, accessibility, and discrimination. A pre-study conducted in 2024 will form the basis for the upcoming project, and data and conclusions from this pre-study will be presented at the symposium.
The pre-study was carried out through desk research and workshops with national statistics agencies, disability policy agencies, and researchers. It mapped existing Nordic and internationally comparable indicators and data sources from the EU, OECD, and ILO, as well as national disability policy evaluations. Preliminary findings show that all Nordic countries face challenges in fully implementing Article 31 of the CRPD. Still, several data sources could serve as the foundation for a Nordic indicator system to measure CRPD implementation.

Realizing the potential of personal assistance: closing the knowledge gap of policy makers through research

Mr Erik Munsterhjelm[1], Mr Egil Skogseth[1]
[1]The Nordic Competence Centre on Personal Assistance, consisting of the following organizations: Landsorganisationen Borgerstyret Personlig Assistance (LOBPA, Denmark), Göteborgskooperativet för Independent Living (GIL, Sweden), Stockholm Cooperative for Independent Living (STIL, Sweden), Riksföreningen JAG (Sweden), Independent Living Institute, Uloba Independent Living Norge, Foreningen JAG (Norway), Föreningen JAG (Finland), Kynnys Ry (Finland) and NPA MIÐSTÖÐIN (Iceland), , Finland, Sweden, Norway, Denmark, Iceland

The CRPD committee has described personal assistance as the service which can secure disabled people ” personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community.” Indeed, personal assistance has arguably become a gold standard of assistance for disabled people. But has the potential of personal assistance been fully realized? And if not – why?

Ten Independent Living organizations Sweden, Norway, Denmark, Finland and Iceland have joined together to found the Nordic Competence Centre on Personal Assistance. Through this, the founders are looking to answer the above questions.

The founders of the Competence Centre allege that there is a substantial knowledge-gap when it comes to policy making on personal assistance. The Norwegian state, for example, has been recommended/urged by the CRPD Committee to further develop their statistics and collection in accordance with article 31of CRPD. Still, insightful research is being done in the field, but often ignored by policy makers, leading to flawed legislation as well as flawed policies by authorities.

The symposium includes the following presentations/papers:

- Understanding before legislating: the legislative process behind the LSS-law (Lag om stöd och service till vissa funktionshindrade) in Sweden
- Uloba’s “Tilstandskartleggingen 2024” and “JAGs Survey 2024”, PA policy and administrative practices: Effects on disabled people’s living conditions.
- Working paper of The Nordic Competence Centre on Personal Assistance: Good practices on personal assistance in the Nordic Countries.
- Collaboration between civil society and researchers in Finland and Sweden: a practice-oriented approach
- Comment by a researcher: A practice-oriented approach to research on the topic of personal assistance

Collaboration between civil society and researchers in Finland and Sweden: a practice-oriented approach

Mr Erik Munsterhjelm[1], Ina Ahlberg[1], Ida Westerlund[1]
[1]Föreningen JAG, , Finland

Background aims

Events, trends and crises, be they local or global in nature, are changing the environment in which the disability rights movement is operating. The human rights-based approach, which has had a strong standing for decades, is being challenged by developments such as wars, the wave of right-wing populism and frugal policy making.

Consequently, the disability rights-movement must look for novel ways of maintaining the relevancy of key policy aims as well as novel ways of communicating with policy makers. These issues are highly relevant when it comes to personal assistance and are at the core of the work of the Nordic Competence Center for Personal Assistance.

Methods

The presenters will start by giving a short introduction to two research projects in Finland and Sweden where there was some form of collaboration between researchers and organizations. After this, the presentation will be open to all participants of the symposium. We are also recruiting a senior researcher to present a research point of view in the presentation. The following topics will be covered:

- Governments themselves do not ensure sufficient data is gathered in accordance with article 31of CRPD. How can organizations and researchers collaborate to close this knowledge gap?
- Measuring costs and quality of life: how can we use a practice-oriented approach to better understand personal assistance and its effects?
- Influencing policy making in a changing environment: the disability rights-movements dilemma – can research help us make our point?
- Independent living through personal assistance – can research help us make this a right for everyone?
- The socioeconomical validity of personal assistance – do we really have to prove the effectiveness of a basic human right?

Results and conclusions

We want to show how collaborative research projects can lead to valuable insights into personal assistance.

Colleague-based support fosters work inclusion competence

Researcher I Øystein Spjelkavik[1], Dr Heidi Enehaug[1]
[1]Work Research Institute/oslo Metropolitan University, , Norway

Background: The regular workplace is increasingly used as a development arena for work capacity, social skills, and mastery, necessitating enhanced company competence. Prior research highlights challenges in the psychosocial work environment when recruiting individuals with complex needs. Natural supports at the workplace are recommended, but not common in Norwegian businesses. Aim: In this article, we explore how an employee in the company who takes on the role of mentor can contribute to developing the possibilities for sustainable inclusion processes Methods: We conducted 32 in-depth interviews with mentors in 31 businesses involved in ongoing or recent work inclusion processes. Results: A dedicated mentor is crucial for a candidate's success, managing their work hours and tailoring their responsibilities. This approach fosters social inclusion and helps the candidate become a valuable workforce member. Despite challenges, a mentor facilitates integration. The mentor's involvement in work activities enhances inclusion, often requiring the entire staff's contribution, with the mentor preventing conflict escalation. Low support between candidate and mentor yields less achievement, while high support boosts the candidate's motivation, work ability, and the organization's inclusion capacity. The mentor's collaboration with external support apparatus is also a success factor. Conclusion: A dedicated mentor can function as a key player in developing an inclusive psychosocial work environment, in training, and in developing workplace inclusion competence. However, such inclusion processes are often non-linear, time-consuming, and characterized by uncertainty related to public support duration for wage costs and mentor follow-up.

The current state of deinstitutionalisation of services for people with disabilities in the Czech Republic.

Zuzana Durajová[1,2]
[1]Department of European Law, Law Faculty, Charles University, , Czech Republic, [2]Validity Foundation, , Hungary

Almost 15 years have passed since the ratification of the CRPD in the Czech Republic. The country, which had previously spent a large proportion of its resources on building and maintaining institutions to support people with disabilities, committed itself to promoting independent living and changing its social and health care systems accordingly. Several deinstitutionalisation plans and efforts later, a coalition of NGOs paints a bleak picture of the situation of thousands of people with disabilities who have been left behind. Inadequate conditions, human rights violations and the use of restraints are still widespread in these institutions. NGOs are now sending their findings to the Committee on the Rights of Persons with Disabilities, asking it to open an inquiry into the situation.

In this paper, the author, who participated in the drafting of the submission, outlines their main arguments, which are supported by data collected by both the State and the NGOs, relevant decisions of national courts, findings of the Ombudsperson and case studies of individual persons affected by the State's policies or lack thereof. The paper focuses on five major human rights violations: (1) the continued institutionalisation of children and adults with disabilities, despite efforts to de-institutionalise or 'humanise' current services, (2) inadequate conditions in institutions and risk of ill-treatment, (3) disregard for autonomy and independent living, (4) lack of legal safeguards against institutionalisation, ill-treatment, abuse or neglect, and (5) unavailability of housing and services in the community.

A Critical Discourse Analysis of Neurodiversity

Mx Eilís Ní Chaoimh[1]
[1]University Of Galway, , Ireland

Background aims

The concept of neurodiversity has come far from its origins in the early autistic community of the 1990s. Arguably, it has become a buzzword, the usage of which may depart significantly from its disruptive origins. The language of neurodiversity is a language of challenge, interrogating established norms regarding the pathologisation of bodymind difference (where bodymind conceptualises the interaction between mind and body). It is also a language of emancipation, seeking to create community and advocate for transformative change to secure equality and respect for the fundamental rights of neurodivergent people. This paper utilises Critical Discourse Analysis (CDA) to evaluate the foundational texts of neurodiversity to arrive at a meaning for neurodiversity that is faithful to its origins, rejecting the "buzzwordification" of the terminology of neurodiversity.

Methods

This research utilises CDA because it focuses on the relationship between discourse and other social structures, such as power, ideology and identity. The concept of neurodiversity is particularly suited to a CDA-based analysis due to the prominence of written discourse, particularly online discourse, in its development, combined with the degree to which it challenges the constructed nature of accepted norms, such as the pathologisation of neurodivergency.

Results

Utilising CDA, this paper will present three distinct but interconnected meanings for neurodiversity:

(i) A worldview which asserts that there is a natural diversity in human bodymind experience. In this context, neurodiversity is analogous to biodiversity. This perspective implicitly rejects the idea of a "normal" bodymind experience.

(ii) An identity characterised by differences in bodymind experience which results in disadvantages due to the neurotypical structures of society. Individuals who assert this identity describe themselves as neurodivergent.

(iii) A movement which rejects the pathologisation of bodymind differences and seeks to bring about transformative change to improve the lives of neurodivergent people.

EMOTION WORK OF PARENTS OF AUTISTIC CHILDREN ON HOLIDAY

Dr Allan Jepson[1], Prof Raphaela Stadler[3], Prof Brian Garrod[2]
[1]University Of Hertfordshire, , United Kingdom, [2]Swansea University, , United Kingdom, [3]MCI Austria, , Austria

This paper explores how parents of autistic children manage emotions while navigating the complex emotional landscape of holidaymaking. Through an inductive analysis of interviews with parents, the study distinguishes between the emotional labour performed by tourism providers and the emotion work undertaken by parents during family holidays. While theories of emotional labour and emotion work are often conflated, they involve different actors, processes, and implications. The paper advocates for redefining parental efforts as "emotion work", highlighting its unique sociological implications in contrast to emotional labour. This perspective addresses a significant gap in tourism research concerning families with autistic children and provides insights into how emotion-management responsibilities can be redistributed to alleviate some of the burdens faced by parents.

Inclusion in segregated education?

Ms Sunniva Rogstad Hegvik[1], Dr Kristina Brodal Syversen[1]
[1]Inland Norway University of Applied Sciences, , Norway

Special education in Norway dates back to the early 1800s, going from a very segregated and protecting of society ideology, to today's 'Age of Inclusion. As part of this development, the special schools were dismantled (Hausstätter, 2023). In Norway, "one school for all" has long traditions, and the way the system is rigged Today, all children, regardless of functional ability, have the right to attend the ordinary local school. However, according to figures from the Directorate for Education there are still 5000 pupils who receives their education in a segregated special school or permanent department for special education, and lately this is a rising number (Jelstad & Hotlerman, 2012, 2024). In a Norwegian context this is considered problematic in an inclusive education system, and it is questioned why this is increasing.

Therefore, we question if and how segregated education can create an inclusive learning environment that preserves human integrity. To explore this, we will survey Norwegian parents utilizing Peder Haug's (2014) four principles for inclusion: community, participation, democracy, and benefits. The results will be analysed with the theoretical framework of the Norwegian philosopher Hans Skjervheim, and his perception on relations between people. He showed two possible positions one can take in the meeting with the other: Participant and spectator. The position you choose has an impact on whether the people you meet become a subject or an object in your world, and this is a challenge that Skjervheim claims exists in systems and pedagogy (Skjervheim. 1996).

Our study shed light on a broader understanding of inclusion, that takes into account that inclusion is more than placement and how it can be seen as a sense of belonging in a community, interpersonal encounters, and how you experience your own everyday life in the encounter with people and systems.

The Fallacy of ‘Choice’ in Children’s Disability Services in Western Canada: An Intersectional Analysis

Dr Alison Gerlach[1]
[1]University Of Victoria, , Canada

Background: ‘Choice’ is often an assumed, taken-for-granted notion embedded in neoliberal systems of care for children with disabilities and their parents/caregivers and families. Moreover, choice is rooted in the notion of autonomy which assumes that everyone has the power and freedom to make rational choices, regardless of one’s context or circumstances.
Methods: This presentation will draw on findings from a COVID-inspired, three-year, mixed-methods, participatory study conducted in western Canada. This research explored how information and communication technologies can address northern and rural families’ long-standing inequitable access to children’s disability community services. Survey and interview data involved 110 parents/caregivers and 147 disability service providers and leaders.
Results: The importance of parents having choices in how they accessed disability services was an early and recurring theme in the data. However, much of the data on choices highlighted concerns about parents’ non-choices due to intersecting social and structural factors including families’ income, geographical location, weather conditions, mistrust of the system, and digital inequities experienced by both families and service providers.
Conclusion: Informed by postcolonial feminist theorizing, this presentation will provoke the audience to reconsider how parental ‘choices’ are experienced inequitably and structured by intersectional forces. These forces are often beyond families’ immediate environment and control with potentially significant impacts on parental self-efficacy and ultimately child health and developmental outcomes. Nuanced and critical insights into the fallacy of parental choices and related policy and practice implications and recommendations will be discussed.

Relationship-Focused and Technology-Enhanced Child Disability Services: Promoting Northern and Rural Families' Access in Western Canada

Dr Alison Gerlach[1], Dr Kim Bulkeley[2]
[1]University Of Victoria, , Canada, [2]University of Sydney, , Australia

Background: Public health measures in response to the COVID-19 pandemic galvanized the rapid uptake of technology in the child disability sector in Canada and similar high-income global contexts. However, the long-term integration and potential of technology to enhance access for historically underserved communities and families has remained largely unexamined in Canada and internationally. Families in northern and rural areas who experience long-standing inequities in accessing community-based child disability services and supports have important perspectives to bring to the development of this approach.
Methods: This presentation will draw on findings from a COVID-inspired, three-year, mixed-methods, participatory study conducted in British Columbia (BC). This research explored how information and communication technologies can address northern and rural families' long-standing inequitable access to child disability community services. Survey and interview data was collected from 110 parents/caregivers and 147 child disability service providers and leaders.
Results: This research identified two enmeshed and reciprocal themes to enhancing access to child disability community services for northern and rural families in BC: 'a relationship-focused approach', and the integration of technology'. Each theme had multiple interconnected sub-themes that will be explored in this presentation.
Conclusion: Access to child disability services in high-income countries can be hard to reach, especially for historically underserved northern and rural communities in Canada. This presentation provides evidence of a system-wide shift towards programs and services that prioritize a relationship-focused mindset and practice in concert with a nuanced integration of technologies that are tailored with and for each community and family context. Policy and practice implications will be discussed that have relevance for similar global contexts.

“Broken plates and spilled soup”: Fractured personhood and structural vulnerability – profound and multiple disability/UK

Maren Hüffmann[1]
[1]Department of Social and Political Sciences, Brunel University London, , United Kingdom

Counter to the commonly accepted notion of personhood, which emphasises cognitive capacity, communication skills and independent agency, this paper favours a relational view of personhood. Personhood can be experienced as continuously re/constituted in interactions between people as well as people and environment. However, the bureaucratic side of everyday life also leads to a fracturing of this sense of belonging and identity. This is even more obvious in the lives of those with extensive disabilities. Parents of disabled children find themselves having to break the whole of their child’s being into small pieces, most often with a negative slant, to satisfy the demands of the bureaucratic system of service providers.

My ethnographic fieldwork among children with profound and complex disabilities has led me to investigate these tensions in the de/construction of personhood. I spent time at a special school in the UK to learn directly from the children. Joining their daily activities and experiencing laughter, tears, excitement, resistance, warmth, curiosity as well as boredom, provided a glimpse into the depth as well as shallowness of everyday life. These direct interactions stood in stark contrast to their parents’ accounts of having to document dys/functions of their children’s disabled bodies and minds with the purpose of fitting these into pre-conceived categories, used to validate specific amounts of service hours and financial support. Time and again they lamented the fact that they could not openly acknowledge the joyful aspects of life, so as not to disturb the prominent and expected image of suffering and tragedy associated with disability.

This structural vulnerability is upheld by the web-like bureaucratic systems of education, health and social care providers. Paradoxically, parents have to purposefully break those ‘delicate plates’ that carry their children’s personhoods, in order to secure support to nourish and sustain this essential aspect of life.

Participatory Research Partnership -model - Collaboration-based research with experts by experience and other stakeholders

Dr Salla Sipari[1], Mrs Nea Vänskä[1], Ms Sara Väisänen[2], Mrs Krista Lehtonen[1], Dr. Anu Kinnunen[3], Dr Ira Jeglinsky-Kankainen[4]
[1]Metropolia University of Applied Sciences, , Finland, [2]Expert by experience, , Finland, [3]Savonia University of Applied Sciences, , Finland, [4]Arcada University of Applied Sciences, , Finland

Background
Engaging diverse stakeholders in various phases of the rehabilitation research process is increasingly vital for promoting well-being in everyday life. Combining diverse expertise and experience strengthens the relevance and impact of research, while also enhancing its ethical sustainability. Meaningful engagement of stakeholders requires a collaborative and inclusive approach that allows equal and reciprocal participation of all actors, according to their individual capabilities.

Aims
The aim of this research process was to co-develop partnership-based collaboration model in rehabilitation research with experts by experience, their close ones and diverse experts of rehabilitation.

Methods
A multi-phase research process included a literature review (17 research articles), workshops and focus group discussions (overall 64 participants). The model was piloted and further developed with 50 experts in rehabilitation, including experts by experience. T Additionally, the research team included a person with a disability who has experience in rehabilitation and who co-authored the study results.

Results
The co-developed Participatory Research Partnership (Pare) -model was published as an open-access e-publication. PaRe model consists of five phases including ‘starting the research partnership’, ‘building a research team’, ‘reciprocal co-planning of research’, ‘co-production of new research data’ and ‘utilization of research data in everyday life’. An ongoing parallel process involves a developmental ethical evaluation. In presenting the results, we use examples from the piloting and implementation of the model.

Conclusions
The PaRe model facilitates inclusive collaboration by involving diverse stakeholders as partners within research. It emphasizes co-agency, accessible interaction, and co-learning in rehabilitation research and practice. Engaging rehabilitation service users and providers in scientific research enhances the accessibility and applicability of research-based, meaningful knowledge in everyday life. The PaRe model provides a framework and concrete tools to promote the right to participate and influence and to build an empowering collaboration throughout all stages of the research process.

Mental health from the perspective of people with intellectual disability

Ine Grimsø[1]
[1]Nord University, , Norway

Research question: What is important to people with intellectual disability regarding their mental health?

People with intellectual disabilities have a higher incidence of mental disorders than the general population (Directory of Health, 2021). It is more difficult to both diagnose and get access to treatment for mental disorders for persons with intellectual disabilities compared to the general population (Bakken, 2020). Their mental disorders are often attributed to their basic diagnosis of intellectual disability. It is therefore imperative that the knowledge from their perspective is highlighted to guide mental health promoting initiatives and inform health professionals responsible for sound mental health services.
The project focuses on good mental health in people with intellectual disabilities. The purpose of the project is to explore the research literature that includes the perspective of persons with intellectual disabilities regarding their mental health.

Method: A literature review will be undertaken to answer the research question based on a combination of systematic and snowball searches (Wohlin et.al., 2022). The results from the literature review will be analysed thematically (inspired by Clark and Braun, 2019) categorised into main themes, and the themes will be discussed.

Results: The results from the literature review will be presented

Time frame: The project is part of my Master thesis in Health sciences and will be completed by March 2025.

Digitalised Labour Settings: Opportunities and Barriers regarding People with Invisible Disabilities

Marianne Kreuder-Schock[1]
[1]Research Institute for Vocational Education and Training gGmbH , , Germany

Background aims: Due to current megatrends such as New Work it is becoming increasingly clear that the use of digital technologies is indispensable to ensure professional and social participation for people with disabilities. Especially People with Invisible Disabilities (PwID) face multiple challenges in work-related settings.
However, there is still little knowledge on how to increase their participation while decreasing stigmatisation processes.
The main purpose of this presentation is to discuss findings from original research conducted on barriers in work-related settings for PwID and how to detach those challenges from medical diagnoses and thereby from stigmatisation.
Methods: Data on impairments, barriers and possible solutions was collected through semi-structured interviews with PwID using an interview guide based on the International Classification of Functioning, Disability and Health. The data collected was analysed using qualitative content analysis and structured in categories responding to barriers instead of medical diagnoses.
Results: Videocall programs, passwords, lack of social contacts, possibilities to regenerate and insufficient usability or digital skills are identified as barriers with the greatest impact on participation. Possible solutions include creating social opportunities, offering external structure and actively creating opportunities for participation.
Conclusions: Due to the small number of participants the results should be seen as explorative and need to be verified further. However, the results made apparent that those challenges identified can also affect people without disabilities and the offered solutions may not only help develop a more inclusive workplace but also create a healthier working environment for all kinds of people.

CareTrade: A holistic model for supporting autistic and neurodivergent people into sustainable opportunities

Hilary Fertig[1], Judith Kerem[1]
[1]Caretrade, , United Kingdom

Background aims

CareTrade is a London-based charity. We uniquely provide a range of specialist person-centred services supporting autistic and neurodivergent adults towards, and into sustainable opportunities, providing holistic, long-term support. In parallel, working with employers to provide neurodiversity training and bespoke programmes to increase understanding and create opportunities.

The majority of autistic adults, not in work, want to work. just 36% of autistic people are in work compared to 81% nondisabled people (Buckland Review of Autism Employment 2024).

Methods

Our support includes:
- The Autism Project (TAP): our college and a three-year employability programme based on active learning, for autistic Londoners aged 18-25, in partnership with local hospital trusts providing work experience placements.
- Jobseekers Plus: a unique programme for over 25s.
- Working Kitchen and Café: catering and hospitality traineeship, and fulfilling orders for other organisations and corporates.
- Alumni Job Club: supporting leavers post programme to continue to job find as required.
- In Work Support: coaching / assistance providing support in the workplace for neurodivergent employees.
- Social Groups and Activities: for programme participants and alumni.
- Neurodiversity training for employers: introductory and bespoke training across the UK and beyond.
- Think Talent: an internship in partnership with Barclays for neurodivergent prospective lawyers seeking work placements. Now in its 7th year.
- Employment Autism: A new addition to CareTrade. A website-based information service for jobseekers, employees and employers: www.employmentautism.org.uk

Results and conclusions

Between 48% and 64% of participants each year move into paid employment or apprenticeship of choice. CareTrade was one of the first organisations to advocate for supported internships, (learning in real work-placements) in the UK and one of the few that offer support for over 25s.
It is the follow-through support from a trusted, familiar provider, thus reducing change and stress, that sets us apart.

Policy failure in young disabled people's lives: In search of new parameters for good transitions

Prof Charlotte Pearson[1], Dr Jane Cullingworth[1], Prof Nick Watson[1], Prof Janice McLaughlin[2], Prof Tracy Shildrick[2], Prof Edmund Coleman-Fountain[3]
[1]University Of Glasgow, , United Kingdom, [2]Newcastle University, , United Kingdom, [3]University of York, , United Kingdom

For many disabled young people, social policies have failed in their role to support transitions from childhood into the next stage of life. Across OECD countries, policy development has been fragmented, haphazard and limited in its scope. It is only relatively recently that governments have begun to engage with the specific needs and develop initiatives which reflect them. Yet there is little known about the experiences of transition to adulthood for this group and there is an absence of longitudinal data. In seeking to address these issues, this presentation reports on the first stage of data collection from a major ESRC study, based in Glasgow and the North East of England, which follows a group of disabled young people (aged 16-29) from a variety of backgrounds as they leave school and move towards adulthood. The research is informed by co-production and has involved disabled young people and disabled people's organisations in its design and includes a range of methods. Drawing on themes from disability studies and youth studies and the accounts told by the young people we spoke to, we examine how the failure of transitions support and broader social policies, have impacted profoundly on life experiences and socio-economic well-being, reinforcing barriers to inclusion and inequalities for disabled young people.

Professionals reflecting on prevention of violence against and support to people with intellectual disabilities

Professor Mikaela Starke[1], Dr Elisabeth Punzi[1]
[1]Department Of Social Work, University Of Gothenburg, , Sweden

Background Studies reveal that persons with intellectual disability are more exposed to violence than other citizens. Professionals who meet the target group fail to detect exposure to violence, and those who encounter victims of violence lack knowledge about the target group. Hence, the target group is not offered support to the same extent as other citizens.

Aim Based on this, the aim of this study was to explore:
1. what professionals within social services do to detect, prevent and/or support persons with intellectual disability that are exposed to violence
2. possibilities and barriers for collaboration and knowledge circulation among professionals within social services

Method Professionals within social services were invited to focus groups and around 50 professionals participated in six groups. The discussions were analyzed using thematic analysis.

Results The participants discussed the lack of knowledge concerning persons with intellectual disability and violence, and that both preventive and supportive measures to those exposed to violence are scarce. Some questionnaires for detecting violence were mentioned. However, the target group were often not identified, and it was described that professionals lacked knowledge of what kind of support that should be given, or who can give this support. Simultaneously, the participants expressed great concerns. They described that they did what they could to support persons in the target group who were victimized, but often lack organizational support, time, and opportunities to share knowledge with each other. Knowledge circulation was expressed to be important since it could contribute to the preventing violence against the target group and supporting those who were victimized. During the focus groups there were different kinds of knowledge circulations between the participants and contacts were taken.

Conclusions The professionals' interest in the area and their perceptions about the need for development are striking. Practical implications will be discussed.

Youth with Disabilities in Mozambique: Tackling Triple Discrimination in Sexual and Reproductive Health Rights

Mba Joao Vembane[1], Dr Christopher Johnstone[2]
[1]Jav Consulting, E.i. and University of Pretoria, , Mozambique and South Africa, [2]University of Minnesota - Department of Organizational Leadership, Policy, and Development, , United States
This paper draws on a triple-marginalization framework to explain how youth are situated in broader health networks. Specifically, we examine sexual reproductive health services in Mozambique, a developing country in the Southern Africa Region, party to the Convention on the Rights of Persons with Disabilities (CRPD), and argue that youth with disabilities are triply marginalized because: 1) youth with disabilities, especially girls are more at-risk, and in need, than their non-disabled peers to suffer sexual violence and abuse; 2) youth and adolescents with disabilities are often assumed to be asexual and therefore not in need of sexual and reproductive health information and services, thus less considered in the allocation of resources for the programs; and 3) where available, information and services on sexual and reproductive health are often not accessible to youth with disabilities as there are several barriers that hindering their use and participation. The paper focuses on research conducted on implementation of the right to sexual and reproductive health (SRH) education and services for youth with disabilities in Mozambique. It conceptually frames SRH access as a human right protected by the CRPD and examines where gaps and barriers exist. Interviews with youth, healthcare workers and analysis of programs were examined utilizing indicators from Najam's (1995) five C's analytic framework (Commitment, Capacity and Clients and Coalitions). Indicators of commitment, capacity, clients, and context provide evaluative data on the extent to which the aspirational requirements of CRPD were realized for youth with disabilities. The paper concludes that youth are triply marginalized in relation to SRH because of the stigmatization SRH has, misunderstandings about youth, and community vulnerabilities they face.

Lived Experiences of Persons with Mental Disabilities in Turkey: Policy, Discourse, and Subjectivity

Dr. Merve Alcayir[1]
[1]Independent Researcher, National United Nations Volunteer in Mental Health, , Turkey

Over the last decades, several reforms have taken place in Turkish disability policy, such as the introduction of the Turkish Disability Act (2005), the rights-based mental healthcare reform (2006), and the ratification of CRPD (2008). However, people with disabilities still face significant barriers to full participation. This paper focuses on the lived experiences of people with mental disabilities, the most neglected group in Turkish disability policy and discourse. Although Turkish legislation recognises people with long-term mental conditions as disabled, in practice their experiences and needs are highly medicalised, and mostly overlooked in social inclusion policies. In social discourse, due to the prevalence of a hierarchy of impairments (Reeve, 2004), considering physical and sensual impairments more disabling than others, mental disabilities are not seen as “real disability”. While the literature predominantly focused on the Turkish policy context, the lived experiences of people with mental disabilities remain unexplored. I aim to examine the lived experiences of people with mental disabilities living in Turkey, with a focus on dominant discourses and subjectivities.

Methods

This presentation includes initial findings of qualitative research, based on nine in-depth interviews with people with mental disabilities.

Results

The findings suggest that although participants face significant barriers to social life, relationships, education and employment, their disabling experiences are not recognised, and their embodied experiences are constantly questioned by families, friends, and wider society, which makes most participants feel invisible and invalidated. The presentation will also include a discussion on the interplay between subjectivities and mainstream discourses as well as their resistance strategies.

Conclusions

Overall, this paper shows the lived experiences of people with mental disabilities in Turkey, and despite the legislative framework how mainstream disability discourses and practices prevent people with mental conditions from enjoying their rights and leave them in a liminal space between disability, illness, and "normality”.

411

Expectations, options and challenges in transition to retirement of ageing people with intellectual disability

Sirpa Granö[1], Elisa Tiilikainen[2], Sonja Miettinen[3], Elina Kontu[1]
[1]Tampere University, , Finland, [2]University of Eastern Finland, , Finland, [3]The Finnish Association on Intellectual and Developmental Disabilities, , Finland

Background
For most people with intellectual disability (ID), the transition to old age retirement means leaving daytime activities instead of paid work. There are only few studies on this life phase of people with ID, and even fewer that study the lived experiences.
Aims
The aim of the research is to find out, what kind of expectations, options and challenges there are among actors involved in the transition to retirement of people with ID. Another aim is to increase understanding of how the service system could be developed to meet the needs of ageing people with ID.
Methods
Experiences of transition to retirement has been collected with qualitative methods of three perspectives: from staff (inquiry), from person with ID (interview, taking photos, research diary) and from directors of disability and ageing services (group interview). Data from staff and persons with ID have been analysed using content analysis. Directors group interview data are analysed with discursively.
Results
There can be seen several tensions in transition to retirement when combining experiences of directors´, staffs´ and persons´ with ID. The system-driven transition includes staffs´ or disability services´ strong role on decision-making which is challenging for the autonomy and agency of people with ID. People with ID are expecting for old age retirement freedom to choose what to do while the staff has adapted active ageing ideology and may prefer support continuity in daytime activity services. There seems to be a lack of options in activities after leaving activity centre. Directors see options in co-operation with ageing services, which seems to be a new idea and practise for staff in housing and daytime activity services.
Conclusions
Enabling an ageing persons own decision-making in transition to retirement, it requires the whole service system, from directors to support staff, to adapt to the person-centred support methods.

I tick the box, but I don’t fit in

Leah Elisabeth Thorstensen[1], Monica Lillefjell[1], Annelie Schedin Leiulfsrud[1]
[1]Norwegian University of Science and Technology (NTNU), , Norway

This study aims to explore the lived experience of job-searching, work, and employment after a spinal cord injury (SCI). Investigating the interplay between bureaucratic guidelines, societal norms, and subjective coping and strategies related to job-searching and employment with an ‘invisible’ disability on paper, the study departs from a case study of Ada. Ada has an SCI but she is able to walk, suggesting that her lived experience of a disability on paper conflicts with how she experiences and expresses her identity and disability in relation to the labor-market spheres she interacts with as well as the broader SCI community.

Methods: Semi-structured qualitative research interview analyzed through concepts of ‘work’ and ‘text’, as found in the Institutional Ethnography approach by Dorothy Smith.

Results: We follow Ada from her time of injury to academic studies and her present job, as well as her current job-searching. Her medical diagnosis and the recommendation of applying for permanent disability benefits (on paper) contrast with her present full-time employment (lived experience) and job-searching process. Adhering to special rights for people with disabilities applying for jobs, Ada expresses a moral dissonance as she feels like she ‘steals’ jobs from people who are visibly disabled. Experiencing a current employer who adjusts the workplace for her, she faces dilemmas in searching for alternative job positions.

Conclusions: Ada represents a minority voice in the SCI sphere. Her situation and experiences illustrate the disjunctures and additional client work of navigating labels and categories in the Norwegian Labor and Welfare Agency System (NAV), illuminating specific challenges and implications for job-searching and employment for persons without a clear cut and ‘visible’ disability. When and how the ‘invisible’ becomes ‘visible’ depend on textual categories such as diagnosis, law texts, job advertisements and applications – as well as social relations to (potential) employer(s) and colleagues.

A Conceptual Framework for Self-Advocacy by People with Intellectual Disability

Dr Babalwa Tyabashe-Phume[1], Prof Sharon Kleintjes[2]
[1]Stellenbosch University, , South Africa, [2]University of Cape Town, , South Africa

Background:
People with intellectual disability are generally not consulted in the development of public policies which impact on their lives and little is known about how best to empower people with intellectual disability to enable their participation in public policy processes. This paper reports on the development of a conceptual framework to support self-advocacy by people with intellectual disability in social and health-related policy development in South Africa.
Methods:
The research was conducted using the empowerment theory and integrated the concept of Ubuntu to guide the research. The study was qualitative, underpinned by a phenomenological approach. Data were collected through a scoping review, semi-structured interviews, and focus groups. The scoping review was conducted using the JBI scoping review protocol while framework analysis guided analysis of the interviews. Data sources were triangulated to develop the conceptual framework, using a process adapted from three approaches to develop similar conceptual frameworks.
Results:
Data triangulation identified three core elements for self-advocacy: a) personal development, b) creating a supportive environment to facilitate empowerment of people with intellectual disability, and c) improved policy participation opportunities.
Conclusion:
Participation of people with intellectual disability in public policy decisions which can improve their quality of life can be supported by developing their capacity for participation, and increasing policy makers understanding and facilitation of what is needed to support their participation. This research offers a framework for a comprehensive approach to supporting people with intellectual disability to participate in and influence public policy processes which impact on their lives.

Scoping Review on Technology-Facilitated Gender-Based Violence Against Women with Disabilities in Low- and Middle-Income Countries

Dr Babalwa Tyabashe-Phume[1], Ms Eunice Tunggal[2], Prof Karen Soldatić[2], Prof Lieketseng Ned[1]
[1]Stellenbosch University, , South Africa, [2]Toronto Metropolitan University, , Canada

Background and Aims: Women with disabilities in low- and middle-income countries (LMICs) face heightened risks of experiencing gender-based violence (GBV). The rapid growth of digital technologies has introduced new forms of violence, such as technology-facilitated gender-based violence (TFGBV), which disproportionately affects marginalized groups. Despite growing awareness, the intersection of disability, gender, and TFGBV is under-researched. This scoping review aims to map and synthesize the evidence on TFGBV against women with disabilities in LMICs, exploring the manifestations of violence, its key vulnerabilities, and protective factors within these settings.
Methods: This scoping review is conducted in accordance with the PRISMA-ScR guidelines. A systematic search of peer-reviewed and grey literature was performed in six databases, including CINAHL, Scopus, and Web of Science, alongside searches of major organizational websites. Studies published from 2010 onwards, focusing on women with disabilities in LMICs and involving any form of TFGBV, were included. The search strategy included broad query terms to capture diverse experiences of TFGBV. The identified literature was screened and double-checked for relevance by independent reviewers. Data extraction focused on key themes such as study design, forms of TFGBV, and the risks and protective factors reported. Results will be synthesized thematically and presented in tables and narratives.
Results: We anticipate identifying key patterns regarding the prevalence and types of TFGBV in LMICs, with attention to how disability influences the experiences of women targeted by this violence. Additionally, we expect to find significant gaps in the literature, particularly regarding intersectional approaches to understanding TFGBV.
Conclusions: This scoping review offers valuable insights into TFGBV against women with disabilities in LMICs, highlighting critical research gaps and providing recommendations for future research, policy development, and intervention design to address this pressing issue.

97

Healthcare Services for People with Intellectual Disability in South Africa

Dr Babalwa Tyabashe-Phume[1], Dr Nomvo Dwadwa-Henda[1], Prof Lieketseng Ned[1]
[1]Stellenbosch University, , South Africa

Background and Aims: This study is a part of the Special Olympics Rosemary Collaborative and it aims to assess the inclusion of people with intellectual and developmental disabilities (IDD) in the South African healthcare system, guided by the Missing Billion Initiative (MBI) framework. Despite South Africa ratifying the United Nations Convention on the Rights of Persons with Disabilities (CRPD), people with IDD continue to face significant barriers to accessing healthcare. The study explores systemic factors, such as healthcare infrastructure, governance, and service delivery, to understand how these influence healthcare access and outcomes for people with IDD.

Methods: A mixed-methods approach was employed, integrating quantitative data from national population datasets and qualitative data from semi-structured interviews and focus group discussions. Key stakeholders included 110 participants comprising people with IDD, caregivers, clinicians, and government officials. Data were gathered across five provinces and analysed using the MBI framework's nine components. The study also included a scoping review of relevant literature and a desktop review of national health policies to assess the current healthcare landscape for IDD.

Results: Findings highlight significant systemic gaps in healthcare access for people with IDD. Limited data on IDD disaggregation in national health statistics impede effective policy planning. Infrastructural barriers, such as inaccessible health facilities and insufficient rehabilitation services, particularly in rural areas, were frequently reported. Furthermore, healthcare workers often lack adequate training on IDD, leading to unnecessary referrals and poor quality of care. Governance, budget allocation, and inter-sectoral collaboration remain weak, with no specific national standards for IDD healthcare.

Conclusions: The healthcare system in South Africa falls short in providing equitable access for people with IDD. Strengthening governance, improving infrastructure, and integrating IDD-specific services into primary care are critical steps toward achieving healthcare equity. Addressing these barriers requires targeted policies, resource allocation, and comprehensive training for healthcare providers.

HANDYNET, disability, and techno-optimism

Dr Touko Vaahtera[1]
[1]University of Eastern Finland, , Finland

Background and aims

My presentation explores HANDYNET - a project initiated by the European Commission in the early 1980s, launched officially in 1988 and closed in 1996. This project developed a database on disability questions. It was presented as a cost-effective way to support disabled people. While HANDYNET project has been criticised from disability studies approaches (Hurst 2005) for not taking disability perspectives into account, the project has only been studied in a rather cursory way thus far. By examining this project - situated partly in the context of information society ideas - from the perspectives of disability studies my aim is to give a historical perspective on what kind of hopes are associated with technological or infrastructural projects.

The HANDYNET project can be read as a failed technology (the European Parliament itself later admitted that the project failed to a large extent). Against this background, the expectations placed on it tell an interesting story on techno-optimism. I focus on exploring 1) the relationship between technology and disability and 2) expectations of technology in the cultural texts related to HANDYNET project.

Methods

I examine HANDYNET project through European Union and Commission documents. These documents are available digitally. I analyse documents on HANDYNET project as cultural texts. The approach of cultural text highlights that different kinds of texts participate in the production of cultural meanings. I methodologically draw on cultural studies and science and technology studies.

Results and Conclusions

By focusing on the early years (1983-1990) of the project, my presentation gives a critical disability approach to specific techno-optimism of HANDYNET project. I participate in the current discussions on the position of disability in a digitalized society (Vassilis & Lehtiniemi 2022, Vaahtera & Lappalainen 2022, Shew 2023, Björnsdóttir et al. 2024).

Rethinking Dyslexia: Institutional Barriers and Youth Perspectives in Danish Education

Phd-student Julie Lund Jensen[1]
[1]Roskilde University, , Denmark

“I just wish that when the teacher says, ‘Now take out your books,’ and the others start reading, I could do the same. Instead, I have to take out my computer, start the program, and get it to read aloud. I just wish I was normal.” (Sebastian, 14-year-old with dyslexia).

Most research on dyslexia is grounded in various biological or psychological perspectives, which risks individualising ‘the problem’ and focusing on the individual as the target for diagnosis and intervention. This risk is present not only in research but also in practice, as support for dyslexia within the educational system is often individualised, aiming to help students adapt to existing educational practices (e.g., with technical aids) rather than the other way around. Additionally, most dyslexia research is quantitative and/or conducted with adults, often excluding the voices of children and young people.

In this paper, I examine how societal and school assumptions, norms, and practices create institutional barriers that restrict the participation and everyday lives of young people with dyslexia. The paper’s empirical basis is a collaborative and ethnographically inspired Ph.D. project in which I explore the knowledge of young people with dyslexia in Denmark. I follow 15 young people (aged 13-17) with dyslexia, studying their everyday lives and school experiences. The presentation aims to highlight how perspectives within critical disability studies can offer not only a theoretical framework for rethinking dyslexia but also a reframing of practices, teaching, and support based on the knowledge of young people. Thus, I wish to contribute to the work of important scholars who have aimed to understand dyslexia not as an impairment in reading and writing, but as a result of disabling barriers and ‘lexist’ views in our highly literate society and educational system (Riddick, 2001; Macdonald, 2009, 2019; Collinson, 2022).

Cognitive diversity and social interaction

Professor Kjeld Høgsbro[1]
[1]Aalborg University, , Denmark

When investigating different forms of cognitive disabilities, you find that these are always defined, in some way or another, by reference to developmental psychology. Developmental psychology determines how specific skills and social competences develop during childhood and adolescence and how different forms of cognitive impairment diverge from the ‘typical’, ‘average’ or ‘normal’ development. My presentation will look at the other side of the coin and define the communicative demands people meet when they grow up and are socialized to master the complicated rules of social interaction in modern societies. This can be done by going through the different sociological contributions to understanding social interaction from George Herbert Mead and forth. I will present some of the steppingstones in such a reconstruction of a developmental social psychology. As a side effect of developing such an approach, it opens to a comprehension of the diversity of cognitive competences and the reason why some people find it hard to learn the complex language of modern social interaction.

Community and an Ethics of Care in Mad Research

Dr Bren LeFrançois[1]
[1]Memorial University Of Newfoundland, , CA

This talk will entail a discussion of the emergence of mad studies from social movements and specifically mad communities. The importance of care work in community, its related ethics and/of unruliness, will be considered along with a discussion of the ways in which mad community practice may be instructive to modes of production within academia.

Experiences and Recommendations from the Austrian Inclusive Porst Secondary Education Programme BLuE

Prof. Dr. Wolfgang Plaute[1], Prof. Dr. Verena Hawelka[1], Prof. Mag. Maria Kreilinger[1], Ms. Katharina Brunner[1], Ms. Zsofia Lennert[1], Ms. Anna Pogany[1], Mr. Elias Meister[1], Ms. Anna Sophia Stadler[1], Ms. Emily Renoth[1], Ms. Tamara Tontsch[1]
[1]University of Education Salzburg, , Austria

BLuE, an innovative and inclusive post-secondary education program, was established in 2017 in Salzburg, Austria. The name "BLuE" stands for Bildung (Education), Lebenskompetenz (Life-competence), and Empowerment. The program focuses on empowering students with intellectual disabilities by providing them with essential life and educational skills in a fully inclusive environment.

BLuE is a four-year program, mirroring the structure of other university programs at the University of Education Salzburg. Each year, two students are accepted into BLuE, making it a small yet highly impactful initiative. As the only program of its kind in Austria, BLuE offers a unique opportunity for students with intellectual disabilities to access higher education. While Europe has a few similar initiatives, there are more than 300 such programs in the United States.

A defining feature of BLuE is its inclusivity. Students with disabilities are integrated into the broader university community, receiving support from faculty and their peers. This integration benefits both groups: students with disabilities gain academic and social skills, while students without disabilities develop a deeper understanding of inclusivity, learning valuable skills for their future careers, especially for those pursuing careers in education.

BLuE, as the only program of its kind in Austria, represents a win-win situation. It fosters a supportive learning environment where everyone benefits, highlighting the importance of inclusivity in education. BLuE serves as a trailblazer for inclusive higher education, contributing to the empowerment and development of all its participants.

Our inclusive presentation will discuss our experiences in planning and implementing the programme in Austria from the perspective of staff and students and provide recommendations for the next steps in Finland and Europe.

86

Implementation of the CRPD - failure to ensure accessibility as discrimination against wheelchair users

Dr Pauli Rautiainen[1]
[1]University Of Eastern Finland, , Finland
Title:

Implementation of the CRPD into Finnish law - the case of failure to ensure accessibility as discrimination against wheelchair users

Background aims:

The Finnish Constitution prohibits discrimination against anyone on the grounds of disability. The constitutional requirement is made more concrete by the Non-Discrimination Act, which prohibits direct and indirect discrimination and the denial of reasonable accommodation. The Non-Discrimination Act is enforced by a special Non-Discrimination Tribunal, which has the power to prohibit the continuation and repetition of discrimination, if necessary with a notice of a conditional fine.

For political reasons, the Finnish state have deliberately excluded the failure to ensure accessibility from the list of forms of discrimination. However, the Non-Discrimination Tribunal, by applying the CRPD, has considered the Non-Discrimination Act to prohibit failure to provide accessibility. A significant proportion of the Non-Discrimination Tribunal's cases deal with failure to provide accessibility as discrimination, in particular wheelchair users' right to accessibility.

Methods

I analyse CRPD, Finnish Non-Discrimination Act and the case law of the Non-Discrimination Tribunal by means of socio-legal and doctrinal research of law. I will use my personal experience as a member (judge) on the Non-Discrimination Tribunal.

Results

My analysis shows how, as a result of the CRPD, non-discrimination legislation has now become alongside the legislation on accessibility of the built environment an important legal tool for ensuring wheelchair users' right to accessibility.

Conclusions

Andrea Broderick has asked in her article "Of rights and obligations: the birth of accessibility" to what extent the right to accessibility has become an independent fundamental and human right through the CRPD. It seems that in Finland it has become an implicit fundamental right through case law, although political decision-makers have attempted to ensure that it is not protected as an explicit right in built environment except in relation to new buildings.

87

Disability and dignity at different phases of the disabled persons life cycle

Ms Niina Gråsten[1], Dr Pauli Rautiainen[1], Prof Eeva Nykänen[1]
[1]University Of Eastern Finland, , Finland
Background aims

The Disability and Dignity project has looked at the link between disability and dignity at different stages of a disabled person's life cycle. We have studied what kind of challenges disabled persons face at different stages in their lives and how they effect to their dignity.

By applying socio-legal research methods (doctrinal legal research and the qualitative methods of empirical research, such as interviews) we have analyzed specific legal instruments which have particular relevance for individuals at different ages – like personal assistance as a form of social service for children and disability pensions affecting the work transition of young adults.

In this presentation, we will synthesise the results of the different work packages of our extensive research project and draw some overall conclusions.

Methods

The presentation is based on a synthesis of published and unpublished studies from the four empirically oriented work packages of the research project. The work packages have collected extensive empirical data, including more than 100 interviews with disabled persons.

Results

Disabled people are not a homogeneous group. The presentation illustrates the plurality that characterises the relationship between disability and human dignity.

Conclusions

While the link between disability and dignity can be addressed in general and abstract terms, it is important also to explore how it translates into the lived lives of individuals in particular situations.

Care Assemblages: Disabled People Caring for Others in a UK Austerity Assemblage

Mr Charlie Grosset[1]
[1]University Of Sheffield, , United Kingdom

Traditionally disabled people are imagined as the recipients of care rather than the caregivers themselves. In this paper I reflect on the importance of entangling the identities of disabled and caregiver and invite ongoing critical engagement with current, problematic conceptualisations of care which are gendered, racialised, and crucially (for this paper) written through ableist assumptions (Herring, 2014; Drotbohm, 2022; Runswick-Cole et al., 2024). This paper forms part of a wider PhD study which explores disabled carers' identities, assemblages, and networks both as carers and as disabled people in the UK (ESRC funding number: 215775784). Concepts which are often considered central to the study of care, such as stress, burden, precarity, support and love (Herring, 2014; Peterie and Broom, 2024), are interrogated here from a critical disability studies perspective, that is an approach which understands disability as the label associated with the discrimination against people with physical, sensory, and cognitive impairments (Oliver and Barnes, 2012). Vital is the rejection of the perception that disability is an individual flaw; instead disability offers a chance to challenge marginalisation and unsettle normative ideas (Goodley et al., 2019), specifically in care and caregiving.

This paper presents emerging findings from primary data collection and analysis of the PhD outlined above. Specifically, this paper will outline the experiences of disabled people caring for others in a UK neoliberal austerity care assemblage, as well as the relationality of everyday care practice. The paper will draw on qualitative data from biographical life narratives from disabled people who are also informal carers, as well as social network maps to visualise care networks in peoples lives. These two empirical accounts of disability and care are read together with critical disability studies (Runswick-Cole et al., 2024) and new materialist theory (Feely, 2020).

Children with Disabilities in the Global South

Dr. Amanda Ajodhia[1]
[1]Mandala Educational Therapy, , Canada

This reflective paper explores some common conditions and issues arising for children with disabilities in a Global South context. It considers the role of the sociocultural, political, and historical milieu in shaping existing realities and challenges faced by many children with disabilities. In doing so, the paper examines the complex relationship between the Global North and Global South, including the influence of colonialism, homogenization and disability, inclusion, and human rights knowledge/discourse transference. Notably, in this entry, the Global South refers primarily to those Southern countries that were once controlled by imperial powers and, compared with their Northern counterparts, still remain more likely to face poverty, economic exploitation, and dependence. The researcher shares her experiences of exploring inclusive education for children with disabilities from specific Global South countries, such as Guyana and Cambodia. This paper argues appreciating multiple ways of knowing and being, and recognizing the complex circumstances for children with disabilities in Southern worlds. This demands re-envisioning and re-establishing relevance of disability understandings woven among the voices of those embedded in their local context and culture. As uncomfortable as it may be, it is necessary to allow for emerging chaos and critique of the services and supports for children with disabilities in the Global South, problematizing rights based and inclusion models, and illuminating influences from the historical and political legacies of colonialism and canons of the North.

From Canada to Kazakhstan: An International Comparative Study of Early Childhood Inclusive Education

Dr. Amanda Ajodhia[1]
[1]Mandala Educational Therapy, , Canada

This international comparative study explores early childhood schooling experiences for ethnoculturally neuro-developmentally disabled children (ages 4-8 years old) within Kazakhstan and Canada. It seeks better understandings of how intersectionality of differences influence educational opportunities for ethnoculturally neuro-developmentally disabled children during the early years of schooling.

The project was facilitated among 30 participants within Astana, Kazakhstan and Toronto, Canada. Participant groups included: (1) ethno-culturally neuro-developmentally disabled children (ages 4-8 years old) = 5; (2) early childhood educators and disability therapists = 13; (3) mothers = 10; and (4) organization directors = 2. The researcher gathered data through audio taping and various "field texts." Data collection included: (1) 90 minute open-ended semi structured group interviews; (2) creative mediums (child participants); (3) 90 minute classroom observations; and (4) document analysis. Both narrative and case study qualitative research designs guides this study.

Surfacing findings are as follows:

Child participants capably understood notions of autism and disability, sharing schooling experiences (e.g., bullying). Mothers expressed frustrations of navigating government systems for support and funding, including long wait-lists to access therapeutic supports. Single mothers particularly struggled to afford therapy and maintain strong parent-teacher communication due to decreased income and increased work schedule. Teachers explained efforts to incorporate forms of diversity. Yet, problematically, their understandings highlighted a romantic sense of equal treatment for all students, ignoring children's ethnic diversity, and "celebrating diversity." Directors acknowledged the need for specialized learning to support the participation and belonging of each child, as well as the importance of professional development and education to support teacher efficacy.

Participant voices contribute to better understandings of each groups' experiences and views of diversity and inclusion within a developed and developing world context. This study sheds light on supports necessary for educational change toward early years inclusion, benefiting the learning and teaching of young minoritized students.

Well-being of Individuals having a Sibling with Disability from Adolescence to Young Adulthood in Finland

Dr. Lara Bister, Associate Professor Of Sociology Nicoletta Balbo, Prof. Hanna Remes, Elena Neri, Prof. Pekka Martikainen
[1]Bocconi University, , Italy

Research suggests that growing up with a sibling with a disability may substantially affect individuals' social, demographic, and economic life course trajectories, often leading to life long-term disadvantages. However, how these might reflect in the wellbeing of the exposed individuals in their transition to adulthood is currently understudied. Our study aims to explore the behavioural and mental health outcomes of young adults who grew up with sibling disability. Exploiting individual-level data from the Finnish population registers, we show significantly higher psychotropic medication use in individuals who grew up with sibling disability compared to their counterparts who did not. In the following steps, we aim to include additional health events such as hospitalisation after accidents and substance abuse, diagnoses of sexually transmitted diseases and self-harm, and voluntary abortion in order to advance the comprehension of child disability in the family life course and across sibling interlinkages.

Establishing post-secondary provision for young people who have an intellectual disability: a national response.

Professor Michael Shevlin[1], Professor Conor Mc Guckin[1], Mr. Des Aston[1], Ms Jennifer Banks[1]
[1]Trinity College Dublin, , Ireland

Within the Republic of Ireland, post-secondary education opportunities for young people who have an intellectual disability have been minimal. These young people do not have access to an informed guidance service designed to support their transition to post-secondary education and a future career and rarely have the opportunity to avail of post-secondary education opportunities designed to meet their specific needs and enable them to progress towards employment in mainstream rather than sheltered employment. Over the last twenty years, innovative post-secondary programmes were developed within higher education to address this pressing need. While there was some success in alleviating the lack of opportunities for these young people, the programmes remained on the margins as they relied on philanthropic support and goodwill from higher education staff. With support from a social innovation source a national network of current providers was established (Irish National Higher Education Forum (INHEF)) and other higher education institutions who were interested in providing programmes for this cohort were invited to join. INHEF became a strong advocate for the creation of post-secondary provision for this cohort within the mainstream higher education system. INHEF along with representative organisations began an intensive engagement with the Department responsible for higher education to explore the development of post-secondary provision within higher education. As a result of this engagement, the Department initiated a pilot access initiative designed to support higher education provision for young people who have an intellectual disability across the Republic of Ireland within a timeframe of 2024-2026. To date, eleven programmes have been approved for participation in this pilot initiative. This initiative demonstrates how collaboration between government agencies and higher education institutions can create a positive post-secondary education environment for young people who have an intellectual disability.
This paper examines the implications for other countries developing this type of educational provision.

Disability, Relationships, and a Right Against Social Deprivation

Professor Of Law & Social Justice Beverley Clough[1], Professor Jonathan Herring
[1]Manchester Metropolitan University, , United Kingdom

This paper seeks to explore the potential of engaging with existing literatures on a right against social deprivation (Brownlee, 2020) in order to advance legal debate and change in the context of disability, law and policy. It explores key contexts in which disabled people are denied opportunities for social relations, and the ways in which law can perpetuate this. A key example of this is in the context of sexual citizenship, and a recent body of case law under the Mental Capacity Act 2005 (England & Wales). What is striking and often overlooked in these cases is the insight that we get into the lives of the individuals at their centre. The judgments reveal stories of individuals with intense scrutiny, surveillance and supervision over their social interactions, with limited- if any- meaningful opportunities for social engagement or development of social relationships. Such facts are often simply stated as part of the background of these cases, with the focus instead being on distinct (often future, potential or hypothetical) moments of interaction. Bringing disability into conversation with existing scholarship on a right against social deprivation (Brownlee) will enable us to develop and extend understandings of what a right against social deprivation might look like when rethought through disability, as well as offering new insights for thinking around human rights and disability.

Disability, faith and autobiography in the Industrial Revolution

Daniel Blackie[1]
[1]Tampere University, , Finland

Background aims

Religion seldom features prominently in disability histories of modern Western societies. Swayed perhaps by a version of the 'secularisation thesis' that has been influential in other areas of historical research, disability historians often assert that religious understandings of human difference significantly lost their appeal in the late-modern period. This presentation interrogates this claim by examining disability and religion during the British Industrial Revolution, c. 1750–1850. Alongside industrialisation, the era also witnessed a tremendous religious revival that stimulated an outpouring of spiritual reflection by ordinary people, often in writing. This makes the period an especially useful one for examining the relationship between 'disability' and faith during a key moment in the creation of modernity.

Methods

Focusing on autobiographical accounts written by writers with impairments who identified as Christians and would probably be considered 'disabled' people were they alive today, the presentation employs close textual readings of these sources to reveal how religious beliefs and practices interacted with and shaped understandings and experiences of bodyminded difference and vice versa.

Results and conclusions

The findings presented indicate that, far from losing relevance, religion was a valuable resource for disabled Britons as they sought to make sense of and manage 'disability' during the Industrial Revolution. The way the writers examined portrayed the place of religion in their lives reveals that Christian denominations offered a mixed message about 'disability'. This gave disabled Britons plenty of latitude to deploy religious beliefs and practices in advantageous ways, and this was an opportunity many chose to pursue. Highlighting this, the presentation concludes with a call for disability historians to pay greater attention to the role of religion during the late-modern period. Doing so, it argues, will contribute to the development of a more robust explanatory framework for understanding change in disability history.

Waves of Ableism in Canadian Environmental Discourse: Toward a Reparative Reading

Professor Michael Orsini[1], Ms Shelley Miller[2]
[1]University Of Ottawa, , Canada, [2]University of Ottawa, , Canada

This paper asks how the Canadian environmental movement has historically addressed issues related to ableism, and how ideas about ability have affected their tactics, priorities, and strategies over time. Canada's environmental movements have engaged in sharp contestation over key policy issues, but they have devoted less attention to how their activist efforts reflect assumptions about normal bodies, minds, and environments. The Canadian environmental movement is useful for addressing tensions between environmental justice and social justice, as illustrated by recent disputes over plastic straws (Jenks & Obringer 2020), and environmental justice activists' framing of threats to health in ableist ways. Disability activists have long viewed the built environment as disabling, but environmentalists have paid less attention to assumptions about the "natural" world, and of human entanglements with the environment (see Roy & Sibara 2017).

Data analysis methods include discourse analysis of Canadian environmental movement publications, including research reports, annual reports, activism toolkits, strategic plans, online news articles, press releases, and blogs accessed through Library and Archives Canada and through environmental organizations' websites. Data include archival documents from four key non-governmental environmental organizations: David Suzuki Foundation, Greenpeace Canada, Ecojustice Canada (formally the Sierra Legal Defense Fund), and Environmental Defence (formally the Canadian Environmental Defence Fund). By attending to the discursive markers of ableism, this research traces histories of ableist discourses beginning in the 1990's and up until the current moment.

With respect to a "reparative reading" of ableist discourses within the movement, data reveals that these environmental movement organizations respond to current events like the 2008 economic crisis, the COVID-19 pandemic changing, and legislative frameworks (UNDRIP, Plastic Treaties, Environmental Racism Bill), as well as cross-movement pressures from the Indigenous Rights movement, environmental racism movement, and the youth-led climate movement.

Neoliberal undermining of welfare services and its implications for personal assistance users during the pandemic

Dr Hrafnhildur Snaefridar- og Gunnarsdottir[1], Dr Ásta Jóhannsdóttir[1]
[1]University Of Iceland, , Iceland

This paper explores the experiences of disabled users of personal assistance (PA) services in Iceland during the pandemic, a time in which infrastructure was heavily tested. The COVID-19 virus and the social disruption of the pandemic brought to the surface and exacerbated various structural and systemic problems facing disabled people. In our paper, the pandemic serves as a point of departure to investigate neoliberal ableist processes in the procurement of disability services.
Drawing on semi-structured interviews with eight disabled adults and parents of three disabled children from 2021 to 2023, the findings highlight how neoliberal market ideology and austerity have influenced the implementation of PA services in Iceland, attributing to many of the difficulties Icelandic PA users encountered during the pandemic. Service inadequacies and problems that existed before the pandemic persisted, and there was an increased burden placed on disabled people and the parents of disabled children, assuming their unpaid and often unrecognised efforts.
Our findings show that the way in which PA services in Iceland have been framed, as a private-sector-inspired contract, has enabled municipalities to evade their responsibilities towards disabled service users, in stark contrast to the social justice and human rights understanding in which the services are embedded. With our paper, we aim to contribute to research problematising neoliberal undermining of welfare services and the commodification of fundamental values such as welfare and the human rights of disabled people.

105

At the intersection: a qualitative sociological study of relationships among autistic migrants in the UK

Anya Ovcharenko[1]
[1]University Of Exeter, , United Kingdom

With 280 million international migrants worldwide, human mobility is a defining feature of contemporary society, driven by globalisation, climate crises, and conflict. Concurrently, the past decade has seen a notable increase in adult autism diagnoses across the Western world, with the National Health Service reporting a rise in referrals for autism assessments in the UK. Despite the extensive literature on migration and autism separately, little attention has been given to their intersection, leaving autistic migrants overlooked in sociological research. This study addresses this gap by examining how the categories of “migrant” and “autistic” are constructed and how they influence both self-perception and external perceptions in the daily lives of autistic migrants, including their past and present relationships. Rooted in empirical ethics, sociology, and medical anthropology, the research draws on decolonial feminist scholars Lugones and Ortega to challenge dominant discourses and singular truths about identity, by embracing multilayered subjectivities. By exploring how societal perceptions affect the relationships of autistic migrants, the research aims to uncover the ethical, social, and political implications of categorisation. Furthermore, this study aspires to offer a nuanced understanding of the lived experiences of marginalised populations, emphasising the critical role of relationships in the context of globalisation, ableism, and rising social intolerance.

95

Association between informal help and background factors for persons with multiple sclerosis in Sweden

Phd Candidate Daniel Ståhl[1,2], Associate Professor Emilie Friberg[2]
[1]Department Of Social Work, University Of Gothenburg, , Sweden, [2]Division of Insurance Medicine, Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden, , Sweden
Background aims: Persons living with multiple sclerosis (MS) may experience various symptoms, and some of these persons may need help in daily life. This study aimed to explore the association between sociodemographic background factors and the use of informal (unpaid) help among persons with MS in Sweden, and to investigate any differences in the amount of informal help used per week.
Methods: This study utilized cross-sectional survey data combined with register data of persons with MS between the ages of 20 and 51 years. Binary logistic regression and linear regression were used to analyze the association between outcomes and sociodemographic background factors.
Results: It was found that several sociodemographic background variables were associated with the use of informal help, but a higher degree of impairment, indicated by the Expanded Disability Status Scale for Multiple Sclerosis (EDSS), had the strongest positive association. Fewer variables were associated with the number of hours of informal help per week. The birth country had the strongest positive relationship while whether one was living alone had the strongest adverse relationship. Three of the sociodemographic background variables were found to be positively associated with both the use of informal help and the number of hours of informal help used per week, birth country, receipt of sickness benefit, and higher degree of impairment. Persons with MS born outside the Nordic countries, receiving sickness benefit, and severely affected by impairment more often used informal help, and they used more hours of informal help per week.
Conclusions: Degree of impairment was the most important factor in determining whether informal help was used. However, the importance of the birth country and receipt of sickness benefit may indicate that subgroups of persons with MS are more vulnerable and referred to informal help rather than formal help.

412

Exploring experiences in education and practice of doctors and trainees with disabilities: a qualitative study.

Dr Gisselle Gallego[1,2], Ms Claire Ingram[1], A/Professor Lise Mogensen[3], Dr Claudia Ng[1], Dr Dinesh Palipana[4], A/Professor Laura Gray[5], Dr Bryony Mcneill[5], Dr Aishah Moore[1]
[1]School of Medicine, the University of Notre Dame Australia, , Australia, [2]Centre for Disability Studies, Faculty of Medicine and Health, Affiliate of the University of Sydney, , Australia, [3]School of Medicine, Western Sydney University, , Australia, [4]School of Medicine, Griffith University, , Australia, [5]Faculty of Health, Deakin University, , Australia

Background: while efforts have been made to expand the diversity of the Australian medical workforce progress towards inclusion of people with disability remains slow. Doctors with disabilities remain underrepresented despite research showing community support. Furthermore, limited research exists on the experiences of doctors and medical students with disability. This is needed to understand how to best support students with disability to access and thrive during medical training, and what support doctors with disabilities see as imperative to their practice.
Aim: to explore the experiences of doctors and trainees with a disability during training and practice in order to identify challenges and enablers to equity and inclusion.
Methods: in-depth semi-structured online interviews were conducted with 11 purposively selected doctors and trainees. Interviews were digitally recorded, transcribed, and analysed using critical phenomenology.
Results: There was some heterogeneity in the participant sample as some doctors had left the profession, others were still practicing, and some trainees were considering what is next. – The commonalities included a drive for perfectionism and the pressure of the archetype of the "good doctor". Many have experienced barriers such as pervasive ableism, discrimination, and institutional obstacles, leading to micro-aggressions. Those with "invisible" disabilities described the often-hidden emotional struggles associated with masking as most chose not to disclose. Trainees described experiencing burnout, which for some was the time when their disability became "apparent". Champions, mentors, advocates, supportive environments, and equitable accommodations were described as facilitators to good practice.
Conclusion: these preliminary findings emphasise the persistent need for structural and cultural change, inclusive practices, and recognition of the value of diverse perspectives in medicine. Despite advances in disability inclusive practices in medical education, there continues to be a pressing need for greater inclusion and support for doctors and trainees with disabilities to improve medical education and provide equitable healthcare services.

The lived experience co-teaching model with pre-service teachers: a proof-of-concept study

A/Professor Mary-Ann O' Donovan[1], Professor David Evans[2], Dr Gisselle Gallego[1,3]
[1]Centre for Disability Studies, Faculty of Medicine and Health, Affiliate of the University of Sydney, , Australia, [2]Sydney School of Education and Social Work, University of Sydney, Australia, , Australia, [3]School of Medicine, the University of Notre Dame Australia, , Australia

Background: pre-service teachers (PSTs) benefit from exposure and engagement with people with disability. Yet these experiences are often superficial without conscious effort to build relationships. To ensure inclusive teaching practice and optimal educational experience for these students, it is critical that PSTs are provided the opportunity to learn from people with disability.
Aim: to pilot a lived experience co-teaching model with PSTs at an Australian University.
Methods: two academics worked collaboratively with a lived experience tutor to co-design and co-deliver a tutorial as part of the Special and Inclusive Education unit that it is offered to PSTs. This tutorial was delivered by one academic and one lived experience tutor to six different student groups. Students were asked to submit questions prior to class so that there was sufficient time for the lived experience tutor to prepare. The teaching pair independently wrote post class reflections using a structured worksheet, shared these with each other and then met to discuss.
Results: On average there were 28 students in each tutorial group (N=164 students). The tutorials were well received by the learners who engaged in active discussions with the lived experience tutor. weekly reflection sessions guided by the reflective worksheet completed by the teaching pair ensured positive re-enforcement of things done well, opportunity for further practice and to make minor changes in preparation for the next tutorial. The lived experience tutor demonstrated increased confidence with each tutorial delivered and took greater leadership in each class.
Conclusion: preliminary findings of this pilot initiative that provides exposure and engagement with people with intellectual disability, was feasible and provided a positive experience for the lived experience tutor as well as for the student learners. Exposure or engagement with learners with disabilities can contribute to positive outcomes of PST education courses.

257

Health educators' preparedness for inclusive education - the HEPIE study

Dr Gisselle Gallego[1,2], Dr Claudia Ng[1], Professor Christine Forlin[3], A/Professor Lise Mogensen[4], Dr Kim Bulkeley[5], Dr Dinesh Palipana[1,6], Ms Sarah Gaudieri[7], A/Professor Laura Gray[8], Dr Aishah Moore[1], Mrs Maggie Sambuco[1]

[1]School of Medicine, the University of Notre Dame Australia, , Australia, [2]Centre for Disability Studies, Faculty of Medicine and Health, Affiliate of the University of Sydney, , Australia, [3]School of Education, the University of Notre Dame Australia, , Australia, [4]School of Medicine, Western Sydney University, , Australia, [5]Sydney School of Health Sciences, the University of Sydney, , Australia, [6]School of Medicine, Griffith University, , Australia, [7]School of Arts and Sciences, the University of Notre Dame Australia, , Australia, [8]Faculty of Health, Deakin University, , Australia

Background: to facilitate the inclusion of people with disability in health professions, identifying and understanding structural and attitudinal barriers to inclusive health education is essential. Little is known about health professional educators (HPEs), how confident they are in their ability to support students with disability, or what their training needs are.

Aim: to understand how HPEs perceive and engage with learners with disability in health education.

Methods: in 2024 an online survey collected data from Australian HPEs using an inclusive education validated instrument, which was adapted to a health profession context. Questions measured HPEs perceptions about inclusion, their views on inclusive education, attitudes towards students with disability, and their knowledge and skills in teaching accommodations.

Results: of 146 HPEs who completed the survey, 120 (82%) had “some” level of experience teaching learners with disability. Almost half (40%) had positive experiences working with learners with disability. However, many respondents had concerns about their level of preparedness for teaching them (28%), and 35% felt they did not have the required knowledge and resources. 56% indicated that they had not received training on educating learners with disability, but more than half (59%) often sought additional guidance to build their own capabilities. Less than half (40%) changed the way they teach when working with learners with disability. Overall, this study revealed that educators feel underprepared and under resourced to teach learners with disability, despite their desire to effectively support these students. HPEs wanted to understand the techniques and strategies that can be employed to assist learners with disability, as well as clearer guidance on how to practically interpret and apply policies to support student success.

Conclusions: to increase the participation of people with disability in health professions, HPEs must have adequate resources available and guidance on how to teach and support learners with disability.

Strength and Activation of Job Relevant Social Networks among Persons with Cerebral Palsy

PhD Frederik Thuesen[1]
[1]VIVE – The Danish Center for Social Science Research, , Denmark

The strength of social networks that may potentially assist persons with disabilities find a job is an underexplored field within sociology. This paper aims at shedding light over this topic based on a survey targeting a sample of persons with cerebral palsy (CP) from the Danish population. Previous research has found that persons with disabilities have fewer job relevant social contacts, especially among friends and acquaintances, compared to persons without disabilities. Research has also found that persons with disabilities are more reluctant to reach out for help from their network ties. This paper explores these to topics, i.e. strength of diverse network ties and activation of such ties, among persons with CP. More specifically, the paper explores the self-reported strength among persons with CP of network ties relating to family, friends and acquaintances, employees and volunteers in disability-related NGOs, and employees in the public employment service (‘job centres’) as well as potential reservations among persons with CP towards seeking to activate such ties when searching for a job. Moreover, we also analyse if any experiences with discrimination in the labour marked weakens our respondents’ propensity to seek to activate their job relevant social networks.

Is segregation beneficial?

- Theorizing experiences of pupils, students and prisoners

Professor, emerita Marjatta Takala[1]
[1]University Of Oulu, , Finland

The aim of this study was to find out how inclusion and exclusion are seen by pupils in segregated special education. An interview was used to collect the data, and a narrative approach was used to analyze it.

The data are discussed through three levels of politics of belonging (Yuval- Davies 2011), namely 1) Social locations- level, 2) identifications and emotional attachments-level and 3) Ethical and political values – level. Belonging is about social locations, constructions of individual and collective identities, but also about the ways these are valued and judged. Attitudes and ideologies tell where and how boundaries are drawn. With this one moves from the sense of belonging to the politics of belonging. The difference between inclusion and belonging is used, the former being more a political idea and the latter more a personal issue. (Kovač & Vaala 2021). The results are summarized with Luhmann's (1995) theory about inclusion and exclusion as being inextricably intertwined and connected to the functional differentiation of society.

Together 72 persons were interviewed, 28 were still at lower secondary school,16 had finished compulsory education and were now studying a profession, and 28 were now in prison. The majority had attended both segregated and mainstream education.

The results tell that the social location as a pupil with special needs was not wanted. However, the received help and individualization was appreciated. Complaints of not being demanded enough, being lonely or bullied were presented. Although experiencing the special group positively, some had to quit while the community did not have resources to pay. Belonging, being segregated, but being supported created several dilemmas. The participants suggested how segregated education could be improved and how the system had a strong power over individuals.

.

101

Anxious dads and depressed moms: child disability and the mental health of parents

Derek Asuman[1,3], Johan Jarl[2], Tinna Laufey Asgeirsdottir[3]
[1]Aarhus University, , Denmark, [2]Lund University, , Sweden, [3]University of Iceland, , Iceland
Having a child with a disability undoubtedly affects parents in many ways, including their well-being. However, the specific mental health trajectories of parents, differentiated by the severity of the disability and parental roles, remain under-explored. We investigate the mental-health effects of having a child with a disability. Using individual-level register data from Sweden, we exploit the epidemiological features of Cerebral Palsy to estimate causal effects. Results show that prescriptions for mental-health disorders increase after the birth of a child with a disability. While fathers are more likely to dispensed anti-anxiety medications, dispensed medications for anti-depressants increase for mothers. Further, the effects are larger for parents of children with severe impairments but do not differ across parental characteristics. Our findings highlight the need for support and assistance for families with children with disabilities.

The extra cost of disability and poverty in Ghana

Derek Asuman[1], Charles Ackah[2], Frank Agyire-Tettey[2]
[1]Aarhus University, , Denmark, [2]University of Ghana, , Ghana

Persons with disabilities face substantial barriers that impede their integration and participation in social and economic activities. Households with disabled members may be vulnerable to poverty due to the extra cost of living with a disability. However, there exists a knowledge gap in the magnitude of the extra cost of disabilities in sub Saharan Africa. Using data from a nationally representative household survey, this paper estimates the extra cost of disabilities in Ghana. The paper further examines the welfare effects of households with persons with disabilities. Based on the standard of living approach, we estimate the extra cost to households with a person with disability to be 26% of annual household consumption expenditures. Adjusting for the extra cost of poverty, the incidence of poverty increases from 38.5 to 52.9% amongst households with a disabled member. Our findings suggest the need to improve the efficiency of support programs to persons with disabilities to mitigate the extra costs of disabilities and reduce their vulnerability to poverty. In addition, enhancing access to economic opportunities and social services for persons with disabilities will be imperative to improve their quality of life and dignity.

A comprehensive mapping of the different areas of society addressed in the UN CRPD

Dr. Svenja Hammer[1], Dr. Michael Grothe-Hammer[1]
[1]Norwegian University Of Science And Technology, , Norway

Participation in society and the ability to make decisions about one's life are fundamental human rights. However, in many parts of the world, people with disabilities are denied these rights. With around 650 million people worldwide experiencing some form of disability, their demand for equal rights and full inclusion represents a global challenge.

The United Nations addressed this issue by adopting the Convention on the Rights of Persons with Disabilities (CRPD) in 2006. To date, 185 countries have ratified the Convention, committing to treat persons with disabilities as 'rights holders' and 'subjects of law'. One of the Convention's principles is "full and effective participation and inclusion in society." However, what constitutes 'society'? Society, understood in a generalized way, is complex and multifaceted, covering various areas. Therefore, full inclusion must address all parts of society. Our research aims to determine whether the Convention comprehensively considers these aspects or whether some areas are overemphasized, underrepresented, or overlooked.

To do this, we draw on sociological theories that define society as divided into distinct domains such as politics, economy, education, family, religion, and more. Each of these domains has unique values, norms, and roles, posing distinct challenges for inclusion.

Preliminary analyses show, as expected, that politics is the most frequently mentioned domain in the CRPD, while law is less represented. Education and social help are heavily focused on, but religion is not mentioned at all, raising questions about the lack of attention to religious freedom in the Convention. Further exploration of other societal domains will help assess the comprehensiveness of the CRPD and its usefulness for guiding national policies.

561

Inclusion in Norwegian Folk High Schools: Student Perceptions in Schools with Further Accommodations

Synne Dokken-Hartberg[1], Dr. Svenja Hammer[1]
[1]Norwegian University Of Science And Technology, , Norway

The right to education is important in today's society and the UN Convention for the Rights for Persons with Disabilities (CRPD) is calling for full inclusion in every area of society, including education. Yet research shows that students who have disabilities are less included in school than others. This presentation relates this to the context of Norwegian folk high schools and explores young people's perception of inclusion within an educational institution that sets itself apart from most other forms of education. Folk high school is a one-year school year usually completed after upper secondary school, where students live in a boarding school and attend classes without grades or exams and with a focus on personal development. The schools included in this study also had an additional focus on accommodating for students with disabilities.

The study is based on a survey of 449 youth and young adults who attended a Norwegian folk high school in the 23/24 school year.

The results of the correlational analyses between students' perception of inclusion and the disability field suggest that students in folk high schools generally feel very included, but that students who need accommodations in their daily life, feel less included than students who do not have such needs. This illuminates that even folk high schools are still not on target to fully include all students.

Job design for people with disabilities - lessons from the Danish flexjob program

Thomas Bredgaard[1], Cecilie Krogh[1], Frederik Thuesen[2]
[1]Aalborg University, , Denmark, [2]VIVE The Danish Center efor Social Science Research, , Denmark
Mainstream labour market research considers jobs as given and predefined implying that individuals must adapt to jobs. However, to make the labour market more inclusive, jobs need be adapted to individuals with different capacities and limitations. This basic idea was acknowledged in the early job design literature but has not been applied to the case of people with disabilities. In the disability literature, on the other hand, the job design literature is seldom referred to. The idea of this article is, therefore, to use the job design literature and the job characteristics model to examine labour market inclusion of people with disabilities. The case of the Danish flexjob program is used as an example of deliberate job design. The flexjob program is an employment program that integrates persons with permanently reduced work ability in the labour market by adapting their work hours, job functions, work intensity and wages. The primary data is a survey among employees in flexjobs compared to employees in standard employment relationships. The survey makes it possible to compare the job characteristics of employees in flexjobs to employees in standard employment and assess the implications for work motivation, growth opportunities and job satisfaction. We find that the deliberate job design of flexjobs is a successful way of including people with disabilities in the labour market. By comparing them to employees in 'ordinary' jobs, we find that employees in flexjob experience a high degree of work motivation and job satisfaction, but lesser growth opportunities within the job. We are also able to confirm the basic assumptions of the job characteristics model for both employees in flexjobs and employees in ordinary employment. We discuss the lessons of the case of flexjob to disability employment and the contribution of job design theory to the literature on disability and employment.

Independent living - access to individual support & active citizenship

Petra Rantamäki[1], Päivi Nurmi-Koikkalainen[2]
[1]Tukena Foundation, , Finland, [2]THL, , Finland

For many persons with disabilities, it is not possible to choose where, how and with whom they live, because of a lack of services in the community, insufficient support for families and carers and inaccessible environments and services.

Services and support need to be co-created and reimaginated so that people can have better quality support and services in communities and have control over their support. Persons with disabilities need individually designed local services to live in their own home or with their families as well as affordable housing opportunities. Support needs to be available also in more remote communities, not just in cities.

Disability community, service providers, reserachers, public authorities and policy makers need to create support services of persons with disabilities beyond traditional models based on impairment and dependency. The UN-report “Transformation of services” calls for changing the way in which support services are conceived and provided, to reflect the paradigmatic shifts in respect to disability in society. It is based on 3 core predicates:

1. The need for services based on personhood, focused on supporting personal development and inclusion in the community.
2. The need for policy and legislation changes aimed at dismantling institutionalization and segregation, to reflect the departure from the medical model of disability.
3. The need to integrate businesses and the private sector along with civil society and the state as partners in social services and support.

In the presentation we will be discussing:

- how to create spaces for dialogue to build consensus around disability policy consistent with a right based framework
- how to change current policies, services and funding models
- how to explore the right balance between formal care and informal support
- how to promote the advocacy and participation of persons with disabilities in the development of new services

A Narrative of Outsiderness: Visually Impaired Individuals' Experiences of Participation in Education and Working Life

Prof Bodil J. Landstad[1,2], Ms Gunhild Hovden Kvangarsnes[3], Prof Stig Larsson[4], Dr Emma Brulin[5]
[1]Faculty of Human Sciences, Mid Sweden University, Östersund, , Sweden, [2]Unit of Research, Education and Development, Östersund Hospital, , Sweden, [3]National Library of Norway, Oslo, , Norway, [4]Department of Clinical Research, Lund University, Malmö, , Sweden, [5]The Department of Occupational Medicine, Institute of Environmental Medicine, Karolinska Institutet, Stockholm, , Sweden

Visual impairment can be a hindrance to participation in education and working life. This might lead to major personal problems and prevent people from becoming fully members of society and working life. Health literacy is important at an individual and organisational level aiming at eliminating barriers and promoting equal opportunities for the visually impaired.

The aim of the study was to explore the visually impaired people's experiences of learning and participation in education and working life by creating a narrative representing experiences from different phases of the life course. A narrative can be based on stories from one or more persons. In this study, we have chosen to use one participant. The purposive sampling was based on the participants' unique experiences and insights in the field that was studied. His age, profession, and engagement in society gave rich and thick data. He had a position in the study both as interviewee and as co-author. We used different data sources to construct the narrative: a recorded radio interview, a private photograph, and individual interviews.

The narrative demonstrates that the interviewee's participation in education and working life was hindered by obstacles which had major consequences. He experienced outsiderness in a range of different situations. The interviewee had to make different career choices than those he originally wanted. His participation and "belonging" in social relations also became limited. His academic life was therefore limited, and he had to adjust his academic plans. The narrative highlights discrimination and inequality which can occur in education and working life for visually impaired.

Health-literate environment has to be strengthened throughout the life course to obtain good health and well-being. Ensuring environmental support throughout the life course is paramount. Individual and organisational health literacy must be developed on the user's own terms in education and working life.

Disability income gap by age

Researcher Therese Dokken[1], Researcher Jon Erik Finnvold[1]
[1]NOVA - OsloMet, , Norway

Disabled children are more likely to fall behind their non-disabled peers in educational and labour market outcomes in adulthood. They are less likely to participate in the labour market, and a growing number of studies has confirmed a disability income gap. There are several potential explanations of the income gap, including differences in educational achievements, discrimination in the labour market and institutional context. Most studies in this field are cross-sectional and rely on survey data, and research on development over the life cycle is scarce. The objective of this paper is to examine how the income gap evolves over age and compare differences in returns to education. Both between disabled and the general population, and across groups with different diagnoses.

By using rich longitudinal register data, we will compare income for young adults growing up with a disability born between 1977 and 1989 and the general population, from the age of 18 until they are 43. We account for enabling and constraining factors, such as educational achievement, degree of labour market participation and family background characteristics.

Preliminary findings confirm a disability income gap, and it increases with age. In the early twenties incomes across the groups are quite similar. This shifts in the mid-20. The curve for people with an impairment flattens out, and after the age of 32 there is little or no increase in income from year to year. For the general population it keeps increasing, while for the group with a chronic illness it flattens out around age 35. Individuals with compulsory education or less only seems to have a similar level of income across the diagnosis groups and the control group, while the wage gap is larger between the groups with secondary education and tertiary education.

UK Autism Employability Crisis: Seeking Proactive Flexibility in Reasonable Adjustment Provision

Dr Max Lowenstein[1]
[1]Bournemouth University, , United Kingdom

The UK autism employment gap means just 22% autistic people in the UK are in paid work,' (National Autistic Society, 2021) and only 2 in 10 autistic people work at all, (Autistica, 2022), meaning their disability accessibility and inclusion is significantly impacted in the UK and increasingly global workplace. There is a lack of socio-legal research into how the legal remedy: sections 4 & 20 of the Equality Act (2010) work in practice, particularly from autistic employees (or those seeking access to work) perspectives. More data is needed to understand autistic peoples' shared barriers to their disability accessibility and inclusion, to understand how best to improve recruitment and retention processes and ultimately help increase employment of autistic people. To investigate this, qualitative data gathering via semi-structured interviews, encouraged autistic people as interviewees to 'lead' upon their own workplace reflections to best engage and most importantly listen to understand, guided by an experienced autistic interviewer (Kvale, 1996). First, the interviewer discussed questions on autistic peoples' perceptions of the challenges they face when seeking and maintaining employment. Second, the many strengths autistic people bring to the workplace, was considered. Third, autism charity best practices on applying reasonable adjustments and the extent to which they are supporting autistic peoples' health and well-being successfully was thoroughly explored. Data gathered fed into the Buckland Review of Autism Employment (2023), which sought to identify the barriers autistic people face in securing and retaining work and progressing with their careers complementing the Governments' national autism strategy (2021-26). It is important to listen to the voices of autistic individuals and involve them in decisions that affect their lives, as emphasized in autistic-led research promoting 'autistic flourishing' (Poulsen et al, 2022). However, there is still a lack of significant improvement in employment opportunities for adults with autism (Hill, 2022).

Educating teachers in psychosocial justice

Associate Professor Tim Corcoran[1]
[1]Deakin University, , Australia

Background aims

Commonplace justice theories tend to separate the individual and their psychological being from social practices and institutional processes. At best, dominant psychological theories (e.g., constructivism) recognise relational action but retain distinct material and non-material boundaries between internal machinations (e.g., thoughts, feelings, etc.) and events taking place in an external world. This presentation introduces the novel concept of psychosocial justice to educational practice and teacher education.

Methods

Psychosocial justice is an interdisciplinary method targeting theory~practice convergence. Words enacted in the elaboration of theory are always performative, that is, they are used as sensemaking tools to facilitate action within emergent practice. The potential of psychosocial justice rises from engaging with worldly events transparadigmatically encouraging the use of pluralist or multiple ways of knowing/being.

Results

The concept of psychosocial justice is new to educational practice inviting educators to remain open to possibilities in knowing/being. Regarding disability and impairment, the use of psychosocial justice does not compel alignment with medical or social models but assists pragmatic evaluation of any model deemed to be of benefit to participants in practice. Psychosocial justice acknowledges how it is that ontological opportunities present before educational professionals each and every day.

Conclusion

A key hindrance to responses capable of challenging injustices across communities is the ongoing delineation between what is considered social and what is considered psychological. Critical psychological approaches address this concern directly exploring the nature of situated, affirmative, ethical, and relational conditions involved in educational practice. Psychosocial justice provides alternative understandings to disability and impairment promoting fairness and equity within relational conditions of learning.

Disability matters in teacher education: substance and process considerations

Associate Professor Tim Corcoran[1], Professor Srikala Naraian[2], Associate Professor Ben Whitburn[3]
[1]Deakin University, , Australia, [2]Columbia University, , USA, [3]University of Southampton, , UK

Background aims
Matters of process are neglected in teacher education in favour of more commonplace responses fixed on material concerns. Subsequently, relational orientations regularly give way to approaches facilitating separation, categorisation and closure. The three papers in this symposium mobilise to recognise that which exceeds the dogma of reductionism when educating teachers regarding disability matters.

Methods
Using a variety of interdisciplinary theory, the symposium realises the intimate bond existing in theory~practice. Theory, in this respect, is inseparable from practice as every momentary invocation empowers anticipatory responses or movements to next possibilities. In this sense, educational encounters are always already entered into as unfinalisable events co-constituted in relational action.

Results
The first paper draws on narrative inquiries informed by posthumanism to describe how collaborative processes of data-making and writing surface teaching bodies that resist facile notions of competence, opening up matters of disability and inclusion as relational fields in continuous flux.
The second contribution mobilises critical disability studies to engage standardisation, difference and inclusion. From teaching learning theories and digital accessibility strategies, to leading institutional disability equality initiatives, reorienting to affirmative potentials of difference emphasises the processual disposition of meaning making.
The third paper presents five conditions considered necessary for anticipating psychosocial justice. This framework integrates psychological theory with social justice concerns to acknowledge material and non-material aspects constituting educational practices and address reductionist accounts of disability and learning.

Conclusion
Contemporary educational systems are designed to capture and discriminate against difference. It is unsurprising then that teacher training aspires to little more than accommodating disability in classrooms. How disability matters are met in teacher education requires change. What is desired is a concerted shift capable of recognising substance as emergent from process.

Transitioning from family home to alternative living: experiences of adults with intellectual disabilities and families

Dr Ruth Walker[1], Dr Irene Belperio[1], Prof Christine Bigby[2], Dr Ilan Wiesel[3], Dr Fiona Rillotta[1], Dr Claire Hutchinson[1]
[1]Flinders University, , Australia, [2]La Trobe University, , Australia, [3]University of Melbourne, , Australia

Background: It is well documented that many adults with intellectual disabilities live with ageing parents, often without concrete plans for transitioning to alternative living arrangements. Furthermore, little is known about transition experiences once they occur.
Aims: This study aimed to explore the experiences of adults with intellectual disabilities and their family members of this transition, through a relational lens.
Methods: Semi-structured interviews were conducted with 25 people: 8 adults with intellectual disabilities, 13 parents, and 4 siblings.
Results: Three themes were constructed from the data: 'Letting go and moving on', 'negotiating unfamiliar relationships' and 'making new connections.' Adults with intellectual disabilities discussed numerous benefits associated with moving out of the family home including increased autonomy and opportunities for new relationships. Family members also described benefits of the transition, but some grappled with needing to 'let go' whilst at the same time retaining some degree of control over their family members life.
Conclusions: Overall, this study suggests there is a need for greater recognition of how the move from family home to alternative living arrangements affects the relationship between adults with intellectual disabilities and their family members. It also suggests the potential need for capacity building for adults with intellectual disabilities around how to negotiate new relationships post-transition, as well as ways to enhance communication between service providers, adults with intellectual disabilities and family members before and after the move to ensure a positive transition.

Complex disabilities and the norm of paid labour. An analysis of German special education discourse

Prof. Dr. Sarah Karim[1], Prof. Dr. Anne Waldschmidt[1], Fabian Rombach[1]
[1]University of Cologne, , Germany

Background aims
The UN CRPD stipulates the right to work and employment for disabled persons. In Germany, considerable efforts have been made to realise this human right; but there is still much to be done. In particular, persons with so-called complex (very severe) disabilities are not only excluded from the labour market, but also from sheltered employment. While critical analyses have highlighted the interrelationships between disability and capitalist society, the problematic situation of this group of disabled persons is rarely addressed.

Methods
As part of a broader research project on disability and work, this presentation looks at the discussion of paid work as a social norm in German special educational discourse. We draw on an interdiscourse analysis of articles from various journals published in the period 1997-2017. Using a critical disability studies approach, we have focused on the situation of persons with complex disabilities and analysed the arguments aimed at integrating this group into employment-like settings.

Results
The results show that the special educational discourse aims to bring persons with complex disabilities closer to the norm of gainful employment. Three different lines of argument can be distinguished: First, inclusion is understood as a right to work for all disabled persons, but neoliberal ideas are also present. Second, the danger of evaluating disabled persons solely according to their economic usability is emphasised. Third, it is argued that participation in the labour market is closely interwoven with the idea of the human desire for work, therefore normalisation is pleaded for.

Conclusions
The analysis shows that the discourse revolves around inclusion and its possibilities, but at the same time labour is constructed as an anthropological need rather than a political issue. Future research should consider critical perspectives that envisage possibilities for disabled persons regardless of their ability to participate in paid labour.

Schooling with barriers: Exclusion/inclusion and exclusivity as biographical experiences of persons with disabilities

Fabian Rombach, Prof. Dr. Sarah Karim, Prof. Dr. Anne Waldschmidt
[1]University of Cologne, , Germany

Background aims
In Germany, inclusive education has not yet been fully implemented. The majority of children with disabilities still attend special schools. Although there have been pilot projects practising inclusive schooling since the 1970s, Germany has not yet made sufficient efforts to consistently dismantle the special school system; it still has one of the highest exclusion rates in Europe. Research shows that experiences of school exclusion and discrimination have a major impact on disabled persons and their later lives.

Methods
Using a dispositive-analytical perspective and a qualitative-empirical approach, this presentation looks at the biographical experiences of women and men of different ages (born 1955-1965 and 1975-1985) and with different physical, learning and visual disabilities. Nine guided interviews are analysed and compared through an intersectional lens. We focused on the narrated experiences of exclusion, inclusion and exclusivity in the educational biographies.

Results
The analysis shows that the personal experiences are formulated in three ways: as a fate of exclusion, as a struggle for inclusion or as a privilege of exclusivity. In the reports on inclusive education, the interviewees often tell individual success stories. There is also an intra-categorical hierarchisation of disabled persons, with persons with learning difficulties in particular receiving special education as a group. The year of birth is also significant. The older interviewees predominantly report institutional exclusion and segregation, whereas the younger persons experience a more permeable school system. While the data revealed shared experiences of exclusion/inclusion, some of the interviewees also reported positive experiences of ‘special treatment’ that promoted a self-image of exclusivity.

Conclusions
In light of inclusive schooling resulting from the UN CRPD, it is more important than ever to recognise that the right to education is a social issue. It cannot be tackled without a critical examination of power relations and the analysis of intra-categorical differences.

Beyond ableism: exploring dis/ability from the angle of dispositif analysis

Prof. Dr. Anne Waldschmidt[1], Prof. Dr. Sarah Karim[1], Fabian Rombach[1]
[1]University of Cologne, , Germany

Background aims
In recent decades, the approach of ableism has become established in critical disability studies. It claims that disabled persons are discriminated against and excluded from society through a variety of barriers and demeaning attitudes. Our presentation ventures to ask whether this 'oppression hypothesis' is sufficient to understand the complexity of dis/ability. Following Michel Foucaults concept of 'dispositif', we argue that dis/ability should rather be understood as a dynamic and powerful arrangement in which (non-)normality is constantly negotiated, constructed and re-produced.

Methods
Our own research starts from the assumption that the dispositif of dis/ability is closely linked to gainful employment. In order to explore the connections, we combine a discourse analysis of disability policy documents from 1969 to 2004 with guided interviews with two age groups of men and women with different impairments. Ethnographic observations of persons with learning disabilities at their workplaces and three cross-disability group discussions are also included. The data analysis is based on discourse analysis, qualitative content analysis and grounded theory.

Results
Empirical findings indicate that getting disabled persons (back) to work is at the centre of the dis/ability dispositif. As a strategic apparatus it operates through public institutions and complex actors, legal provisions, administrative regulations and social services, all of which are structurally strong dispositif elements. Persons with disabilities react to the dispositive measures with both compliance and resistance, depending on the situation and regardless of age, gender and impairment. They also endeavour to present themselves as active subjects who can work and live independently.

Conclusions
Beyond the mere assertion of ableism, dispositif analysis offers a comprehensive perspective to analyse how dis/ability is constructed as a reality. In everyday life, dis/ability is a discursive, institutionalized and materialized structure, a subjugated and also creative practice as well as a subjective experience and identity construction.

110

Parental positions concerning autistic children: conflicts and consensus between welfare state narratives and everyday experiences

Associate Professor Bjørg Kjær[1], Postdoc. Ida Danneskiold-Samsøe
[1]Danish School Of Education, , Denmark

Background aims
When a child is categorized as disabled, such as an autism diagnosis, it fundamentally affects parenthood, including parents' experiences of early childhood education and care (ECEC), which is among their first encounter with representatives of the welfare state. Danish ECEC has strong ideals of collaboration and consensus between parents and educators. Meanwhile, relations between educators and parents of disabled children are far more conflictual than those involving parents of non-disabled children. How can we understand conflicts and consensus in autistic children's parents' relations with ECEC?

Methods
The research is based on anthropological fieldwork consisting of participant observations in four ECEC centers and interviews with parents and educators. Observations focused on everyday social interactions and communication, both between children and educators and educators and parents. Interviews with parents focused on everyday experiences, notions of (dis)ability, and perceptions of the ECEC center's pedagogical approach to their autistic children.

Results
We have identified three parental positions linked to the quality and character of ECEC practices, with children given very different opportunities to play and learn. Parental levels of satisfaction seem to be inversely proportional to their child's opportunities for play and social interaction. This counterintuitive finding suggests that children whose parents inherently trust educators receive a lower pedagogic standard compared to those whose parents actively advocate for their children's rights.

Conclusions
The findings suggest the need for further investigation and discussion regarding inequality in pedagogic interventions, and how we understand parents' criticisms of and conflicts with ECEC. Established political discourses have created a narrative about Denmark as "the world's best welfare state". This narrative has become oppressive for parents critical of the precarious rights and everyday conditions of (dis)abled people as the current situation fails to match the principles and good intentions in Danish ECEC legislation.

Incorporating a disability lens in healthy life trajectories: A framework

Dr Noreth Muller-Kluits[1,2]
[1]University of the Witwatersrand (SAMRC-Wits Developmental Pathways for Health Research Unit, School of Clinical Medicine, Faculty of Health Sciences), , South Africa, [2]King's College London (Department of Global Health and Social Medicine), , United Kingdom

Background Aims: The Healthy Life Trajectories Initiative (HeLTI) is a study commissioned by the World Health Organisation and the national research councils of South Africa, India, China and Canada. Interventions in the four HeLTI cohorts are designed to be contextually responsive and adaptable to the wide variability in peoples' life circumstances. The Trajectories sub-study examines a range of questions related to health equity in concert with the trial that will inform these recommendations to ensure that they promote health equity. We present a framework developed through disability and reproductive health expert consensus from Global North and Global South contexts to guide the adaptation of interventions to meet the needs of people with disabilities. Methods: Our approach to framework development was adapted from Davis et al. (2019), where we conducted (1) a scoping review of support available for women with disabilities, (2) in-depth interviews with academics from both the disability and reproductive health sectors, and (3) a group consensus-building process for framework development through monthly meetings with expert participants. Results: Our findings identified five key challenges for the provision of disability-inclusive care in reproductive health services: (1) the gap between policy rhetoric and implementation of disability-inclusive care; (2) overcoming stigma and discrimination; (3) healthcare provider knowledge about the interactions of disability and pregnancy and comorbidities; (4) addressing infrastructural and accessibility issues in health care facilities; and (5) provision of holistic care which encompasses addressing support needs related to current living circumstances and family situation. Conclusions: Expert plenaries produced an essential framework to draw attention to the intersection of reproductive health and disability in life course interventions. Recommendations include specific actions to stakeholders (from policy-makers, and health professionals to family) within their scope of practice to work towards disability-inclusive health care for persons with disabilities.

Enhancing Quality of Life for Individuals with Intellectual Disabilities and Dementia

Mrs. Lisbeth Nielsen[1], Mr. Thomas Waring Stubben[1], Mr. Thomas Heegaard Christensen[1], Dr. Jeanette Schade Leth[1]
[1]In-og eksklusion i pædagogisk praksis University College Nordjylland, , Denmark

Background and Objectives

This project emerged from the staff's desire for greater focus on managing the complex situations that arise when individuals with intellectual disabilities age and develop dementia. This led to a collaboration between Frederikshavn Municipality and University College Nordjylland, funded by the A.P. Møller Foundation.

Individuals with intellectual disabilities are particularly vulnerable to developing dementia, and the number of such individuals is increasing (Strydom A, et al., 2013). This is partly due to the fact that people with intellectual disabilities are living longer, and there is an increased risk of developing dementia associated with certain types of intellectual disabilities.

Based on Nussbaum's capability approach (Nussbaum, 2011), which emphasizes creating opportunities for autonomy, dignity, and maintaining relationships, the project aims to develop social pedagogical methods that enable staff to support residents' quality of life despite the degenerative progression of dementia.

Method

Through co-creation (Iversen, 2017) with practice, the project aimed to develop social pedagogical methods that enhance or maintain the quality of life for individuals with intellectual disabilities and dementia. Through workshops and experimental actions, we worked on developing methods and approaches for residents in care homes to explore and further refine these methods. Finally, the project focused on implementation to sustain the changed practices.

Results

The project resulted in specific person-centered methods that have subsequently been generalized for application in social pedagogical practice.

Conclusi

The individual resident's life situation must always be the starting point for creating the opportunities that allow them to experience quality of life.

Therefore, it is crucial in the development of social pedagogical methods to adopt a person-centered approach. To ensure the development of social pedagogical practice, the project's goal has also been to offer a catalog of options so that the approaches can be implemented in social care practice.

Adulthood, Disability and Gender in Contemporary Japanese Women's Fiction

Dr. des. Carolin Fleischer-Heininger[1]
[1]DIJ Tokyo, , Japan

Japan has made enormous advancements in physical accessibility. As the country seems to strive for an overall social climate that values diversity, disabilities are increasingly being brought into focus in public life. However, segregation is ongoing.
Deriving from a long and complex history of discrimination and stigmatization against disabled people dominant perceptions of disabilities are still ableist and constructed in contrast to the idealized idea of the normate.
Sexuality, marriage, and reproduction serve as prime gauges to validate normalcy, equality, and autonomy. As marriage (and employment), due to the Japanese Personal Status Law (Koseki-hō), functions as a legally and socially expected category of adulthood, women with a disability who more often do not marry are, thus, lawfully excluded from adulthood and remain their parent's child. Taking this legislative desiderium as a starting point, my talk investigates the intersection of gender and disability in two literary works written by women and depicting a female protagonist that is characterized as disabled (The Tail of Berna (Beruna no shippo, 1996) by GUNJI Nanae; Hunchback (Hanchibakku, 2023) by ICHIKAWA Saō). I analyze how disabled women's transitions towards adulthood and lived female disabled mature identities are drawn and can be discussed as reflecting shifting debates and concerns.

Being young and participating in adapted physical activity in habilitation services and in local communities

Phd Student Guro Grøthe[1], Associate Professor Kristin Vindhol Evensen[2], Professor Borgunn Ytterhus[3]
[1]Norwegian School Of Sport Sciences, , Norway, [2]Norwegian School Of Sport Sciences, , Norway, [3]Norwegian University of Science and Technology, , Norway

Background aims

Participation in physical activity or sport are highly valued leisure activities by children and young people in Norway, and physical activity for all is a political health promoting goal. The objective of this presentation is to explain how young people (13-18 years of age) with a diverse range of disabilities experience the transition from adapted physical activity (APA) in habilitation to their local community. To gain insight into their participation and engagement in APA, we have explored the factors that influence their involvement, or lack thereof, as well as their attitudes and expressions in and through physical movement.

We will focus on the following research question:
How do young people with disabilities practice and express participation in adapted physical activity, in pedagogical habilitation and in their local community?

Methods

The project employs a longitudinal qualitative design, including two data-generating periods. First, we conducted research at National Healthsports Centres, defined within the specialized health care services in Norway. Second, we did a follow up of the participants in local communities. The data is generated through participant observation and semi-structured individual interviews. Participant observation made it possible to include the perspective of young people who express themselves bodily, analogue and non-symbolic.

Methodologically, the project is situated within Constructivist Grounded Theory (CGT), which is considered relevant in APA where movement is the goal and source of meaning. Theoretically, the project is based on symbolic interactionism (SI).

Results

The data will be analyzed during the winter 2025, and the results will be presented at the NNDR-conference.

158

Artistic approaches to research design, ethical considerations and communication

Ms Charlotte White/clarke[1]
[1]University Of Sheffield, , United Kingdom

This presentation will expand on my PhD research; exploring autistic girls' experiences of mainstream school. In this research I draw on Arts-Based Research (ABR) principles to work with autistic children, and their parents and teachers. My research sits within the Neurodiversity and Education stream but is suitable for all researchers and practitioners working with neurodivergent populations, those who prefer non-verbal modes of communication and anyone wishing to explore their understanding of embodied knowledge and its value. My presentation will focus on the ethical considerations of my research and how I draw on ABR methodology when encouraging participants to share their experiences including their embodied knowledge.

First, I will present my own study and the importance of providing multiple and changeable modes of communication options for participants, especially those who are neurodivergent or prefer non-verbal communication means. Second, I will share examples from my research that draws on ABR through the creation and use of comics, interactive maps and flash cards to enable the participants to share their thoughts and feelings throughout the data generation period and when providing their consent and on-going assent.

Finally, I will explore the value of embodied knowledge and non-verbal communication for researchers and practitioners who work with neurodivergent populations to enable a fuller and more accessible method of communicating and sharing lived experiences.

Disabled youth, the welfare state and vulnerability – Lessons from the Covid-19 pandemic in Norway

Dr Kaja Østerud[1]
[1]Nova - Norwegian Social Research, Oslo Metropolitan University, , Norway

Public services play a crucial role in the participation, independence, and development of young disabled people, influencing their transition into adulthood. Consequently, the relationship between disabled youth and the welfare state—through the provision of services—can have a lasting impact on measures of inclusion.

This article focuses on the experiences of disabled youth in Norway before, during, and after the pandemic lockdowns. Norway is regarded as an advanced and relatively generous welfare state; however, it continues to struggle in improving outcomes for disabled people, such as work participation and educational attainment. By using the COVID-19 pandemic as a lens, I analyze how disabled young people experience service provision—such as education, healthcare, and leisure activities—before, during, and after the lockdowns from 2020 to 2022. This analysis is based on two rounds of interviews conducted with 17 disabled youth aged 13 to 25 in Norway.

Drawing on Fineman's (2010) vulnerability approach, I explore how the Norwegian welfare state's response to the COVID-19 pandemic created, exacerbated, or failed to alleviate vulnerabilities among disabled youth. The interviewees' stories reveal a complex relationship with the health and welfare system, characterized by both appreciation and frustration, highlighting numerous vulnerabilities in accessing adequate support. A key factor contributing to resilience against the negative effects of the pandemic was the availability of parental resources; disabled young people without such support were more likely to experience adverse effects from the shutdown of essential public services. The findings indicate that the needs and rights of disabled youth were not adequately considered during the lockdown restrictions, leaving them reliant on their own and their families' ability to cope. Thus, crises impacting public service provision creates disparities impacting youth in vulnerable transitions.

119

Inclusion of young people with mental health issues in small and medium sized businesses

Cecilie Krogh[1], Thomas Bredgaard[1]
[1]Aalborg University, , Denmark

Background aims

Young people with mental health issues are often excluded from the labour market. While “young people” in this study is defined as adults under the age of 30, the concept of “emerging adults” captures the essence of the group. It is a group of people in the beginning of their working carrier and family life. Thus, they only have little or no work experience. Further, dealing with mental health issues might also induce struggles to labour market participation.

In this study we apply a demand-side perspective and aim to explore how small and medium sized businesses includes young people with mental health issues in their workplace. In this regard, inclusion involves recruitment and retention of young people with mental health issues. Whereas recruitment is essential for inclusion in the first place, we find it necessary also to include a retention perspective in the workplace.

Previous research has shown that especially large businesses with strong Human Resource (HR) departments report initiatives to include diverse groups in the workplace. However, we only have little knowledge about small and medium sized businesses. They might not have diversity- or recruitment strategies, but still, they often employ people with various disabilities. We expect small and medium sized businesses to act differently than large businesses and this study allow us to study how they are acting.

Methods

We are currently conducting a national survey among Danish employers. The survey captures the employers’ experiences, knowledge and attitudes towards recruitment and retention of young people with mental health issues. We are thus able to compare small, medium and large businesses and test differences and similarities.

The data collection ends in October 2024. Hence, we cannot include the findings here. Instead, we will bring a brand-new data analysis to the conference.

Geopolitics and Disability in Palestinian Documentary Films

Prof Ilana Szobel[1]
[1]Brandeis University, , United States

In August 2014 the disability justice-based performance project Sins Invalid released their “Disability Justice for Palestine” statement. The statement expresses their opposition to the Israeli occupation of Palestine, and places strong emphasis on the connection between state violence and disability. By focusing on Palestinian documentaries that depict the experiences of people with disabilities in occupied Palestine, my talk embraces Sins Invalid’s call, and adopts the multifaceted commitment to disability and social justice in the context of Palestine and art.

Unlike many disability scholars in the Global North, who address disability as a universal and inevitable condition of life, scholar Jasbir K. Puar discusses disability as something that is done to people by other people; something that is a deliberate product of exploitation within a biopolitical context. By focusing on the work of Palestinian Israeli actor and filmmaker Mohammad Bakri, and Palestinian director Ramzi Maqdisi, my talk considers the politics of debilitation, and explores cinematic depictions of disability in the context of Israeli state-sanctioned violence against Palestinians.

I am interested in tracing the discourse about the occupation that is evoked by the lived experiences of people with disabilities. Moreover, my talk challenges the perception of disability as a political inferiority, and addresses disability as a political force. By analyzing Palestinian documentaries, I explore the ways in which the Palestinian maimed body becomes a visible marker of the invisibility of impairment production. Disability thus bears a claim for justice that embodies the injustices of geopolitical power.

People with intellectual disabilities in the advance care planning (ACP) process

Master Of Health Sciences, Nursing Science, Doctoral Researcher Hanna Kangasniemi, PhD, Professor, Director of Nursing (part-time) Riitta Suhonen, PhD, Professor (act.), Podiatrist Minna Stolt
[1]Department of Nursing Science, University of Turku, , Finland, [2]Department of Nursing Science, University of Turku, Turku University Hospital, Wellbeing services county of Southwest Finland, , Finland, [3]Department of Nursing Science, University of Turku, Wellbeing Services County of Satakunta, Pori, , Finland

Background Individuals with intellectual disabilities are approximately 1% of the global population, and their life expectancy is increasing, leading to a higher prevalence of conditions such as cancer, cardiovascular diseases, and dementia. While ageing affects everyone, it presents unique challenges for those with intellectual disabilities. Being able to make end-of-life decisions is crucial for achieving a "good death." Advance care planning (ACP) helps individuals express their treatment preferences, but for those with intellectual disabilities, opportunity is not ensured. Thus, there is a need to increase understanding of how to support individuals with intellectual disabilities in ACP processes.
Aims The aim was to enhance understanding of how individuals with intellectual disabilities participate in ACP processes, and to identify strategies that facilitate and support their involvement.
Methods Studies focusing on ACP among people with intellectual disabilities were identified with a systematic literature search in January 2024 from eight electronic databases: PubMed (Medline), CINAHL (Ebsco), Social Science Database, Scopus, Web of Science, APA/ PsycINFO (Ebsco), Embase and SocINDEX and supplemented by a manual search. The data was analysed using inductive content analysis.
Results The seven studies were included. ACP is a dynamic, individualised process that emphasises the importance of sensitive communication, collaboration, and documentation, facilitating informed decision-making and enhancing care quality. People with intellectual disabilities play a crucial role in ACP, but also various support needs, and significant barriers to participation, necessitating enhanced support and collaboration with professionals and family members.
Conclusions The ACP process can be improved by education, empowerment, and collaboration. Professionals play a significant role in planning and implementing ACP. Competence, both theoretical and practical knowledge, enhances the quality of ACP. Addressing the barriers to participation and enhancing support mechanisms ensures that the voices and wishes of individuals with intellectual disabilities are heard and honoured.

Tending a disability studies orientation to prevalent conditions

Dr Ben Whitburn[1]
[1]University Of Southampton, , Burundi

Background, aims:
The zeal for inclusion in education across the sectors is unmistakable. In higher education, inclusion is foregrounded in institutional equality diversity inclusion (EDI) activities which have been propelled to core university business. Disabled staff and students of higher education are increasing in disclosed numbers, which may well indicate EDI success stories. Yet, much has been written about the pervasive affects of ableism preventing disabled staff and students of higher education from enjoying equitable access. In attending to "the crafting of an academic subject yet to come" (Ball, 2013, p. 2) as a disabled scholar in a UK higher education institution (HEI), The aim of this contribution to the symposium is to apply a critical disability studies orientation to typical scholarly activities.
Methods:
The presentation advances two short narratives in which I take up disability experience in order to disrupt reductive categorisation of disability. After Braidotti (2019), the process ontology orientation I utilise involves a continuous negotiation with dominant norms and values, highlighting the need for accountability in both ethical and political terms. The narratives incorporate:
1. Teaching – drawing towards how students understand and relate to difference through digital accessibility, research methods and learning theories; and
2. Disability leadership — engaging department directors in ongoing discussion about disabling university environments and co-existence.

Results:
While my work originates from personal, disabled experience, it emphasises relational action. Through these narratives, I tease out how these coalesces to address structural ableism.
Conclusion:
The piece draws us to think about the impact of disability studies in attending to structural conditions that perpetuate marginalisation in higher education in spite of EDI.

References:
Ball, S. J. (2013). Foucault, power, and education. Routledge.
Braidotti, R. (2019). Posthuman Knowledge. Polity.

125

Can anyone do anything? A disability studies orientation to professional competence

Dr Ben Whitburn[1], Dr Tim Corcoran[2]
[1]University Of Southampton, , United Kingdom, [2]Deakin University, , Australia

Background Aims:
Higher education Institutions (HEIs) use inherent requirements, competence standards, fitness to practice guidelines or essential functions to uphold integrity of their academic courses. They are deployed to connect university qualifications to professions (e.g., teaching or nursing) via minimum standards for registration to practice, setting out core abilities, knowledge and skills students must demonstrate in order to graduate. These frequently attribute inherency to such skills that position disabled students as risks to such professions. The purpose of the presentation is to present ongoing work that takes as its starting point an affirmative orientation to disability to disrupt prevailing perceptions of competency.
Methods:
The discussion applies principles from critical disability studies (CDS) and critical educational psychology (CEP) to engage disability differently, reframing institutional equity practices to ensure inclusivity for disabled students, from pre-enrolment to study success and employment. These theories align with the ontological turn, providing conceptual resources to explore not only how disability distances a student from learning, but how professionally accredited courses are designed to measure narrow indicators of competency depicting ability to practice. Survey data will be presented to demonstrate how knowledge regarding competence affects teacher educators and pre-service teachers at an Australian HEI.
Results:
Survey results help to clarify how inherent requirements impose restrictions to disabled students, while compelling staff to assume competent abilities to practice in exclusionary ways.
Conclusions:
Diversifying professions is a demonstrably challenging undertaking that requires concentrated reorientation concerning competence to practice. For HEIs and their strategic promises to increase employability, material equality, diversity, and inclusion outcomes with marginalised populations, an important ongoing consideration is to comprehend how disability shapes professional competence orientations.

126

Accounting for change in quality of support in group homes for people with intellectual disabilities

Professor Christine Bigby[1], Dr Lincoln Humphreys[1]
[1]La Trobe University, Living With Disability Research Centre, , Australia

Background aims
Despite similarity in funding and service model, the quality of support practice varies significantly between group home services and individuals supported. Australian research shows that people with higher support needs consistently receive poorer quality support compared to those with lower support needs. We have tracked over time the quality of support in a large sample of services provided by different organisations and this paper considers some of the factors that account for differences in quality.
Method
This Australian longitudinal study of group homes used observational tools to collect data on engagement of people supported in group homes and the quality of staff support, surveys to collect adaptive behaviour data, and interviews with frontline practice leaders and senior managers. We draw on four datapoints 2013, 2018, 2022 and 2024 to compare changes in quality of support over time.
Results
Organisations with a long-term commitment to Active Support had an increase in the quality of support from 2013 to 2018, a decrease between 2018 to 2022, and a slight increase between 2022 to 2024. Organisations that had more recently adopted Active Support provided lower quality support than the long-term organisations. Quality of support was associated with the severity of a person's disability, the strength of practice leadership and organisational factors that supported practice. Senior managers identified changes in the funding system and regulation as detracting from quality of support.
Conclusions
The shift to individualised funding and new systems of regulating services appear to have negatively, rather than positively, influenced the quality of support for people with intellectual disabilities in group homes and failed to improve the disadvantaged position of those with the highest support needs.

Organisational predictors of staff satisfaction in Australian supported accommodation services

Dr Lincoln Humphreys[1], Professor Christine Bigby[1]
[1]La Trobe University, , Australia

Background: The quality of frontline staffs' practice is a determinant of quality of life outcomes for people with intellectual disabilities living in supported accommodation services. Staff shortages and turnover present organisations with challenges in retaining good and motivated workers. Increasing job satisfaction may contribute to enhancing staff performance and reducing turnover. The aim was to examine whether dimensions of staff culture predict job satisfaction.

Methods: Disability support workers and frontline supervisors completed a survey comprising measures of job satisfaction, role clarity and role conflict, the Group Home Culture Scale, and questions about work experience and personal characteristics. Exploratory factor analysis was conducted on the job satisfaction scale (n = 788 staff). Using data from 330 staff working across 74 accommodation services, multilevel modelling was conducted to examine predictors of job satisfaction.

Results: Exploratory factor analysis indicated three subscales of job satisfaction. The first subscale was about satisfaction with work conditions, which was predicted by role clarity, role conflict and the cultural dimension Collaboration within the Organisation. The second subscale was about satisfaction with tasks and development, which was predicted by role clarity and levels of engagement of the people supported. The third factor was about satisfaction with management, which was predicted by role clarity and Collaboration within the Organisation.

Conclusion: Organisational factors were found to be predictors of job satisfaction, suggesting that senior leaders' decisions and actions matter to how staff think and feel about their work. Enhancing connections between frontline staff with senior leaders and the broader organisation, as well as providing frontline staff with clear expectations and support to perform their role, may increase job satisfaction.

129

Exploring fieldwork practice experiences of deaf /hard of hearing students in learning disability nurse education

Shahram Moradi[1], Steinar Vikholt[1], Maiken Sudmann Strøm[1], Tore Norendal Braathen[1]
[1]University of South-Eastern Norway (USN), , Norway

Objective: The study is purposed to delve into the experiences of deaf or hard-of-hearing students in Norway, who used sign language and were engaged in fieldwork practice in hearing-centric work environments, which forms a part of learning disability nurse education.

Approach: Employing a qualitative research method, the study included deaf or hard-of-hearing students who use sign language in their learning disability nurse education. In addition, we collected data from university faculty, and fieldwork practice supervisors. Semi-structured interviews featuring open-ended questions were used for data collection. A thematic analysis is used for data analysis.

Results: transcribing and data analysis are currently in progress. The findings will be presented at the conference venue.

Epistemic injustice and justice for service users exposed to violence

Phd Filippa Klint[1], Prof Åsa Källström[1], Dr Johanna Gustafsson[1]
[1]Örebro Universitet, , Sweden

Service users with cognitive disabilities (neurodevelopmental and intellectual disabilities) are more exposed to violence in close relationships than people without disabilities and disclosing experiences of victimization is necessary to get support. Their experiences must be believed and respected by support professionals working in the support apparatus. Next, the identified victim's needs should be assessed, and appropriate (adapted) support be offered. Here too, the service users' knowledge about themselves and their experiences should guide adaptions to the victim support.
So, how does the support apparatus treat service users' first-person knowledge of violence in close relationships?
This was explored by a deductive-inductive analysis of 27 interviews with support professionals, based on the framework of Epistemic (in)justice.
The findings show both unjust and just treatment of these service users' knowledge, by different actors in the supportive apparatus including the social services, police and health care. Examples of justice and injustice in all categories of Epistemic (in)justice were found: Testimonial- including internalized and pre-emptive in/justice, Hermeneutical in/justice including complete hermeneutical gap and hermeneutical marginalization, and Participatory in/justice including lack of access and misrecognition.
Our results highlighted three dilemmas for the support apparatus regarding the just treatment of this knowledge. 1. Balancing the rights of self-determination and a life free from violence. 2. Navigate the clash between individual and social perspectives. 3. Not reproduce marginalizing structures and act in the service users' best interest.
To conclude, there are several practices in the supportive apparatus that treat service users' knowledge with injustice but also practices that treat their knowledge with justice. Minimizing unjust treatment of these service users' knowledge could increase the probability of adequately adapted victim support. Additionally, a more just treatment would add service users' perspective to our collective knowledge of victim identification and support.

Answering the Need for Coordination: Introducing a Micro-Meso-Macro Intersection of Disability, Diversity and Chronic Illness

Per Koren Solvang[1]
[1]Oslo Metropolitan University, , Norway

Background aims
Many social actors and institutions are engaged in improving the citizenship rights and living conditions of individuals identified as disabled. This paper aims to provide a unified model that facilitates better coordination among these actors.

Methods
The boundary object theory serves as the foundation for designing a model that accommodates diverse interests. A boundary object succeeds when it is flexible enough to meet the needs of various stakeholders while remaining consistent across different practice fields.

Results
The proposed model integrates the micro, meso, and macro levels of social organisation, aligning the positions of individuals with disabilities, professionals, and government entities at each level. The result is a nine-cell matrix. For instance, the first column highlights disabled individuals participating in daily life activities (micro), serving on municipal councils (meso), and organising NGOs to influence governmental decisions (macro). The model also differentiates between identity positions – disabled, diverse, and chronically ill – each having unique relations with professionals. These professionals include providers of assistance and technical aids for disabled individuals, sign language interpreters and workplace diversity managers for the diverse population, and healthcare specialists for people identifying as chronically ill. Furthermore, the relationships between individuals and professionals are shaped by governmental sectors such as social services, health, law, and urban planning.

Conclusion
When the micro-meso-macro approach has been previously introduced in Disability Studies, this paper presents an innovative contribution by recognising the variety of identity positions within the disabled community and systematising their relations with professionals and governmental bodies.

Pathways from Day Activity Centers to Labor Market Participation for People with Intellectual Disabilities

Assistant Professor Linda Barøy[1], Associate Professor Aud Elisabeth Witsø[2]
[1]Naku -The National Institute on Intellectual Disability and Community, , Norway, [2]Naku -The National Institute on Intellectual Disability and Community, , Norway

Background aims: People with intellectual disabilities are less likely to be employed than the general population. Internationally and in Norway, the most common work-related opportunities for people with intellectual disabilities are in sheltered and segregated environments. A national survey of day activity centers in Norway (2024) shows that approximately half of the country's municipalities in the sample facilitate participation in the labor market for individuals with intellectual disabilities. This effort involves a significant push to increase employment participation for individuals with intellectual disabilities.

The study aims to explore why managers and staff at day activity centers facilitate labor market participation for people with intellectual disabilities and describe their methods. Additionally, it highlights the opportunities and challenges they face in this endeavor.

Methods: Four digital focus group discussions with a total of 13 informants were conducted in 2022. The informants were managers and professionals responsible for day activity centers from twelve municipalities, geographically spread across nine counties in Norway. Reflexive thematic analysis (Braun & Clarke, 2023) was used as the method for analyzing the data.

Results and Conclusions: The analysis showed that despite employment in the labor market not being a defined task for day activity centers, the informants were concerned with labor market participation for individuals with intellectual disabilities. Leaders and professionals at the centers were solution-oriented and proactive in facilitating this participation. They faced barriers related to the conditions at the centers, particularly due to their organization as a health and care service, and barriers related to recruiting businesses, including the businesses' lack of knowledge and negative experiences. The findings from the study will be presented and discussed at the conference, along with plans to include the experiences of employees with intellectual disabilities and the methodological design for this inclusion.

School paths of visually impaired adults: narratives of special and mainstream education in Hungary

Nikolett Rékasi[1]
[1]John Wesley Theological College Department of Education, , Hungary, [2]ELTE Eötvös Loránd University, Budapest, Hungary, PPK Doctoral School of Education, ELTE Eötvös Loránd University, Budapest, Hungary BGGYK Disability and Social Participation Institute, , Hungary

Background aims: Mainstream education for disabled children became available in Hungary 1993. Until 1993, visually impaired children attended special schools for them, or if their families had enough social capital, they could stay at the local elementary schools without any adjustments from the school. The emergence of mainstream education has transformed the education of visually impaired children and continues to present many challenges for families and schools. The research shows the sociological processes of education, their effects on the individual, and the difficulties and resources individuals have faced.
Methods: This research combined two qualitative methods: Grounded Theory and narrative inquiry. Eight narrative interviews were conducted, which included the interviewees' whole lives. This presentation highlights and analyses the parts of the school years.
Results: The interviewees attended school in the 1980s, 1990s, and 2000s. Those who started school before 1993 either attended special schools or stayed at the local school without institutional support. The special schools meant dormitories or sacrifices from the family (e.g. moving). Staying at the local level meant deprivation from particular support provided in the special schools. After 1993, special schools first offered support for visually impaired pupils in local schools through "itinerant teachers" and later by the Unified Special Educational Methodological Institute. The interviewees lived through these changes and faced challenges in the special and mainstream schools e. g., distance from the family, abusive environment, sacrifices from the family, the absence of support, bullying. They had resources to cope with those challenges, e.g., a supportive family with social capital, support from the special educational system, solid friendships and open-minded teachers.
Conclusions: These processes still impact the Hungarian education system today. The special school system has started to change with the emergence of mainstream education, and mainstream schools are also facing new challenges and evolving into mainstream education.

Assessing the relationship between academic requirements and quality, while meeting the goal of inclusive education

PhD student Hanne Bjertnæs[1]
[1]Inland Norway University Of Applied Sciences, , Norway

Background aims
In Norwegian higher education, students with disabilities have a legal right to individual accommodations. A condition is, however, that the accommodations can not lead to a reduction of the academic requirements for the course or programme.

Whether or not accommodations affect academic requirements, is by and large a discretionary assessment to be made by individual staff. The goal of this study is to examine how staff in higher education understand the relationship between academic requirements and quality, while meeting the goal of inclusive education.

Methods
The study will rely on interviews with staff in higher education institutions in Norway, as well as a document analysis of relevant legal regulations, learning outcome descriptions, curricula, and letters of decisions rejecting applications for individual accommodations from students.

Results
From my previous experience as a student advisor in higher education, I find it important to strengthen the knowledge on how the proceedings in these assessment processes are done, and to examine whether course plans and curricula often call for specific abilities or learning outcomes that may create barriers for students with various disabilities.

Individual, discretionary assessments of the concepts academic requirements and quality create incoherent practice, on both a national and local basis, with the consequence of unequal practice for students.

The study is in an initial phase, and the results will be thoroughly discussed using inclusive theories.

The study is limited to discipline educational programs.

Conclusions
This study contributes to put a focus on the difficulty of assessing appropriate accommodations within the frames of academic requirements and quality. It also aims to support staff in higher education with new perspectives on how to develop a more inclusive practice for a diverse group of students. I welcome suggestions and discussions on both methods and theoretical aspects, as well as angles for articles.

136

Disturbingly different young disabled persons and labour market

Dr Karoliina Ahonen[1], Dr Pauli Rautiainen[1]
[1]Uef, , Suomi
Background aims

Right to participate to work is a fundamental dimension of dignified life (see e.g. article 27 of the CRPD). Our presentation discusses on how and why Finnish young disabled people face difficulties in accessing labour market and are largely excluded from it.

Methods

Our presentation is based on interview material collected as part of the research project on “Disability and Dignity” funded by the Research Council of Finland. We have interviewed about sixty young disabled persons. Based on the interviews, we have built five profiles, which we use to structure the different paths of young people with disabilities into and out of working life. In our oral presentation, we will present one of these profiles, which we have named “excluded persons”.

Results

The perception that people with severe disabilities do not belong among ordinary people is strong especially if the person is perceived as disturbingly different. “Excluded persons” are excluded from the mainstream society and unable to enter the open labour market even if they want to and are able to work. Our presentation will focus on how the disability pension system and disability services affects to their lives and how they feel about it. We will argue that “Excluded persons” are either treated as freaks or ignored not only in everyday life and in institutions but in disability policy as well.

Conclusions

Sociologist Robert Castel has pointed out that one of the burning questions of societies has always been how they deal with the existence of people they perceive as useless in achieving socio-political goals. “Excluded persons” are not seen in any disability parades, in any workplaces or schools or not even in disability organisations. But they still exist. Are they too different even for the disability movement? Are they ruining the mainstreaming of disability?

Disability and citizenship: Insights from the 2024 DISCA survey

Dr. Elena S. Rotarou[1]
[1]Universidad San Sebastián, , Chile

Background
The Millennium Nucleus for Disability and Citizenship Studies (DISCA), based in Santiago, Chile, is a research center dedicated to analysing the processes through which people with disabilities achieve full citizenship. It focusses on three key areas: political participation, access to healthcare, and sexuality and reproduction.
Methods
Between August and October 2024, an online survey was conducted to gather data on the social inclusion of people with disabilities in Chile. The survey explored barriers and facilitators to their participation in political, healthcare, and sexual/reproductive areas. To ensure accessibility, a simplified language version and Chilean sign-language interpreters were offered. Both online and in-person assistance were provided upon request. The survey was validated in the Chilean context and included 65 variables across five modules.
Results
As of the submission of this abstract (9 October, 2024), 502 people with disabilities had completed the survey. By the time of the conference, updated and final data will be available. Preliminary findings indicate strong political engagement, with 84% of people with disabilities considering voting important, and 91% having voted in the December 2023 election. Only 13% reported issues with crowding at voting stations, and 10% mentioned accessibility problems. Regarding healthcare, 75% reported that they always or frequently made decisions about their health. However, participants stated that they faced barriers in accessing healthcare, such as difficulty scheduling appointments (43%), long waiting times (26%), and high costs (24%). Concerning sexuality and reproduction, 45% had used contraception or methods to prevent sexually transmitted infections in the past 12 months, and 43% had children.
Conclusions
Preliminary findings show high political participation among people with disabilities in Chile, while healthcare access challenges persist. Sexual and reproductive health remains a priority. Results emphasise the need for targeted interventions to enhance social inclusion of people with disabilities in the country.

178

Collective disability biography and life histories from 19th-century Swedish parish registers

Professor of History Lotta Vikström[1], Associate Professor of History Catharina Andersson[1], Associate Professor of Population Studies Erling Häggström Gunfridsson[1]
[1]Umeå University, , Sweden

BACKGROUND AND AIM: In history, little is known about (dis)similarities in work, family and community life of people with disability (PWD). How disability type alongside gender, age, socio-economic status influenced life is not made clear in research, neither the role of social networks. With the aim to contribute knowledge on these topics, this study (1) charts life histories of PWD to (2) construct a collective biography. Such a biography describes a group having some joint feature, here disability in 19th-century Sweden.

METHODS: Using digitized Swedish parish registers from the 1800s, we reconstruct life histories of c. 400 PWD and their possible work, migration, marriage, childbearing and death, and access to relatives. To identify (dis)similarities in their life histories by gender and disability type (physical, sensory, mental), we use narrative methods and descriptive statistics (sequence analysis) which are keys to fill in the collective biography as well.

RESULTS: Our study presents some first findings of a project recently funded by the Swedish Research Council (2024-26). The results recognize both diversity and agency in the life histories of past PWD and the importance of social support from relatives, then merged into a collective biography highlighting similarities in their lives as well as atypical features. This helps to grasp and make more visible than in previous research the variation of experiences within a relatively large group of PWD and to discuss how different disabilities, genders, strategies and networks shaped human life in history.

CONCLUSION: Bringing c. 400 life histories of PWD in 19th-century Sweden into light and then base our collective biography on, we yield greater depth to the understanding of their experiences in history. Our analytical approach and results will interest scholars within disability history, social history and disability studies.

Towards the Potential for Research-Based Policymaking and Social Transformation

Professor Hisayo Katsui[1]
[1]University Of Helsinki, , Finland

The keynote speech delivered by Kalle Könkkölä, a prominent Finnish and international disability activist, at the Nordic Network of Disability Research Conference in 2013, critically highlighted the disconnect between Nordic disability research and the lived concerns of many persons with disabilities. This raises the question: how have we progressed since then? Are we, as Nordic disability studies researchers, actively contributing to evidence-based policymaking and fostering social transformation? This paper aims to present recent Finnish research and critically reflect on its impact on policy development and societal change, both in terms of research processes and findings.

One study, Epävarmuutta ja vaihtelevaa osallisuutta (Katsui et al., 2023), was commissioned by the National Advisory Board on the Rights of Persons with Disabilities and conducted by the University of Helsinki. The study investigated the realization of disability rights in Finland between 2020 and 2023, coinciding with the government's second Action Plan to implement the United Nations Convention on the Rights of Persons with Disabilities. The findings of this study have been instrumental in shaping the third Action Plan (2024–2027). Another notable example is the book, Disability, Happiness, and the Welfare State: Finland and the Nordic Model (Katsui & Laitinen, 2024), which comprises thirteen chapters exploring three central themes: 1) the lived experiences of persons with disabilities, 2) disabling barriers and public policies, and 3) activism and advocacy. Both studies employed a participatory research approach, in which researchers with disabilities and representatives from organizations of persons with disabilities played integral roles in the research process. Additionally, the findings have been made openly accessible and were shared widely through a number of events. As researchers in the field of disability studies, it is imperative that we contribute to both policymaking and social transformation. The participatory nature and open dissemination of these studies reflect this commitment.

214

A population study of autism: ten-year prognosis of life outcomes

PhD Anne Hege Strand[1], Post doc Tore Hofstad[2,3], PhD Olav Nyttingnes[2,4], Prof Ingvar Bjelland[5,6], Researcher Lise Gulli Brokjøb[2], Prof Arnstein Mykletun[2,7,8,9]
[1]Fafo Institute for Labour and Social Research, , Norway, [2]Centre for Population Health, Haukeland University Hospital, Bergen, , Norway, [3]Centre for Medical Ethics, University of Oslo, Oslo, , Norway, [4]Health Services Research Unit, Akershus University Hospital, Lørenskog, , Norway, [5]Department of Clinical Medicine, University of Bergen, , Norway, [6]Division of Psychiatry, Haukeland University Hospital, Bergen, , Norway, [7]Centre for Work and Mental Health, Nordland Hospital Trust, Bodø, , Norway, [8]UiT—The Arctic University of Norway, Tromsø, , Norway, [9]Division for Health Services, Norwegian Institute of Public Health, Oslo, , Norway

Autism diagnoses have increased significantly in most Western countries over the past decade, yet evidence on the life outcomes of individuals diagnosed in childhood remains limited. Existing research often focuses on short-term outcomes or examines only specific measures, leaving important gaps in understanding how outcomes evolve over a longer time perspective. This study addresses this gap using data from Norwegian patient registers, linked with individual-level socio-economic background information on both children and parents.

We examine the population of children aged 5 to 17 who were diagnosed with autism through Child and Adolescent Mental Health Services (CAMHS) during the period 2009–2011. Life outcomes for this cohort are followed over a ten-year period and compared with a weighted control group of children without contact with CAMHS. The study considers a range of adverse life outcomes, including childcare orders and placements by child protection services, disability benefit receipt, serious criminal charges, victimisation, inpatient mental health care, self-harm, addiction diagnoses or treatments, mental illness diagnoses, and mortality. Additionally, we assess levels of independent living by examining participation in education or employment ten years post-diagnosis. Findings are broken down by gender, age, and socio-economic background to reveal patterns and disparities.

The use of Norwegian CAMHS data is particularly valuable, as minimal use of private diagnostic assessments allows for tracking of a complete population without attrition. This provides a robust foundation for examining trajectories of individuals diagnosed during the study period, reflecting current diagnostic practices. A study limitation is that cases of autism and intellectual disability are more likely to be diagnosed within specialist habilitation and rehabilitation services, and not through CAMHS, and are thus excluded from the cohort studied here. Our findings offer important insights into the pathways of children diagnosed with autism, with significant implications for policy and support frameworks.

Embodying encounters with Ehlers-Danlos Syndrome and Fibromyalgia through ephemeral art in practice

Laura Jagger[1]
[1]Oxford Brookes University, , United Kingdom

Background Aims

Historically within art, ephemeral sculptures have been made to communicate concepts of deterioration, and self-destruction, often produced with a shortened lifespan and typically not built to last. This paper will discuss my practice-led research, connecting theories of embodiment, disability gain, and crip time (from Havi Carel's Phenomenology of illness to Alison Kafer's Feminist, Queer, Crip) with a practice-based methodology.

Methods

I focus on the use of sculptural materials drawn from medical settings to acknowledge my shifting and fleeting encounter with two intertwined conditions, Ehlers-Danlos Syndrome and Fibromyalgia. As a woman in a body modified by (in)visible disability, I create material interventions to challenge societal norms, misplaced assumptions and misconceptions of these invisible conditions.

Results

Specifically, I will consider how latex, perceived as an ephemeral substance, can create an elastic interface to support agency between my disabled body, a body of latex, and a body of encounter. My research leans into the animate and ephemeral qualities of untreated latex, experimenting with how the material behaves under pressure and strain.

Conclusions

I intervene with the lifespan and form of latex until the hypermobile material becomes stiff and tears. In this way, I will show how I use latex as a sculptural material to 'think through' my physical and social encounters with Ehlers-Danlos Syndrome and Fibromyalgia.

Embodying encounters with Ehlers-Danlos Syndrome and Fibromyalgia through ephemeral art in practice

Laura Jagger[1]
[1]Oxford Brookes University, , United Kingdom

Background Aims

Historically within art, ephemeral sculptures have been made to communicate concepts of deterioration, and self-destruction, often produced with a shortened lifespan and typically not built to last. This paper will discuss my practice-led research, connecting theories of embodiment, disability gain, and crip time (from Havi Carel's Phenomenology of illness to Alison Kafer's Feminist, Queer, Crip) with a practice-based methodology.

Methods

I focus on the use of sculptural materials drawn from medical settings to acknowledge my shifting and fleeting encounter with two intertwined conditions, Ehlers-Danlos Syndrome and Fibromyalgia. As a woman in a body modified by (in)visible disability, I create material interventions to challenge societal norms, misplaced assumptions and misconceptions of these invisible conditions.

Results

Specifically, I will consider how latex, perceived as an ephemeral substance, can create an elastic interface to support agency between my disabled body, a body of latex, and a body of encounter. My research leans into the animate and ephemeral qualities of untreated latex, experimenting with how the material behaves under pressure and strain.

Conclusions

I intervene with the lifespan and form of latex until the hypermobile material becomes stiff and tears. In this way, I will show how I use latex as a sculptural material to 'think through' my physical and social encounters with Ehlers-Danlos Syndrome and Fibromyalgia.

Working in communities: inclusive vocational education for young adults with disabilities in China

Mr. Yiqing Zhang[1]
[1]University Of Eastern Finland, , China

Background aims
The concept of community has never been so widely discussed in China. During and after the pandemic, there was a growing trend of individuals choosing to reside in small, self-reliant communities. Therefore, more job opportunities are provided in these communities that are inclusive and have less social complexity for the disabled.

This study aims to investigate various vocational education models for young adults with disabilities in China, focusing on social inclusion. It will also examine the impact of cultural and societal changes, such as a pandemic, on these individuals and suggest solutions for creating a more inclusive society.

Methods
Empirical research methods will be used to gather necessary data by studying statistics and interviewing vocational training institutions, special schools, policy advisors, and parents to gain an in-depth understanding of present vocational education and its societal influence.
Using the thematic analysis to process the interview data by emphasizing family involvement, support types, effectiveness, social sustainability, etc.

Results
With inputs from multiple perspectives, this research is constructing a guide of communities, vocational training institutions, and special schools that offer inclusive vocational programs and/or employment options in China. By comparing different models, we can identify the essential values of inclusive vocational education, suggest practical modifications based on actual needs, and potentially discover new options.

Conclusions
Current vocational education models are based on traditional jobs that only accommodate a small number of individuals, leaving many young adults with disabilities unable to access the necessary training or certification. Their values and perspectives were not taken into account. The study reveals new pathways for vocational education to become more hands-on, community-focused, and inclusive to support the transition of young adults with disabilities from childhood to adulthood.

Perception of Care Quality: Mothers' Choices in Caring for Adults with Intellectual Disabilities in Japan

Postdoctoral Researcher Rinako Someya[1]
[1]Hosei University, , Japan

This study addresses the experiences of people with intellectual disabilities and their families, particularly their mothers, in Japan.

People with intellectual disabilities can be independent from their parents through accessing welfare services in Japan, however it does not necessarily mean that they will be permanently separated from their parents in the future. In some cases, mothers choose to bring their children back home after they have lived in group homes. These decisions are often rooted in the perception that the quality of care provided by the mothers surpasses that of group-home staff.

This research aims to explore the reasons behind these choices and the dynamic that influence them. Using a sociological approach, I analyze interviews with elderly mothers who continue to care for their adult children with intellectual disabilities, despite the availability of alternative care options.

The study found that mothers often feel obligated to resume caregiving due to their children's difficulties adjusting to group-home life, such as challenges in maintaining routines.

Furthermore, their decisions are influenced not only by societal norms but also by various contexts, including the care needs of other family members. For instance, a mother caring for an elderly parent may be less available to support her child’s needs.

These findings advance our understanding of the complex experiences of people with intellectual disabilities and the mothers who care for them. The study highlights the challenges families face in navigating caring options for people with intellectual disabilities and their understanding of what constitutes a "comfortable life". It also suggests that examining how mothers care for their children can provide valuable insights into the quality of welfare services. From this perspective, the study calls for a closer examination of the conditions and welfare services that can provide people with intellectual disabilities the confidence to rely on external care.

From a institutionalised poor 'mad' woman's perspective. Is it possible?

Dr., Senior Lecturer Ann-Charlott Timander[1]
[1]Department of Social Work, Gothenburg University, , Sweden

In this paper I reflect upon and try to understand letters that I found in a medical record from a mental hospital in Sweden. The letters are written by a poor women ascribed with ‘madness’ and I call her Märta, and she lived most of her life institutionalised. Märta is not her real name. This minor project is part of a bigger study I am undertaking where I am analyzing medical records of those poor women who were buried at the graveyard at the mental hospital in Säter, between 1918-1953. The letters written by Märta are hard to understand, because she is creating imaginary worlds with imaginary persons within, and she does not follow rules about grammar and spelling. It feels like she is writing in a constant flow without letting reality, or rules about grammar and spelling, and how letters as a genre should be written, hesitating her. The letters and her inclination to write the letters are hard to understand, because she is probably experiencing ‘madness’, and that is reflected in her letters. Thus, I try to understand her inclination to write the letters and the letter themselves by using perspectives from Porter and Foucault in relation to ‘madness’, and the theoretical framework of Mad Studies, but they are all seen as limited in some way or the other. But, using a historical approach through contextualization is more promising, and can perhaps illuminate the world of Märta and the ‘zeitgeist’ of her time, in which she was living. The tentative conclusion is that it is possible to do ‘history from below’, even when it comes to so called institutionalised poor ‘mad’ people. A ‘mad’ woman’s perspective from a different time, is to a certain degree possible to understand, and hopefully also to portrait some of her complexity too.

357

Navigating Informal Support: Disability, Family Dynamics, and Welfare Retraction

Phd Lina Palmqvist[1], Professor Anna Dunér[1]
[1]University of Gothenburg, Department Of Social Work, , Sweden

In this symposium we will focus on informal support networks of disabled people, i.e. their families and/ or friends who provide or are believed to provide material or symbolic support, in the light of the transforming welfare state. The presentations include various empirical examples, from informal support networks of disabled people in a range of ages from childhood to later life: The every day and family roles of young people growing up with a sibling with disabilities, the advantages and disadvantages of family assistance for adult users of personal assistance, the link between sociodemographic factors and the use of informal help among people with MS, the complex parent-child dynamics between adults with intellectual disabilities and/or autism in group homes and their elderly parents, and, the role of informal support networks in facilitating ageing in well for individuals ageing with disabilities. Analyses and discussion are guided by the concepts relational autonomy – how actors in the informal support networks are situated/ positioned in relation to each other, to the welfare system, and to the society, in order to understand the opportunities of individuals; refamiliarization – highlighting increased family dependence due to reduced access to formal welfare; and responsibilisation – shifting individual responsibilities for roles and duties that previously rested with other actors, above all the welfare system.

Austerity's Consequences: Parental Responsibility and Leisure Inequality in Swedish Disability Services

Phd Lina Palmqvist[1]
[1]University of Gothenburg, Department Of Social Work, , Sweden

Background aims:
Group homes in Sweden are ostensibly designed as an "all-inclusive" solution under The Swedish Act concerning Support and Service for Persons with Certain Functional Impairments (LSS) — promoting "a life like any other." However, these facilities struggle to uphold the equal rights of residents, a challenge exacerbated by three decades of austerity measures and neoliberal policies. This context has heightened dependence on informal support from family and friends, particularly women. This presentation aims to explore the complex dynamics of parent-child relationships among adults with intellectual disabilities and/or autism residing in group homes and their elderly parents, focusing specifically on leisure activities.
Methods:
The empirical data consist of 9 qualitative interviews with adults residing in group homes and 20 interviews with parents to adult children in that living situation. For ethical reasons, parents and adult children from the same family was not interviewed.
Results and conclusions:
The findings highlight the vital role of parents, particularly mothers, in meeting the unmet needs of adults with intellectual disabilities and/or autism in group homes. While parental involvement promotes active leisure and community participation, both parents and children seek a relationship that emphasizes autonomy and adulthood. However, this desire is hindered by staff cutbacks and austerity in Companion Services, reinforcing dependency. The responsibilization of parents for ensuring their adult children's rights, often compromising their independence. Both parents and adults are increasingly concerned about future support as parents age, highlighting the urgent need for companions to secure their rights to full societal participation. This situation reflects structural discrimination against this group's right to participate and indicates a troubling trend in the Swedish welfare state, shifting responsibility from the state to families.

345

Social reproduction theory – as analytical lens in disability studies

Phd Lina Palmqvist[1], Phd Anna Ryan Bengtsson[1]
[1]University of Gothenburg, Department Of Social Work, , Sweden

Background and purpose: This presentation argues that Social Reproduction Theory (SRT) offers a valuable framework for understanding disability support and activism amid neoliberalism. Neoliberal policies exacerbate inequality and erode liberal democracy. We analyze how a user-led organization for people with intellectual disabilities advocated for, and succeeded in, securing paid vacation for day center attendees in a big city in Sweden in 2024. The aim being to show how SRT can help us to theoretically unpack taken-for-granted categories of labour and care and how political subjectivity can be created and fostered in new ways.
Methods: This study is built on participatory, synergistic approaches to research in social work. Experiences from day centers and the conditions faced by attendees are highlighted through qualitative interviews. The mobilization of the user-led organization was documented through the researcher's involvement in a network of local civil society organizations, participation in demonstrations, and analysis of official political statements and media coverage.
Results and Conclusions: We show how the work undertaken in day centers can be fruitfully conceptualized as a specific form of exploitation and to a certain extent as expropriation by being framed as disability support. Disability rights are often framed and diminished as merely aspects of care, but the mobilization to secure paid vacation in Swedish day centers challenges that view, prompting a reevaluation of care and labor. Centering disability rights in an SRT analysis helps illuminate the "boundary struggle" between production and reproduction, enabling an analysis of the social capabilities upon which the capitalistic society fundamentally depends. This framing also helps link disability rights to larger systemic issues in the capitalist economy. Finally, that social work researchers must focus on political subjectivity and the agents of social change to better understand social problems beyond individualism and contribute to the democratization of social work and society.

Beyond the institution/community binary? Experiments with social inclusion at contemporary institutional facilities in the Netherlands

Dr. Simon Van Der Weele[1], Prof. Dr. Femmianne Bredewold[1,2]
[1]University Of Humanistic Studies, , Netherlands, [2]Ben Sajet Centrum, , Netherlands

Background aims
Recent research on deinstitutionalization questions the binary between institutional care and community care. Many disability scholars long assumed that institutional care signals exclusion, while community care signals inclusion. However, critics show that community care does not always lead to more inclusion (Spivakovsky et al. 2020, Steele et al. 2023). The institution/community binary thus obscures that institutional practices can persist in community care.

Disability scholars have not addressed the implications of their critique for the other side of the binary: institutional care. If the institution/community binary does not hold, we need to ask how contemporary institution-like facilities relate to inclusion – particularly since many people with intellectual disabilities still live in such settings (Wiesel & Bigby 2015). This paper asks: how does the social inclusion ideal enter contemporary institution-like residential facilities in the Netherlands?

Methods
We conducted ethnographic research at six residential institutions in the Netherlands. We shadowed 29 residents (a form of participant observation) and interviewed 28 of their relatives, 32 support workers, and 7 managers. We used the social inclusion model of Simplican et al. (2015) to analyze our findings.

Results
Perhaps surprisingly, all institutions showed signs of commitment to the social inclusion ideal. However, we encountered different ideas about how inclusion ought to take shape. One cluster of institutions focused on fostering a rich community for residents on-site, while a second cluster attempted to ‘open’ their institutions to people from the outside.

Conclusions
Although institutions remain vilified as exclusionary, the institutions we researched strove to realize some form of inclusion for their residents. Their efforts expose awkward contradictions between the social inclusion ideal and the reality of institutional care. But by attempting inclusion in institutional settings, these institutions also challenge dominant discourses on social inclusion. We invoke Young’s (1990) politics of difference to elucidate this challenge.

383

Breast cancer stage at diagnosis and survival among women with disabilities in Sweden

PhD Alessandra Grotta[1,2], MD,PhD Can Liu[1,2,3], PhD Natalie Holowko[4,7], PhD Mikael Rostila[1,2], MD,PhD Katja Fall[5,6], PhD Ayako Hiyoshi[1,2,5]

[1]Department of Public Health Sciences, Stockholm University, Stockholm, , Sweden, [2]Centre for Health Equity Studies, Stockholm University/Karolinska Institutet, Stockholm, , Sweden, [3]Clinical Epidemiology Division, Department of Medicine, Solna, Karolinska Institutet, Stockholm, , Sweden, [4]The Ritchie Centre, Hudson Institute of Medical Research, Clayton, Victoria, , Australia, [5]Clinical Epidemiology and Biostatistics, School of Medical Sciences, Örebro University, Örebro, , Sweden, [6]Integrative Epidemiology, Institute of Environmental Medicine, Karolinska Institutet, Stockholm, , Sweden, [7]Department of Obstetrics and Gynaecology, Monash University, Victoria, , Australia

Background aims

Disability has been associated with lower breast cancer survival, potentially due to more advanced stages at diagnosis among women with disabilities compared to those without. Using Swedish register data, we aim to address the following research questions: 1) Are women with disabilities diagnosed at a later stage than women without disabilities? 2) Do women with disabilities experience shorter survival compared to women without disabilities? 3) To what extent are these differences explained by socioeconomic, psychosocial, and comorbidity factors?

Methods

We analyzed data from all women diagnosed with breast cancer between 2008 and 2020, before age 65, and classified them based on whether they had received any disability-related intervention prior to diagnosis. Cancer stage at diagnosis was categorized according to the 7th AJCC classification. Overall survival was defined as the time between diagnosis and death. Follow-up ended at the time of death, emigration, or the end of the study (December 31, 2020), whichever occurred first.

Results

Preliminary results show that women with disabilities are diagnosed at more advanced stages than women without disabilities, and that this increased risk is largely explained by lower socioeconomic status. Additionally, women with disabilities experience significantly higher mortality following diagnosis, with the largest survival differences observed among those diagnosed at earlier stages. While socioeconomic status accounts for most of these differences, comorbidity status also plays a critical role.

Conclusions

Our study highlights that socioeconomic status is a key factor in understanding disability-related health inequalities. The health challenges faced by people with disabilities should be largely understood within the context of social determinants of health.

514

Providing support in crisis – Experiences of professionals in deafblindness habilitation during the pandemic

Dr/psychologist Mattias Ehn[1], Professor Agneta Anderzén-Carlsson[2], Dr/Researcher Moa Wahlqvist[1]
[1]Audiological Research Center , Region Örebro, , Sweden, [2]University health care research center, Faculty of medicine an health , Örebro University , , Sweden

Background: The Covid-19 pandemic with the prescribed physical distancing, affected everyone in society with a particular challenge for people with disabilities requiring physical proximity, among them people with deafblindness. Hearing and vision are compensatory senses and limitations in both cause restriction in communication, information and mobility.
Studies show that providing health care services during the pandemic was a great challenge, where experiences of frontline health care and residential homes for elderly has been highlighted. The experiences of professionals providing services to people with disabilities as deafblindness has however not been explored.
Aim: To explore experiences of professionals within specialized habilitation services providing support to people with deafblindness during the pandemic and to provide a basis for development of accessible services.
Methods: A qualitative explorative design was employed, 22 professionals in specialized deafblindness habilitation, representing seven regions in Sweden, took part in six semi structured focus group interviews. Data were analyzed by inductive content analysis.
Results: Preliminary findings show that professionals had the patients best in focus, were flexible to prescribed pandemic restrictions and inventive in employing new digital tools. Digital accessibility problems were partly related to organizational regulations. Surprisingly, patients often preferred online meeting when accessible, and professionals subsequently had reconsidered the abilities of patients. Still, the pandemic was a burdensome time of worry of risking patients and own health. At times, professionals felt alone and abandoned, and troubled as they could not always provide accessible services. Moreover, they identified that there was no other agent to refer patients to in time of crisis.
Conclusion: The pandemic “rocked the boat “of habilitation services, where professionals openness to shifted contextual factors, reconsidering own and patients abilities and resilience facilitated. This highlights the importance considering disability concepts. Challenges for the future are limitations in digital accessibility and alarming weaknesses in crisis preparedness.

Parents as informal caregivers- environmental issues in including autistic children in elementary school in Sweden

Ms Elin Jägerskogh
[1]Marie Cederschiöld Högskola, , Sweden

Background aims

Parents of autistic children continuously alarm in media about the difficulties to get the sufficient support in compulsory school. Since 2011 autistic children without intellectual disability are included in the elementary school in Sweden. The number of school-refusals are increasing, and parents perform extensive informal care.

This project aims to get an overall picture of the child's situation in school and to understand parents and society´s responsibilities in schooling autistic children and the experiences of the informal care that parents perform.

What are the parents of autistic children's experiences of elementary school in Sweden after 2011?

What are the experiences of the lived life of the parents?

What problems and success factors have parents experienced in contact with elementary school?

Methods

An interview study was conducted with 20 parents of 17 autistic children in elementary school. A Phenomenological Hermeneutical analysis was used to understand the lived experiences of the parents.

Results

Parents mean that children are fatigued by the school environment and care more about the wellbeing of the child than school results.

Parents mean that transfer of information about the child are important as well as continuity in staff and structure in the classroom and daily schedule.

The preliminary results are that parents perform informal care that are essential to the schooling of the child.

Conclusions

Parents of autistic children preform informal care to compensate for the non-working environment in school and lack of support from the principal. Teachers experienced in special education and continuity creates good education environments. The findings highlight the parents' importance in an over-view of the schooling of the autistic child. It underlines the informal care performed by parents of autistic children.

148

Contract negotiations for people with reduced work ability

-The role of Job centers

Docent, Senior Associative Professor Lena Kjeldsen[1], Senior associate professor Finn Amby[1]
[1]VIA University College, , Denmark

Background aims: Before starting a new job, an employer and a potential employee usually engage in contract negotiations agreeing on different working conditions, including salary. This is also true for people with a reduced work ability unable to work full time. In Denmark, these people can be admitted to the flexjob scheme in which they receive a wage for hours worked from their employer and simultaneously a subsidy from the municipality to compensate for their lower income. Because the municipality pays a subsidy to the employee, legislation stipulates that the municipal job center must assess the work ability of the employee and sign off on the job being a flexjob. In practice, however, the role of the job center is unclear. Hence, the research question for this study is: How does negotiations for a flexjob differ from negotiations for competitive jobs?

Methods: Methodologically, the study combines interviews in three municipal job centers (N=21) combined with a survey in 80 out of 94 Danish Job Centers (N= 511).

Results: The analysis shows a wide variety of practices in the job centers ranging from the caseworkers viewing their role as an outside party with the only task of evaluating people's work ability while others argue that it is up to the citizen and the employer to handle the entire negotiation process.

Conclusions: We conclude that the varying practices pose a challenge for both the municipality who risk paying a larger subsidy than necessary and the citizens due to uncertainty concerning their income basis and working conditions as a whole.

"The forgotten children": mapping and treating cerebral palsy in Finland in the 1950s

Dr Hanna Lindberg[1]
[1]Åbo Akademi University, , Finland

Background: In the early 1950s, Finnish newspapers started to report on a group of children whose needs were neglected by the Finnish state and private health care organization. The children were referred to as ‘spastics’ and described as often mistreated by their families, who mistook the children for being feebleminded. Instead, they were urgently in need of medical care and physiotherapy to be able to learn basic skills of life. One decade later, the term ‘spastic’ was abandoned in official settings for cerebral palsy (CP), and a rudimentary organization of care and therapy had been launched.

Methods, results, conclusion: This paper focuses on how CP was first brought to public attention in Finland in the 1950s as a part of broader discussions on disability policies and international developments in cerebral palsy treatment and awareness. A central discourse when appealing to public sympathy was the demarcation between different groups of disabled children, especially distancing ‘spastic children’ from ‘mentally retarded children’. However, demarcations were also done to other groups of disabled children pointing out a supposed line of privilege and disadvantage among children with different types of disabilities. Thus, by examining the issue of CP during a time when disability policies and practices was under development in Finland categorizations and hierarchies of disabilities can be exposed.

The paper also investigates how care for children with CP was initially organized in the capital area of Helsinki. A first step was a meticulous mapping of every child who potentially had CP and other related disabilities. The care later provided to these children was separated along language lines, with different organizations for Finnish- and Swedish-speaking children, to educate and inform the children and parents correctly. The care developed for children with CP was foundational, as it would later be extended to children with other disabilities.

The school situation of pupils with congenital mobility impairments? A research project and preliminary results

Phd Göran Nygren[1]
[1]Uppsala Universitet, , Sweden

Background and aims

Since the late 1980s, Swedish schools have undergone several reforms and a system change. There is a need for research how this has affected the schooling of pupils' with congenital mobility impairments. The overall question for this research project is: What does the social and educational school situation in different contexts look like for these pupils? The goal is to contribute with research results and knowledge about the factors that promote and counteract pupils' opportunities for equal education and development. The specific purpose is twofold: 1) to investigate the experiences and perceptions of pupils' about their school situation, and 2) to identify the perceptions, conditions and practices around the school that promote and counteract opportunities for equal education and development. The project is a three-year project, and involves collaboration between me/researcher, The National Association for Disabled Children and Young People and a national agency. Collaboration takes place during all phases of the project, from planning to dissemination of results.

Methods

The study has an ethnographic design, based on cultural analysis, political discourse theory, intersectional and norm critical perspectives, ableism and critical disability studies, an explorative and holistic approach and qualitative fieldwork methods. The study combines observations, conversations, semi-structured interviews and document and internet analysis.

During the fieldwork, I mainly follow 12 pupils in grade 1-9 individually in five days in their everyday school life, followed up with an interview with the parents. With the pupil in focus and the combination of methods and material types, this study contributes with a holistic perspective and detailed knowledge of how conceptions, practices and conditions interact and shape the pupils school situation.

Results and Conclusions

The main fieldwork and data collection of the study will be done in 2024 and 2025. Preliminary results and conclusions will be presented during the presentation.

Ableism within the Norwegian education system?

Phd Gagan Chhabra[1]
[1]Inland Norway University of Applied Sciences, , Norway

Historically, the Nordic countries have long been recognized for their egalitarian education systems. The Norwegian state offers free and compulsory access to education for all students, regardless of gender, ethnicity, social class, ability status, or other immutable characteristics. Relatively speaking, Norway has performed well in formulating and implementing inclusive education policies. In 2024, the Norwegian government took significant steps by introducing a new education act. This legislation introduces new discourses on inclusive language, individualized accommodation, inclusive education, and special needs education. Accompanying this policy development is a recent cultural discourse surrounding ableism within the Norwegian education system. This paper will conduct a critical discourse analysis with a focus on the new education law implemented in 2024, in light of the prevailing ableist attitudes, practices, and policies. The aim of this paper is to explore the underlying discursive contours of this new education law, critically examining concepts of inclusion, inclusive education, and special needs education. The analysis is grounded in Foucault's theory of discourse and will utilize Fairclough's critical discourse analysis to understand ableism within the Norwegian education system. This study is based on a comprehensive review of Norwegian educational legislation, policy documents, white papers, and grey literature. The documents reviewed will be purposively sampled to cover themes related to ableism, disability as part of human diversity, inclusive language, individualized accommodation, inclusive education, and special needs education within the Norwegian education system. By employing critical discourse analysis on the selected policy documents, this paper will provide a culturally nuanced and context-specific understanding of the discourse surrounding ableism and inclusion in the Norwegian education system. This paper will accentuate the evolving narrative in which the term ableism and its Norwegian counterparts, "funkofobi" and "funksjonssjåvinisme," are becoming increasingly prevalent in shaping the discourse around inclusion, inclusive education, and special needs education in Norway.

Global Competency Standards for Health Professionals on Disability-Inclusion

Ms. Lea Gölz[1], Mr. Julius Rosenhan[2], Mr. Kaloyan Kamenov[2], Prof. Dr. Birgit Prodinger[1]
[1]University of Augsburg, , Germany, [2]World Health Organization, , Switzerland

The WHO Global Report on Health Equity for Persons with Disabilities demonstrates that persons with disabilities experience health inequities due to health system barriers amongst other factors. Strengthening health professionals (HPs) to adequately address the human rights and needs of people with disabilities is one strategic entry point into health systems. However, HPs often lack knowledge to adequately capture or contextualize the needs of people with disabilities or adopt a stigmatizing attitude which contributes to rather than reduces health inequities.

This project aims to develop Global Competency Standards to support a competency-based outcomes approach to education and training of health professionals on disability inclusion.
Therefore, an international multi-stage, mixed-method consensus study is conducted. First, a systematic literature review of academic and grey literature is performed, and results are discussed with an international expert group. The gained insights are enriched through key informant interviews and an international expert survey. Second, a draft of a Competency Framework on Disability Inclusion is developed and subject to an international consensus process. Participants of this study are persons with disability, international experts representing disability organizations and the interests of people, including children, with disabilities, HPs, their professional bodies and academics engaged in disability-inclusion in curriculum development or medical education research and practice.

This study is ongoing; consensus expected to be achieved in summer 2025. The results of the project up to then are presented to engage in discussions on strengthening disability inclusion amongst HPs working with people with disabilities as they develop from early childhood into adulthood and old age. This presentation will emphasize a human-rights based approach to strengthen disability inclusion in health care. Having Global Competency Standards for health professionals on disability inclusion available will facilitate implementing actions and recommendations resulting from the WHO Global Report on Health Equity for Persons with Disabilities.

Beyond accessibility: Necessary but not enough to ensure disabled youth´s social participation

Professor Snæfrídur Thóra Egilson[1]
[1]University Of Iceland, , Iceland

Background: The complex web of structural and socio-material arrangements that constrain young disabled peoples' choices and sustain their marginalized position needs to be better acknowledged and addressed. Critical disability studies (CDS) question prevailing assumptions about disability, and how disabling ideologies and practices are perpetuated in society. A holistic interpretation of universal design (UD) based on the recognition of human diversity can provide a means to promote social justice and human rights.
Aims: Based on examples from the author´s research this presentation will discuss young disabled people´s experiences regarding their participation and identify how tenets of CDS and UD can enable a better understanding of their situation and allow for acting on the various barriers they face.
Methods and Results: The barriers the young people encountered elucidate how structural arrangements may join with subjective and bodily experiences, affecting their possibilities to participate and overall well-being. Analyses focusing on ableist effects provided insight into important intertwined aspects, including a) legislation and policies at the macro-level, b) guidelines and implementations at the meso-level, and c) usability and feasibility at the micro-level.
Conclusions: To promote more social equity, knowledge needs to be expanded to scrutinize disabling hindrances hidden within social and structural spaces and implemented in services and elsewhere. Utilizing CDS and UD perspectives can shed light on the multiple contextual factors that shape young disabled people's opportunities, including those created by political frameworks, conditions set by the material environment, power dynamics, and ableism. Such critical reflections are important to explicate and scrutinize policies, implementation of standards and specifications, and other socio-cultural-material barriers that maintain disabled people´s marginalization and limit their social participation.

Navigating sexual and reproductive healthcare: the experiences of disabled women in Nepal

M.A. Yamila Sofia Pita[1], Dr. Sony KC[2]
[1]Interdisciplinary Centre For Gender Studies (ICFG), University Of Bern, , Switzerland, [2]Kathmandu University, , Nepal

Background and Aims

Although approximately 80 percent of disabled people reside in the Global South, research that integrates their voices, particularly those of women, remains scarce. Building on our ongoing research in Kathmandu, Nepal, this study aims to address a critical gap by exploring the factors influencing the utilisation or non-utilisation of sexual and reproductive health (SRH) services among disabled women. Adopting a feminist intersectional lens, we will explore how disability, alongside other social categories such as gender, caste and ethnicity, shapes disabled women's access to SRH services.

Methods

This study will employ a qualitative approach, conducting 20 in-depth semi-structured interviews with women with different types of disability, alongside five expert interviews with healthcare professionals and policymakers. This method foregrounds the lived realities of disabled women – whose voices are often absent from both disability and feminist scholarship– and explores the complex range of barriers they face in exercising their sexual and reproductive health rights.

Results

Results from our ongoing research point to the complex interplay of stigmatisation, healthcare system inadequacies and policy implementation gaps that discourage or hinder access to essential SRH services. Early insights further underscore the gap between policy frameworks and the multilayered experiences of disabled women, emphasising the need for more inclusive and contextualised practices to ensure the effective exercise of their health rights. Preliminary results of this data collection will be presented at the conference.

Conclusion

By decentring Northern-dominated perspectives in the interdisciplinary field of disability studies, this study contributes to a more nuanced and situated understanding of disability rights and justice in the Global South, thereby advancing broader discussions on healthcare equity. Ultimately, this study aims to provide critical insights for improving sexual and reproductive healthcare access and shaping policies that are responsive to the needs of disabled women in Nepal.

308

Disability & dignity

Professor Eeva Nykänen[1], Dr Maija Aalto-Heinilä[1], Dr Pauli Rautiainen[1], Ms Henna Nikumaa[1]
[1]University Of Eastern Finland, , Finland

This Symposium is based on research project ‘Disability and Dignity’ funded by the Research Council of Finland (dec. 304602). In the project we have analyzed law’s assumptions of dignity and disability and how these assumptions are reflected in the lives of persons with disabilities at different stages of life. This has been done by conducting legal philosophical analysis of these concepts, by researching legislation concerning welfare services for persons with disabilities, and by analyzing the effects of this legislation on the lives of these persons. At a more general level, our aim has been to produce deeper understanding on the ways that law reproduces or alleviates marginalization.

In this Symposium, we share the results of our project. The Symposium consists of three presentations that draw together our findings. In the first presentation we discuss how the experiences of persons with disabilities are viewed through an expressive conception of human dignity. We explain the idea of the expressive conception and illustrate with examples how attitudes about the dignity of persons with disabilities are often indirectly communicated via, e.g., the ways in which they are talked to.

By applying socio-legal research methods we have analyzed specific legal instruments that have particular importance for individuals at different ages (childhood, early adulthood, old age), and how these instruments promote or impede the dignity of the persons concerned. In the second presentation, we synthesize our analysis concerning different age groups and draw some overall conclusions.

The third presentation focuses on access to rights. It is not enough that people have legal rights; they should also have effective access to these rights. On the bases of our empirical data, we examine the problems that persons with disabilities have in accessing welfare services that fulfill their rights, and how these problems can be solved.

159

The role of family in autistic students' university journeys: A mixed-methods investigation

Elinor Lim[1], Dr Steven K. Kapp[1], Dr Beatriz López[1], Dr Emine Gurbuz[1]
[1]University of Portsmouth, , United Kingdom

Background aims: Although research on factors influencing autistic students' experiences in higher education has proliferated in recent years (e.g., review by Anderson et al., 2017), the impact of family dynamics on these experiences remains underexplored, despite calls for investigation (Dallas et al., 2015). The present studies thus aimed to examine how family dynamics of autistic university students may impact student outcomes.

Methods: A steering group comprising autistic university students, family members of autistic university students, and specialist autism mentors informed the two studies' design and materials. The two studies followed an exploratory sequential design. In Study 1, 26 autistic students and 11 family members of autistic students completed semi-structured interviews about family relationships and support dynamics in relation to students' experiences of university in the UK. Reflexive thematic analysis produced findings that informed the design of Study 2, which entails an online survey for autistic university students investigating the impact of five types of family support (emotional, informational, practical, emergency, and financial) on four student outcomes (wellbeing, university completion, academic achievement, and post-university engagement).

Results: Key findings from Study 1 indicated that family relationships and family involvement are heavily intertwined (e.g., good relationships were often described alongside positive experiences of support) and that the role of siblings is distinct from parents' (e.g., different types of support provided). Data collection for Study 2 is still ongoing. Planned analyses include correlations and regression models examining relationships between support and outcome variables; results will be presented at the conference.

Conclusions: Findings from both studies will be integrated to provide a holistic view of autistic university students' family dynamics and experiences of support. Preliminary findings indicate that family support complexly impacts students' wellbeing, university success, and family relationships, underscoring the need to balance students' independence with mutual interdependence within families.

160

Determining Accessibility of Artificial Intelligence Academic Tools for Students with Disabilities in the Digital Age

Dr. Sheryl Rushton[1], Dr. Shernavaz Vakil[1], Dr. Melina Alexander[1], Dr. Shirley Dawson[1], Dr. Deborah Vaughn[1]
[1]Weber State University, , United States
Background Aims:
The discussion around incorporating generative artificial intelligence (AI) in education is growing, but limited research focuses on its applicability for students with disabilities (SWD). As technology becomes increasingly central to education, ensuring AI tools are accessible and inclusive for all learners is critical. This study evaluates the accessibility of various AI tools, particularly in math and executive functioning, to identify gaps and suggest improvements that reduce learning barriers and promote greater independence for SWD.
Methods:
A descriptive non-experimental methodology was used to review twelve AI tools in mathematics, language arts, and executive functioning, including Kahnmigo, Photomath, Grammarly, and ChatGPT. A rating rubric was developed with ChatGPT's help, based on rubrics from other U.S. universities. Three researchers validated the rubric and ensured inter-rater reliability. The vetted rubric assessed each tool's accessibility, usability, customizability, integration, privacy, and cost. Four researchers independently evaluated each tool. Data analysis will use visual inspection, Excel, and SPSS.
Results:
Results varied across AI platforms, with some demonstrating moderate accessibility for SWD, while others fell short of providing intuitive user experiences. Most tools require additional teacher intervention for effective use by SWD. Accessibility features such as voice-to-text, customizable interfaces, and ease of feedback were particularly important but often underdeveloped in current tools. AI's potential remains nascent in addressing the needs of SWD, particularly in terms of customizability and inclusivity.
Conclusions:
For AI tools to be effective in classrooms, educators must thoroughly review and train students on their use. Few tools are inherently accessible, requiring adaptations and guidance to maximize student outcomes. Developers must prioritize including persons with disabilities in the AI design process to ensure their needs are met. A vetted rubric for ranking AI tools will be shared via QR code, providing educators with a valuable resource for making informed decisions on tool selection.

Looking Back Going Forward: Co-Creation and Co-Production of an Ambassador Programme/Partnerships with Disabled Students

Dr Clodagh Nolan[1], Dr. Claire Gleeson[1], Mr. Declan Treanor[2], Dr. Kieran Lewis[2], Ms. Eithne Colman[2]
[1]Discipline of Occupational Therapy, Trinity College Dublin, , Ireland, [2]Disability Service Trinity College Dublin, , Ireland

The Disability Service at Trinity College Dublin has undergone a seismic shift from being reactive to being transformative in its approach to disabled students over the past 20 years. Disabled students are at the core of all decisions and the new disAbility Hub has moved towards an inclusive and empowering methodology. The service has recognized the challenges disabled students face in participation in university life both socially and academically. In 2015 the occupational therapists within the service developed the Ambassador Programme with the aim of enhancing the university experience for disabled students by providing opportunities for experiential learning, supporting the development of skills for future employment, and developing an infrastructure to build a student led initiatives. Over 50 students enrolled in this initiative which led to enhanced personal growth and development as well as service changes and the beginnings of the disabled student voice across campus. In 2020 the 'Trinity Ability CO-OP' was formed to house and show case inclusive practices within Trinity College Dublin with students at its core development and management. In 2022 the Disability Services moved into a new premises prompting the development of the disAbility Hub thus creating a physical and virtual space for the disabled community and the community engagement project was formulated with disabled students co-creating, co-designing and co-producing services that reflected their diverse needs. This presentation will discuss the developments and influences and outcomes of the ambassador programme/partnerships over time and how human rights and the affirmative model of disability has shaped its growth.

Evaluation of Parenting Young Children (PYC) support programme for parents with Intellectual and Developmental Disabilities

Associate professor Tommie Forslund[1], Professor Marie Holmefur[2], Professor Thomas Strandberg[3], Dr Eva Randell[4], Dr Birgitta Wennberg[5]

[1]Department of Psychology, Stockholm University, , Sweden, [2]School of Health Sciences, Örebro University, , Sweden, [3]School of Behavioural, Social and Legal Sciences, Örebro University, , Sweden, [4]Department of Social Work, Uppsala University, , Sweden, [5]Center for Social and Affective Neuroscience, Linköping University, , Sweden

Parents with intellectual and developmental disabilities (IDDs) are entitled to effective parenting support, but few programmes are adapted to their cognitive needs (Azar, 2013). Parenting Young Children (PYC) was therefore developed for parents with IDDs (Mildon et al., 2008). PYC is home-based, focused on skills-training, grounded in established behavioural teaching principles (e.g., discrimination training, coaching), and emphasizes collaborative, inclusive goal-setting together with the parents. PYC is perceived as beneficial by parents and practitioners (Mc Hugh, 2015) but quantitative evaluations are needed (SBU, 2018). The aim of this study was, therefore, to evaluate PYC for improved parenting among Swedish parents with IDDs in need of parenting support from the social services. The study was designed and conducted in continuous contact with interest organizations for persons and parents with IDDs. The study used a multi-centre, pre-test (T1) – post-test (T2) design with a six-month follow-up (T3), with parents of children aged 0–9. The primary outcome variable, goal-attainment in increased parenting skills, was measured with the Canadian Occupational Performance Measure (COPM; Law, 2020). The parents and the PYC-practitioners rated performance (1-10) on the respective skill under training, and the parents also rated their satisfaction (1-10). Secondary outcome variables, increased parental self-efficacy and child psychosocial adaptation, was measured with parental ratings on the Parenting Sense of Competence Scale (PSOC; Johnston, 1989) and the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). Preliminary results concerning increased parenting skills, involving 20 parental goals, show a clinically significant improvement from T1 (M = 5.0) to T2 (M = 7.8), and maintenance at T3 (M =7.83). Further results will be presented at the conference. Results will be discussed in relation to rights for parents with IDDs to – when needed – receive evidence-based, adapted parenting support, and the importance of ensuring that practitioners are trained in pertinent programs.

Personal assistance within the family as a first, a supplement or a substitute?

Professor Anna Dunér[1]
[1]Department Of Social Work, University Of Gothenburg, , Sweden

Background and aim: In Sweden, family members of the assistance user can be employed as paid personal assistants. Approximately 20–25% of the employed personal assistants are relatives of the assistance users. Personal assistance provided within the family can be seen as hybridization between publicly regulated paid work and informal family support. The aim of the presentation is to discuss the experiences of disabled people and their family personal assistants in terms of interdependence, refamiliarization and responsibilisation.
Methods: The empirical data consist of forty qualitative interviews; with both adult users and family members employed as personal assistants with different types of family ties; parent-child relationships, sibling relationships and partner relationships.
Results and conclusions: The findings showed that family assistance could entail advantages such as personalised services, to combine instrumental and emotional assistance as well as achieving a power-balance. But there were also obstacles as unwanted and enforced dependency, with a risk for both parties to be locked in the family. In an over-all analysis, three broad approaches to family assistance were distinguished: family as a substitute, family as a supplement and family first. Family assistance could add values for both family assistants and assistance users when reciprocal and interdependent relationships were combined with opportunities of flexible and protected welfare support. But it could also entail negative consequences, when the welfare state (re)passes its responsibilities to the families and too much reliance on family limits the opportunities for both assistants and users.

IPS-model for vocational education and training as a support for livelihood for dis/abled students

Phd Katariina Hakala[1]
[1]Tampere University Of Applied Sciences, , Finland

The study is based on a long-time research about supported employment, special support in vocational education and training (VET) and educational and employment possibilities for people with disabilities taking as starting point full citizenship, equal opportunities and inclusive education for all. The study develops the IPS (individual placement and support) model in supported employment of dis/abled persons and combines it to the conceptualisations of competence based and individualized learning guiding VET today. The presentation focuses on the practices of on-the-job learning and collaboration with the working life in VET.

The presentation describes the process of developing of the IPS model that has been mainly produced for supported employment in disability and mental health services in Finland (Sipilä & Appelqvist-Schmidlechner 2024, Hakala 2017, 2022) and, the application and co-developing of this model in five further education projects for teachers and trainers working in Finnish and Kenyan VET institutions where the competence based individualized learning are set as the pedagogical guiding concepts. The projects have been focusing on the collaboration with the working life and (special needs) support for on-the-job learning in VET. The presentation focuses mainly on the Finnish projects.

Developing this conceptual combination framework has made visible quite strong boarders between sectors of expertice for disability services, employment services and VET in Finland. The concrete and simple IPS model for individualized, competence based on-the-job learning is developed for giving a structure for the working life collaboration and personalized, competence based support for the students setting a goal to get livelihood after graduation in VET. This model is still in process of development and it is to be tested and further developed in the Finnish and Kenyan collaboration. The presentation invites the conference audience to give ideas and critical perspectives to the proceedings in this process.

Symposium theme: Accessible eHealth for all people: universal design through collaboration with extreme users

Ass Prof Catharina Gustavsson[1,2,3], PhD Stefan Johansson[4,5], PhD student Linda Pettersson[1,2], PhD student Douglas Anderson Åhlfeldt[3], PhD Arlind Reuter[1,6], PhD Kristin Alfredsson Ågren[7], Prof Darren Chadwick[8]
[1]Center for Clinical Research Dalarna, Uppsala University, , Sweden, [2]Department of Public Health and Caring Sciences, Uppsala University, , Sweden, [3]School of Health and Welfare, Dalarna University, , Sweden, [4]Certec, Department of Design Sciences, Lund University, , Sweden, [5]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [6]Department of Health Sciences, Lund University, , Sweden, [7]Department of Health, Medicine and Caring Sciences, Linköping University, , Sweden, [8]School of Psychology, Liverpool John Moores University, , UK

Background and aims: The research programme CoDeAc - Co-design for accessibility, is a multidisciplinary research group having several ongoing projects. In this symposium, we will present the overall rationale and scientific methods of the research programme as well as results of some of its projects.

Methods: The CoDeAc research programme uses frontline participatory research methods to evaluate and co-design eHealth services in collaboration with patients and healthcare staff, designers, accessibility experts and researchers from the fields of health science, design and human computer interaction. The co-design approach is based on the extreme user perspective, which we have developed in previous studies in the research programme. The research programme is founded in theories and methods for participatory design, Participatory Action Research and Value Sensitive Design. We use both quantitative and qualitative methods for data collection and analysis, to provide new insights on digital participation.

Results: In this symposium, we will present prerequisites for digital participation and a framework for participation in co-design processes, as well as a questionnaire that we have developed for evaluating usability and accessibility of eHealth services. We will present the concept ‘extreme users’ and how visionary prototypes of accessible eHealth can be used to ignite a spark for change in change-resisting organisations. We will also present results from the cross-sectional survey ‘Swedes with impairment and the internet’, which we have undertaken every second year since 2017.

Conclusion: We propose that by developing methods for and knowledge about extreme user participation in co-design processes, in combination with producing population-based knowledge on digital participation, this research programme can contribute to promote participation in the digital society among people disabled by non-inclusive design. By co-designing eHealth together with extreme users, the eHealth services will become universally designed and all people will benefit from accessible and useful eHealth.

209

Use of video healthcare appointments among people with impairments: results of a nationwide survey

Ass Prof Catharina Gustavsson[1], PhD student Linda Pettersson[1,2], PhD Stefan Johansson[4,5]
[1]Center for Clinical Research Dalarna, , Sweden, [2]Department of Public Health and Caring Sciences, Uppsala University, , Sweden, [3]School of Health and Welfare, Dalarna University, , Sweden, [4]Certec, Department of Design Sciences, Lund University, , Sweden, [5]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden

Background and aims: During the COVID-19 pandemic, the use of eHealth was recommended as part of social distancing to reduce virus transmission. The aim of this study was to describe the use of and attitude towards video healthcare appointments among people with impairments in Sweden before, during and after the pandemic.

Methods: Repeated cross-sectional study design. The survey 'Swedes with impairments and the Internet' (SMFOI) that has been undertaken every second year since 2017 include data on all aspects of digital participation. Data from the SMFOI surveys regarding the use and experiences of video healthcare appointments were analysed using mixed methods: descriptive statistics and qualitative thematic analysis of free-text responses.

Results: The proportion of participants that used video healthcare appointments during the pandemic was larger (32%, n=408) compared to before (10%, n=128). After the pandemic, the proportion was smaller (24%, n=256) but still larger than before the pandemic. Larger proportions of participants with impairments compared to participants without impairments used video healthcare appointments during and after the pandemic. The largest proportions of users of video healthcare appointments during and after the pandemic were among participants having mental and emotional impairments (during 45%, n=149, after 36%, n=86), and attention, executive and memory impairments (during 42%, n=246, after 32%, n=124). The free-text responses show that many people appreciate using video healthcare appointments, but there were problems related to malfunctioning digital systems and to interaction with the healthcare professionals.

Conclusion: The use of video healthcare appointments increased during the pandemic. More people with impairments used video healthcare appointments compared to participants without impairments both during and after the pandemic. However, participants described accessibility issues when carrying out video healthcare appointments. It would mean great benefits both for society and for individuals if the services were made accessible to everyone.

From employment to completing a program: client and practitioner narrations on successful vocational rehabilitation

Dr Nancy Reims[1], Ellen Wagner[1], Angela Rauch[1]
[1]Institute for Employment Research, , Germany

Background: Vocational rehabilitation (VR) practitioners apply a diversity of approaches, all of which depend on a strong working alliance with clients. However, in practice, job centers or employment agencies are spaces where stakeholders' thoughts and conditions about goals often cannot extensively be disclosed. Empirical studies reveal heterogeneous goals held by rehabilitants and practitioners, ranging from employment (re)integration to improving overall life satisfaction. Mismatches between stakeholders' goals can lead to differing assessments of VR success, creating cooperation problems.
Aim: This paper examines how VR success is narratively presented by VR practitioners, mapping out the diverse goals present within this group and pointing towards a variety of role perceptions. It compares their success narratives with the ones expressed by rehabilitants and explores conflicts emerging from divergences.
Methods: This study uses narrative analyses of interviews with three key stakeholder groups in the German VR system: rehabilitants (85 interviews), VR service providers (31 interviews), and VR personnel in job centers and employment agencies (4 interviews).
Results: The analysis reveals significant diversity in understanding VR success, even within stakeholder groups. While rehabilitants affirm the primary goal of (re)integration into competitive employment, they also emphasize intermediate goals (e.g. overall well-being). Practitioners' understandings of VR success vary: service providers' narratives largely reflect holistic success concepts, particularly when running intervention programs that target intermediate goals including psychosocial stabilization. In contrast, VR personnel at job centers and employment agencies tends to adopt economic success narratives focused on full-time employment at the lowest possible cost.
Conclusion: Increasing sensitivity to the heterogeneity of goals present in VR situations represents a key opportunity to strengthen VR processes through strong alliances. Differences in VR goals are not necessarily incommensurable: 'Softer' goals focusing on improving life quality are not only valuable in themselves, but also as pathways to enhancing clients' employability and vice versa.

Habilitation as natural component during disabled children's respite care? Reflections after a nationwide external inspection

Associated Professor Ingunn Fylkesnes[1]
[1]Norwegian University Of Science And Technology, , Norway

Respite care in institutional settings is a much-used service for parents with extensive care loads for their disabled child. Respite can be provided for shorter or longer periods after parental application. There exist different interpretations of whom respite is for and what a respite stay should contain. A recent external inspection with respite facilities in Norway puts focus on whether and how habilitation activities is provided the children in accordance with their individually assessed needs. Through inspection reports from at the different respite sites, habilitation seems to be poorly attended to. Failures is found at different levels in service delivery, from management responsibility to direct activities towards the child. The legislative demands and the rights of the disabled child are regularly not met. The understanding of what respite is and for whom frames the direction of activities with the children. This is discussed. Another question is whether the respite facilities are staffed and prepared to give services as expected from the authorities. This puts light on the dilemma of children’s rights and needs versus the capacity for good services from the municipalities.

Researching transitions with disabled young people

Professor Tracy Shildrick, Prof Janice McLaughlin[1], Dr Ned Coleman-Fountain, Dr Jane Cullingworth, Prof Charlotte Pearson, Prof Nick Watson
[1]Newcastle University, , United Kingdom

Transitions to adulthood is a major theme in youth studies, but it is an area that is increasingly contested in terms of how transitions should be conceptualised and there are questions about whether transitions remain useful as the best way to understand young people's lives that have been subjected to significant socio-economic changes. Intersectionality is an important dimension to youth transitions research; however, disability has not been prominent in such accounts. This presentation brings disability into intersectional youth transitions research, as well as reflecting on the continued value of working with a critical transitions framing. It is based on a major ESRC project based in the Northeast of England and Central Scotland, following disabled young people from a variety of backgrounds through their pathways to adulthood. It is a co-produced project involving disability and youth organisations and disabled young people in its development, design and implementation. The project includes a range of methods, including interviews and creative activities with disabled young people, as well as interviews with people who have a disabled young person within the family and key actors in organisations who support disabled young people. As the project moves to the latter stages of fieldwork and analysis the presentation will report on the project's overall findings from across the data. Themes include: the legacy effects of traumatic school experiences in producing social marginalisation and low expectations from significant others of what the future holds; the significance of age markers in leading to changes in support (formal and informal); familial contexts that help or hinder transition possibilities; and the significance of hierarchies within disability for dynamics of exclusion.

279

Stem Cell Therapy for Disabilities: the Moral (Un)desirability of a Techno-Fix

Ms Lieke van Kempen[1], Prof. Dr. Martine de Vries[1], Dr. Nienke de Graeff[1]
[1]Leiden University Medical Centre, , Netherlands

Background aims: stem cell research has expanded significantly over the last few years. Where stem cell therapy (SCT) was initially only being developed for (chronic) diseases such as diabetes type 1, Parkinson's disease and kidney failure, its application is now also explored in relation to disabilities (impairments), including autism spectrum disorder (ASD) and Inherited Deafness. However, scholars in disability studies emphasize that disability must be understood as a social problem rather than a medical one, raising questions about the moral desirability of developing SCT for impairments. In this paper, we evaluate the claim made within disability studies that the medical community's emphasis on curing disability can be considered a techno-fix: a technological solution to a social problem which addresses symptoms of the problem rather than its cause.

Methods: we develop a taxonomy that allows us to determine if, and if so for which conditions SCT can be considered a techno-fix.

Results: based on our taxonomy, the development of SCT for impairments, such as ASD and Inherited Deafness, and medical problems largely caused by an underlying social problem, such as diabetes type 2 and malaria, can be considered a techno-fix. We discuss four factors that influence the moral (un)desirability of developing SCT as a techno-fix for these conditions: (1) community support, (2) age and onset of impairment, (3) degree of suffering, and (4) safety and efficacy of the technology.

Conclusion: we urge stem cell researchers, policymakers, and others involved in stem cell research to consider these factors in order to reconcile the therapeutic goals of SCT with the broader social and ethical implications for disability communities. This paper invites ongoing dialogue among disability scholars, ethicists, and others on the role of new biomedical technologies in shaping the future of disability.

Structural disability social work through three conceptual perspectives

Dr. Jari Lindh[1], Dr. Mari Kivistö[1], Dr. Marjatta Martin[1], Project researcher Oona Lipponen[2], Dr. Merja Tarvainen[2]
[1]University of Lapland, , Finland, [2]University of Eastern Finland, , Finland

Background
Structural social work with persons with disabilities (PWD) refers to a societal perspective on disability in social work that goes beyond individual and casework. Structural social work is an emerging area of research and development in Finland. However, structural social work with PWD has been understudied. Research regarding the knowledge base and practices of structural social work with PWD is needed regarding the reform of social and health care and the emergence of wellbeing service counties in Finland.
Aims
This research project investigates the construction of the knowledge base and practices of structural social work with PWD in Finland and to identify how these practices can be developed.
Methods
The research project deploys qualitative methodology and contains three conceptual perspectives: 1) Practice knowledge on structural social work with PWD: participation group data from disability social work and focus group data from social workers. 2) Institutional advocacy knowledge in wellbeing service counties: documents generated in the advocacy work of social affairs officers and disability councils. 3) Experiential knowledge of people with disabilities: life course related data and their future visions.
Results
The research provides information about existing practices and development needs about the given topic through combining these perspectives. Epistemic asymmetry can be identified from different perspectives: social workers' practice knowledge, knowledge of institutional advocacy and experiential knowledge of PWD.
Conclusions
Construction of the knowledge base of structural disability social work needs multidimensional approaches and co-development that includes PWD and professional social workers. Knowledge practices of structural social work should include more strongly PWDs participation and expertise. Knowledge of PWD, disability councils and social workers should be considered equally in structural social work. Structural social work with PWD has potential to contribute to the strategic development of welfare policy and improve the structures of social service system.

(Un)knowing Thyself Through the Machine: Querying Technologies of the Extraordinary Self

Professor Amanda Lagerkvist[1]
[1]Uppsala universitet, , Sweden

For people with ADHD (attention deficit hyperactive disorder), the past few years have brought increased public visibility and recognition. Discussions about living with the condition have exploded on the social media platform TikTok (Joho 2021, Boseley 2021), producing a vast archive of knowledge about these extraordinary forms of selfhood and struggle. In feedback loops the algorithm reflects “you” back to “you” through your interests (Zeng & Abidin 2021), offering means of self-discovery and self-diagnosis (Bhandari & Bimo 2022, Alper et al 2023). “TikTok discovered my ADHD and knew me better than my doctor,” was a common reaction. This paper follows Alison Kafers’ exhortation (2013) to create bridges between critical disability studies and other fields. It seeks to align existential media studies (Lagerkvist 2017, 2022, Lagerkvist & Smolicki forthcoming) with important crip sensibilities (Kafer 2013, Samuels 2017, Hamraie and Fritsch 2019, Whittaker et al 2019, Wälivaara and Ljuslinder 2020, Mills and Sanchez eds. 2023) and vice versa, in order to cooperatively interrogate entanglements of disability, selfhood and technology. The paper presents a case study of experiences on TikTok reported through interviews, journalistic testimonies, and on the platform itself. It argues that the platform is not only a “technology of the extraordinary self” (cf. Foucault 1982, Garland-Thomson 1997) – as in of self-knowledge and self-care (Forlano 2020) – but also of self-deferral (Jaspers 1932/1970, Sterne 2022). The short video format is an accumulated treasure trove but also an existential medium for 'un-knowing' in three ways: (1) knowing oneself through the machine also means knowing one’s boundaries; (2) slipping into a potential rabbit hole, and (3) being both enabled yet also potentially further disabled (cf. Ellis and Goggin 2013; Elcessor 2016; Alper 2017). This contingency is intensified due to the automated character of the platform and urgently calls for renewed critical inquiry.

“We’re shadows in society...”: Disabled Families’ Encounters with Ableism in the Danish Social Welfare System

Phd Fellow Katrine Risbank Jensen[1]
[1]Aarhus University, The Danish School Of Education, , Denmark

Background Aims: This talk explores how disabled families attempt to negotiate the meaning of disability with welfare professionals throughout the Danish social welfare system. This task has long been described by families as complicated and destructive to their quality of life, yet its impact remains overlooked in the Danish Disability Research context. Still today, we know little as to just how disability is negotiated, embodied, and experienced by disabled families; which strategies they actively employ to gain influence over their own existence; nor how families experience predominant understandings, expectations and consequences of disability during encounters with professionals across the social and socioeconomic structure of the Danish social welfare system. Such knowledge we require, not only to understand the complexity of the struggles faced by disabled families in Denmark, but to best align the support we can provide with their needs.

Methods: I present in this talk findings from a longitudinal, ethnographic analysis of 15 interviews, 21 observations and numerous informal conversations with nine families conducted during the past two years — experiences grounded in families’ interactions with numerous welfare professionals in diverse settings: from social educators to lawyers, doctors, nurses, caseworkers, teachers and consultants.

Results and Conclusions: In this presentation, I elucidate how centering families’ perspectives has permitted the development of new knowledge concerning the impact of a prevailing ableist discourse within the Danish social welfare system. I highlight how a neoliberal discourse of self-sufficiency, collectively embodied, has led entire families to fall into a painful dys-state; how forced bodily self-awareness causes ontological changes to their corporeal schemas, ultimately leading to families to feel themselves “shadows in society”. Through this work, I contribute insight into the impact for entire families of a hostile ableist gaze in an abled-bodied heteronormative society.

Pictures from everyday lives in residential settings for adults with intellectual disabilities

Satu Peltomäki[1,2], Yasushi Suko[1], Prof Johanna Gummerus[2], Prof Elina Kontu[1]
[1]Tampere University, , Finland, [2]Hanken School of Economics, , Finland

Background aims: This study has a two-fold aim: 1) to make the perspectives of a marginalized group, adults with intellectual disabilities living in residential settings, visible, and 2) to strengthen the group's positive experiences. Positive experiences are, among other things, important factors in supporting wellbeing. They bring meaningfulness and richness into everyday life. In addition, they might reduce aggressive behaviour, and thus reduce stress among staff and family members.

Methods: The research took place in a residential care home, which has unique opportunities to offer virtual nature experiences with VR glasses and a virtual dome. Six clients participated in the study. Two clients lived in a unit that focused on supporting behavioural challenges, social skills, and everyday life. They communicated with speech. Four clients lived in a unit designed for people with profound intellectual and multiple disabilities. Their communication was based on gestures, expressions, and movement. The data were collected with photovoice. The data collection comprised of 1) an introduction to photography, 2) photographing pleasant activities for one week, 3) client/staff interviews of why each photo was taken, and 4) client interviews of favourite activities, when possible. The data were analyzed with content analysis.

Results: Preliminary results show that the clients had positive experiences in different surroundings during their photography weeks. Being together with staff, family, and other clients was an important and recurring factor. The photographs were seen to present well the things that the clients liked. The interviews deepened the photographed topics and brought up missing themes.

Conclusions: The data demonstrated things that each client liked, which was perceived as particularly insightful for new staff members. Assisting in photography was motivating for the staff and brought new meaning to their work. Group interviews were a way of reflecting on clients' possibilities in the residential care home.

Ableism on the Swedish educational research horizon: a scoping review

Dr. Liz Adams Lyngbäck[1], Dr. Marie-Louise Stjerna[1], Dr. Enni Paul[2]
[1]Department of Special Education, Stockholm University, , Sweden, [2]Department of Education, Stockholm University, , Sweden

Background
This scoping review explores the utilization of the concept of ableism within Swedish educational research from 2000 to 2024. Drawing inspiration from Kumari Campbell's work, we challenge the medicalization of disability. Instead, we focus on the systemic factors that contribute to ableism, including power structures in research production. By understanding these factors, we can identify ways to improve educational provision for disabled students.

The aims of this review are to:
- Identify how ableism shapes experiences, practices, and consequences in education
- Identify gaps in existing research and suggest potential avenues for future inquiry.

Methods
A systematic search of academic databases (ERIC, Scopus, SwePub) was conducted using keywords related to ableism, disability, and Swedish education in both English and Swedish. Inclusion criteria were based on the use of ableism as a theoretical concept and the focus on Swedish educational settings.

Results
Preliminary results are be based on the main themes in the identified studies that explored ableism in Swedish education contexts. A particular focus for the scoping review actualizes issues of medicalization, the over-reliance on medical models and diagnostic labeling. The role of power structures in shaping educational experiences of not only those “with” disability, rather those ideas of who is or isn’t affected by negative views about the body, dis/ability and educational endeavors. Strategies are identified through the analysis of the material for promoting inclusivity and equity in Swedish educational settings.

Conclusions
The findings of this review highlight the pervasive nature of ableism and its invisibility in Swedish education research and practice. While some progress has been made in recent years, there is still a need for significant changes to address systemic issues and create more inclusive educational environments. Future research should explore the intersectionality of ableism with other social factors, such as gender, race, and socioeconomic status.

Access to Justice: A Baseline Study of Article 13 of the UNCRPD

Dr Charles O'Mahony[1]
[1]University Of Galway, , Ireland

This paper presents the findings of a baseline study I undertook for the Irish Human Rights and Equality Commission (IHREC). The study assess Ireland's compliance with Article 13 of the UN Convention on the Rights of Persons with Disabilities (CRPD), which guarantees equal access to justice for disabled people. The research assesses the effectiveness of current Irish legislation and policy in ensuring disabled people can access justice on an equal basis with others. The research also assesses the baseline status of rights holders' enjoyment of this right and priorities for future reform and policy development. The methodology includes a literature review and qualitative research, comprising interviews with 27 key stakeholders, including Disabled Persons Organisations (DPOs) and disabled people with lived experience of the justice system, and public bodies involved in the administration of justice. The findings highlight persistent barriers, including inadequate legal aid, the absence of accessible legal services, and gaps in data collection necessary to inform evidence-based policy reform. The research discusses the lack of comprehensive disability-awareness training within the justice system and insufficient accommodations for people with intellectual, sensory, or psychosocial disabilities.

A glance in the Rearview mirror

Phd Kjersti Wessel Jevne[1]
[1]Høgskolen Innlandet, , Norway

Background and Aims:
In Norway, a long-term study has been conducted on an age cohort with Down syndrome, following them from the age of 5 to 27 years old. Throughout their upbringing, 17 studies focusing on various themes have been carried out on the cohort at different ages. These studies include participation in various settings, providing an opportunity to describe the long-term aspects of the children's development, based on the results published over the years, supplemented by their own experiences afterward. The project "A glance in the Rearview Mirror" aims to explore the opportunities and challenges related to mastery and participation throughout the upbringing of individuals with Down syndrome in Norway.

Methods:
The study is based on collected results from the long-term study, supplemented with focus group interviews.
A synthesis of the results from all the publications has been conducted and describes characteristics and trends in the preliminary development of children and young people with Down syndrome. A validation seminar will be conducted with focus group interviews involving a selection of parents and young adults. The purpose of the focus group interviews is to gather the informants' experiences regarding how the existing characteristics and trends can be understood.

Results:
Analysis of the existing results indicates that the following areas are important in the upbringing: 1) the transition from kindergarten to school, 2) primary school age, 3) middle school age, 4) adolescence and high school, and 5) the transition to adulthood.

Conclusion:
Primary school is characterized by a high degree of inclusion. In middle school, more segregation occurs, friendships change, and experiences with education and inclusion vary in high school. Important dimensions in the transition to adulthood include meaningful work, a safe place to live, and strong social relationships. All these dimensions affect quality of life.

The transition of students with disabilities to university from a Bourdieusian perspective

Phd Sabine Weiss[1]
[1]University Of Vienna, , Austria

Background aims

The Social Dimension is a commitment of the European higher education sector towards “building inclusive and connected higher education systems” (European Commission, 2017), as well as to further strive towards a holistic approach (Schmidt et al., 2020). With a holistic approach “universities can address a broad range of societal needs, including those of vulnerable, disadvantaged and underrepresented [students]” (Schmidt et al., 2020, p.6).

In the light of this political commitment, this contribution questions the extent to which the field of HE is ready for students with disabilities which can be counted in the group of non-traditional students, which is not defined in a uniform manner in literature (Horn & Carroll, 1996; Quinn, 2013). Students with disabilities face additional academic barriers (Reed & Kenneth, 2017).

Methods

This contribution wants to investigate the transition of students with disabilities as part of non-traditional students with the Bourdieusian theory of reproduction. A dearth of evidence exists on studies on higher education and disabilities from this theoretical perspective. However, it would be fruitful to analyze habitus-field tensions (Bourdieu 1971, 1977, 1990, 1992), as well as the interplay of agency and reproduction (Trainor, 2017).

A pool of 19 interviews with non-traditional students will be analysed, as well as further interviews are planned with students with disabilities. The interviews will be analysed with Constructivist Grounded Theory (Charmaz, 2016).

Results

This research delves into the challenges faced by non-traditional students, particularly at the beginning of their studies, considering factors such as isolation and uncertainty about academic adequacy. It demonstrates how the field of HE responds to the inclusion of students with disabilities.

Conclusions

The findings have implications for informing targeted policies and interventions to enhance the retention and success of this student demographic, aligning with the broader European goals of social mobility and educational equity.

The right to self-determination of people with disabilities in social and disability services in Finland

Researcher Hannu T Vesala[1], University lecturer Jari Lindh[2], Specialist Pilvikki Heinonen[3]
[1]Finnish Association On Intellectual And Developmental Disabilities, , Finland, [2]University of Lapland, , Finland, [3]Arts Promotion Centre Finland, , Finland

The right to self-determination means a legitimate claim to decide one's own affairs. The right to self-determination is a basic right of a social care client, and respecting the right to self-determination is one of the basic values of the social sector. The realization of the right to self-determination is ultimately regulated by the constitution, but above all, in the case of health care, the law on the patient's status and rights, and in the case of social work, the Social Care Customer Act.
In the light of a survey (n=426), we examine the views of respondents receiving disability support from the Social Insurance Institution on Finland, what the right to self-determination means to them, how they assess the right to self-determination has been realized and what kind of special challenges they bring up.
The challenges and problems in the realization of self-determination rights are particularly related to the fact that the respondents who were/are clients of social and disability services feel that their views are not taken into account in the assessment of their situation and needs, and they do not feel that they are able to sufficiently participate and influence decision-making processes.

What is helpful in transition phase support? -Perspectives of neurodivergent young adults

Ms Hennariikka Heinijoki[1,2,3], Dr Maarit Karhula[1,2], Dr Prof Riitta Seppanen-Jarvela[1]
[1]Social Insurance Institution Of Finland, Kela, , Finland, [2]South-Eastern Finland University of Applied Sciences, , Finland, [3]University of Jyväskylä, , Finland

Background
The transition to independent adulthood often poses challenges to neurodivergent young adults. At present, there is a paucity of research exploring the rehabilitation and support needs of young adults during the transition phase. Further research is required, particularly focusing on what young adults themselves find beneficial during this critical period.

This presentation is based on an analysis of the perspectives of young adults who participated in the Finnish Oma Väylä –rehabilitation, which provides multiprofessional support for neurodivergent young adults in several life domains, including daily life, studies, and work.

Aims

The study addresses two primary research questions: 1. what young adults find helpful when striving towards fulfilling daily life and future? 2. what kind of transition phase support should be offered based on the perspectives of neurodivergent young adults?

Methods

This qualitative study adopts a pragmatic perspective. Nineteen young adults participated in individual interviews. The data were analyzed using thematic reflexive analysis.

Results

The participants were aged between 17 and 30 years. In preliminary qualitative analysis, overarching theme and three themes were formed. The overarching theme was “Perceiving myself and the future in a new way” and it was present in all three themes which were: Good and capable as I am, Concrete tools and steps for my fulfilling life and From minority to majority.

Conclusions
The preliminary findings highlight the importance of providing both emotional and practical support. Support should be tailored to the specific needs expressed by young adults themselves. Professionals who adopt an appreciative approach, demonstrating competence in neurodiversity can facilitate young adults to see themselves as good and capable. The experience of relatedness happened mainly through peer support in group sessions. As consequence, young adults began to perceive themselves in a new way which fostered hope, capability and showed the future in more positive light.

Living with cognitive and intellectual disabilities within the early modern Swedish local environments

Dr Riikka Miettinen[1,2]
[1]Tampere University, , Finland, [2]Research Council of Finland's Centre of Excellence in the History of Experiences, , Finland

Background aims: Inspired by the social and environmental models of disability and the multidisciplinary environmental humanities, this paper discusses whether and how certain environments disabled people who had permanent cognitive or intellectual impairments in the early modern Swedish (incl. Finnish) local everyday surroundings. By focusing on three localized and contextualized historical case studies from seventeenth- and eighteenth-century Sweden, this paper assesses how the three typical local (social and built) environments in which people with impairments resided – the home, farmstead, and village – shaped disability and life courses.
Methods: The paper is based on three localized historical case studies and a comparative analysis of other supplementing cases that describe the life courses, conditions and local environments of people with significant cognitive or intellectual impairments in seventeenth- and eighteenth-century Sweden. The analysis builds on triangulation of different types of historical documents, including court, tax and church records, and the careful localized contextualization of the cases.
Results: The paper shows that not only the type and degree of the impairment but also especially the home and family social environments greatly influenced the everyday lives, conditions and opportunities of people with cognitive or intellectual disabilities. Early modern built environments or working life and work environments rarely excluded or ‘disabled’ people with these impairments.
Conclusions: This study on early modern social environments provides valuable points of comparison to evaluate, question, and critically consider the structures, environments and practices creating disability in modern societies. Studies on these have shown that inclusion and participation of people with intellectual disabilities or severe cognitive impairments in social and working life is greatly limited and impeded. This historical study points to changes in the inclusiveness of working life and shows continuities in the significance of family ties and home environments for people with cognitive or intellectual disabilities.

183

How do older adults with impairment participate in the digital society? Insights from Sweden

PhD Arlind Reuter[1,2], Associate Professor Catharina Gustavsson[1,3,4], PhD Stefan Johansson[5,6]
[1]Center for Clinical research Dalarna, Uppsala university, , Sweden, [2]Department of Health Sciences, Lund University, , Sweden, [3]Department of Public Health and Caring Sciences, Uppsala University, , Sweden, [4]School of Health and welfare, Dalarna University, , Sweden, [5]Certec, Department of Design Sciences, Lund University, , Sweden, [6]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden

Background and aims: The rapid digitalisation of societies has significantly transformed how individuals participate in daily, social, and civil life. In Sweden, one of Europe's most digitalised nations, being able to participate digitally is essential for a full societal integration. Despite a high proportion of internet users, older adults with impairment are at higher risk of experiencing digital, and as a result also social and civil exclusion. The aim of this study was to explore the experiences of older adults with impairment in Sweden with regard to their participation in the digital society, by drawing on data from the survey 'Swedes with impairment and the internet' (SMFOI) undertaken in 2023.

Methods: Explorative study design. Responses from older adults (aged ≥65 years) with impairments to the cross-sectional survey SMFOI were collected regarding perceived participation in the digital society and experiences of participation. Data were analysed using mixed methods: descriptive statistics and qualitative thematic analysis of free-text responses.

Results: Our findings highlight both, narratives of exclusion and narratives of opportunities, which older adults with impairment encounter as part of their digital participation in society. By examining the nuanced dynamics of digital participation, our findings challenge binary perspectives of digital participation as being either included or excluded. Instead, we emphasise on the need for a more flexible and individualised understanding of digital participation. Building on existing frameworks of digital participation in later life, we propose a new four-quadrant framework that captures unique digital participation trajectories, ranging from being an outsider, to marginalised, to peripheral, towards full participation in certain aspects of society.

Conclusion: We propose how understanding the suggested trajectories of digital participation, helps to unravel the complex interplay between age, impairment, and digital non-use, thus contributing to a more nuanced understanding of digital participation and exclusion dynamics.

From crisis panic to care-full climate action

Dr Sarah Bell[1], Dr Tanvir Bush[2]
[1]University Of Exeter, , United Kingdom, [2]Bath Spa University, , United Kingdom

Background aims
The global climate crisis is disabling. It is exacerbating and creating new forms of uncertainty, affecting the lives and health of people and communities worldwide. Yet, the people who often know best how to live with uncertainty, and how to address barriers caused by a disabling world – disabled people – are often overlooked within climate action. If considered, disabled people are typically framed as one of several 'climate vulnerable' groups. This framing does little to recognise the systems that create vulnerability, or the wide-ranging expertise and knowledge that disabled people can bring to climate action. Challenging the single story of 'disability as vulnerability', this paper shares new ways of understanding disabled people in the context of climate crisis.

Methods
The paper draws on in-depth qualitative and arts-based research conducted in Bristol, UK, as part of the 'Sensing Climate' project; a 5-year project that aims to understand how to ensure that responses to the climate crisis can build fairer communities that take into account the priorities and insights of disabled people.

Results
Emerging insights will be discussed, including: (a) the eco-ableism experienced by disabled people when trying to shape climate action; (b) the role of chronic crisis, both in supporting creative forms of adaptive capacity and in limiting disabled people's access to climate protection; (c) the ways in which framings of climate change as an 'emergency' create panic, producing rushed responses that are not underpinned by social justice.

Conclusions
The climate crisis will not be addressed simply by including disabled people in 'business as usual'. Cross-movement solidarity is essential to underpin local and global responses to climate disruption if we are to genuinely ensure that no one is left behind in transformative efforts to create a future of justice, sustainability, and care for each other and the planet.

The everyday life for female wheelchair users in Hungary and Sweden – an interview study

Karolina Gajnok[1]
[1]Halmstad University, , Sweden

Background: Women with disabilities often tend to be invisible, which often is overlooked, due to the perception that people with disabilities often are seen as a homogeneous group. This research is about female wheelchair users in Hungary and Sweden, and their experiences of their everyday life. Building on findings from the interviews in Sweden, that were presented at the 2023 NNDR conference, this study will now expand by adding findings from the interviews conducted in Hungary. Additionally, this study will highlight a comparative analysis focusing on similarities and differences, regarding their experiences, between female wheelchair users in Hungary and Sweden.
Aim: The aim of this study is to increase the knowledge about the living conditions in everyday life for female wheelchairs users in Hungary and Sweden according to their own experiences, and how differences can be explained.
Methods: Qualitative study with both individual and focus groups interviews and the data was analyzed through a qualitative content analysis. In Hungary there were twelve participants 30 – 76-years-old, and in Sweden there were fourteen participants 23 – 67 -years-old. Totally twenty-six female wheelchairs users participated in the study.
Results: The analysis of the interviews conducted in Sweden identified three themes: included or excluded, respected or questioned and options that affect choices. Findings from the interviews conducted in Hungary identified similar themes, but there are also differences in the participants experiences, which will be presented at the conference.
Conclusion: This study indicates that there are many similarities between the countries, but also significant differences. For example, that disability can be seen as an individual or a collective issue. Also, the women in Hungary experience less gender differences than in Sweden.

The SIBS intervention for preventing mental health difficulties among siblings of children with disability

Erica Zahl[1], Dr. Krister Fjermestad[1,2], Dr. Torun M Vatne[1,2]
[1]University of Oslo, , Norway, [2]Frambu resource centre for rare disorders, , Norway

Background: Siblings of children with chronic disorders are at elevated risk of developing psychological difficulties compared to controls. However, evidence based interventions targeting siblings, and family communication in particular, has been lacking. This presentation describes the development, evaluations, and effect study of a an intervention called SIBS.

Method: SIBS was developed in co-creation with clinicians and user associations, and pilot tested with 68 families. An open trial with 99 siblings aged 8-16 of children with disabilities and their parents evaluated change in family communication, psychological health, and illness knowledge from pre to 3 and 6 months post SIBS in 2014-2017. A randomized controlled trial with 288 families was then conducted to study the effect of SIBS on mental health, communication, and quality of life 12 months post SIBS.

Results: SIBS is an integrated sibling- and parent group intervention aiming to strengthen parent-child communication about siling experiences, and through this increase knowledge and prevent psychological difficulties. SIBS is developed for siblings aged 8-16 years and one parent and consists of three child group sessions, three parent group sessions, and two joint sessions. SIBS child group sessions have a support group form and aim to increase siblings awareness of own needs. Parent groups have a psychoeducational form and aim to increase parents ability to listen, explore and validate sibling experience. The aim of the joint sessions is to provide parents with possibility to practice new communication skills. The open trial showed significantly improved mental health, family communication and disorder knowledge 3 and 6 months after participation in SIBS. The RCT showed small, albeit non-significant effects in favor of intervention compared to waitlist.

Conclusion: SIBS is a promising intervention for siblings. More research is needed on implementation and its effects.

Access To and Within Clinical Legal Education: Accommodating Law Students with Disabilities in Ontario

Professor Roxanne Mykitiuk[1], Prof. Janet Mosher[1], Dr. Tess Sheldon[2]
[1]York University, , Canada, [2]University of Windsor, , Canada

BACKGROUND AIMS: The current approach to clinical legal education (CLE) in Canada excludes many law students with disabilities. This project investigates ableist barriers confronted by students in applying to and participating in CLE programs.
CLE is critical for developing practical skills and involves working in various legal environments under supervision to gain real-world experience.

METHODS: Semi-structured interviews with 23 students from two faculties of law in Canada were conducted about the accessibility of the applications process and experiences in navigating accommodation requests in their clinical placement. In depth analysis of the data led to the development of theme codes in an iterative matter drawing on grounded theory.

RESULTS: 35% of students requested formal accommodations (i.e. flexible deadlines, working from home, periodic breaks, and workload adjustments) in their clinical programs. Barriers to requesting accommodations included lack of awareness about available options, unclear pathways for making requests, concerns about anonymity, and fear of reprisal. Many students opted for self-management, often relying on peer support or informal supervisor communication. Students often viewed their disabilities as strengths within clinical programs, with some participants noting that personal experiences of disability helped them better empathize with clients.

CONCLUSIONS: While clinical programs provide crucial learning opportunities for law students with disabilities, significant barriers persist in accessing formal accommodations. Many students either self-manage their needs or adopt strategic approaches to avoid stigma and complex accommodation processes. Key challenges include unclear pathways for requesting accommodations, lack of communication between universities and clinical partners, and fears around disclosure. Despite these obstacles, students with disabilities often view their unique experiences as strengths, particularly in client-facing roles. Active supervision, clear communication, and flexibility in work environments are essential to enhancing the experience for these students.

Use and Appropriation of Information and Communication Technologies for Healthcare Access Among the Deaf Population

Ms Laura Catalina Izquierdo Martínez[1,2], Prof Angela Martínez-R[2], Prof Minerva Rivas Velarde[1,3]
[1]University of Geneva, , Switzerland, [2]Universidad del Rosario , , Colombia, [3]School Of Health Science, University of Applied Sciences and Arts Western, , Switzerland

Background: Communication barriers between healthcare staff and Deaf patients contribute significantly to health disparities. Deaf individuals frequently face barriers to accessing healthcare services in their preferred language, due to a lack of sign language resources and insufficient professional awareness of their specific needs. Information and communication technologies (ICT) aim to improve independence, but access remains limited, especially in low- and middle-income countries. Deaf individuals face challenges adopting ICT solutions like Video Remote Interpreting, due to issues in accessibility, funding, and user acceptance. Aim: To explore the use and appropriation of ICT in healthcare access for Deaf people in low- and middle-income countries. Methods: This study used a community-based participatory research method, Photovoice, to identify key community issues, facilitate discussions on photo assignments, and analyze the data. Twelve deaf adults participated in seven sessions, where they were trained to capture photos representing their health, healthcare utilization, and experiences using ICT. In-depth interviews were conducted to explore the meaning behind the photographs and deepened understanding of their experiences. The data was analyzed thematically to uncover key insights. Results: Key themes influencing the use and adoption of healthcare technologies among deaf individuals include: perceived usefulness, independence/autonomy, comfort, ease of use. These themes captured the challenge of cultural context, educational level, age and generation of individuals, and access to technology. Conclusion: The study findings offer valuable insights to support the development of more equitable and inclusive health policies and services. Traditional methodologies used with the general population are inadequate for the deaf community, as they often overlook essential linguistic and cultural adaptations. This research demonstrates the application of a visual methodology specifically tailored to meet needs of this community. Additionally, it lays a strong foundation for understanding the factors that influence the adoption and integration of technology in healthcare settings for the deaf population.

Unveiling the intersection between disability studies and public health

Professor Minerva Rivas Velarde[1,4], Prof Angela Martinez[2], MS Laura Izquierdo[2,4], Ms Jyoti Dalal[4], Prof Nora Groce[3]
[1]HES-SO Geneve, , Switzerland, [2]Universidad del Rosario, , Colombia, [3]University College London, , UK, [4]University of Geneva, , Switzerland

This symposium focuses on the intersection between disability studies and public health, emphasising how disability theories can shape inclusive health policies and frameworks locally and globally. Connecting these fields is crucial to address the significant gap in health outcomes between individuals with and without disabilities, as well as the lack of universal metrics for assessing healthcare coverage for persons with disabilities. Traditional models, such as the medical model, which views disability as a personal health issue, and the social model, which highlights social oppression and environmental barriers, have dominated the discourse. Meanwhile, has tried to put forward a more comprehensive approach to defining disability as the interaction between health conditions and societal factors like negative attitudes and inaccessibility.

Persons with disabilities have poorer health than the general population due to a variety of circumstances, which may differ for people with different impairments. To address these disparities, it is necessary to gain an understanding of the diversity among disabled people; including the fact that persons with different impairments face different barriers and might benefit from different types of intervention. It is also important to address ethical engagement, respect for personhood, and the rights of the individual while promoting methodological rigour.

The symposium aims to foster innovative public health interventions and evaluation frameworks that respect the rights, autonomy, and personhood of individuals with disabilities, particularly those in marginalized communitie

How ICTs can enable or hinder access to health for Deaf persons

Professor Minerva Rivas Velarde[1,3], Ms Laura Izquierdo[2,3], Ms Jyoti Dalal[3], MS Angela Martinez[2]
[1]HES-SO Geneve, , Switzerland, [2]Universidad del Rosario, , Colombia, [3]University of Geneva, , Switzerland

Persons with disabilities have poorer health than the general population due to a variety of circumstances, which may differ for people with different impairments. To address these disparities, it is necessary to gain an understanding of the diversity among disabled people, including the fact that persons with different impairments face different barriers and might benefit from different types of intervention. It is also important to address ethical engagement, respect for personhood, and the individual's rights while promoting methodological rigour. This project aims to link disability theory with the empirical challenges of public health research.
A mixed-method study composed of a national survey, quality interviews, and a randomised control trial in Colombia all direct to empirical evidence on the health needs of Deaf persons and test an intervention that responds to the structural and societal factors that are in tune with impairments to determine how an individual experiences health and disability.
The findings show that the so-called digital divide reproduces and sheds light on a profound structural social and economic divide. Our research shows that we deploy and try to scale technologies without evidence of their impact. Often, the preconditions needed to use this technology are forgotten. The results of this study provide rigorous evidence regarding ICT intervention in healthcare, addressing empirical challenges in using inclusive research designs in public health. Additionally, effective communication recommendations in health services settings that address the challenges faced by Deaf persons. These four years provide evidence-based recommendations for implementing the CRPD in mobile health contexts.

194

Accessibility of eHealth before, during and after the COVID-19 pandemic among people with impairments

Phd Student Linda Pettersson[1,2,3], Ass Prof Catharina Gustavsson[1,2,4], PhD Stefan Johansson[5,6]
[1]Center for Clinical Research Dalarna, Uppsala University, , Sweden, [2]Department of Public Health and Caring Sciences, , Sweden, [3]Mora Primary Healthcare Center, Region Dalarna, , Sweden, [4]School of Health and welfare, Dalarna University, , Sweden, [5]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [6]Certec, Department of Design Sciences, Lund University, , Sweden

Background and aim: Adoption of eHealth accelerated during the Coronavirus disease 2019 (COVID-19) pandemic. Few studies have investigated eHealth adoption among people with impairment. The aim of this study was to describe use and difficulty in the use of eHealth among people with impairments in Sweden before, during and after the pandemic.

Methods: The study design was a repeated cross-sectional survey study. Data from the survey 'Swedes with impairments and the Internet' (SMFOI) regarding use and difficulty in the use of the Swedish national web-portal for health information and eHealth services (1177.se) were analysed using mixed methods: descriptive and comparative statistics, and qualitative thematic analysis of free-text responses.

Results: Participants with impairment, compared to those without impairment, reported less use and more difficulty in the use of the eHealth services in 1177.se, both before, during and after the pandemic. Non-use and difficulty in the use of the eHealth services were associated with language impairments and intellectual impairments. The free-text responses showed that many participants find the eHealth services in 1177.se very difficult to use due to inaccessible design, illogical structure and navigation, complicated text, and the lack of audio reading and visualisations.

Conclusion: This repeated cross-sectional survey study, including participants with diverse types of impairment and a control group without impairment, reveals that the disability digital divide persists despite an accelerated adoption of eHealth across the pandemic. The eHealth services in 1177.se are still not accessible to some groups of people with impairments. We suggest that conforming to accessibility standards and involving users in the development of eHealth services could improve services and make them accessible to the widest range of users.

Adolf Ratzka: A Pioneer in Disability Activism and Independent Living

Phd Emil Erdtman[1], Mrs Jamie Bolling[1,2], Mr Jonas Franksson[2]
[1]Independent Living Institute, , Sverige, [2]STIL, , Sverige

This poster highlights the life and achievements of the late Adolf Ratzka (1943–2024), a groundbreaking figure in disability activism and the independent living movement. After contracting polio at the age of 17 and spending five years in an iron lung, Ratzka moved from Germany to California, where he received personal assistance services for students with disabilities. His experiences in the U.S. fueled his lifelong commitment to promoting self-determination and Independent Living for disabled persons. In 1973, Ratzka relocated to Sweden to pursue doctoral research in urban planning but soon became a pioneering advocate for personal assistance services. Despite resistance from the established disability movement, he founded STIL (Stockholm Cooperative for Independent Living) in 1984, which laid the groundwork for Sweden's personal assistance law LSS that came into effect in 1994. In 1993 Ratzka established the Independent Living Institute, which spearheaded numerous initiatives to promote Independent Living, including projects in media, fashion, accessible taxi services and support systems for combating discrimination. Ratzka's extensive writings on self-determination and human rights have inspired generations of activists. He was one of the founders and the first chairman of the European Network for Independent Living as well as a professor of disability studies in Costa Rica. This poster will present key milestones from Ratzka's life, accompanied by photos and quotations that celebrate his role as a trailblazer in disability rights and independent living theory.

Leveraging Disability Experience in the Implementation and Co-Creation of Universal Design for Swedish Urban Development

Phd Emil Erdtman[1]
[1]Independent Living Institute, , Sweden

Based on my PhD thesis from 2024, this paper examines the intersection of Universal Design (UD) and governance approaches in urban development, specifically the relationship between policy implementation and co-creation involving persons with disabilities. Grounded in the UN Convention on the Rights of Persons with Disabilities (CRPD), the study aims to identify how UD is applied locally and the conditions for co-creation in collaboration endeavours between Swedish municipalities and disability organizations.

Using qualitative methods, including go-along interviews, participant observations, and change-oriented workshops, the research is based on three UD projects of re-designing public spaces and buildings.

The findings show that while UD has potential as a human rights framework and ethical design principle, it is often merged with rational urban planning ideas and a narrow view of accessibility based on regulatory compliance. Collaboration between municipalities and disability organizations was formal and structured, however with tensions over differing expectations and interpretations of user participation. Disability was framed as an administrative category rather than a form of diverse human experience.

Philosophical pragmatism helped dissolve traditional dichotomies (e.g., theory-practice, policy-implementation), promoting mutual development of policy and practice. Co-creation, as an inclusive decision-making model, was found to be more iterative and flexible than linear implementation. It allows for empowerment, influence, and shared ownership. However, co-creation is complex and can sometimes blur roles and responsibilities.

The study concludes that implementation of UD requires integrating disability experiences as knowledge in design processes beyond categorization by impairment. Disability experience should be seen as an asset in developing inclusive environments, ensuring that participants contribute as equals rather than passive commentators. Officials and disability representatives share this responsibility. This approach can enhance urban development processes by aligning policy and practice to foster necessary innovation and inclusive communities in line with the CRPD and UD as a space of possibilities.

Disabling Weather: The Impact of Adverse Conditions on Aging Individuals with Disabilities

Prof Peter Anderberg[1]
[1]Blekinge Institute of Technology, , Sweden

Background and Aims

Adverse weather conditions—extreme heat, heavy snowfall, intense rainfall, and strong winds—significantly affect aging individuals with disabilities. These events exacerbate health issues, limit mobility, and hinder access to essential services, increasing vulnerability. This study aims to examine how specific weather phenomena heighten challenges for aging disabled persons, impacting their health, safety, and daily functioning.

Methods

A comprehensive literature review focused on studies from the past decade exploring the effects of adverse weather on aging populations with disabilities. Databases searched included PubMed, Scopus, and Google Scholar using key terms like "weather impact," "aging," "disability," "extreme heat," "snowstorms," "flooding," and "strong winds." Policy reports and case studies were also reviewed to gain practical insights into challenges and adaptive strategies.

Results

Extreme heat leads to heat stress and dehydration, worsening chronic conditions such as cardiovascular and respiratory diseases common among the elderly disabled. Heavy snowfall and icy conditions increase fall and injury risks, particularly for those with mobility impairments. Intense rainfall causing flooding obstructs access to healthcare facilities and essential services. Strong winds may result in power outages, disrupting medical equipment reliant on electricity and impairing communication systems. Sensory and cognitive impairments may prevent individuals from receiving or understanding weather warnings, impeding timely evacuation or precautionary measures.

Conclusions

Adverse weather conditions significantly amplify problems faced by aging individuals with disabilities by affecting their health, mobility, and service access. There is an urgent need for inclusive policies and emergency response plans that consider this group's unique vulnerabilities. Measures should include accessible transportation during adverse weather, reliable power supplies for medical equipment, and communication strategies tailored to sensory and cognitive limitations. Collaboration among policymakers, healthcare providers, and community organizations is essential to develop interventions that enhance safety and well-being for aging individuals with disabilities during adverse weather conditions.

Independent Living and AI – What Awaits Around the Corner

Prof Peter Anderberg[1]
[1]Blekinge Institute of Technology, , Sweden

Background and Aims:
Independent Living (IL) advocates for the self-determination, autonomy, and full participation of disabled individuals in society. The rapid advancement of Artificial Intelligence (AI) presents both opportunities and challenges for this movement. This paper explores how AI and robotics are transforming assistive technologies, enhancing autonomy for disabled individuals, and aligning with the core principles of IL. It examines the potential of AI-driven innovations, such as advanced personal assistants and mobility aids, to improve personal assistance, mobility, and self-sufficiency.

Methods:
Using insights from a scoping review on AI-assisted technologies for people with disabilities as a foundation, this paper critically analyzes emerging trends in AI and their implications for IL. The discussion is informed by recent developments in humanoid robotics—mentioning initiatives like Optimus—and their potential applications. Additionally, qualitative interviews with disability advocates, AI technologists, and policymakers are conducted to explore ethical considerations, accessibility, and the importance of inclusive development processes.

Results:
Research indicates a growing interest in AI-based assistive technologies, particularly in areas like human-computer interaction and machine learning. AI innovations offer the potential to serve as advanced personal assistants, perform routine tasks, provide physical assistance, and increase independence for disabled individuals. However, challenges such as affordability, accessibility, and limited involvement of disabled individuals in the design and development process persist. Addressing these challenges is crucial to ensure that AI technologies align with the principles of IL.

Conclusions:
AI and robotics offer transformative possibilities for enhancing IL by empowering disabled individuals through improved personal assistance and greater autonomy. While these technologies hold great potential, it is imperative to address risks related to privacy, ableism, and exclusion from the development process. Ensuring that AI innovations are accessible, affordable, and developed in collaboration with disabled individuals is essential for advancing the movement's goals of self-determination and equal opportunity.

Shadows of Autonomy: Motherhood, Rights and the Infantilisation of Women with Intellectual Disabilities

Phd Ana María Rio Poncela[1], Prof Susana Rojas Pernia[1]
[1]Universidad De Cantabria, , Spain

Background
Adulthood is often defined in terms of the ability to make autonomous decisions in a number of areas, including work, housing and family. However, the infantilisation of people with intellectual disabilities, especially women, prevents access to the "rites of passage" and the development of their life projects.
The purpose of this qualitative study is to examine the impact of social and structural barriers on the identity formation of women with intellectual disabilities and to investigate how these constraints influence their ability to make autonomous decisions regarding their right to motherhood.

Methods
This paper is part of a larger study entitled Subjectivities and motherhood in women with intellectual disabilities: reflections in dialogue through an inclusive research project. The study included the participation of thirteen women, aged between 24 and 72, who engaged in a series of semi-structured individual interviews, discussion groups, mapping, and briograms.

Results
The exercise of the right to motherhood by women with intellectual disabilities is hindered by a number of factors, particularly with regard to the initial decision-making processes at the onset of pregnancy. These include the attitudes of professionals, the reaction of the immediate family to the pregnancy, and the lack of accessible family planning services for this group of women. The findings of this study reveal that these barriers, in conjunction with the dearth of educational and employment prospects, the overprotection of the family unit and the lack of attention from health professionals, collectively shape the autonomy of women with intellectual disabilities in their decisions regarding motherhood.

Conclusions
Both formal and informal support have been shown to be crucial in overcoming the barriers that prevent these women from fully exercising their reproductive rights and achieving full development in their adult lives.

Gender and Disability Within a Settler-Colonial Lens: Palestinian Disabled Women's Struggle for Disability Justice

Amanie Issa[1]
[1]University Of Galway, , Ireland

Despite the growing global momentum surrounding disability justice, the unique and complex struggles of disabled persons in Palestine—particularly women—are often neglected in scholarly and activist discourses. Palestinian disabled women endure multifaceted layers of marginalization, not only as women and disabled people but also as subjects of an ongoing settler-colonial project that systematically erases their identities and lived realities.

The Israeli settler-colonial regime functions as a regime of debilitation, actively disabling Palestinian bodies and communities through state violence, restriction of movement, and economic deprivation. For Palestinian disabled women, this means confronting multiple layers of oppression that reinforce patriarchal and ableist structures. Unlike disabled women in other contexts, whose challenges might be understood within the framework of their nation-state or community, the experiences of Palestinian disabled women are shaped by both internal social hierarchies and the external force of a colonial system that imposes physical, legal, and economic barriers to justice and survival.

Their fight for disability justice is not isolated but intricately woven into the broader Palestinian struggle for liberation. Their experiences challenge traditional approaches to disability within the socio-legal sphere, as attempts to apply global disability frameworks to their realities risk producing epistemic injustice by failing to account for the specific ways in which colonial violence exacerbates their marginalization. This highlights the need to reframe disability justice beyond its traditional legal definitions and approaches to accommodate the geopolitical, racial, and gendered dimensions of such struggles.

This paper explores how the identities of Palestinian disabled women—as disabled, female, and colonized—intersect within a settler-colonial system. In centring their voices and experiences, the paper calls for a redefinition of access to justice, legal personhood, and rights in ways that recognize the disabling effects of settler-colonialism, revealing the necessity of addressing these intertwined systems of oppression in the pursuit of disability justice.

Going to vote accompanied: voting experiences of people with disabilities in Chilean elections

Dr Florencia Herrera[1,2], Dr Daniel Muñoz[3,2]
[1]Universidad Diego Portales, , Chile, [2]Millenium Nucleus DISCA, , Chile, [3]Universidad de Chile, , Chile

Background: The right to vote for disabled people is essential to promote equality, inclusion, and citizenship. National and international actors stress the need to eliminate barriers—physical, legal, and attitudinal—that hinder disabled people from exercising this right. This article aims to analyze the voting experiences of people with disabilities in Chilean elections.
Methods: An exploratory qualitative approach was used, involving go-along interviews with disabled participants during the Constitutional Council election in Chile (7th May, 2023). This method allowed researchers to observe participants' travel experiences and interactions with the voting environment. A convenience sample of eleven participants, representing diverse disabilities, genders, and geographical areas, was selected.
Results: Disabled participants expressed a strong desire to vote but faced significant physical, communicational, and attitudinal barriers. Those with hearing, intellectual, or neurodevelopmental disabilities felt particularly excluded due to a lack of accessible information and accommodations. One significant element raised by the collected data was the social, emotional, and logistical affordances of going to vote accompanied by others, such as family members or other (human and non-human) companions. These companions provided essential support, helping disabled people be recognised as legitimate voters and empowering them to request accommodations like assisted voting. Drawing on the concept of “people as affordances” (Dokumaci 2020), the study analyses the relational and interdependent aspects of voting as an interactional achievement rather than the result of individual effort.
Conclusions: Anticipating exclusion, many participants developed strategies to navigate the voting process, particularly through the support of trusted companions. These strategies often compensated for the lack of formal accessibility measures, highlighting the unrecognised, invisible labour of disabled people and their companions. Efforts to make the electoral process more inclusive must address these barriers, while supporting the interdependent strategies deployed by citizens going to vote together.

Working the way I want - AI based occupational orientation for people with disabilities

Pd Dr. Bastian Pelka[1], Ann Christin Schulz[1], Adiaha May Ita[2], Dr. Markus Ihsecke van Ackern[2], Carina Goretzky[3], Wanda Gärtner[3]
[1]Tu Dortmund, , Germany, [2]Franz Sales Haus, , Germany, [3]Fraunhofer FIT, , Germany

Background aims
People with disabilities (pwd) experience various barriers to accessing the labor market. One of these is the difficult access to vocational orientation. Although pdw are addressed by various career guidance and career counseling tools, there is hardly any encouragement to deal with career issues independently. This is where the project “Working the way I want to” comes in: it aims to replace “guidance” with “self-orientation” by developing a learning environment and an AI-supported app that pwd can use to independently reflect on their career goals and aspirations.

Methods
The lecture presents both the inter- and transdisciplinary structure of the project and preliminary results. The wishes and orientation status of the target group were determined in workshops in a real-life laboratory setting with the target group. In further steps, beneficial and hindering factors for professional orientation and transitions to the labour market were identified through interviews with participants from the ecosystem of people with disabilities and prepared for thematization. In an „embedded research“ phase, researchers examined different institution (such a school, three sheltered workshops and living communities of pwd) for hindering and stipulating factors for occupational orientation of pwd.

Results
The aim of this - jet not finished - process is to design the learning environment in such a way that pwd can decide how to use it independently and on which issues they want to consult external stakeholders.

Conclusions
The presentation will lead to a discussion among the participants about the use of AI in supporting pwd in general: Which instruments do they use? Where do we see chances and risks?

single points of contact for employers - an innovation to support employers hiring pwd

Pd Dr. Bastian Pelka[1], Dr. Jana York[1], Sarah Lamb[1], Dr. Sarah Schulze[1], Dr. Jan Jochmaring[1]
[1]Tu Dortmund, , Germany

The German vocational rehabilitation system is characterized by a large number of stakeholders and the associated complexity of structures, processes and decision-making logic. Different actors from the employment services, pension system, chambers, self-organization and integration offices have been established for many years and are partly legally mandated with different tasks regarding to occupational participation of pwd. Though – or because of - the complexity of this ecosystem, a new player was added in 2022 with Section 185 of the German Social Code IX: The single points of contact for employers. These regional institutions are intended to support companies in the general labor market in all matters relating to the employment of people with disabilities and thus increase the labor market participation of people with disabilities, especially in small and medium-sized companies. They see themselves to “navigate the funding jungle” and focus on consulting enterprises, not pwd.

Methods

The presentation will summarize preliminary findings of an evaluation project aiming at examining the process of establishing this new actor from the perspective of innovation theory: How are they set up? How do they differentiate themselves from other players? To this end, the results of interviews and focus groups as well as a social network analysis will be presented.

Results

First results indicate that these new institutions profit from earlier contacts the employees bring into the new institution and that a main challenge in establishing this new service is to inform employers on the one hand and identify their own role in interdependence to the ecosystem of existing actors in a complex rehabilitation system on the other hand. The presentation will foster a discussion among the participants regarding experiences from other countries: Does a “funding jungle” exists in other countries? What are strategies to navigate through? How is impact evaluated in other systems?

"I wasn't human, I was a patient": The mental health system's power and personal recovery

Svava Arnardóttir[1,2], Professor Snæfríður Egilson[3]
[1]Icelandic Mental Health Alliance (Geðhjálp), , Iceland, [2]Janus endurhæfing, , Iceland, [3]University of Iceland, , Iceland

The study's aim was to shed light on the lived experience of power and recovery within the Icelandic mental health system. The theoretical perspective is critical disability studies. Qualitative research methods were used and data analyzed according to Charmaz' grounded theory. The participants were four women and four men, who all had experienced recovery from mental health distress. The findings revealed participants' unique personal definitions of recovery which reflect their life experiences, values, environment and the opportunities that were available to work through the distress. Taking charge of your own life was a pervasive key element in their recovery process. Many originally longed for some sort of solution from the health care professional which led to waiting and even losing the competency to make decisions. Others had a deep seated longing to manage their own lives but the mental health care system seldom provided the option. The mental health care system's power is evident in its structure, standardized way of working and medical view. This includes paternalism, the fixed patient role and diagnosis', psychiatric drugs and hierarchy. The participants' lived experience of the power of the mental health system had a negative effect on them. There was considerable conflict between needing services during a particular point in time alongside having to relinquish power and control over one's own life. Mental health services that promote recovery are based on individual and holistic approaches where there is room to work on different elements in interaction with environment and culture. Judging by the lived experience of the participants, recovery oriented approach includes empowerment and collaboration of individuals and professionals on an equal basis. Mental health services based on such an approach would be a much more promising option than the current services so that more people heal and recover.

Miari Diviner's Village: Modernisation, cultural heritage, and blind diviners in South Korea

Tintin Appelgren[1]
[1]Stockholm University, , Sweden

Background aims
When examining Korean history, the occupation of "blind diviner" can be traced back almost a thousand years. These practitioners, who engage in fortune telling and/or sutra chanting, were historically afforded a certain level of governmental and societal recognition. This saw a drastic change in the 20th century, particularly during the Japanese colonial period (1910-45). This paper aims to explore how the societal shifts of the 20th and 21st century affected the occupation of divination in South Korea, focusing on how the marginalisation of disabled people intersects with issues of modernisation, nationalism, and globalisation.

Methods
The paper consists of a case study focusing on the Miari Diviner's Village in Seoul. It combines a literature review with a content analysis of historical, policy, and promotional material.

Results
The paper aims to examine the cultural, social, and material shifts in the position of diviners who have a visual impairment. Of particular note is the way modernisation has both socially and physically marginalised these practitioners. The Miari Diviner's Village acts as a case study for the material consequences of the emphasis on modernisation in city planning, as well as the combined effects of discriminatory attitudes towards disabled people and the marginalisation of traditional folk beliefs. It also showcases the connection between globalisation, nationalism, and the increased institutional recognition of divination practices as cultural heritage in the 2010's and their subsequent commercialisation.

Conclusions
This paper ultimately aims to showcase how the lives of disabled people are materially affected by forces of modernisation, nationalism, and globalisation in tangible and specific ways. Through the focus on the Miari Diviner's Village, this paper showcases these forces in action in a specific social and cultural context, demonstrating the local specificities of these global issues.

Bridging the Gap: Mental Health Disparities in Disability Populations.

Prof. Angela Martínez-R[1], Mrs Laura Catalina Izquierdo Martínez[1,2], Prof, Minerva Rivas Velarde[3]
[1]School of Medicine and Health Sciences. Universidad Del Rosario, , Bogotá, Colombia, [2]Institute of Global Health, Faculty of Medicine University of Geneva, , Genève, Switzerland, [3]School Of Health Science, University of Applied Sciences and Arts Western, , Genève, Switzerland

Background: Intersection between disability and mental health has been overlooked. While there are advancements recognizing the rights and needs of people with disabilities, mental health challenges within this population remain insufficiently addressed. Methods: With a mixed-methods approach this study includes a) analysis of data from a clinical mental health hospital in Colombia to identify trends and patterns in psychiatric care and disability; 2) qualitative interviews with mental health professionals, focusing on their perspectives regarding the unique needs and challenges faced by deaf patients in psychiatric settings; and 3) analysis of clinical trial results involving depression screening in deaf population. Results: Results indicate a significant discrepancy between the mental health needs of people with disabilities and the provision mental health services. Qualitative data reveals a lack of training of health personal, lack of accessibility on health care settings and profound problems in establishing efficient doctor-patient communication, particularly in psychiatric services for deaf individuals. Additionally, data on depression screening shows a concerning high rates of risk of depression. Conclusions: In conclusion, it is essential to address mental health needs of people with disabilities. This study highlights on existing gaps and opportunities to improve care, particularly for the deaf community. It is important to create more inclusive, equitable, and effective mental health services for all. Achieving this requires three key elements: 1) robust data collection, 2) a holistic approach from healthcare providers that considers the specific needs of people with disabilities, and 3) accessibility strategies that are designed from the perspective of the affected populations rather than solely from the system's viewpoint.

Women with disabilities and social media – A focused and integrative literature review

Ms Emese Zagyi[1,2]
[1]ELTE Eötvös Loránd University; Faculty of Education and Psychology, Doctoral School of Education, , Budapest, Hungary, [2]ELTE Eötvös Loránd University; Bárczi Gusztáv Faculty of Special Needs Education, Institute for General Theory of Special Needs Education, , Budapest, Hungary
Background and Aims: The use of social media has significantly increased over the past decade (Sweet et al., 2019), with young women and girls being the primary users (Hill, 2023). Since appearance is both a socially defined marker of feminine worth and a key factor in self-identity (Wendell, 2010), it is relevant to explore the impact of media representations of disability and the role of social media in shaping the experiences of women with physical disabilities.

As part of an ongoing doctoral research project, the presentation aims to explore how the pervasive presence of the internet and social media influences the construction of femininity and self-image among women with disabilities. The research is framed within feminist disability studies (Wendell, 1989; Garland-Thomson, 2005; Hall, 2011).

Methods: The theoretical research conducts a focused and integrative literature review (Hagen-Zanker et al., 2013; Snyder, 2019) to map international and Hungarian studies on the topic. Based on these findings, the positive and negative effects of social media on the lives of women with disabilities are highlighted.

Results: Positive impacts of social media include increased opportunities for networking, representation, and peer support. However, negative impacts such as threats to self-esteem and social acceptance are also significant (Pendergrass et al., 2001; Hill, 2017, 2023; Toffoletti, 2018; Sweet et al., 2019).

Conclusions: In addition to the literature review, the presentation situates the issue in Hungary, a post-socialist country in Central Eastern Europe, where the government's narrative promotes a conservative image of the family and women. Hungary ratified the UN Convention on the Rights of Persons with Disabilities in 2007, but there are no long-term, systemic policies to effectively promote social inclusion. The country also refused to ratify the Istanbul Convention on Violence against Women and Domestic Violence in 2020.

219

Disability and civic engagement: shaping accessibility policies through a lens of lived experience

Assistant Professor Alfiya Battalova[1]
[1]Royal Roads University, , Canada

Disability advisory committees represent an important avenue of public participation that overcome some of the weaknesses of representative democracy by enabling governments and policy makers to respond to the development of a more differentiated, dynamic and plural polity. Historically, political citizenship was linked to the ableist and eugenic thinking that excluded disabled people and other marginalized groups from the processes of decision-making. Political citizenship goes beyond the formal rights (i.e., right to vote) and calls for the removal of barriers that might prevent people with disabilities from exercising this right. The engagement of people with disabilities in municipal advisory committees contributes knowledge in the form of "disability epistemology" that city officials often lack. Advisory committees advance 'expertise by experience'.

Using the concepts of "governmentality" and "right to the city", this paper will present the findings of the research study that explored the experiences of people serving on accessibility advisory committees in British Columbia, Canada. The paper will unpack the role of accessibility advisory committees in the municipal policymaking process in general and accessibility changes (built environment, transportation and social accessibility) specifically. Finally, the paper will analyze how accessibility advisory committees contribute to civic participation and advocacy of people with disabilities. This study is informed by critical disability studies. The primary means of data collection for this study are virtual individual interviews with 33 committee members and city staff and observations.

Is there a place for feelings and emotions in teaching about disability?

Dr. Marie Sepulchre[1]
[1]Lund University, , Sweden

In Critical Disability Studies, we seek to get a better understanding of past and present forms of harm and inequalities regarding disability and move towards social justice. Disability scholars increasingly explore feelings, emotions and affects connected to the experience of disability and disability activism. This paper focuses on how we teach Critical Disability Studies. It asks whether we make room for feelings, emotions and affects in our classrooms and if yes, how and with what consequences?

This paper draws from scholarship on engaging emotions in education, and on my own experience as a teacher in sociology and social work. Rather than seeking to transmit knowledge in an “objective” and “rational” way, it is rooted in the insight that learning is intimately connected to feelings, emotions and affects. This paper presents reflections, concrete examples, and seeks to open a discussion on how to engage emotions in teaching Critical Disability Studies.

201

Disability and belonging, youth experiences with social inclusion in school: A scoping review

Emilee Fackelmann[1]
[1]Dalhousie University, , Canada

Background: Studies involving adolescents who experience disability and navigate social inclusion and belonging in school, often overlooks the personal perspectives lived experience can provide. This scoping review examines existing literature related to student and peer perspectives on the perceptions of how students who experience disability, also experience the social environment of middle and high school. Methods: Guided by Arksey and O'Malley's methodological framework, this scoping review systematically encompassed research question formulation, literature search, study selection, data charting, and result synthesis and reporting (Arksey & O'Malley, 2005). This search was limited to strictly peer reviewed journals between 2004 and 2024 (20-year span) to include the most recent and relevant literature, and was comprised of database searches in CINAHL, Scopus, Sociological Abstracts, PubMed, Medline, ERIC, and PsycINFO. Studies that exclusively focused on parent, teacher or medical perspectives, were outside of the middle and high school age range, and examined bullying with no connection to inclusion were excluded. 14 articles were extracted from the inclusion criteria, representing both the lived experiences of students who experience disability and peers in their grade who do not experience disability. The overwhelming majority of students who experience disability expressed frustration with feeling isolated, undervalued and excluded from social activities. In contrast, the vast majority of their peers concluded a contrasting view. Conclusions: The opposing views by students who experience disability, and their peers invites and interesting conversation into the difference in social perceptions of adolescents based on lived experiences. More research on understanding the underlying reasons for why students have intense feelings of exclusion and a lack of belonging and how these challenges could be overcome would be helpful to improve the mental health and overall wellbeing of students who experience disability.

241

Access to Justice and Disability: Global Perspectives and National Challenges

Phd Candidate Eliona Gjecaj[1], Dr. Edmore Masendeke[2], Dr. Charles O'Mahony[3], Prof. Sanjay Jain[4]
[1]Centre For Disability Studies, University Of Iceland, , Iceland, [2]School of Law, University of Leeds, , United Kingdom, [3]School of Law, University of Galway, , Ireland, [4]National Law School of India University and Chair professor National human rights commission of India , NLSIU , Bangalore. , , India

Article 13 of the United Nations Convention on the Rights of Persons with Disabilities heightens the profile of access to justice as a human right and a key concern for disabled people's movements around the globe. It provides a shared set of standards or goals against which to evaluate practice and policy at local and national levels – a set of standards which can also help inform and shape responses to key access to justice challenges. This Symposium brings together papers which use Article 13 as a starting point for reflection on a range of access to justice challenges experienced by disabled people in four different countries – Iceland, the UK, Ireland and India. The presenters, who span a broad spectrum of career stages, present sociolegal work they have carried out separately as part of different research projects. The connecting thread is a focus on understanding types of access to justice barrier experienced by disabled people, and a reflection on ways of moving forward toward the goals and aspirations set out in Article 13.

Understanding the barriers to intermediary appointments for defendants with cognitive impairments in England and Wales

Dr Edmore Masendeke[1]
[1]Alliance For Inclusive Education (allfie), , United Kingdom, [2]Endless Possibities Trust, , Zimbabwe

In recent years, England and Wales introduced legislation and guidance relating to the provision of communication support to 'vulnerable defendants' in court. One of the support measures that this guidance addresses is the use of an intermediary by defendants. The role of an intermediary is to facilitate communication between defendants and court officials. However, existing literature highlights that defendants with cognitive impairments' access to such support is inconsistent. This presentation examines the barriers to defendants with cognitive impairments accessing intermediary assistance in England and Wales. A focus group was held with five court approved intermediaries and the director of research and innovation at a national organisation that is involved in projects relating to defendants with learning disabilities or autism. Participants felt that the decision whether to appoint an intermediary and the duration of the appointment largely depended on judges' subjective perceptions of intermediary assistance, expert medical opinion and whether the defendant had a diagnosed impairment that judges were aware of than on the recommendations in an intermediary's report and the defendant's support needs. In addition, some participants felt that the decision was cost-based. Thus, participants felt that these judicial attitudes denied defendants with cognitive impairments access to intermediary assistance. Participants also said that current training for judges is ineffective. A key recommendation was to increase awareness raising activities and the effectiveness of current training for judges. This training may be achieved by involving people with cognitive impairments and their representative organisations in the design and delivery of such training and other awareness raising activities. In addition, it may be useful for intermediaries to be involved in the design and delivery of these training and awareness raising activities. This will give them an opportunity to explain their role and address any misconceptions about it.

Barriers to independent living: The challenge of inaccessible housing and implications for policy in Zimbabwe

Dr Edmore Masendeke[1]
[1]Alliance For Inclusive Education (allfie), , United Kingdom, [2]Endless Possibities Trust, , Zimbabwe

Accessible housing is a key element of independent living for people with disabilities, yet research evidence confirms that many people with disabilities live in inaccessible housing with devastating impacts on their lives. This presentation explores the impact of inaccessible housing on people with disabilities in Zimbabwe, analyses the current policy landscape and provides recommendations for improvement. The first part of the presentation reports the findings of a baseline study that was carried out in Dzivarasekwa, one of oldest low-income high density residential areas in Harare. Thirty people with disabilities were interviewed to understand the accessibility challenges that they faced in their homes. Participants said that they faced a wide array of challenges in getting into and out of the house; moving from one room to another; using the toilet; using the bathroom; using the kitchen; and using the bedroom. Although the findings of the study reflect the housing situation of people with disabilities in a specific geographic location, they may also be considered as a general reflection of the housing situation of people with disabilities in urban areas as the houses in Dzivarasekwa were built at different times such that some of them are similar to those found in medium and low-density areas. Using CRPD standards as a yardstick, the second part of the presentation (1) reviews the extent to which current building laws, policies and standards provides for accessible homes, and (2) provides recommendations for strengthening provisions for accessible homes in the current building laws, policies and standards. It highlights that current building laws, policies and standards do not adequately provide for accessible homes and the provisions are unenforceable in most of the cases. It is therefore recommended that the country broadens the scope of its provisions for accessible homes in the reviewed building laws, policies and standards.

(Dis)ability representation and normativity in 19th-century fiction literature

Josefine Wälivaara[1]
[1]Umeå University, , Sweden

Background and aims
While research into disability in 19th-century fiction is well-established internationally, having charted for example the connections between literary plot, form, and past debates about disability and society at large (Stoddard Holmes, 2010; Hingston 2019), there are no equivalent studies of Swedish literature from the 1800s. The aim of this paper is to explore discourses, representations and narrative uses of disability and ablebodiedness/ablemindedness in Swedish fiction literature from the 19th century.

Methods
The study uses literary fiction, such as novels, short stories and plays written during the 19th century in Sweden as its primary material. These are analysed from a critical disability studies perspective focusing specifically on questions of power and normativity using a combination of literary analysis and discourse analysis.

Results
The paper presents some initial findings of a recently started project funded by the Swedish Research Council. The paper presents findings concerning how (dis)ability has been conceptualized and how characters with disabilities have been represented in literature from 19th century Sweden.

Conclusions
Exploring literary fiction from the past not only provides a way to gain knowledge about the history of people with disabilities, it also provides more in-depth understandings of the role of (dis)ability in literary history and representational practices of (dis)ability in literature, which, especially in a Swedish context, remains quite unexplored.

Lived experience of persons with disabilities in labor force participation in Sri Lanka

Professor Chandani Liyanage[1]
[1]University Of Colombo, , Sri Lanka

Discrepancies in participation of the persons with disabilities in the labor-market reveal that they comparatively have lower employment rates and higher-level of unemployment rate with inactivity status while experiencing diverse obstacles in getting equal access to the labor-market. Scrutinizing lived experience of persons with disabilities in Sri Lanka, this paper aims exploring socio-cultural, structural and systemic barriers which deny their rights to participate in an inclusive labor market. Methodology includes policy analysis, secondary data sources and primary data collection techniques including qualitative interviews with persons with disabilities, Focus Group Discussions with self-help group of persons with disabilities and key Informant Interviews with representatives of disability organizations. Conceptualization of disability in the local social context is predominantly based on a charity model and the legal definition covers only medical aspects of disability. Policy analysis reveals that there are huge gaps in policy practice due to lack of multi-ministerial coordination, monitoring and evaluation mechanisms. The country lacks adequate legislations for policy practice. The lived experience of persons with disabilities reveal that they undergo huge discrimination while entering and participating in labor-market on an equal basis with others due to numerous reasons. Employers lack disability awareness and continue with negative attitudes towards different disabilities and the workplace lacks required reasonable accommodation. Quota scheme is not sufficiently implemented, and jobseekers lack required employability skills like soft skills, language competency, favorable attitudes and flexibility to accept not only traditional but new type of job-opportunities in competitive job-markets. Through narratives of persons with disabilities, the paper highlights divers socio-cultural, structural and systemic barriers which deny their equal rights to participate in inclusive employment. Structural and systemic barriers in the domains of education, vocational training, communication, transportation and inaccessible built environment contribute reinforcing discrepancy in labor-market. Recommend awareness raising interventions for employers and capacity building among jobseekers.

How do we know if a digital service is perceived as accessible, usable and use-worthy?

PhD student Douglas Anderson Åhlfeldt[1], Ass Prof Catharina Gustavsson[1,2,3], PhD student Linda Pettersson[2,3], PhD Stefan Johansson[4,5]
[1]School of Health and welfare, Dalarna University, , Sweden, [2]Center for Clinical research Dalarna, Uppsala university, , Sweden, [3]Department of Public Health and Caring Sciences, Uppsala University, , Sweden, [4]Certec, Department of Design Sciences, Lund University, , Sweden, [5]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden

Background aims: There are several questionnaires developed to evaluate usability and user experiences of digital services, be it an app, a web service or a standalone kiosk etc. Most of those evaluation questionnaires ignore the aspect of accessibility. In addition, most of them use a language so difficult that it excludes people with intellectual, cognitive and reading difficulties from responding. Our aim was to merge two of the most common questionnaires, add questions on accessibility and to provide the questionnaire in an accessible format by using easy-to-read techniques and adding symbols for enhanced comprehensibility.
Methods: We applied a collaborative and iterative co-design method drawing from an extreme-user perspective to make every questionnaire item easily readable and comprehensible and to qualify additional questions on accessibility.
Results: In total, the questionnaire for evaluating digital services contains 32 items that covers aspects of accessibility, usability and use-worthiness. The questionnaire has an accessible format, to allow for a wide range of users to respond.
Conclusions: By using an evaluation questionnaire that is accessible for a wide range of users, the evaluation will also take into account the experiences from users with the highest demands of well-designed services.

The role of educationalists promoting the learning and functioning potential of children with intellectual disabilities

Dr Maarit Karhula[1], Dr Anu Kinnunen[2], Ms Annastiina Vesterinen[3], Dr Anu Kippola-Pääkkönen[4]
[1]Social Insurance Institution of Finland, Kela, , Finland, [2]Savonia University of Applied Sciences, , Finland, [3]South-Eastern Finland University of Applied Sciences, , Finland, [4]Lapland University of Applied Sciences, , Finland

Background
Children with intellectual disabilities have the same right to learn and be educated as all other children. The different forms of support are designed to make learning and full participation in school activities possible. Rehabilitation has a special meaning in enhancing the child's participation both in school and in free time. However, rehabilitation alone is not the decisive factor. Collaboration with people close to the children and educational professionals is needed. At its best, collaboration is the sharing of expertise and the recognition and appreciation of the others' role. The aim of the study is to understand how education professionals perceive their role in promoting the functioning and participation of children with intellectual disabilities in relation to rehabilitation professionals.
Methods
A total of 22 education professionals were interviewed in focus groups (n=9). The data were analysed using the reflexive thematic analysis method.
Results
The preliminary analysis indicates that education professionals perceive their role to be distinct from that of rehabilitation professionals. The key themes were constructed as follows: 1) the experience of the expertise of rehabilitation professionals, 2) the value and challenges of collaboration, 3) role conflict regarding the role of education professionals as promoters of functional ability and 4) the emphasis on learning support being the core competence of education professionals.
Conclusion
Although the main goal of education and rehabilitation is the same, to support the full participation of a child with intellectual disabilities in daily activities, identifying the roles of different experts in order to achieve a common goal is not self-evident. Identifying and defining roles is essential, starting from the support needs of each child. A smooth, open and respectful collaboration is essential if the child is to reach their full learning potential and participate optimally in everyday life.

Ableism- and powercritical reflection on participatory teaching in the context of inclusive higher education development.

Nico Leonhardt[1]
[1]Leipzig University, , Germany

Following the human rights-based demand for inclusive access in all phases of education, uni-versities are also faced with the challenge of devoting themselves to various opening and diversification processes, contrary to an exclusive tradition. At the same time, universities are characterized by very persistent cultures, structures and practices that are reflected in powerful and sometimes discriminatory systems. In this context, criticism of ableism is becoming increasingly important as a relevant approach to reflection in order to make such orders visible. Inclusion-oriented developments at universities can also be observed in German-speaking countries. These are primarily aimed at diversifying students and are usually linked to the disclosure of impairments, for example. A trend that increasingly focuses on the pluralization of lecture's perspectives can be seen in a growing number of projects in the context of participatory teaching. These are linked to the aim of enabling the previously largely 'forgotten' group of people with learning difficulties, in particular to access knowledge transfer at universities. However, an increase in such projects has not yet been associated with comprehensive (power-) critical reflection. This presentation is therefore dedicated to this desideratum and pursues the guiding question:

What areas of tension does the active inclusion of previously excluded perspectives in higher education processes lead to (especially in the context of participatory teaching)?

Based on my PhD-project, the presentation will try to answer in three thematic areas (fundamental contribution to inclusive higher education; contributions in the context of powerful/ableist structures and orders at higher education institutions; contributions to the critical examination of participatory teaching and knowledge production).

With reference to post-structuralist perspectives and a link to the concept of 'epistemic injustice', the findings from the dissertation are discussed from a scientific perspective. Four guiding theses are developed, which are intended to stimulate further discourse on participatory teaching.

Narrating Physical Disability: Rikke Steenbuchs memoir Jeg lever også (1957) as an Act of Witnessing

PhD student Anna Serafima Svendsen Kvam[1]
[1]University Of Oslo, , Norway

Background aims

This presentation gives a reading of Rikke Steenbuchs' memoir Jeg lever også (1957), the first memoir written in Norwegian using augmentative and alternative communication (AAC). This often overlooked book is interesting in several ways.

Historically, it challenges the common idea that disability as a topic in life writing has only more recently become visible within the Norwegian literary archive. Although there is a boom of Scandinavian publications critically examining normality and disability, historical contextualization is needed.

Methods

Methodologically, I begin by placing Steenbuch's memoir within its local, Norwegian context. Departing from an initial mapping of digital archives (The Norwegian National Library), I have built a corpus of narratives (1900–2020), portraying main characters and/or narrators that are physically disabled, as part of my PhD project. I use close reading hinging upon a narratological framework, when analysing the texts.

Theoretically, the project draws on Cultural Disability Studies and feminist theories on the connection between subjectivity and witnessing (Oliver 2001). It also takes into account more recent theories on disability and life writing (Couser 2009).

Results

Interpretatively, I utilize Kelly Oliver's concepts of address-ability and response-ability. I argue that Steenbuch's memoir brings forth a lack of such in everyday interactions and relations. I will also show that this lack is crucial to the narrative structure of the text.

Conclusions

Finally, I argue that Jeg lever også can be read as an act of witnessing, wherein the role of religion plays an ambiguous role. Although Christianity as motif connotes to ideas of salvation and cure, the religious awakening in Jeg lever også, can as much be seen as a vehicle to represent the tension between the subject position Steenbuch operates within, and her own subjectivity.

Family members -obstacle or contributor in the quality of services and support

Trainer/Projectleader Maarit Aalto[1], President of Inclusion Europe Jyrki Pinomaa[1]
[1]M.A. Education&Survey , , Finland, [2]Inclusion Europe, , Finland

Family members - obstacle or contributor in quality of services and support. Background aims are to describe and analyze family members experiences of service and support quality for persons with intellectual disabilities and family members possibilities to be included in the processes. In general the services in small units, are seen to create good quality of services and support and implement UNCRPD. But the reality in many support situations and services appears to be the opposite. To deepen the understanding of family members role in topics concerning the quality of services and support the project is collecting the last years research -, survey- and report results. This material is and will be analyzed in three different aspects:
1. The family members experiences of services and support quality
2. The family members experiences of obstacles to be included in the development to improve service and support quality
3. The challenges to strengthen the family members role in the questions of service and support quality
The presentation will be divided in two aspects of the topic - presentation of the results and conclusions of the survey/project and an experience-expert presentation of how one family member has experienced the reality in service and support based on the three above mentioned topics.

526

The future of collaborative research with people with learning disabilities: a multi-stakeholder perspective

Dr Melissa Kirby[1], Prof Karen Burland[1], Dr Freya Bailes[1], Mr John Bartle[2], Ms Tracey Barrett[2], Mr Liam Hirst[2], Mrs Fran Rodgers[2], Ms Ella Schofield[2], Ms Sam Waterman[2], Ms Janine Waterman[2], Dr Amy Russell[1]
[1]University of Leeds, , United Kingdom, [2]Purple Patch Arts, , United Kingdom

Background and aims
Previous research involving adults with learning disabilities as co-researchers has demonstrated that this community can provide meaningful and insightful contributions to research (Kirby, 2023; Mannion, 2024; Rickson et al., 2014). However, opportunities to engage with research are often limited, time restricted and inaccessible. Additionally, reflections on the barriers and facilitators of collaborative research rarely include the voices of people with learning disabilities and the organisations that support them. A multi-stakeholder perspective is therefore required to understand how we can ensure there are sustainable, accessible and meaningful opportunities for people with learning disabilities to actively engage with research and shape the world around them.

Methods
This paper shares insights from two projects that engaged with multiple stakeholders to explore perceptions, goals, opportunities and challenges concerning the future of collaborative research with people with learning disabilities. Project one co-developed a workshop alongside researchers with learning disabilities, which aimed to understand varied stakeholders' experiences of undertaking collaborative research. Project two, which was facilitated by Purple Patch Arts, utilized a participatory approach to explore researchers with learning disabilities' experiences of research and their recommendations for making research experiences more accessible and sustainable. Both projects utilized arts-based and creative approaches, alongside focus group discussions.

Results
Stakeholders shared the wide-ranging opportunities associated with collaborative research, including skill development, diverse research communities, and joy. Effective co-production was facilitated through accessible and open communication, appropriate planning, and people. However, barriers to research such as a lack of time, funding and appropriate training remain.

Conclusions
Projects that facilitate knowledge exchange between multiple stakeholders, including people with learning disabilities, academics and organisations are crucial to share best practice in collaborative research. Co-developed guidance on accessible research practices, alongside broader changes to the research sector, are needed to facilitate this community's continued involvement in research.

524

Navigating endings in participatory research with people with learning disabilities

Dr Melissa Kirby[1], Prof Karen Burland[1], Dr Freya Bailes[1], Mr Charlie Barker[2], Mr John Bartle[2], Ms Tracey Barrett[2], Ms Leanne Hazelgrave[2], Mr Liam Hirst[2], Ms Ella Schofield[2], Ms Sam Waterman[2], Ms Janine Waterman[2], Ms Jo Hargreaves[2]
[1]University of Leeds, , United Kingdom, [2]Purple Patch Arts, , United Kingdom

Background and Aims
Participatory approaches to research have grown in popularity, in part due to the varied benefits this approach can have for researchers and communities. Participatory approaches may support the development of research skills, increase confidence and aid the development of new relationships with and within communities (Mannion, 2024; Kirby, 2023; St John et al., 2018). However, engagement with participatory research is often temporary, and therefore the benefits associated with this approach may be removed when the project ends. Despite this, there is little guidance on the process of ending participatory research. This paper aims to share insights and recommendations from the process of ending a three-year participatory doctoral research with people with learning disabilities.

Methods
Co-researchers' perspectives on the process of ending the project were captured via online research sessions, a series of final interviews and a reflective in-person workshop, which focused on the group's experiences of doing research together and their hopes for the future. The university researchers' reflections on the process of ending the project, including the challenges, successes and key ethical considerations, are also shared.

Results
The challenges associated with ending participatory research were mitigated in the present study through: 'information and managing expectations', a 'gradual and collaborative approach', 'celebration and reflection', and 'continued support'. However, most co-researchers in the present study did not want their involvement in research to end with the project. Long-term and sustainable opportunities for research should therefore be prioritised wherever possible.

Conclusions
The way in which participatory projects end should be considered as equally important to the way they begin. Planning for endings is therefore an important and ongoing part of participatory research, with complex ethical implications, which require careful consideration. Further research that considers what sustainable engagement with research may look like for this community is needed.

The Purple Patch: Co-creating a research comic with people with learning disabilities

Dr Melissa Kirby[1], Prof Karen Burland[1], Dr Freya Bailes[1], Mr Charlie Barker[2], Mr John Bartle[2], Ms Tracey Barrett[2], Ms Leanne Hazelgrave[2], Mr Liam Hirst[2], Ms Ella Schofield[2], Ms Sam Waterman[2], Ms Janine Waterman[2], Ms Jo Hargreaves[2]
[1]University of Leeds, , United Kingdom, [2]Purple Patch Arts, , United Kingdom

Background and aims
One of the key principles of inclusive and participatory approaches to research with people with learning disabilities is that "research questions, processes and outputs should be accessible to people with learning disabilities" (Johnson & Walmsley, 2003, p.64). Despite this, traditional research outputs are generally inaccessible to people with learning disabilities, thus excluding this community from accessing and engaging with previous research, alongside sharing their own work with others. This paper shares reflections from the process of co-creating a research comic book ('The Purple Patch') as an alternative and creative output from a participatory doctoral research project.

Methods
'The Purple Patch' (Kirby et al., 2024) was co-designed and written through a series of Zoom sessions with a team of researchers with learning disabilities ('The Purple Research Group') over a two-year period. Creative approaches to research were used to support co-researchers to write the storyline, consider the comic's key messages and design the characters/scenes, alongside an illustrator. Comic pages were piloted with people with learning disabilities at Purple Patch Arts, and feedback from these sessions has been incorporated into the final output.

Results
This project proposes that comic books can be an accessible and creative format for research outputs, while also serving as an important form of self-advocacy for people with learning disabilities. Reflections on the process of creating 'The Purple Patch', alongside the opportunities and challenges of this this approach to dissemination from the perspective of all stakeholders will be shared.

Conclusions
The accessibility of research outputs shares a direct message about who research is for, and who can be a researcher. This paper advocates for creative approaches to research dissemination, which are accessible to and designed alongside people with learning disabilities.

Norwegian Municipalities' Experiences with The National Guide for Healthcare Services for People with Intellectual Disabilities

Mrs Linda Barøy[1], Phd Aud Elisabeth Witsø[1], Mrs Sølvi Linde[2], Mrs Siv Bjønnum[3], Prof Oddvar Førland[4], Prof Anita Gjermestad[5]
[1]NTNU, The National Insitute On Intellectual Disability And Community (NAKU), , Norway, [2]Western Norway University of Applied Sciences, Faculty of Health and Social Sciences, Department of Welfare and Inclusion, , Norway, [3]Center for Development of Nursing Homes and Home Based Services in Vestland, , Norway, [4]Western Norway University of Applied Sciences, Centre for Care Research West, , Norway, [5]VID Specialized University, , Norway

The Norwegian National Guide “Good Health and Care Services for People with Intellectual Disabilities” - A Pilot Study of Municipalities’ Experiences with Implementation
Background and Aims: In 2021, the Norwegian Directorate of Health launched a new national guide, “Good Health and Care Services for People with Intellectual Disabilities.” The guide is based on the Convention on the Rights of Persons with Disabilities (CRPD) and sets conditions for what should be included in municipal services for people with intellectual disabilities. The guide provides recommendations for service offerings on a broad basis and specifies seven areas of focus: collaboration and competence; person-centered and individually tailored services; life phases and transitions; habilitation and daily assistance; health follow-up; collaboration with family, relatives, and guardians; as well as documentation and confidentiality. This is the first guide of its kind in Norway, and there are high expectations for its impact. This study explores how Norwegian municipalities are working on implementing this guide and their experiences in this process.
Methods: In the autumn of 2023, eight focus group discussions were conducted with a total of 39 participants from 13 municipalities and 9 counties. The participants included 13 healthcare/unit managers for housing and activity services, 12 immediate managers (often called heads of department) for housing and activity services, and 14 employees in direct service provision. A thematic analysis method (Braun & Clarke, 2023) was used to analyze the data.
Results and Conclusions: Preliminary analyses indicate that the guide is well known among healthcare/unit managers but less known among employees in direct service provision. Furthermore, there were significant variations between municipalities in the implementation work with the guide and varied experiences. The level of employees in the municipal hierarchy seems to be crucial. At the conference, detailed findings from the study will be presented and discussed.

322

What small things make a difference? Reasonable adjustments for people with a mild learning disability.

Dr Liz Tilly[1]
[1]Building Bridges Training CIC, , United Kingdom

Background
People with a mild learning disability have a right to be full members of their communities, yet often get no formal support for independent living and also experience social barriers when using universal services. It is therefore important to know what changes services such as banks, housing services, advice services and community leisure services, can make to achieve ‘reasonable adjustments’ and greater accessibility.
Methods
A group of researchers with a learning disability held focus groups to identify some of the barriers to using universal services and identify what changes they would like to be made, to make them more accessible. The group used pictorial cards to analyse the data, and used this to prompt them to think about some small changes that could be made which would make a difference.
Results
Most people felt that professional staff were unaware that they had a mild learning disability, and didn’t use accessible communication. Small changes can make a significant difference to the accessibility of services to people with a mild learning disability. These include easy read information, longer appointment times, text reminders, help with directions and travel to attend appointments, not using jargon and showing more patience.
Conclusions
There needs to be more awareness and recognition of this group of people with a mild learning disability by professionals working in frontline services, and increased awareness of their rights to live safe and independent lives. Small differences made in working practice can go a long way to achieving this.

401

The effects of ableism in education: Spotlight on health and well-being of children with disabilities

Fatemeh Mahdizadehkarizaki[1], Dr. Shanon Phelan[2]
[1]PhD in Health Student, Faculty of Health, Dalhousie University, , Canada, [2]Associate Professor, School of Occupational Therapy, Faculty of Health, Dalhousie University, ,

Background and Aims:
Inclusion of children with disabilities into mainstream education has become a focal point of educational reform, emphasizing disability-inclusive and affirming practices. Inclusion is considered one of the social determinants of health and well-being, with social exclusion being a catalyst for health inequities. Despite these advancements, ableism continues to be a significant barrier to inclusion, leading to adverse effects on the health and well-being of children with disabilities. This study aims to explore how ableism in education shapes the inclusion, health, and well-being of school-aged children with disabilities.
Methods:
A critical interpretive synthesis (Dixon-Woods, 2006) of the literature on disability, inclusion, and primary and secondary education was conducted. A systematic search of five academic databases, Medline, ERIC, Scopus, CINAHL, and PsycINFO identified 25 peer-reviewed articles for analysis. Thematic analysis of the articles followed Dixon-Woods' protocol, drawing on critical disability theory and ableism as a sensitizing concept.
Results:
Thematic analysis generated five key themes: 1) systemic ableism and ruling relations, 2) interpersonal ableism and social dynamics, 3) internalized ableism and effects on the self, 4) counteracting ableism through advocacy and supports, and 5) anti-ableism and actualizing inclusion. Systemic ableism manifested in institutional policies, exclusionary practices, structural barriers and resource allocations. Interpersonal ableism was perpetuated through social exclusion and discriminatory attitudes. And internalized ableism led children to adopt negative perceptions of self. The effects of ableism were linked to negative health and well-being outcomes. However, disability-inclusive practices and supports were linked to improvements in social inclusion and overall well-being.
Conclusions:
Ableism in education settings significantly impacts the health and well-being of children with disabilities. Disability-inclusive practices, when effectively implemented, can mitigate these effects. This study highlights the need for systemic transformation to address the root causes of ableism and effectively promote the inclusion, health, and well-being of children with disabilities.

In pursuit of disability-inclusive early education and childcare: Spotlight on the invisible work of mothers

Dr. Shanon Phelan[1], Colleen Diggins[1]
[1]Dalhousie University, , Canada

Background aims: Accessible and inclusive early education and childcare is a vital resource for many families, enabling them to integrate earning and caregiving activities, adapt to changing and competing demands, and 'keep family life running'. Accessing disability-inclusive early education and childcare requires a significant amount of invisible work, often performed by mothers. This work is gendered, unpaid, undervalued, and is often described as 'behind the scenes'. This research aims to 1) illuminate the invisible work performed by mothers of young children experiencing disability in pursuit of disability-inclusive early education and childcare and 2) to understand how sociocultural factors create the conditions that necessitate this invisible work. Method: An interpretive qualitative study was conducted using semi-structured interviews with a diverse sample of 16 mothers pursuing disability-inclusive early education and childcare for their young children experiencing disability. Critical disability and feminist theories were used to illuminate mothers' invisible work and the sociocultural factors that shape invisible work. Results: Mothers described taking on various roles to manage the invisible work necessary for accessing disability-inclusive early education and childcare for their children. Reflexive thematic analysis (Braun & Clarke 2022) generated five themes articulating these gender roles: 1) the Navigator, 2) the Quilter, 3) the Fighter, 4) the Juggler, and 5) the Keeper. Conclusion: Barriers to accessing disability-inclusive early education and childcare have a cascade of effects on mothers of young children experiencing disability, resulting in invisible work and overall adverse effects on mental health and well-being. Mothers perform invisible work in response to systemic ableism and 'good mother' ideology. Understanding how sociocultural factors shape and maintain the conditions for mothers' invisible work can support decision-makers and service providers in transforming policies, processes, and practices to mitigate the need for invisible work and fully commit to equity, justice, inclusion, and belonging for children and families.

Pushing the limits of technoableism: (Re)Imagining autistic youth cultures and identities through TikTok narratives

Dr. Shanon Phelan[1], Caitlin Manuel[2]
[1]Dalhousie University, , Canada, [2]Carleton University, , Canada

Background aims: Autistic youth cultures are often mediated by "nonautistic stakeholders" (Yergeau, 2014) who narrate and regulate the lives of autistic youth under the guise of benevolent care. As such, autistic youths' experiences and identities become overshadowed by deficit-oriented rhetoric and narratives imagined by nonautistic people. Turning to autistic-mediated digital communities, we explore the intersections between sites of youth culture and autistic youth narratives to illuminate the ways autistic youth engage in daily acts of resistance to ascribed identities and dominant, medicalized discourses. Methods: TikTok was identified by our youth advisory group as a site of youth culture and digital community where autistic youths' bodies and minds have the potential to disrupt the ways dominant norms are imagined and materialized. Drawing on crip technoscience (Hamraie & Fritsch, 2019), we conducted a textual analysis of 146 videos featuring audio, textual, and visual stimuli from 72 content creators self-identifying as autistic, approximately 15-24 years of age. Coding and analyses were led by an autistic researcher whose knowledge of autistic cultures is embodied and reflective of #ActuallyAutistic narratives. Results: Autistic youth provided filtered and unfiltered (counter)narratives for TikTok users as a form of "tactical biopolitics" and "critical making," pushing the limits of technoableism by coproducing hashtags, imagery, and trends. Through their creations, stories, joys, jokes, and "criptastic hacking" (Yergeau, 2014), autistic youth collectively deconstructed allistic notions of the diagnostic narrative, storytelling, and sociality. Conclusions: Digital communities are ontological sites for examining the ways autistic youth are reimagining, renegotiating, transforming, and hacking rigid boundaries of autism, autistic youth cultures, and autistic youth identities. Crip technoscience offers a unique perspective into often-disregarded autistic youth cultures dismissed as transgressive, irrational, or "quirky" and uncovers new possibilities for reimagining the fluidity of youth cultures, autistic identities, and youth political presence in digital spaces.

Salamanca: Thirty years and counting

Dr. Allyson Eamer[1]
[1]Ontario Tech University, , Canada

The Salamanca Statement which emerged from UNESCO'S 1994 World Conference on Special Needs Education: Access and Quality, held in Salamanca Spain, included a call to nations to move toward ensuring that children with special education needs would attend regular schools with inclusive orientations (UNESCO, 1994). It was argued that such a move ensured the most welcoming, non-discriminatory communities, while simultaneously being the most cost-effective.

Thirty years on, concerns remain about how to operationalize and fund the level of support required to teach children with disabilities in the same classrooms as their peers. In Canada, worried parents of children with disabilities are assured that the school is committed to inclusivity and that self-contained (segregated) classes are unlikely to ensure a child meets their potential. While the pedagogical philosophy is to be commended, parents are rightly concerned about what that looks like in practice. Educational assistants shared across multiple classrooms results in diapers left unchanged for hours, lunches left uneaten, and children left unsupervised in padded 'isolation' rooms. The death of an Ontario child who'd been left alone in a sensory room, earlier this year, brought Canada-wide attention to the gaps in support available to children with disabilities in regular classrooms (Applewaithe, 2024). This paper considers how the current reality in Canadian schools relates to the goals expressed in the Salamanca Statement. Furthermore it contains a comparison with best practices employed in other countries in the Global North, in an effort to demonstrate global progress towards authentic inclusive education.

Applewaithe, J. (2024). Family pursuing negligence lawsuit after son dies at Trenton high school. 31 May
https://www.cbc.ca/news/canada/ottawa/trenton-student-death-dravet-syndrome-1.7221463
UNESCO , 1994. The Salamanca Statement and Framework for Action on Special Needs Education. https://unesdoc.unesco.org/ark:/48223/pf0000098427

UNCRPD Article 13 :Mapping Right to Access to Justice of Persons with Disabilities in India

Prof. Sanjay Jain[1]
[1]National Law School Of India University Bangalore India, , India

The main objective underlying this paper is to examine the compatibility of the normative content of right to access to justice of persons with disabilities (PwDs) in India in light of Article 13 of UN convention on the Rights of Persons with Disabilities (UNCRPD). The other ambition of this paper is to jurisprudentially critique the very concept of access to justice. The author is critical of the confined operation of this right to procedures and physical environment of the courts by most of the State parties. Author would be driven by his experiences as member of Accessibility committee of Supreme Court of India and as referee of 'Handbook on Disability rights and mental health conditions", launched by the Apex court of India. Reliance would also be placed on author's day to day interactions with two leading Lawyers with disabilities (Blind and hard of hearing) to capture the gaps in the implementation of Article 13 of UNCRPD.
The author would expose the Ableism in the text of the Constitution and judicial process as a major inhibition in the participation of PwDs as Judges in India. The paper would reinforce the self-evident conclusion that to overcome the gaps in implementation of Article 13 UNCRPD, the legal order in India would have to undergo transformation with increasing emphasis on expanding and harnessing the notion of Access to justice: direct and indirect participation of PwDs in the processes of Justice delivery system; elimination of attitudinal , physical, institutional, communicative, legal and conceptual barriers; active promotion of involvement and participation of PwDs in the effective access to the systems, procedures, information, and locations used in the administration of justice.
Author would propose a blue print of an effective framework for realignment of access to justice framework in India in light of Article 13 of UNCRPD.

Social relationships in everyday life among older people with Intellectual Disabilities (ID)

Asst. Prof. Anthon Sand Jørgensen[1], Asst. Prof. Hanne Meyer-Johansen[2], Asst. Prof. Gitte Lyng Rasmussen[3]
[1]University College Of Northern Denmark, , Denmark, [2]University College Copenhagen (KP), , Danmark, [3]University College Copenhagen (KP), , Danmark

The project investigates social relationships and networks for older people with ID - in a Danish context. The project also provides knowledge about the significance of service providers support for relations and friendships for older people with ID.

International research indicates that people with ID continue to have fewer social relations and friendships than other people. The group's social relationships and networks are often limited to other people with ID, family, and service providers. However, in a Danish context, we know less about social relationships in everyday life and how they are experienced by older people with ID.

The project is based on a phenomenological approach (Merleau-Ponty, 2000), and follows older people with ID in everyday life. This contributes knowledge about experiences, possibilities, and barriers regarding social relations and networks. The research project is using participatory observations and walkalongs to collect the empirical material. This methodology allows the inclusion of perspectives of older people with ID - with less focus on verbal communication.

The findings of the research will be the base for a discussion of the current situation for older people with ID, regarding social relations and friendship - both in a Danish and international perspective.

Preliminary findings:

- Institutionalized settings, for older people with ID, sets the scene for the possibilities of networking and creates randomized relationships opposite to self-chosen friendships.

- Long-term close relationships between older people in institutional settings are crucial for the elderly's quality of life and well-being.

- There are very few examples of older people with ID having relationships outside residential homes and daycare centers.

- Service providers play a crucial role in supporting and facilitating the formation of relationships and friendships for older people with ID.

Independent living and the problem of violence against women with disabilities in Poland.

Dr Magdalena Kocejko[1,2], Dr hab Agnieszka Wołowicz[2]
[1]Warsaw School Of Economics, , Poland, [2]University of Warsaw, , Poland

This presentation addresses the issue of the right to independent living and the problem of violence against women with disabilities in Poland. The initial findings of the study on violence against women with disabilities in Poland will be presented. The study comprises two main elements: the conducting and analysis of 50 narrative interviews with women with various disabilities (participatory research) and the examination of programmatic and strategic documents that shape disability and anti- violence policies in Poland. In this examination, the researchers sought to ascertain whether and to what extent these documents perceive and address the problem of violence against women with disabilities.
The issue of violence against women with disabilities represents a significant and pervasive human rights violation that is often overlooked or ignored. As evidenced by prior research and studies, women with disabilities are subjected to violence by individuals who play a pivotal role in their daily lives, particularly in terms of independence (family members, caregivers, and support providers such as personal assistants, physiotherapists, and others). The experience of violence by women with disabilities is described as 'invisible' since there are less likely to report instances of violence. They frequently lack access to legal protection and representation and their testimony is often not viewed as credible by the justice system.
The right to freedom from violence is therefore inextricably linked to the right to live independently. At the same time, there is still little research indicating the nature of these links and allowing solutions to be developed, especially in the context of Central and Eastern European countries. The objective of the study presented during the conference is to address this gap, at least in the context of Poland.

Recognising the binary constructions of disabled women's sexuality in the European Court of Human Rights

Ms Grace Barnes[1]
[1]University Of Galway, , Ireland

Background aims

Judges in the European Court of Human Rights ('the Court') have the power to construct the sexuality of disabled women by assigning meaning to concepts like 'disability' and 'sex', to the facts of cases, the positions of parties and the rights in the European Convention on Human Rights. This paper analyses the operation of sexual stereotypes in case-judgements to further understandings of how disabled women's identities are shaped by powerful actors and the legal and social norms they create and reflect.

Methods

Schriempf's (2001) interactionist bridge between disability and feminist studies understands that the complex intersection of disability and gender leads to moments of 'disruption' in discourses which need to be untangled to understand disabled women's experiences in a sexist and ableist society. This paper identifies these moments of 'disruption' in the Court's discourse, analysing the language, structure and silences in case-judgements to draw conclusions on how the sexuality of disabled women is constructed.

Results

When a disabled woman's sexuality is prominent through case-discussions of intercourse or pregnancy, she is made able-bodied through the silence surrounding her disability. When disability is prominent in a judgement, this is associated with vulnerability, incapacity and victimhood and silences exist where discussions of sexual autonomy may otherwise have been present. The Court's discourse also utilises heterosexist definitions of sex and a medical model of disability which conceptualises disability as innately lacking, for example the ability to engage in sexual relations. Distance is created in the discourse between disability and sex.

Conclusions

Judges reach legal outcomes which are broadly morally acceptable, but which restrict disabled women in the Court's discourse to binary constructions of identity: sexual presuming able-bodied; or disabled presuming asexual. The judges create and reflect persistent normative constructions of disabled women's asexuality.

Mobility for people with disabilities - a study to develop an artificial intelligence platform

Yinan Yu[1], Anna Carlsson[2], Jörgen Lundälv[3]
[1]Chalmers University Of Technology, , Sweden, [2]Chalmers Industriteknik, , Sweden, [3]University of Gothenburg, , Sweden

Background aims: During the years 2024-2026, a multidisciplinary research project (No AI About Us Without Us: Enhancing Safety for Vulnerable Road Users (VRUs) with Reduced Mobility" and abbreviated to NoAI) is underway at University of Gothenburg and Chalmers University of Technology in Sweden about using practical knowledge and experiences in people with various disabilities (visual impairment and blindness, hearing impairment, motor impairment) to create safer mobility for all in society. The project aims to identify gaps in current road infrastructure and develop an AI-driven system to enhance accessible urban planning, while, in the future, also warning and assisting VRUs in potentially dangerous traffic situations and risks.

Methods: The study includes researchers in social work (disability research), computer science, and design. Both qualitative and quantitative research methods have been used. Interviews, observations, filming, diary writing, and AI-driven analyses have been carried out in the project. During the spring and autumn, 20 people with different disabilities were interviewed about their experiences of mobility and movement in external environments. Observations and filming of the participants' movement patterns in different traffic environments and risk situations were carried out during September-October 2024.

Results and conclusions: Our study reveals experiences of insecurity, risks, incidents and accidents emerged, but also the need for various safety-creating measures. In particular, we found that the design of heterogeneous road traffic control devices must be more carefully examined to ensure their effectiveness, preventing people in need from having to find their own workarounds. Furthermore, the diversity in motion patterns and appearances among VRUs, particularly those with disabilities or using mobility aids, complicates their identification by both other road users and AI systems. This issue is compounded by the increased risk of collisions faced by these individuals. These findings, highlighting these challenges, will be presented at the conference.

The Road to Independence: Disability Biopolitics in Canada, France, and the United States 1960-1980

Associate Professor Thomas Abrams[1], Associate Professor Kelly Fritsch[2], Professor Michael Orsini[3]
[1]Queen's University, , Canada, [2]Carleton University, , Canada, [3]University of Ottawa, , Canada

This paper sets the emergence of the independent living movement against the greater history of postwar biopolitics in North America and France. In the United States, disability rights were expressed and contested through an individual civil rights model. In France, disability governance was directly tied to the re-making of the fifth republic, and the economic welfare of the state. The Canadian case falls somewhere between the two extremes. A biopolitical lens lets us explore the civil rights and the technocratic models at once. It also allows us to set the emergence of disabled citizenship against the sexual, racial, and gendered politics of population in Europe and North America. We offer a comparative history of disability governance in the twenty-year span from 1960-1980, using comparative archival research on social movements and state action to support our claims. In each state, the politics of race and immigration, labour and the family, and the politics of natality complicate a single-axis history of disability liberation. We make each case through archival work in Canada, the US, and France. Contrary to liberal histories of the disability rights movement, freedom, independence, and citizenship were not enjoyed equally. We suggest attention to archival work supports recent critiques of the ILM and disability rights movement more generally, such as those emanating from intersectional disability politics (Minich 2016), Black disability politics (Schalk 2022), and the disability justice camp (Berne et al. 2018). We conclude with a vision for a more robust, historically attentive disability rights project.

Disability access in laboratories: survey and guideline development for laboratory work ecosystem

Dr Katherine Deane[1], Mr Brendan Burrill[1]
[1]University Of East Anglia, , United Kingdom

Background aims
Around 1 in 5 (20%) of working people in the UK are disabled, but in the research and innovation sector, this drops to 1 in 25 (4%). This lack of diversity in the workforce negatively impacts the quality of research and innovation. It is known that laboratory access in poor. Employers of disabled scientists are expected to comply with equality legislation with limited guidance on how to solve these barriers or best practice. This project aimed to examine laboratory working in a holistic manner to identify and solve barriers to work for disabled scientists.
Methods
We recruited people with an interest in disability access in science to complete an international online survey of disability access barriers and solutions (January-February 2023). A review of published guidance on disability access was combined with the survey data to create a holistic suite of access guidelines.
Results
152 survey respondents, mostly from the UK. 55% had disabilities themselves. Significant access barriers were common, in structures, equipment, attitudes, and behaviours. These have substantial negative impact including causing disabled scientists to leave laboratory work. A key quote exemplified this “My lab broke me – I hope others are better”. However, the survey also identified multiple access solutions, many of which are attitudinal and low cost.
Laboratory access guidelines were created to cover the whole ecosystem of laboratory work i.e. structural, equipment, protocol, dissemination, and working practice access (www.AccessingBrilliance.org).
Conclusions
The survey identified that currently lab culture is inaccessible; structurally and attitudinally. This position is untenable but solvable. The complexity and systematic nature of the discrimination cannot be addressed by individual scientists. It requires institutional level changes. Our guidelines are the first holistic suite of guidelines addressing multi-disability access needs for disabled scientists working in laboratory settings.

312

Frontline practice leadership in Swedish group homes – implementation and evaluation

Phd Student Jenny Aspling[1]
[1]Marie Cederschiöld University, , Sweden
Background aims: Staff support is important for people with intellectual disabilities living in group homes. Support workers' ability to provide skilled support is imperative for the quality of life for people with intellectual disabilities. The staff practices of Active Support together with Frontline Practice Leadership has internationally been shown to improve staff support in group homes. However, research about implementing Frontline Practice Leadership in Swedish group homes is limited. The overall aim of this study was to examine the implementation of Frontline Practice Leadership in four Swedish group homes and evaluate if this staff approach can be used within a Swedish context.
Methods: This study is part of a research project that implement Active Support together with Frontline Practice Leadership in four group homes in Sweden. The study uses a mixed method approach and combine 49 observations in group homes with three semi-structured interviews with managers. The observations involved 18 people with intellectual disabilities, 24 support workers (three with specialised training in support work) and three managers.
Results: Frontline Practice Leadership was implemented in all four group homes and suited well within the Swedish group home culture. The most valued aspect of Frontline Practice Leadership was that practice leaders conducted observations and feedback sessions with staff to reflect on everyday support and to improve overall team performance. However, interviews with managers showed difficulties to work as practice leaders due to competing tasks.
Conclusions: Frontline Practice Leadership can, together with Active Support, be implemented to make staff and managers improve the quality of support in group homes in Sweden. However, the findings show that support workers with specialised training in support work, rather than managers, should receive training to become practice leaders in Swedish group homes.

Nature based activities and experiences for all, the importance of assistive devices for activity

Md Tor Erik Heyerdahl Nyquist[1], Prof Reidun Jahnsen[1,2], PhD Karin Marie Antonsen[3]
[1]Beitostølen Helsesportsenter, , Norway, [2]Oslo University Hospital , , Norway, [3]Nordland Research Institute, , Norway

Background aims: Involvement in nature-based activities and experiences is shown to increase health and wellbeing. However, some people with disabilities need assistive devices to be able to participate in such activities. By exploring the needs of persons with disabilities regarding assistive devices at nature-based activity destinations, this study aims to gain a better understanding of what accessible nature-based experiences for all look like and how they can be supported.
Methods: A digital survey was sent to 2304 persons with disabilities through user organizations and a rehabilitation center in Norway. Of the 329 (14%) respondents, 79% had mobility impairments, 26% had cognitive challenges, 9% reported impaired vision or hearing, respectively, and 13% answered other.
Results: Most of the participants (81%) reported a need for individually adapted assistive devices, but only 8% needed to borrow/hire such devices at the destination, while 26% needed this sometimes (wheelchair, shower chair). However, 72% wanted to hire/borrow assistive devices for activity (sitski, tricycle) at the destination, and 27% sometimes. On-site adaptation of the devices requires the expertise of the employees.
Conclusion: The use of assistive devices can provide an opportunity for persons with disabilities to participate in nature-based activities. In order to provide reasonable accommodations and allow for more universally designed services and environments, nature-based travel destinations should aim to provide assistive devices along with ordinary equipment, and competent staff to make nature-based experiences accessible for all.
This presentation is part of a PhD project that aims to answer the following overarching research question: How can nature-based activities be made equally accessible to everyone – through universal design and/or reasonable accommodations? The project is grounded in a commitment to human rights for persons with disabilities, and the research plans are viewed in light of the CRPD.

DigiMetku – an application for rehabilitation to use in the child´s everyday life

Dr Ira Jeglinsky-Kankainen[1], MSc Nea Vänskä[2], MSc Krista Lehtonen[2], Dr Anu Kinnunen[3], Dr Salla Sipari[2]
[1]Arcada University of Applied Sciences, , Finland, [2]Metropolia University of Applied Sciences, , Finland, [3]Savonia University of Applied Sciences, , Finland

Background aims
To realize participation rights of children with special needs, it is important that their agency is enabled in family-professional collaboration throughout the rehabilitation process. To this end, there was a need for a tool that promotes a child's active participation in collaborative rehabilitation integrated to child's and family's daily life to achieve child's meaningful goals.
The aim was to co-create an application that promotes a child's participation and achievement of a child's meaningful rehabilitation goals.

Methods
We used a research-based multi-phased co-creation process with children/adolescents/young adults with special needs (n=5), parents (n=16) and professionals (n=101): 1) Synthetization of a theoretical framework, 2) Co-creation workshops and interviews with children, parents and professionals, 3) Piloting the first version of the tool, 4) Developmental training process with professionals and parents, and 5) Finalizing the application and guidance for use based on the results. The transcribed discussions from different stages of the process were analyzed using inductive content analysis. The technical development proceeded through an iterative process.

Results
This study resulted in an online DigiMetku-application (digimetku.fi) that is freely available in Finnish, Swedish and English. The application's starting point is to identify and describe what is important for the child in everyday life with videos, photos, drawings, text and verbal recording. Next, a child's meaningful goals in rehabilitation are determined with a plan for tasks that are needed to achieve the goals. The application supports identifying what environmental participation barriers children experience and creating solutions to overcome them.

Conclusions
DigiMetku-application empowers the child in rehabilitation and enables to shape the rehabilitation process based on the child's individual needs and what is meaningful for the child in daily life. The application can be used in collaboration across the child's everyday environments such as home, school and hobbies securing child's right to participate.

The Right to Education for D/deaf People – From International Concept to National Solutions

Dr Malgorzata Myl-Chojnacka[1]
[1]University Of Silesia In Katowice, Faculty Of Law, , Poland

The right to education without discrimination and based on equal opportunities is guaranteed under Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD). With relation to D/deaf people, this article obliges States Parties to promote the learning of sign language and ensure that the education of D/deaf individuals is conducted in the most appropriate languages, using methods and means of communication that are best suited to the individual, and within environments that foster both educational and social development. Additionally, States are required to take appropriate measures to employ qualified teachers, including teachers with disabilities, who are proficient in sign language. The CRPD was ratified by the European Union in 2011, demonstrating the EU's broader commitment to creating a barrier-free Europe.

However, reports from international organizations and non-governmental bodies indicate that D/deaf youth and children continue to face systematic barriers to accessing equitable education. These challenges may stem from either intentional or unintentional ableist attitudes, leading to a general lack of awareness about the importance of natural sign languages and insufficient resources for sign language development.

The purpose of this presentation is to provide a synthetic analysis of the right to inclusive education for D/deaf individuals, as outlined in international human rights law. Additionally, it will examine the legal and practical realities surrounding the education of D/deaf children and youth in the Visegrád Group countries (Poland, Slovakia, Czech Republic, and Hungary). The analysis will focus on factors such as teachers' proficiency in sign language, the content of textbooks and examination materials, and individualized educational programs. These assessments aim to determine whether D/deaf children and youth in the Visegrád Group have access to education in a non-discriminatory manner, with resources and methods suited to their needs.

Inclusive education and dignity - experiences of disabled children and young people and their parents

Johanna Korkeamäki[1], Niina Gråsten[1], Merja Tarvainen[1], Eeva Nykänen[1]
[1]University Of Eastern Finland, , Finland

The UN Convention on the Rights of Persons with Disabilities (CRPD) aims to improve the realisation of human rights and the full inclusion of persons with disabilities in many areas of life, including education. Article 24 emphasises the importance of education as a human right, which is important for the full development and dignity of the human person throughout life.
The CRPD describes the purpose of an inclusive education in human rights terms. Education as a human right also creates conditions for other human rights, such as social relations, employment and participation in society (Heyer 2021). As there are parallels between the values of Article 24 and the Capability Approach, the Capability Approach can provide a holistic view of educational opportunities to support inclusion (Broderick 2018).
The study explores how disabled children and young people, and their parents experience inclusion and dignity in education, and what kind of facilitators and barriers to inclusive education they perceive. The data used in the study are interviews with disabled children and young people (n = 12) and their parents (n = 23) conducted as a part of the research project Disability and Dignity funded by the Research Council of Finland (decision number: 304602). The interview data was analysed using theory-based and thematic content analysis.
The results illustrate the implementation of inclusion at different levels of education. While good educational experiences promote human dignity and inclusion, negative experiences reveal several barriers that hinder the educational goals of the CRPD. In many cases, access to a local school, support for communication, social relationships at school and opportunities for lifelong learning and employment were problematic. The results are discussed from the perspectives offered by the Capability Approach.

A Critical Exploration of Depictions of Deaf and Non-speaking Characters in Medieval Icelandic Literature

Dr. Yoav Tirosh[1], Prof. Stefan Celine Hardonk[2]
[1]Aarhus University, , Denmark, [2]University of Iceland, , Iceland

The modern history of deafness is characterised by a binary of two approaches that up until the present day have left their mark on how deafness is perceived in different domains of society, including cultural expressions. On the one hand, deaf persons have experienced pressure from the oralist approach to align with hearing societies by placing emphasis on the use of hearing and speech. On the other hand, the cultural-linguistic approach of deafness refers to being deaf as a positive trait of persons who belong to a community which has sign language as its native language. This paper revisits these polarities of oralist and cultural-linguistic approaches to deaf identities through the perspective of the 13th-15th century Icelandic sagas. Through a historically informed close reading of the Sagas of Early Icelanders corpus, five saga episodes were selected for further analysis with regard to the meaning of being deaf and/or non-speaking and intersections with other social categories like gender and class. This study suggests diverse ways in which being deaf and/or non-speaking was given meaning before the advent of oralism and the establishment of Deaf communities in Iceland, i.e. as traits that lead to social exclusion as well as a part of the identities of individuals with considerable social status. An intersectional perspective shows male deaf characters exerting control over their lives and yielding political power, while deaf and non-speaking women are more portrayed as disenfranchised, regardless of their social class. This study‘s multidisciplinary approach combines critical disability studies and Old Norse philology, offering new interpretations of the old sources and a contextualisation of contemporary approaches to deafness and non-speaking. This study is the first step of a continued interdisciplinary effort to use observations from humanities and social sciences to better understand disability and deafness in societal, cultural, and historical context.

Autonomy vs. best interests: guardianship for individuals with intellectual disabilities and the limits of self-determination

Karin Jansson[1]
[1]Uppsala University, , Sweden

Background aims: Individuals with intellectual disabilities are often denied the opportunity to make decisions, especially when these do not align with the perspectives of others. Guardianship plays a fundamental role in this issue, as guardians are often faced with the question of whether to act according to the person's will or their "best interests". A legal guardian is authorized to represent another individual in various legal matters, creating a relationship of dependency.

The aim of this study is to explore how legal guardians experience their assignment and support individuals in making decisions, with a focus on how individuals are given the opportunity to exercise self-determination. The research question is: How do legal guardians perceive their own and the individual's role in decision-making?

Methods: The study is qualitative and based on 16 interviews with legal guardians, with a theoretical foundation in critical disability studies and human rights.

Results: The preliminary results show that, while guardianship is formally based on consent, in practice, it allows guardians to make decisions without including the individual. It is not uncommon for guardians to adopt a paternalistic approach, particularly in financial matters. Whether guardians consider the individual's will largely depends on practical circumstances, but also on the guardian's perception of the individual's decision-making capacity. Challenges arise when the individual's wishes conflict with what the guardian believes is best. In some cases, a lack of expressed consent can lead to coercion, such as a transition to full legal administration.

Conclusions: In practice, the legal guardian often replaces the individual in decision-making rather than providing support. Guardianship can therefore result in reducing, rather than enhancing, an individual's ability to exercise their legal capacity, which is the intended purpose of guardianship.

505

Cultivating DisFuturisms

Dr Hannah Morgan[1]
[1]University Of Leeds, , United Kingdom
Building on work presented at NNDR23 that interrogated the potential for a dialogue between the academic field of sociology of futures and disability studies, this paper explores the ways in which disability studies has responded to and resisted mainstream articulations of the future which exclude, marginalise or presume the futurelessness of disabled people. It reviews the various ways in which disability studies, drawing on the experiences and aspirations of disabled people individually and collectively, has mobilised the future(s) as an analytic tool in the pursuit of disability inclusion and justice. The paper contends there is much to be gained from embracing more speculative forms of futurism such as those envisaged by Afro and Desi futurisms and by radical articulations of futurity that create accessible and inclusive spaces of imagination, creativity and hope.

373

Effective teaching and learning strategies for inclusive schools

Michael Otieno[1]
[1]Eotvos Lorand University (ELTE), , Hungary

Background of the study
Inclusive education is a process of reconstruction that involves restructuring the culture, policies, and practices in schools so that they can respond to the diversity of learners. The UNCRPD, 2006, article 24, 2(b), requires that learners with disabilities get access to education that is equitable to their non-disabled peers. However, inclusion of learners with disabilities in mainstream schools remain controversial with some scholars arguing that inclusive education is a misplaced ideology which sacrifices the learning of children with disabilities. Others argue that mere presence of a learner in a school with the rest of peers does not necessarily translate to social and educational inclusion. Still others, suggest that inclusion has become a fashionable term despite being impractical and unaffordable for most people. Despite the
negative views, the vision of inclusive education still exerts a major influence on the educational culture of many countries across the globe.

Methods
Considering the confusion and the challenges facing learning in mainstream schools, this study conducted a semi-systematic literature review to explore some of the most preferred teaching methods for mainstream classrooms, with a focus on European and global south countries.

Results
Considering the goal of education as not only for academic growth but also for enhancing participation and development of life skills, this study identified some strategies and methods teachers could employ to destabilise the valuation of ability over disability, including outdoor learning, experiential learning, adventure education, cooperative group teaching, project based-learning, learning in the local context, faith-based learning, and advocacy.

Conclusion
This study puts forward teaching and learning strategies that borrow from pedagogic models centred on social justice, democracy, respect and acceptance of diversity, and strength-based approaches. The author brings personal experiences not only as a mainstream classroom teacher in Kenya but also as a person with a disability.

Unlocking potentials in Nigeria: the intersectionality of gender equality and disability rights

Dr Obraori Nmabunwa Adiela[1]
[1]Rivers State Univeristy, , Nigeria

The Constitution of the Federal Republic of Nigeria 1999 provides for equality of rights and non-discrimination of all irrespective of gender, race, ethnicity, religion, political or social status and so on. However, there are various vulnerable groups in the Nigerian society. Persons with disabilities constitute the largest vulnerable group. It cuts across several divides such as gender, religion, tribe or ethnicity, economic status, political status, educational status and the likes. It would appear that women with disabilities constitute another vulnerable group within the larger vulnerable group of persons with disabilities. This paper will explore the intersection of gender inequality and disability discrimination or inequality in Nigeria. It will highlight the unique challenges women with disabilities in Nigeria are confronted with because of their disability status and gender. Nigeria is a signatory to the United Nations Convention on the Rights of Persons with Disabilities 2006 as well as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 1979. It enacted the Discrimination Against Persons with Disabilities (Prohibition) Act in 2018 as well as signed the Protocols to the African Charter on Human and Peoples Rights on the Right of Persons with Disabilities 2018 and the Rights of Women in Africa of 2003. This paper will examine these legislative provisions and illustrate how gender and disability intersect to impact on women's rights in Nigeria. It will identify the major barriers to equality faced by women with disabilities in Nigeria. It will examine the role of technology in enhancing accessibility for women with disabilities; as well as ways wherein inclusion and access to education, healthcare and employment can be promoted. Recommendations as to how the voices of women with disabilities in Nigeria can be amplified and these women empowered will be made.

Teaching Mad Studies

Sarah Golightley[1]
[1]University Of Strathclyde, , United Kingdom

Mad Studies is a small but growing field of study within the academy. With roots in Mad Pride, Mad Studies is liberation-oriented and seeks to challenge traditional academic and societal norms. This creates friction when Mad Studies becomes part of the institutions it critiques. For some in the university, the radical approaches of Mad Studies are not welcome, and for some Mad activists the co-optation of Mad Studies for university credit is resisted. The ableist and sanist structure of universities poses deep questions of whether or not (or to what extent) Mad Studies participation in academic spaces is a worthy endeavour. While these debates have garnered lively conversation, there has been little overview of the perspectives of academics who have taught Mad Studies in universities.

To address this gap in knowledge, a questionnaire was distributed to academics who have taught Mad Studies at university. This focused on addressing two key questions:
* What are the benefits and challenges of teaching Mad Studies courses at universities?
* How can we improve how Mad Studies is taught at universities?
The responses of this questionnaire highlight the challenges faced by academics, politically and personally. In presenting the questionnaire findings, discussion will include the hope and the limitations of the future of Mad Studies in the academy.

Bridging the Digital Divide: Accessibility and Representation for People with Learning Disabilities in Social Media

Dr Amy Redhead[1]
[1]University Of Leeds, , United Kingdom

Digital technology has fundamentally reshaped our daily interactions, from communication and learning to work and leisure. This transformation, however, has also illuminated the digital divide, resulting in a distinct disadvantage for many marginalised groups, including people with learning disabilities. This paper explores the challenges and opportunities faced by people with learning disabilities in accessing and engaging with social media platforms. The digital divide often stems from the inaccessible design of digital technologies, which manifests in various forms, such as physical, financial and attitudinal barriers. As Goggin and Newell (2003) point out, these factors have made the digital world disabling for many disabled people, especially people with learning disabilities. Despite the challenges posed by the digital divide, the visibility of people with learning disabilities on social media has increased (Wong, 2020). The rise of content creators and influencers with learning disabilities has led to a shift in representation, prompting further examination of issues such as autonomy over content creation and sharing. Digital media has the potential to democratize expression and foster greater participation, ‘giving everybody the chance to transcend cultural boundaries and share in expression’ (Saunders, 2010, p.233). In this evolving media landscape, disabled people and their allies have more agency in determining what is produced, how it is distributed, and who can access it, but caution is required. As Ellis (2016, p.116) states, ‘There is much work still to be done. There needs to be more disabled people working in media to offer alternatives that do not exceptionalise and objectify disability’. This paper addresses Ellis’s cautionary demand for deeper inquiry and explores the potential of digital technology as a site of resistance.

NB: Reference list available upon request

Prerequisites for digital participation – keys to understand the complexity of inclusion versus exclusion

Phd Stefan Johansson[1,2], Prof Per-Olof Hedvall[3], Dr Catharina Gustavsson[4,5,6]
[1]Certec, Department of Design Sciences, Lund University , , Sweden, [2]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [3]Department of Natural Science, Design and Sustainable Development, Mid Sweden University, , Sweden, [4]Center for Clinical research Dalarna, Uppsala university , , Sweden, [5]Department of Public Health and Caring Sciences, Uppsala University , , Sweden, [6]School of Health and welfare, Dalarna University , , Sweden

Background/aim: Prerequisites for digital participation among people with disability are complex. There is a need to identify and visualise this complexity to be able to implement appropriate measures for participation in the digital society. The aim of this study was to identify and visualise prerequisites for digital participation.

Method: The study had an explorative study design. We used Participatory Action Research methods to gather people with lived experience of impairment and disability to discuss and identify prerequisites for participation in the digital society. The theoretical understanding of the prerequisites was further developed by a multidisciplinary group of researchers and then brought back to people with the lived experiences.

Result: We present a visual presentation of 14 prerequisites and explanations of why each of them are important to provide for participation in the digital society. The prerequisites are labelled; Accessible design, Access to the net, Access to devices, Access to applications, Access to support, Praxis and practise, Policy, law and regulation, Education, Expectations, Experiences, Competence, Self-efficacy, Affordability, and Attitudes.

Conclusion: According to the Social model of disability, people with impairments become disabled by society. The 14 prerequisites can be used to analyse how society can and must change to provide for participation for all people in the digital society.

Digitalization: Threats or Opportunities for Disability Rights Organizations?

Phd Stefan Johansson[1,2], Ass Prof Catharina Gustavsson[3,4,5], PhD Oskar Krantz[6], PhD Stina Melander[7], Ass Prof Julia Bahner[8]

[1]Certec, Department of Design Sciences, Lund University , , Sweden, [2]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [3]Center for Clinical research Dalarna, Uppsala university , , Sweden, [4]Department of Public Health and Caring Sciences, Uppsala University , , Sweden, [5]School of Health and welfare, Dalarna University , , Sweden, [6]Faculty of Health and Society, Department of Social Work, Malmö university, , Sweden, [7]Department of Political Science, Lund University, , Sweden, [8]Department of Social Work, Lund University, , Sweden

Background and Aims

This study explores how disability rights organizations in Sweden are using digital tools for internal operations, member recruitment, and outreach to the broader community. It also investigates their perceptions of how digitalization may affect their activities in the future, particularly in the context of increasing digitization and shifts in societal engagement patterns.

Methods

A 122-item survey combining fixed and open-ended questions was distributed to 2,652 branches of disability organizations at national, regional, and local levels. The survey, which achieved a 32% response rate, included accessibility measures to ensure participation was possible for all people. Data were analyzed using descriptive statistics and qualitative thematic analysis.

Results

The majority of organizations use digital tools for internal communication and operations, but many struggle to engage younger audiences, as few utilize popular social media platforms. While some organizations embrace digitalization, others view it as a necessary adaptation that falls short of the value of in-person meetings. A lack of digital expertise and difficulty in recruiting individuals with these skills are also prominent challenges. Despite this, the survey's high engagement rates (with over 6,347 open-text responses) indicate a strong interest in these issues.

Conclusions

Disability rights organizations are not fully utilizing the opportunities that digital tools offer due to a lack of expertise and difficulty in recruiting digitally proficient members. Addressing these gaps is crucial for maintaining their societal influence and ensuring long-term relevance. Further research is necessary to explore how these organizations can more effectively incorporate digital strategies to engage younger members, broaden their advocacy reach, and streamline certain operations, while preserving the in-person activities that are most effective in their traditional format.

Co-Designing with extreme users - a framework for user participation in design processes

Phd Stefan Johansson[1,2], Prof Per-Olof Hedvall[3], PhD Mia Larsdotter[1], Mr Thomas P Larsson[4], Dr Catharina Gustavsson[5,6,7]
[1]Certec, Department of Design Sciences, Lund University , , Sweden, [2]School of Electrical Engineering and Computer Science, KTH Royal Institute of Technology, , Sweden, [3]Department of Natural Science, Design and Sustainable Development, Mid Sweden University, , Sweden, [4]Funktionsrätt Skåne, , Sweden, [5]Center for Clinical research Dalarna, Uppsala university , , Sweden, [6]Department of Public Health and Caring Sciences, Uppsala University , , Sweden, [7]School of Health and welfare, Dalarna University , , Sweden

Background/aim: The demand for user participation in design processes is increasing, and there is a need to formulate guidance on how to involve disabled users and their representative organisations. Their participation contributes an extreme user perspective to the design process. The aim of this study was to develop an empirically grounded framework for user participation in co-design processes, involving the users with wide range of characteristics.

Method: The study had an exploratory study design and was theoretically grounded in Participatory Design and Value Sensitive Design. We used online workshops to iteratively collect and co-analyse data. All participants collaborated on an online Miro-board to identify themes and formulate guiding principles for the framework.

Results: We propose a framework consisting of three themes: participation fundamentals, participation ethics and participation practicalities, entailing 11 guiding principles.

Conclusion: By applying this framework, the premises, methods and activities in the design process will be accessible to all participants, and user participation in design projects will become more transparent, equitable and easier to implement. It will enable all users, people with disabilities and others, to participate and contribute to a design that can be used by the widest range of people.

Rupturing competence: Non-representational narrative inquiry into inclusive teaching

Professor Srikala Naraian[1], Dr. Ben Whitburn, Dr. Tim Corcoran
[1]Teachers College, Columbia University, , United States

A foundational premise within disability studies in education (DSE) is that the narratives of disabled individuals and their families are crucial for understanding how schools are predicated on norms of ability, which (re)produce multiple categories of difference. Narrative inquiry with teachers within disability studies-informed inclusive education scholarship is less common and when utilized, presumes a human-centered approach. As the trope of “agent of change” lurks in the background, "inclusion," "teaching," "teachers," "schools," and "students" remain ontologically separate. Each is considered a discrete element and often theorized as self-contained rather than as embedded within networks of relations. Within a relational ontology, as found in posthumanist thought, theorizations of "inclusion" and "inclusive teaching" are inseparable from, and co-constituted within shifting ecologies wherein people, objects, discourses, and events take form within intra-active entanglements (Barad, 2007). Said narratively, people, discourses of disability/ableism, schools, learners and other objects come alongside each other through relational processes. Researchers, too, become part of the inquiry process and must be accounted for within descriptions of teacher learning and development. Drawing on narrative inquiries informed by posthumanist thought, I describe collaborative processes of data-making and writing with teachers who graduated from a disability studies-informed teacher education program. Such practices of co-authorship included co-composing poetry and speculative fiction, with a deliberate focus on embodiments. Through non-representational modes of inquiry, the study surfaces teaching bodies that resist facile notions of competence within standards for inclusive teaching developed by researchers. The paper privileges an onto-epistemological orientation and opens up matters of disability and inclusion as relational fields in continuous flux. It offers the possibility that curricular ruptures—intentionally devised opportunities to surface misalignments between ideas, affects, things, places during learnings of inclusive education—may serve as opportunities for teachers and teacher candidates to participate in theory-building.

413

Why include lived experience educators in undergraduate programs?

Dr Kim Bulkeley[1], Associate Professor Shane Clifton[1]
[1]The University Of Sydney, , Australia

Background/Aims: The University of Sydney has developed an interdisciplinary Disability and Participation major that is core to the Occupational Therapy undergraduate program. Disability lived experience educators are an integral part of the teaching teams in this program, bringing a critical disability studies lens to the content. Interaction with people with disability in roles that demonstrate expertise and leadership presents a transformational, immersive learning opportunity for university students in a health professional degree.

Method/Approach: we are undertaking a mixed method approach that analyses a variety of data sources about the Disability and Participation major at the University of Sydney as follows:

- discussions with lived experience educators and students
- surveys of students undertaking units of study in the Disability and Participation Major
- documentary analysis of unit outlines and curricula development

Results: Lived experience educators make critical contributions to the experience of health professional students, including the following:

- models inclusive practice and the strengths and capacities of people with disability
- enhances learning by bringing real-world stories and diverse perspectives to the front of the classroom
- highlights ableism and barriers to inclusion
- provides opportunity for student interaction with people with diverse disabilities

Our study also describes the process and challenges of bringing people with lived experience of disability into university faculties as full-time faculty members in contrast to occasional ad hoc lectures.

Conclusion: Universities need to change their approach to embrace faculty members with disability in education leadership roles in disability units and beyond, to grow an informed and critically aware cohort of graduates. This study describes the achievements and challenges of bringing this about in the University of Sydney Disability and Participation Major.

Community attitudes to people with disability in Timor Leste: Influences on employment

Dr Kim Bulkeley[1], Prof Michele Ford[1], Dr Margaret Spencer[1]
[1]The University Of Sydney, , Australia

Introduction/rationale: Social barriers to inclusion and participation, external to the individual with a lived experience of disability, raise questions about strategies to increase participation in employment. Timor Leste ratified the United Nations Convention on the Rights of Persons with Disability in 2023. As a young nation, demonstration of clear policies to increase social inclusion of citizens with disability, such as the Disability National Action Plan include strategies to increase employment.
Objectives: This research explores the attitudes of community members in Dili, Timor Leste towards people with disability and the potential for a focus on attitude as part of promoting employment.
Method/Approach: Community attitudes, beliefs and experiences were explored through a survey which was piloted with local partners in Dili and translated into Tetum. The survey was administered by a team of trained local student enumerators to adults in selected districts, suco's in Dili, which is the main population centre in Timor Leste. Ethics approval was obtained from the University of Sydney.
Results or practice implications: Preliminary quantitative results focused on interactions with people with disability will be presented based on descriptive analysis of over 500 participant responses. The results suggest that policy can be informed by addressing attitudinal barriers to participation by people with disability in Timor Leste who are excluded from employment.
Conclusion: Shifting from the individual with disability to community and employer attitudes as the main focus of policy and programs has the potential to achieve improved employment outcomes. The findings of this survey can be used to change the discourse in policy and program guidelines to recognise the structural and social barriers to participation and inclusion of people with disability in employment and to "leave no one behind" as Timor Leste emerges as a new nation.

‘Huddle together to stay warm’:Network entrepreneurship and the trans-local diffusion of parent organizations in China

Dr Shixin Huang[1]
[1]The Hong Kong Polytechnic University, , Hong Kong

Drawing upon ethnographic fieldwork conducted between 2019 to 2023, this study examines the network entrepreneurship of mutual-aid organizations founded by parents of people with intellectual and developmental disabilities (parent organizations) in China. We trace the organizational incubation initiatives of two national networks of parent organizations and the trans-local expansion of this novel organizational form in the emerging organizational field of Chinese NGOs. We argue that parent organizations strategically orchestrate an institutional work we call network entrepreneurship characterized by three organizational processes—the vertical linkages between the national networks and local member organizations, the horizontal interactions among senior and new parent organizers, and the creative translation and adaptation of local parent organizations—which together facilitated the trans-local diffusion of organizational resources, identity, ideas, and practices. Theoretical and empirical implications are discussed.

I wanna create a path for latecomers:A photovoice study of disabled students in China’s HEIs

Dr Shixin Huang[1], Dr Luanjiao Hu, Jia He
[1]The Hong Kong Polytechnic University, , Hong Kong

A recent accessible testing policy in China has significantly enhanced disabled young adults’ access to mainstream higher education, doubling the number of newly admitted disabled students from 2014 to 2022. Despite significant improvement in access to higher education along with the expansion of the international norms of inclusive education, systemic barriers within higher education institutions still prevail in China and other global South contexts. Using the photovoice method, this study investigates disabled young adults’ access, relations, and identity in a higher education landscape where little disability service and support is available. It is found that significant barriers in accessibility, academic accommodation, interpersonal relationships, and disability culture hinder disabled students’ meaningful participation in academic and social lives. In the face of these barriers, disabled young adults have developed knowledge of self-accommodation and self-advocacy to transform stereotypes, build community, and nurture affirmative disability identity in China’s HEIs. Policy and practical implications are discussed.

The Problem of Home - what is it and how to solve it?

Associate Professor Mary-ann O'Donovan[1], Stian Thorensen[2], Professor Cristian Wendelborg[2], Professor Emerita Patricia O'Brien[1], Professor Angus Buchanan[3]
[1]Centre for Disability Studies, affiliate of the University Of Sydney, , Australia, [2]NTNU Samforsk, , Norway, [3]Curtain University, , Australia

Background aims: The issue of what is a home and ensuring people with intellectual disability have access to an appropriate home of their choosing is a human rights issue yet long-standing policy challenge. Expressing the underlying 'problem' to be solved is challenging. This paper seeks explicitly to describe and critically examine the 'problem' of housing for people with intellectual disability.
Methods: The work is underpinned by critical disability studies and involves secondary data analysis and policy analysis from three countries – Republic of Ireland, Norway, Australia. The methodological starting point is Bacchi's What's the problem represented to be (WPR) approach.
Results: Gaining consensus on 'what's the problem represented to be in a specific policy' in line with Bachhi's methodology posed difficulty. Through critical reflection and analysis, the authors have identified a range of stated problems spanning a complex web of sectors, policies and systems resulting in people with intellectual disabilities being deprived to a large extent of the right to a home of their own choosing with people of their own choosing, despite national policies of de-congregation.
Conclusion: Examining systems and policies across jurisdictions can enhance the breadth and depth of the expression of the problematization in the delivery of core human rights. Such expression is captured as each jurisdiction has moved in and out of institutionalisation, de-institutionalisation, trans and inter-institutionalisation at different time points and to varying degrees, as well as community, public and social housing systems responding in different ways.

Sociotechnical aspects of the Finnish outpatient rehabilitation practice

Ms Tuija Partanen[1,4], Prof. Riitta Seppänen-Järvelä[1], Dr. Sinikka Hiekkala[2,3], Dr. Jari Lindh[4]
[1]Social Insurance Institution Of Finland (kela), , Finland, [2]The Finnish Association of People with Physical Disabilities, , Finland, [3]The University of Jyväskylä, The Faculty of Sport and Health Sciences, , Finland, [4]Faculty of Social Sciences, University of Lapland, , Finland

Background aims
The adoption of health information technology has been reshaping the rehabilitation practice towards more and more remotely operated services. There are many theories that can be used to analyse the adoption of these technologies in rehabilitation services, but sociotechnical theory offers a valuable frame to examine both technological and social aspects of telerehabilitation (TR). The purpose of this study was to understand the sociotechnical aspects of the TR in the outpatient rehabilitation setting.

Methods
A survey amongst different rehabilitation professionals was conducted in a Finnish outpatient rehabilitation setting. In total, 629 professionals answered the questionnaire. The study employed inductive, deductive and abductive qualitative content analysis. The Fit between Individuals, Task, Technology and Environment (FITTE) framework was used as a deductive analysis framework.

Results
TR in the outpatient rehabilitation comprised of all dimensions of the FITTE framework. In Individual-Technology Fit, professionals' and the clients' skills and abilities, support for participation and positive attitude are essential. A strong fit between task and technology was derived from a professionals' familiarisation with the new technical system, changes in practice and collaboration with clients and other stakeholders. Individual-Technology Fit was described in relation to professionals' experience of complex tasks and increased workload.

Conclusions
The findings demonstrated that the adaptation of TR in the outpatient rehabilitation from the sociotechnical point of view heavily depends on a good fit between Individual and technology and the environmental factors. Based on these findings, we propose the extension of the FITTE Framework to better cover the clients and professionals' aspects and the environmental dimension should also cover socio-political and practical aspects in a more diverse way. This study increases the understanding of the sociotechnical nature of the TR.

The power of misrecognition: disability and AI-based decision making

Professor Jackie Leach Scully[1], Dr Georgia van Toorn[2], Ms Sandra Gendera[3]
[1]Disability Innovation Institute, University of New South Wales, , Australia, [2]Centre of Excellence in Automated Decision Making and Society, UNSW, , Australia, [3]Social Policy Research Centre, UNSW, , Australia

This presentation considers the ethical implications of failures of recognition by artificial intelligence and automated decision-making (ADM). These technologies raise numerous ethical issues, most recently how bias and discrimination arise in datafication (the collection and handling of data) of people with disability.

We have been engaged in an empirically based study of the place of ADM systems in the lives of people with disability in Australia. Our disabled informants have identified several situations in which they felt datafication is unable to represent the realities of embodied difference and the social experience of disability. One point that was often mentioned, but rarely discussed in the AI ethics literature, is automated systems' failed or misrecognition.

Using the method of dialogue groups, our participants explored fictional scenarios in which ADM was used, and related them to their own experience with health and social care. They highlighted three distinct forms of misrecognition: (i) of disabled experience; (ii) of disabled knowledge; and (iii) of the ontological presence of the disabled person. We discuss here the consequences of misrecognition for people with disability in the healthcare and other social support systems, where the use of ADM and AI is increasing. We also consider whether AI misrecognition is a problem specific to disabled people, or whether it affects socially and economically excluded populations in general.

Transitioning to adulthood: Danish youth with intellectual disabilities and parents in STU and efterskole programs

Dr Mizuho Tatsuta[1], Senior Associate Professor Cecilie K. Moesby-Jensen[2]
[1]Ryukoku University, , Japan, [2]Department of Social Work, University College Absalon, , Roskilde, Denmark

Background and aims: This study examines the transition experiences of youth with intellectual disabilities attending Specially Arranged Youth Education (STU) and efterskole programs in Denmark, focusing on quality of life perspectives.
Methods: Semi-structured interviews were conducted with 14 students and ten sets of parents, exploring life histories emphasising transition period supports and relationships. Thematic analysis was used to identify key themes.
Results: Preliminary analysis revealed complex transition experiences. Many youth were moving towards independent living, bringing opportunities for personal development and economic concerns for families, particularly regarding changes in financial support systems around age 18 and pension eligibility anxieties. Educational choices were limited, though STU programs offered some variety. School selection balanced individual needs and family dynamics. Work emerged as meaningful for personal development and dignity. Youth and parents actively built support networks for the future. The “age 18 barrier” caused anxiety due to changes in available supports. Significant variations in service access and quality between municipalities were reported. Despite moves toward independence, the youth continued relying heavily on parental support, highlighting the ongoing importance of family roles.
Conclusions: The study's findings underscore the need for further research and the potential for improving transition planning. The disparities in service access and the ongoing reliance on parental support highlight the importance of enhancing quality of life outcomes for youth with intellectual disabilities in Denmark.

The uncanny other: The effect of dwarfism

Dr Clare Harvey[1]
[1]University Of The Witwatersrand, , South Africa

Encountering disability in another person can produce an experience of the uncanny. ‘Uncanny’ refers to a psychological experience of an object, impression or situation which is frightening, eerie, strange or mysterious, arousing a sense of uncertainty, dread, and horror; yet the individual is also left with a sense of familiarity. Dwarfism or restricted height is one such disability that can arouse an experience of the uncanny. “Dwarfism is a dramatic, physically distinctive, and immediately identifiable” disability (Ablon, 1990, p. 880) often causing particularly contradictory responses. Individuals are left wondering if this is an adult or a child? Is this a doll or a person? Is this a human or something supernatural, or even sinister? The paper, presented by a person with dwarfism, explores the phenomenon of the uncanny when it comes to disability – specifically dwarfism. The author refers to personal experiences – both personal and professional – where she has been made to feel like an uncanny other because of her dwarfism. The paper weaves in the psychological theory of the uncanny to make sense of these othering experiences, arguing that the author’s sense of self – her subjectivity – is often disrupted by others’ uncanny responses to her.

Childhood, Disability and Storytelling in Finnish Women's Magazine 'Kotiliesi' 2003–2023

Ms Katja Lumilampi[1]
[1]University Of Helsinki, , Finland

This study examines the ways of representing childhood and disability in Kotiliesi between 2003 and 2023, with the aim of looking at the cultural constraints within which the media produce representations of childhood with disabilities and position the multiple spectrums of childhoods within the dominant social order.

The historical perspective has been chosen because there has so far been relatively little research in Finland on both media representations of childhood and disability and on women's magazines as arenas for social issues.

My research questions are:
- What concepts are used to refer to childhood and disability in Kotiliesi?
- How is the human rights perspective reflected in the concepts and representations of childhood and disability?
- How representations in Kotiliesi position childhood and disability within the dominant social order?

The research is carried out as a qualitative study using both discourse analysis and (critical) narrative analysis.
The development of narrativity is studied by distinguishing between the types of narratives used to talk about childhood and disability, and by analysing the narratives of Kotiliesi as a means of social control.

As the period under review progresses, there is an interesting shift in the narrative of Kotiliesi from a socially oriented narrative towards life story narrative types that emphasize individual experience. At the same time, the concept of disability virtually disappears from the headlines. Initially, the concept of disability is replaced by an experiment with the concept of ‘difference’, and as the 2020s approach, the magazine develops its own negationist headline structure. The dimension of social control appears, for example, in the form of gendered type stories linked to motherhood and fatherhood. Childhood and disability seem to take on different meanings depending on whether the narrator is the person with disability, or their mother or the father.

Eugenics and Its Long-Lasting Effects on the Finnish Deaf Community: A Multi-Period Analysis

Phd Researcher Maija Koivisto[1]
[1]University Of Helsinki, , Finland

Eugenics is an ideology aimed at 'improving' the genetic quality of humanity by eliminating undesirable traits or groups in the name of normalization and the 'greater good.' Deaf history has often been studied through the lens of oralism and oppression, but the impact of eugenics on deaf people and sign language communities has received little attention. This research expands the understanding of eugenics' effects on the sign language community in Finland during different periods (1896–1930, 1955–1970, and the present), offering a new perspective on their history and current situation. The study combines historical and qualitative analysis. The first part of the research examines deaf-deaf marriages from the late 19th century to 1930 and the community's response to marriage law restrictions. The second part analyzes deaf peoples perspectives on the truth and reconciliation process, while the third part investigates sterilization decisions affecting deaf women between 1955 and 1970. The findings show that deaf-deaf marriages were common and positively viewed from the late 19th century to the 1930s, and the community opposed marriage restrictions by emphasizing social competence and the right to happiness. In the truth and reconciliation process, the sign language community’s difficulty in moving beyond a victim role was seen as a potential obstacle to progress. The sterilization study found that deaf women’s sterilizations were often based on hereditary deafness or perceived mental deficiency, and particularly in the case of unmarried women, their agency in decision-making was minimal. The research highlights the significant and ongoing impact of eugenics on the sign language community across different periods, and understanding this legacy is crucial for the success of the truth and reconciliation process.

Developments in methodology for studying deafblind communication

Professor Johanna Mesch[1], Prof Eli Raanes[2]
[1]Stockholm University, , Sweden, [2]Queen Maud University College of early childhood, , Norway

Background aims
Signing in tactile modality is one of the communication methods used by deafblind individuals. Tactile sign language in conversational settings has been studied for over 20 years in Norway and Sweden. However, methodological challenges relate to capturing critical details of tactile and kinesthetic information when relying solely on video recordings.
Methods
In the spring of 2019, a parallel corpus of two tactile sign languages was collected over three days. A variety of data types were used, including spontaneous and semi-spontaneous conversational data, elicited data, and diverse data collection procedures, such as dinner conversations, museum tours, visits to an old cathedral, interviews, meeting conversations, and cross-signing interactions.
Results
This article discusses the methodological challenges involved in studying tactile signing and interpretation. The analyses are framed within the context of conversation analysis and pragmatic perspectives on deafblind communication. One of the most significant findings is the extent to which deafblind signers can understand each other when using different national sign languages, even without the support of fingerspelling and mouthing/lipreading.
Conclusions
The perspectives and involvement of the minority group of tactile signers are crucial when designing research on tactile communication. Expanding knowledge in the field of tactile signing has the potential to improve the quality of services for deafblind individuals from different language groups, which is essential for enhancing our understanding of sign language in the tactile modality and the multimodal nature of human communication.

335

Facilitators and barriers to labour market participation of people with acquired deafblindness: A scoping review

Dr. Eline Heppe[1], Natascha Sondergaard[1], Emma Klaassen[1], Michelle Bak[1], Dr. Marleen Smits[1], Dr. Emma Vaillant[1]
[1]Royal Kentalis , , Netherlands

Background: Employment is a critical aspect of societal participation and well-being, yet people with acquired deafblindness (ADB) face substantial barriers in the labour market. This scoping review aims to explore the facilitators and barriers that impact labour market participation for people with ADB, providing insights to inform supportive interventions, organisations, and policies.
Methods: A systematic search of three major databases (Web of Science, MEDLINE, and PsycINFO) was conducted. Studies were included if they addressed labour market participation in people with ADB, focusing on at least one facilitator or barrier. The facilitators and barriers were categorised using the International Classification of Functioning, Disability and Health (ICF) framework.
Results: Twelve studies met the inclusion and exclusion criteria. A total of 90 facilitators and 64 barriers were identified. Most facilitators and barriers were found in the ICF domain of 'Environmental Factors', particularly within 'Services, Systems, and Policies'. Barriers were linked to inadequate vocational support, while facilitators included tailored employment services and supportive relationships.
Conclusions: While multiple factors facilitate employment participation for people with ADB, significant barriers remain, particularly in vocational services and social security services. Tailoring support services and improving workplace accommodations could facilitate employment outcomes for people with ADB. Future research in this project will involve focus groups in Denmark, Sweden, and the Netherlands with people with ADB, professionals who support them, and (former) employers to discuss facilitators and barriers of labour market participation, followed by a large-scale survey in all three countries.

Facilitating participation and autonomy for people with deafblindness: Evaluation of the national Support Services Deafblindness

Dr. Eline Heppe[1], Michelle Bak[1], Prof. Dr. Saskia Damen[1,2]
[1]Royal Kentalis, , The Netherlands, [2]University of Groningen, , The Netherlands

Background: People with deafblindness (DB) face significant challenges in their daily participation in society. This project aimed to evaluate the national Support Services Deafblindness (SSDB) provided by Royal Kentalis and Kalorama in the Netherlands. The SSDB offers one-on-one, community-based support through a personal support worker (PSW) to people with DB. The main objective is to promote the participation and autonomy of people with DB who live independently. The study evaluated the extent to which the SSDB services support the participation and autonomy of people with DB, and whether the support offered by PSWs is need-supportive.
Methods: The study employed a mixed-methods design, collecting data through observations, questionnaires, and interviews with 20 people with DB and their PSWs. Observations provided insight into the activities undertaken and interactions, while questionnaires measured autonomy, participation, and relationship strength. In-depth interviews were conducted to further evaluate the SSDB.
Results: A wide range of activities aimed at participation were observed, most of which took place outside the home. In general, practical support was most frequently provided. Most PSWs were able to create a need-supportive environment, although in some cases, the PSW took over most tasks. The relatively high scores on the strength of relationships indicate that clients feel connected to their PSWs, and vice versa. The interviews highlighted several areas for improvement within the SSDB, such as providing more training, recruiting new PSWs, and fostering greater collaboration and communication between PSWs.
Conclusions: The project demonstrates that the tailored support provided by the SSDB promotes participation and autonomy for people with DB. Ensuring that people with DB maintain control over their own lives should remain a key focus within the SSDB. The model of support provided by the SSDB may also be of interest to other countries. Based on the findings, improvements in services are being implemented.

Photography as a tool for participation in local democracy for persons with intellectual disabilities

Dr. Anna Chalachanová[1], Professor Kirsten Jæger Fjetland[1], Professor Anita Gjermestad[1]
[1]Vid Specialized University, , Norway

In recent decades, from a political and professional perspective, understanding the close connection between health and public health - and being able to belong, participate in society, and influence everyday life and the local community - has grown. Participation of persons with disabilities in designing and cocreating their local democracy, as well as the right to be heard, is enshrined in everything from human rights to the Municipal Act, the Public Health Act and health and care legislation and international conventions and goals as UNs sustainable goals (United Nations) or the convention on the rights of persons with disabilities (United Nations, 2006).

The presentation will be close to the conference's theme, emphasizing disability in local contexts, namely participation of persons with intellectual disabilities in local democracy. Persons in vulnerable life situations are often excluded from participation and development and influence on their local communities (Lightbody & Escobar, 2021). The importance of listening to the voices (life histories) of people with intellectual disabilities to learn from them and to influence the research field as well as practice is underscored in several studies (Björnsdóttir & Svensdóttir, 2008; Chalachanová et al., 2021; Fjetland, 2022; Fjetland & Gjermestad, 2018).

This presentation is based on two research activities:

1. Photo exhibition: "Various everyday lives," co-created together with people with intellectual disabilities, carried out in 2021.
2. Reinstalment of the photo exhibition in September 2024, which was followed by a panel discussion with rights organizations, politicians, and local municipalities to discuss the importance of people with intellectual disabilities' participation in local democratic processes.

The conference presentation will present knowledge about two topics:

1. the impact of voice from persons with intellectual disabilities in democratic dialogue in local communities
2. creative methods such as photovoice as tools for democratic participation in local communities.

Mothering at the Intersections of Race and Disability: Migrant Mothers of Disabled Children in Finland

Nima Ahmed[1]
[1]University Of Helsinki, , Finland

Background/Aims:
This research investigates how ableism and racism shape the mothering practices of migrant, racialised mothers of children with non-visible disabilities in Finland, utilising Disability Critical Race Theory (DisCrit) (Annama et al., 2013) and Acts of Citizenship (Isin and Nielson, 2008). This study fills a critical gap by employing DisCrit in Finland for the first time, contributing to international scholarship with Finnish empirical data which will enrich and potentially challenge existing DisCrit frameworks and reveal how national contexts shape diverse motherhood experiences.

Building upon my previous research, where Somali mothers present their mothering as a skill that equips their children with positive self-identities and the tools to recognise and resist racism (Ahmed, 2023), this study expands to consider race and disability. Existing research finds that migrant disabled families face non-recognition of their needs, have difficulties in accessing services and are excluded from decision making processes (Heino and Lillrank, 2022; Vuorento and Franz-Koivisto 2016; Päivinen, 2010). Additionally, racialized students are overrepresented in special education whereby their challenges are perceived as inherent ethnic characteristics or as cognitive deficits, ignoring broader social inequalities (Laaksonen, 2008; Helakorpi et al., 2020).

This study aims to challenge deficit views of migrant mothering by broadening our understanding of non-traditional parental advocacy which challenge white, middle-class norms of parenting. By positioning migrant women as active agents in shaping their children's identities and resistance to racism and ableism, this research offers a more nuanced view of how race, disability, gender and migration intersect in caregiving and advocacy, moving beyond seeing migrants as merely a labour force or subjects of integration.

Methods:
This study employs individual and focus group interviews with mothers of children with disabilities, focusing on those engaged in formal or informal advocacy work.

Results:
The data collection for this research is ongoing.

Sustainable and just future for people with disabilities despite climate and environmental change

Dr Sasha Kosanic[1]
[1]Liverpool John Moores University, , United Kingdom

Recent climate and environmental change are impacting our well-being through extreme climatic events and changes in ecosystems availability of their services. Disabled community is one of the most marginalised and vulnerable population that is facing this rapid and unprecedented change. With abrupt changes within our climatic system (increase by 1.45˚C in 2023 to preindustrial era) and the environmental change that generates rapid loss of species we need to act fast to secure our current and future survival and well-being. In order to make appropriate adaptation strategies we need to understand how different disabilities will be impacted by extreme events such as heat waves, floods, storm surges and slower climatic events such as sea level rise, ocean acidification and biodiversity loss. For our immediate survival from extreme climatic events we need to create equitable risk assessments and the for better quality of life we need to create better accessibility to nature for people with disabilities in order to connect and enjoy the mutual benefit of this connection. As an example we can use Biosphere Reserves as some of them provide accessibility and inclusive services (e.g. hiking, kayaking) with the help of NGO (i.e., In Planinec) for experience and enjoyment of nature. Such examples can lead towards equitable, just and sustainable futures.

563

Evaluation of a violence prevention program for individuals with intellectual disabilities

PhD Karin Robertsson[1], PhD Maria Ingemarson[2]
[1]Marie Cederschiöld University, , Sweden, [2]Marie Cederschiöld University, , Sweden

Background aims
In collaboration with three Swedish county administrative boards and program-owners, a research team from Marie Cederschiöld University is evaluating the violence prevention program Very Important Person (VIP) which targets individuals with intellectual disabilities. The overall aim of the project is to gain knowledge of both program effects and implementation barriers and facilitators.

Methods
The team used a mixed methods approach with a) a qualitative part with assessment forms and interviews with participants (49), facilitators (16) and leaders (15), and b) a quantitative part with participant and facilitator questionnaires. Approximately 50 VIP participants answered questionnaires at course start, at the end of the course and 6 months post the VIP-course. The participant questionnaire contained three sets of questions: Health-Related Quality of Life: A translated and adapted version of HRQOL-IDD-16 from the University of Utah, College of Nursing, Experiences of Violence: A translated version of AAS-D (McFarlane et al., 2001), Self-Efficacy for Protection: A translation of the Safety Self-Efficacy Scale, Disability (Whelen et al., 2010). VIP leaders filled out a form on participants' levels of disability, based on "The Functional Ability Question" from HRQOL-IDD-16.

Results
By the time of the conference, we will be able to present our final findings. Preliminary results from the questionnaire indicate promising trends. Interview findings show how VIP leads to higher self-awareness and self-esteem, increased levels of self-determination, and enhanced skills in expressing feelings and handling consent. The use of VIP requires resources, and larger municipalities appear to have a greater possibility to provide them.

Conclusions
Some promising results of VIP could be identified. However, prevention effects in general tend to show modest results and such initiatives need to target all levels in society to be successful. Therefore, we suggest an ecological approach in the continued development of violence prevention for people with intellectual disabilities.

Municipality guidelines for assessing statutory support and services to people with disabilities in Sweden

Associate Professor Ola Segnestam Larsson[1], Professor Magnus Tideman[1]
[1]Marie Cederschiöld University, , Sweden

Background

Researchers have often studied disability experiences in a local context with limited attention given to the impact of national processes. Sweden has national rights-based legislation for people with disabilities. After a needs assessment, ten different interventions can be granted. The municipalities are responsible for assessing and implementing the support and services.

Aim

This paper contributes to previous research by focusing on the rise of municipality guidelines for assessing statutory support and services to people with disabilities and analyzing the extent to which these guidelines are standardized.

Methods

The current study is a follow-up to a study carried out in 2006. Similarly to the previous study, guidelines were collected by contacting all 290 municipalities in Sweden, resulting in a response rate of 55 percent. The content of the collected guidelines (n=104) was categorized using a framework of research questions adapted from the previous study. By analyzing the degree of standardization across these questions, this study focuses on the extent to which disability guidelines are similar across municipalities.

Results

Main results include that the number of municipalities with guidelines has increased over time and that almost all guidelines violate the legal rights of people with disabilities. In addition, the analysis reveals a change in the nature of the violation, from time related to age and social network related delimitations. Finally, the paper shows that these guidelines are standardized across municipalities in Sweden.

Contributions

This paper contributes to previous research by focusing on municipalities' interpretation of the national legislation. Local guidelines often impose limitations in relation to the intentions and content of the legislation. This results in significant restrictions in the everyday life of individuals.

Disability Advocacy in EU decision making – shaping and responding to structures of political opportunity

Dr Claudia Coveney[1]
[1]University Of Leeds, , United Kingdom

Europe has proven itself to be an important site for disability activists, in part as the European Union has developed into a body politic. As an experimental sphere of governance, it has been prone to periods of structural openness where gains have been made by the movement in terms of recognition, claims upon the state and legislation. Disabled people and their organisations have utilised windows of opportunity to campaign for legislative change and these mobilisations have produced varied results. This presentation draws on a series of case studies on disabled people's advocacy in the EU, following attempts by movement organisations to exploit legislative opportunities as social policy became a developed strand of governance in the Union since the 1990s.

As the EU has expanded and deepened its competencies, a legitimating function for the formal EU civil society sphere has developed. Social movement organisations, including disabled people's organisations, have been selected to participate in this sphere on behalf of the interests of their communities. Here they face a dilemma: participation in forums and consultations can lead to policies that better align with social movement interests, but such forums frequently lack accountability mechanisms to ensure that the claims of social movement organisations are taken up by decision makers. Understanding how these forums can best be utilised is of key importance to organisations with often limited resources. Key findings to be shared include the resultant Collective Action Framework (CAF), detailing strategies used by the movement to secure legislative change over the past three decades. The collective action framework will benefit from further testing and collaborative work. As such the presentation also seeks input from peers on the research agenda these case studies have opened up.

Re-Tracing Narratives of Diversity and Equality in Teaching Practises from a Transnational Perspective

Simon Reisenbauer[1]
[1]Bertha Von Suttner Private University, , Austria

The paper elaborates on the conditions of and strategies towards diversity in teaching and learning in inclusive classrooms. From an ethnomethodological perspective, practices of difference are characterised as activities taking place routinely following specific rules and norms (Reckwitz 2018; Kolbe et al. 2008, 131) that shape the formation of differences and similarities within social groups. In focusing on narratives on teaching practices in primary schools in Bangkok, Addis Ababa and Vienna the paper aims to contribute to better understand the role of diversity and (in)equality in classroom teaching from a global perspective. The research builds on social constructivist approaches to difference that draw on ethnomethodology and discourse analytical approaches. Differences are conceptualised as a mode of organising knowledge and practices in educational institutions (Reisenbauer 2019). Building on ethnomethodology (Ott, Langer & Rabenstein 2012) teacher-student-interactions are analysed in video recordings of teaching practices in each research context. From a discourse analytical perspective (Wrana 2014), interviews with teachers on the basis of selected video sequences are used to re-trace practices of differences in classroom teaching in the three contexts. The paper follows the narratives of three classroom teachers in inclusive primary schools in Addis Ababa, Bangkok and Vienna. Each of the teachers thereby navigates within specific formations of cultural and societal norms and expectations, institutional regulations and cultures of the education system and particular schools, lived experiences and personal backgrounds, as well as socio-material and spatial arrangements. Despite operating in three distinct contexts the analysis brought forward strikingly similar modalities of practices of difference and (teaching) strategies—associated with (i) concepts of learning / (dis)ability, (ii) behaviour / (dis)ability and (iii) wider structures of societal inequalities. The paper portrays the three narratives as interwoven with local and global imaginaries of inclusive education and discourses of societal (in)equalities.

Struggles for independence. Narratives in peri- and postpandemic times of crisis.

Simon Reisenbauer[1], Sabine Mandl[1], Oliver Koenig[1]
[1]Bertha Von Suttner Private University, , Austria

This paper presentation is part of the FWF-funded research project Cov_Enable: “Re-Imagining vulnerabilities in times of crises”, which is implemented by the Bertha von Suttner Private University in St. Pölten and the Centre for Teacher Education at the University of Vienna. In the project, we applied a qualitative and participatory longitudinal design to examine the close and relational entanglements between discourses of vulnerability and resilience with political and institutional framework conditions. We are particularly interested in exploring whether and how these socio-material-discursive-formations have contributed to the emergence of new socio-material practices in the contexts of inclusive education and supported living, and their impact on the lives of people with disabilities and mental illness who were initially labelled as particularly vulnerable. Using situational analysis (Clarke 2005) and critical discourse analysis (Fairclough 2001), we analysed interviews and diary entries that were generated with the research participants during and after the course of the pandemic. For the paper, we followed the narratives of six research participants from different supported living arrangements—namely personal assistance, outpatient support services and institutional care settings. The data consist of focused interviews (Gibson et al. 2013) conducted between 2021 and 2024 and audio/video diaries (Bates 2020) created by the participants between 2021 and 2022.

The accounts of the research participants reveal specific constellations (entanglements, Barad 2007) of individual, material, institutional and social elements. The narratives deal with topics that affect the possibilities and affordances for independent living in interaction with social and material environments (vulnerability effects, Koenig, Mandl & Reisenbauer, submitted). In our paper, we illustrate the personal agencies and affordance creations (Dokumacı 2023) of persons living in diverse supported living contexts and elaborate on the entanglements of agencies, experiences, institutional structures, media representation, and material realities within the narratives of the research participants.

“I thought people would treat me as someone who knows things”: Accessing Adulthood through Competence

PhD Christine Bylund[1]
[1]Umeå University, , Sweden

Previous research show that ideas of competence and capability are closely tied to hegemonic cultural understandings of adulthood (Settersten et al. 2015). In an ableist society, disabled people are often understood as incapable of or lacking in competence and capabilities (cf. Kafer, 2013). Disabled people struggle to access the hegemonic cultural positions of adulthood and to be recognised as adults (cf. Priestly 2003; Ingmarsdóttir et al. 2023).

Previous research has primarily focused on transitions from teenager to young adult. Hence, little research has been produced on how life as an adult with a disability unfolds over time.

This presentation is based on the interview material of the postdoctoral research project "Lived Adulthood: Imagined Aging." Through discourse analysis and crip-phenomenology, it will explore the tensions between dominant ideas of adulthood in ableism and the experience of disabled adults.

Central questions are:

- How do disabled adults describe their experiences of adulthood?
- What discourses of competency, capability, and disability are present in their narratives and shape their experiences?
- What factors limit access to “competent adulthood”?

In the presentation, I argue that disabled adulthood requires skills that abled-bodied adulthood does not. Communication with medical professionals and social workers often requires in-depth knowledge of bureaucratic systems and laws (cf. Bylund, 2022). Contrary to the prevailing perception of incapable disabled adults in ableism, these skills are crucial to access to medical care, support and services from the welfare state and quality of life for disabled adults.

However, this position is not accessible to every disabled person. The presentation also explores counter-narratives of competent disabled adulthood and how these are constructed in relation to ableist ideas. In doing so, it will deepen and nuance academic knowledge of the cultural conditions of adulthood in ableism and the everyday experiences and identity formations of disabled adults.

297

How can community organisations can use technology to deliver services to adults with learning disabilities?

Senior Research Fellow Kris Southby[1], Prof Anne-Marie Bagnall[1], Dr. Jo Trigwell[1], Dr Danielle Varley[1], Dr Sally SJ Brown[4], Ms Nicky Lines[2], Ms Amy Hearn[4]
[1]Leeds Beckett University, , United Kingdom, [2]Pyramid Arts, , UK, [3]Leeds City Council, , UK, [4]University of Leeds, , UK

Background aims
Community organisations started using technology like video conferencing and social media more during the Covid-19 pandemic to keep doing activities with adults with learning disabilities and autism. They are now trying to figure out the best ways to combine technology and face-to-face activities. We wanted to find out the different ways that these community organisations combine technology and face-to-face activities and what works well.
Methods
We looked at published research about how community organisations use technology to provide services for adults with learning disabilities and autism. We held an event for community organisations and adults with learning disabilities and autism. We talked about what we had found out and heard peoples' experiences of using technology.
Results
There is lots of research that includes community organisations using technology. Having a choice about whether to use technology is really important. Using technology can make it easier for people with learning disabilities and autism to join in if they have the right equipment, skills, and support. But there is no information about what community organisations need to use technology to delivery services for adults with learning disabilities and autism.
Conclusion
Supporting people with learning disabilities and autism to use technology can improve their independence and life skills. But there is not a lot of information for community groups to help them do this. We have applied for funding to do more research about this.

296

Developing an accessible and useful wellbeing measurement tool for adults with learning disabilities

Senior Research Fellow Kris Southby[1], Dr Alys Griffiths[2], Ms Fran Rodgers[3], Ms Hannah Greenwood[3]
[1]Leeds Beckett University, , United Kingdom, [2]University of Liverpool, , United Kingdom, [3]Purple Patch Arts, , United Kingdom

Background aims
Standardised tools potentially provide a quick and reliable way for measuring wellbeing that can be used during monitoring and evaluation to understand how services are performing over time and in comparison to other services.

This was a collaborative project between researchers from Leeds Beckett University, University of Liverpool, and Purple Patch Arts (a community organisation that work with adults with learning disabilities). The aim was to make a pre-existing wellbeing measurement tool more accessible for adults with learning disabilities and more useful for organisations working with adults with learning disabilities.
Methods
An existing standardised tool was adapted into a version that could be completed using a tablet. Adults with learning disabilities taking part in Purple Patch Arts' sessions tested the new measure. We also asked staff at the activities what they thought about the new version.
Results
The accessible tablet version was found to be as reliable as two other existing standardised tools as a measure of wellbeing for adults with learning disabilities. Adults with learning disabilities and staff much preferred using the tablet version – it was more engaging, collaborative, and inclusive. However, the tablet version remained extremely resource intensive to use and relied on staff already having a relationship with adults with learning disabilities to help them complete it. Most adults with learning disabilities would still not be able to complete it independently in a service setting.
Conclusion
The new tablet version had strengths compared to existing wellbeing measures. However, at this stage it is not a replacement for more personalised approaches to understanding services users' wellbeing. The accessible tablet version is a potential complementary data source in monitoring and evaluation, but more work is needed to understand its usefulness in different service settings and with more diverse groups of adults with learning disabilities.

Deaf-centred methodologies in International Sign: Crossing ‘glocal’ deaf networks from Brazil to Sweden and Lithuania

Luisa Bandeira Coelho[1]
[1]Södertörn University, , Sweden

Background Aims: This paper aims to propose a deaf-centred methodological approach to navigate transnational, using International Sign as a means of communication and a tool to enhance participatory community research. To do so, this study presents an autoethnographic contribution of a Brazilian deaf doctoral student based in Sweden, approaching deaf communities in Lithuania, and exploring the phenomenon of ‘glocal’ deaf spaces and networks.

Methods: The overall study research design employed ethnographic strategies, such as field visits with participant observations, interviews and focus groups made in International Sign through direct communication or with deaf interpreters from International Sign to Lithuanian Sign Language. This paper was elaborated based on field notes, registering the process of approaching and developing the methods within the community.

Results: In deaf-centred participatory research, the observed phenomenon of navigating ‘glocal’ deaf network manifested within sharing ideas, mutual support, and connecting people in multilingual contexts. Technology, such as video calls and online platforms, strengthens these connections, and the use of International Sign improves autonomy for thinking collaborative methods in deaf-centred research. While these networks provide significant opportunities for engagement through technology, the study acknowledges that unequal access—due to linguistic and financial barriers—can limit participation.

Conclusions: As a methodological exploration, the paper focuses on the process of navigating transnational deaf spaces, bringing a shifted-tables perspective of an investigator coming from the global south and working in the global north. The study highlights how shared perspectives can contribute to connecting experiences and advocates for more inclusive practices than traditional disability research methods.

Creative methods as an empowering approach to studying individuals with mental health difficulties

Ms Kadi Kass[1]
[1]University Of Tartu, , Estonia

Background aims:
Individuals with mental health difficulties are often considered "hard to reach" in research due to their hesitance to participate. This study explored how involving them through alternative and accessible means of self-expression can deepen our understanding of their lived experiences. The goal was to examine how they find meaning in everyday life and develop their identity within their communities, focusing on their connections with spaces, places, and people.

Methods:
This qualitative research included 18 individuals with mental health challenges participated as co-researchers. To avoid defining participants by their illness, the research team did not ask for specific diagnoses or the severity of their conditions. The co-researchers were users of community-based living services, in apartment buildings within ordinary neighborhoods across three Estonian cities. Creative methods like creative writing, photovoice, and collages were used for data collection. Thematic analysis was used to examine the data, with creative and participatory methods helping to incorporate first-person perspectives.

Results:
The findings highlight the significant impact of social interaction and engagement with various community spaces on individuals' well-being. Places gain deeper meaning when they are associated with personal memories, emotions, supportive relationships, or enjoyable activities. The data collection process of journaling and interpretation interview resulted in the facilitation of self-reflection and introspection among participants. This heightened self-awareness is crucial for mental health recovery, as it enables individuals to understand and manage their emotions more effectively. The creative methods employed in the study promoted a sense of agency and empowerment, enhancing participants' overall well-being.

Conclusions:
Integrating creative methods into research empowers individuals with mental health difficulties by amplifying their voices and offering alternative, accessible avenues for self-expression. This approach enhances the relevance and impact of the research, promotes participants' autonomy, and fosters a deeper understanding of their lived experiences, while also encouraging therapeutic engagement.

The meaning of participation in coordinated planning from the perspective of adults with cognitive disabilities

Liv Nordström[1]
[1]Mälardalen University, , Sweden

Background: The importance of having influence and being involved in everyday activities as well as planning and decisions regarding life-determining issues is described in previous research and is expressed in international and national policy documents. When a person needs support from different actors to get their needs met, coordination between organizations and professions is an important factor for the quality of cohesive support. In Sweden, social services and health care are required to offer coordinated planning when necessary, and the opportunity to be involved in decisions relating to the collective support. This gives the person opportunity to exercise influence and have control over matters relating to more general issues in life, e.g. how the support should be organized, which support should be prioritized and which long-term goals the actors are working towards. Adults with intellectual disabilities and/or autism may need special adaptations to exercise their rights, express their will and preferences, and thus participate in coordinated planning. Participation in coordinated planning is a relatively unexplored area. Understanding the meaning of participation in coordinated planning for those with these disabilities can provide knowledge of how coordinated planning can contribute to safeguarding the individual's rights, will and preferences in coordinated support.

Aims: to investigate how adults with intellectual disability and/or autism experience and create meaning around their participation in coordinated planning.

Methods: Through interpretative phenomenological analysis explore the lived experiences and the meanings which 10 adults with intellectual disability and/or autism attribute to their experiences of coordinated planning.

Results and conclusions: Preliminary results and conclusions will be presented.

323

The Potential and Missed Opportunities of Peer Support in Visual Impairment Rehabilitation in South Africa

Dr Michelle Botha[1]
[1]Stellenbosch University, , South Africa

Background:
Peer support is widely recognised as a valuable aspect of rehabilitative processes. Relating to peers with disabilities has been shown to be helpful in motivating the uptake of adaptive techniques and assistive devices, sharing information on available support and resources, and providing encouragement and connection as people move into life with disability. However, the place of emotion in peer support and its potential is unclear, with some approaches seeming to avoid and even promote the suppression of emotion.

Method:
The presentation draws on findings from qualitative research with providers of visual impairment rehabilitation services in South Africa, and those who have undergone these services after the onset of visual impairment. A Foucauldian critique is applied.

Results:
Peer support, operating both formally and informally, is undeniably beneficial to people experiencing the onset of impairment and disability. However, participants' descriptions of peer-to-peer relationships in rehabilitation present these as providing largely practical support within a linear adjustment model which assumes that, while people may be distressed by their circumstances at first, they will soon, being exposed to the modelling of the use of adaptive skills by "well-adjusted" peers, begin to strive for improvement. While gaining adaptive skills is essential, peer support within this framework is characterised by comparison, othering and surveillance within which productive emotions for collective empowerment tend to be suppressed.

Conclusion:
Peer support holds potential to develop individual and collective empowerment. However, this potential is thwarted when emotions such as anger, dissatisfaction and grief are suppressed. There is a need to explore ways in which peer support can be developed as spaces where diverse emotional experiences and responses to impairment and disability can be held and processed.

Rewarding and challenging experiences of direct care workers in intellectual disability services. Experiences from Sweden

Associate Professor Jens Ineland[1]
[1]Umeå university, , Sweden

This presentation provides insights to rewarding and challenging aspects of the work of direct care workers (DCWs) who provide care to individuals with intellectual disabilities. The findings draw on perceptions expressed by 66 DCWs who provided assistance in daily activities (n=30) and in group homes (n=36). Data were collected through a digital questionnaire, and extracts of the written responses were subjected to thematic content analysis to explore and categorize their semantic content. The presentations report findings that DCWs engaged in supporting individuals with intellectual disabilities reported both rewarding and more challenging experiences in their work. Six major themes will be highlighted in the presentation, in which I also make attempts to a) relate overall work satisfaction to various experiences of challenges and negative work experiences, and b) discuss that many challenging work experiences for DCWs sems to be associated with impediments to their ability to develop individualized professional relations and supporting structures. In a concluding section, I address issues for further empirical research and developing professional work practice concerning people with disabilities. One suggestion is brought forward that an institutional framework to understand DCWs experiences of their daily work provides opportunities to explore bilateral relations between micro-level experiences and institutional macro-level circumstances.

Facts and Figures on implementation of disability rights in the Nordic Countries

Päivi Nurmi-Koikkalainen[1], Tea Hoffren
[1]Thl, , Finland

The UN Convention on the Rights of Persons with Disabilities UNCRPD creates a solid foundation for disability policy in different societies. All Nordic countries are States Parties to the UNCRPD.
In accordance with Article 31 of the CRPD, States Parties commit to collecting information, including statistics and research findings to ensure the effective implementation of the Convention. This information is used to assess the States Parties' compliance with their obligations and to identify and address the barriers faced by persons with disabilities in exercising their rights.
Article 33 of the UNCRPD requires States Parties to set national mechanisms for implementation and monitoring of the Convention. To promote implementation, many countries have decided to adopt strategies and action plans.
Data collection and statistics play essential role in monitoring implementation of the UNCRPD. Valid data collections are based on scientifically sound methods. A framework to promote, protect and monitor implementation of the Convention shall include relevant actors, including national authorities, research institutes, and persons with disabilities and their representative organizations, in the process.
Following topics will be reflected:

- Methodological aspects of UNCRPD monitoring
- Towards the Possibilities of Nordic and European Comparative Disability Studies
- Statistics and common Nordic indicators to monitor the implementation of the UNCRPD
- Disability strategies in Europe
- Measuring the effectiveness of implementation
- Nordic Panel on the National Implementation of the UNCRPD

Symposium is set to provide an overview of the implementation of Articles 31 and 33 of the UNCRPD in the Nordic countries, both shortcomings and good practices, and create an opportunity to perceive and establish links between disability research on and the implementation of the UNCRPD.
Contributors:
Mika Gissler, Ola Balke, Hisayo Katsui, Rannveig Traustadóttir, Lars Lindberg, Rasmus Højbjerg Jacobsen, Tea Hoffrén, Inger Marie Lid

303

Disability strategies in Europe

Päivi Nurmi-Koikkalainen[1], Ola Balke
[1]Thl, , Finland

The Swedish Agency for Participation conducted an overview of available European disability strategies in 2023 when Sweden held the EU presidency.
The aim was to expand knowledge and raise awareness about how international and national actors within the European cooperation use disability policy to improve the conditions for inclusion.
Questions to be answered:
- How are national and international actors within the European cooperation using disability strategies for improvement?
- How can the awareness of disability strategies in Europe increase?
- How can the disability strategies meet the need for societal change through developing, adopting, implementing and monitoring?

Methodological aspects of UNCRPD monitoring

Päivi Nurmi-Koikkalainen[1], Mika Gissler
[1]Thl, , Finland

Methodological aspects of UNCRPD monitoring

Disability monitoring uses increasing survey questionnaires instead of administrative register data, whereby the respondents themselves define their functional limitations and disabilities. The problems of survey research include decreasing response rates, limiting the respondents to certain age groups, excluding the institutional population from the sample, and the inaccessibility of data collection. In addition, when investigating rare disabilities, the statistical power of survey data may not be sufficient.

Administrative register data seldom have direct information on disabilities. In Finland, such data are collected only on the people with visual impairment: their registration is good for children and people of working age, and for the blind and severely visually impaired. In addition, it is also possible to identify people born with disabilities from the Register on Congenital Malformations, but the disability caused by the congenital anomaly cannot always be defined based on the diagnosis solely.

Register data on disability benefits and services is a way to identify people with disability, but the methods require further work. By using information on recipients of disability allowance or those receiving pension together with their diagnosis data, a population-based cohort of people with disability can be defined. To be effective, disability-related information should be obtained from primary care, hospital care, and social welfare services.

The current monitoring system lacks scientific basis. As the knowledge base on disability improves, health indicators, concepts and markers related to disability can be developed and improved.

Advanced monitoring, developing and implementing sustainable practices and institutional reforms are necessary to ensure evidence-based decision-making, while making governance more anticipatory, adaptive and responsive to future opportunities, risks and challenges.

299

Rehabilitation from a gendered lens: A critical realist perspective

Assistant Professor, Phd Student Sólrùn Óladóttir[1]
[1]University Of Akureyri, , Iceland

Background aims
The purpose of this study was to explore how age and gender may influence the experiences of people seeking rehabilitation services rehabilitation users. The study was informed by a critical realist (CR) interactionist approach, which combines the traditional biomedical focus with the social model of disability to recognize the complexity of individuals' lives. This approach regards disability as the outcome of the interplay between a person's inherent characteristics and the external social and cultural factors in their life. It emphasizes a balance of medical and social elements.

Methods
A mixed-method design was applied. Altogether 499 rehabilitation users in Iceland were surveyed using the Client Centered Rehabilitation Questionnaire-is (CCRQ-is). Interviews were conducted with 10 disabled people who had received rehabilitation services. Data were analysed through an interpretive lens.
Results
On two out of four CCRQ subscales, specifically Responsiveness to needs and preferences, and Interaction with significant others, women in certain age groups rated the services as less aligned with their needs compared to men. Similar issues were raised in interviews, where men reported more positive interactions with professionals, while women described a lack of shared decision-making. Caregiving and responsibilities at home affected women's opportunities to participate in the labor market. Before and after discharge, wives, daughters, and mothers played a crucial role in advocating for the rights of their disabled family members and supported them in various ways.

Conclusions
This study highlights the importance of gender awareness within rehabilitation theory and practice. From a CR perspective, it underscores the importance of examining and addressing how gender power dynamics, support, and social norms influence women’s opportunities and decisions. This gendered reality should be acknowledged and practices that guarantee women seeking rehabilitation should be established so that they receive personalized services and support in line with their life circumstances.

305

Equal participation and citizenship through adapted technology for persons with intellectual disabilities at day center.

Lise Langemyhr[1]
[1]University of South-Eastern Norway, , Norway

The presentation is based on a published article that is part of an ongoing Phd-project. The article presents how everyday technology can promote active citizenship for workers with intellectual disabilities at day centers.

In Norway, many people with intellectual disabilities attends municipal day centers. This is where they get their statutory right to work participation and meaningful activity fulfilled. However, day centers are often primarily seen as a social offer, not work.

We know little about what kinds of technology are used in this context and how these affect social practice, which was the aim of this project. This study's data material consists of notes from ethnographic fieldwork over time, as well as interviews of workers with intellectual disabilities and employees at a day center in Norway. The empirical material was analyzed thematically. We identified four different forms of technology and aids at the day center, and the most interesting was what we have called everyday technology. This is solutions that the employees have designed or made themselves, as well as outdated equipment for production. Such solutions often go "under the radar" when talking about technology.

Day centers are not characterized by capitalism and production requirements in the same way that ordinary working life is. In the article we argue that the social interaction at the day center is characterized by David Graeber's concept of everyday communism, and that this enables everyday technology to facilitate citizenship for the workers with intellectual disabilities.

304

Inviting Kindness and Curiosity in English Health and Social Care Systems

Dr. Francesca Ribenfors[1], Dr Martina Smith[2], Prof Katherine Runswick-Cole[2], Prof Sara Ryan[2], The Tea and Cake Group (Public involvement representatives who wish to stay anonymous)
[1]Manchester Metropolitan University, , United Kingdom, [2]The University of Sheffield, , United Kingdom

Background

Health and social care systems and services within England are under pressure following years of economic austerity. Nevertheless, they are affective spaces in which acts of kindness and unkindness are deeply felt. Kindness itself remains under-theorised and there is no duty on health and social care professionals to act with kindness.

Methods

This paper engages with interview data from 12 parent carers of adults with learning disabilities. The interviews formed part of a wider project, Tired of Spinning Plates, exploring how family carers of adults with learning disabilities conceptualise and experience mental health, services, and support.

Results

Kindness in the context of care is not sentimental, it instead decidedly unromantic; it is a social justice issue. There is a need for a duty of kindness in health and social care services and systems.

Despite searching for kindness within the interview transcripts, we found stories of unkindness and cruelty and experiences of disinterest and disconnection embedded within family carers' encounters with health and social care. Drawing on feminist and critical disability scholarship, we understand these experiences to be the result of an absence of curiosity and kinship on the part of health and social care systems, services, and professionals leading to the continued othering and subsequent harm to family carers and adults with learning disabilities.

Conclusions

We invoke a repatterning of kinship that pays attention to all ties of kinship, expanding beyond familial ties. In doing so, we call for a strengthening of connections with carers as kin and the responsibility and curiosity that comes with this leading to a shaping of kinder worlds. Our paper demonstrates the need for embedding a socially just, cultural politics of kindness in health and social care services and systems that are entangled with the lives of family carers and adults with learning disabilities.

306

Outcomes of a modified IPS intervention target NEETs with less severe mental health problems

Senior Associate Professor Julia Salado-Rasmussen[1], Senior Associate Professor Inge Storgaard Bonfils[1], Associate Professor Stella Mia Sieling-Monas[1], Project Director Rasmus Højbjerg Jacobsen[2], Senior Researcher Rune Vammen Lesner[2]
[1]Department of Social Work, University College Copenhagen (KP), , Denmark, [2]The Danish Center for Social Science Research (VIVE), , Denmark
Background: In Denmark and internationally, there is a substantial number of youths not in education, employment, or training (NEETs) (Pihl et al. 2016; Mawn et al. 2017) who struggle with mental health issues (The Ministry of Employment, 2024). The symptoms of anxiety and depression are the most common mental health problems affecting this target group (Sundhedsstyrelsen 2018).
Aim: This presentation rests on intervention research targeting NEETs with less severe mental health problems aged 18-29. The project introduced a modified Individual Placement and Support (IPS) approach combined with psychosocial support for anxiety and depression. The program was tested in three Danish municipal job centres, including 515 young people over five years (2019-2024).
Methods: The participant group were identified through screening for anxiety and depression, using 'General Anxiety Disorder-7' and 'Major Depression Inventory' measures. The inclusion criteria for entering the program were set as a score equal to or higher than moderate anxiety and/or depression. Furthermore, they were screened using the WHO-Five Well-being Index. The control group is identified as youths screened but with scores below the inclusion criteria. The effect evaluation is based on a quasi-experimental approach using propensity score matching (PSM) based on the WHO-Five screenings and survey- and register data.
Results: Preliminary results indicate positive outcomes on job, education, well-being and high participant satisfaction. The study's final results will be presented at the conference, including the economic rentability of the intervention compared to 'treatment as usual' – in this case, the traditional employment programs in the three Danish job centres.
Conclusion: IPS-based interventions have shown promising results across national settings, welfare systems and target groups. The preliminary results indicate similar results for NEETs with signs of anxiety and depression. Knowledge about the effects and economic consequences is essential in expanding the use of IPS-based programs for new target groups.

Nordic Panel on the Implementation of the UNCRPD

Senior Specialist Tea Hoffrén[1]
[1]Ministry Of Social Affairs And Health, , Finland
Tea Hoffrén

Nordic Panel on the National Implementation of the UN Convention on the Rights of Persons with Disabilities UNCRPD

The UN Convention on the Rights of Persons with Disabilities UNCRPD together with the EU Strategy for the rights of persons with disabilities 2021-2030 and Nordic Programme for Co-operation on Disability Issues 2023–2027 shape the disability policy in the Nordic countries. In addition to these common frameworks, each country has its own legal framework, political priorities, national strategies, and actions plans. From this perspective, it is interesting to have an overview on the implementation of the UNCRPD in the Nordic counties.

Representatives from the Nordic countries present approaches, structures, strategies and action plan that promote the implementation on the UNCRPD in each country.
The panel will also reflect on the database, both shortcoming and ideas for the future, also from the perspective on Concluding Observations that Committee of the Rights of Persons with disabilities has given to countries.

The questions to the panel will include:
* What are the structures implemented to promote the national implementation of the UNCRPD?
* What good practices can be found?
* How is the participation of persons with disabilities ensured in these structures?
* How do we work to improve the data base and develop indicators to enable efficient monitoring?
* What is the added value of international cooperation in this work?
* What are the next steps to be taken?

In the end of the panel, there will be time to have a dialogue on the topic.

337

Paper by The Nordic Competency Center: Good practices on personal assistance in the Nordic Countries

Ms. Erna Eiríksdóttir[1], Mr. Jesper Mathiesen[2], Ms. Þorbera Fjölnisdóttir[1]
[1]NPA Miðstöðin, , Iceland, [2]LOBPA, , Denmark

Working paper by The Nordic Competency Center on Personal Assistance: Good practices in the Nordic countries in personal assistance

In the spring of 2023, the Nordic Competency Centre was officially established as a way for organizations working in the field of User-led Personal Assistance (PA) to work more together. Our purpose is to support and learn from each other as well as further the independent living movement. The founding organisations are: Foreningen JAG (NO), Foreningen JAG (FI). Göteborgskooperativet För Independent Living (GIL) (SW), Independent Living Inistitute (ILI) (SW), Kynnys Ry (FI), Landsorganisationen Borgerstyret Persronalig Assistance (LOBPA) (DK), NPA miðstöðin (IS), Uloba (NO), Riksföreningen JAG (SW), Stockholm Independent Living Institute (STIL) (SW).

In May 2024 the first annual meeting was held in Drammen, Norway, where we compared the bureaucratic practices, policies and law on PA in a lively discussion and presentations over the course of 2 days. Following these meetings, we began work on a paper that documents what practices are ideal in terms of practical application of PA. There are similarities between the Nordic countries when it comes to welfare policies, how ever our findings are that there are also multiple discrepancies between the nations. To write the paper we have used qualitative methods and mostly text analyses as well as lived experiences of disabled people with PA contracts.
Our presentation for NNDR will discuss the findings of our report on the good practices of our member nations.

Keywords: Personal Assistance, Iceland, Denmark, Norway, Sweden, Finland, local policies, CRDP, autonomy, Nordic Competency Centre.

309

Municipal implementation of CRPD for children with disabilities and Sami background – intersectional issues

Professor Ingrid Fylling[1], Professor Line Melbøe[2]
[1]Nord University, , Norway, [2]UIT The Arctic University of Norway, ,

Intersectionality has increasingly been integrated into disability studies, highlighting the complex interplay of disability with factors like gender, class, race, and ethnicity (Fredrick & Schiffer, 2019; Gillborn, 2015; Moodley & Graham, 2015; Shaw et al., 2012). However, despite the increasingly extensive intersectional research on the lived experiences of people with disabilities, there is still limited knowledge about certain minority combinations, such as disabled people with an indigenous background (Cooms et al., 2024; Gilroy et al., 2021; Jones et al., 2020). Since the experiences of indigenous disabled people are found to be unique compared to the experiences of disabled people with other ethnic minority backgrounds (Fylling & Melbøe, 2019), it is an obvious need for more focus on understanding intersections between disability and Sami experiences.

To ensure equal access to human rights for persons with disabilities the Norwegian authorities in 2019 initiated a project focusing on the implementation of the CRPD (UN convention on the Rights of Persons with disabilities). While the project initially started as a pilot focusing on a few municipalities, from 2023 the project expanded to work on the implementation of the CRPD in all Norwegian municipalities.

Based on qualitative interviews with municipal Child coordinators about experiences with the implementation of CRPD in local communities for Sami children with disabilities, we explore how minority positions such as indigeneity and disability might intersect in local welfare contexts.

310

Growing up in families with disabilities – inter- and intragenerational transmission of inequality?

Senior Researcher Rikke Fuglsang Olsen[1], Senior Researcher Anna Amilon[1], Research Analyst Stine Vernstrøm Østergaard[1]
[1]VIVE - The Danish Center for Social Science Research, , Denmark
Millions of children worldwide grow up with at least one family member with a disability. Even though it has consistently been documented that individuals with disabilities face disadvantage, the integration of disability into analyses of inter- and intragenerational transmission of disadvantage, and thus how growing up with a family member with a disability shapes opportunity in adulthood, remains limited in the study of inequality.
This study aims to address this gap by examining whether growing up with parents and / or siblings with a disability influences individuals' educational attainment, income satisfaction and employment in adulthood—regardless of whether they have a disability themselves or not. The study uses data from the 2020 wave of the Survey of Health, Impairment and Living Conditions in Denmark (N = 7709), merged with comprehensive data from administrative registries.
Preliminary results from linear probability models suggest that growing up with a parent and / or sibling with a disability is negatively associated with educational attainment, income satisfaction and employment in adulthood. Hence, in Denmark, despite a comprehensive welfare state and policies that aim to ensure positive social mobility, growing up in families with disabilities is negatively associated with adult life opportunities. Additionally, individuals with disabilities face even greater disadvantages in these outcomes. Our findings underscore the need for enhanced support for families affected by disabilities to improve socio-economic outcomes and disrupt cycles of intergenerational disadvantage.

On the margins of the law: disablist hate crimes in Portugal

Fernando Fontes[1]
[1]Centre For Social Studies - University Of Coimbra, , Portugal

Disability prejudice, i.e. disablim, generates multiple forms of oppression magnified when they intersect with other forms of discrimination. Despite being internationally recognized as a socially produced phenomenon, prejudice against disability and/or disabled people has obtained limited social and political recognition. The notion of disablist hate crime has been identified as an important tool for understanding and combating discrimination, violence and crime motivated by prejudice against disability and/or the victim's real or perceived disability. Prejudice is, thus, key to understand hate crimes against disabled people.

In the Portuguese case, in addition to the limited social and political recognition of the notion of disablist hate crime, there are a number of factors that have hindered the recognition and characterization of this type of crime. Firstly, data about violence against disabled people in Portugal is scarce, preventing a characterization of the phenomenon. Secondly, the vitality of disability studies, propelled by the social model of disability and/or a human rights perspective, in countries such as the UK and the USA, contrasts with the reality in southern European countries, such as Portugal, where it still remains very embryonic. Finally, and not being exhaustive, existing hate crime legal framework is largely ineffective.

This presentation will analyze the phenomenon of disablist hate crimes in Portugal. The analysis will be based on cross-referencing data collected from an online survey on the living conditions of disabled people in Portugal, semi-structured interviews with disabled people victimized in residential institutions in Portugal, and a press observatory on the phenomenon of violence against people with disabilities in Portugal. Firstly, we will analyze disabled people’s experiences of violence and how it fits into the notion of disablist hate crime. Secondly, we will analyse hate crime legal framework in Portugal, identifying the law's weaknesses and its ineffectiveness in combating this phenomenon in Portugal.

316

Sense of not belonging: disabled students' experiences in European higher education

Dr Katri Kleemola[1], Andreas Hadjar[2], Christina Haas[4,5], Heidi Hyytinen[3], Tarja Tuononen[1], Justin JW Powell[4], Auli Toom[1]
[1]University of Helsinki, , Finland, [2]University of Fribourg, , Switzerland, [3]University of Eastern Finland, , Finland, [4]University of Luxembourg, , Luxembourg, [5]Leibniz Institute for Educational Trajectories , , Germany

Sense of belonging is a basic psychological need and vital in successful studies. Previous research has shown that students with disabilities face stigmatization and experience challenges in integration to higher education. Students' higher education experiences are also linked with their type of disability. Especially students with non-visible impairment often sense reservation toward them in their peers and teachers. Consequently, sense of belonging is constituted not only on micro level but through societal contexts such as welfare regimes as well. Aim of this study was to compare experiences in sense of not belonging in higher education in disabled and non-disabled students across 11 European countries that represent a range of disability and welfare regimes.

Using survey data from Eurostudent VII, with 79,940 students' responses, we conducted country-wise regression analyses exploring how sense of not belonging in higher education was predicted by the type of disability, namely physical impairments, mental health problems and learning disabilities.

Our findings show differences between the countries, but there are two major similarities. First, students with disabilities experience more sense of not belonging in higher education across all the countries compared with students without disabilities. Second, mental health problems were the strongest predictors of sense of not belonging in all but one country in our sample. To our surprise, the predictive power of disabilities was at its lowest in some of the countries with a less favorable disability regime. Share of students with disabilities is low in these countries and it is possible that more inclusive practices in favorable regimes mean that students' disabilities are more challenging. In conclusion, our findings show that no country is successful in supporting students with disabilities. Higher education institutions should enhance accessibility, pedagogical expertise and universal design in future.

School burnout among youth with and without disabilities before, during, and after the COVID-19 pandemic

PhD Marja Holm[1], MSc Päivi Sainio[1], MSc Sinna Lehtola[1], Prof Mika Gissler[1], PhD Minna-Liisa Luoma[1], PhD Olli Kiviruusu[1]
[1]Finnish Institute for Health and Welfare, , Finland

Background aims: Youth mental health problems increased during the COVID-19 pandemic and often persisted afterwards. However, evidence regarding school burnout and its changes—particularly among vulnerable youth with disabilities—is limited. We assessed school burnout and its changes among youth with cognitive, sensory, or both types of disabilities, in comparison with those without disabilities, before (2019), during (2021), and after (2023) the pandemic.

Methods: We analyzed repeated cross-sectional data from 467,186 lower secondary, general upper secondary, and vocational students (mean age=16.2; SD=1.22) in 2019, 2021, and 2023. Disabilities and school burnout were self-reported using established methods. Regression models were used to assess group differences and population-level changes in school burnout.

Results: At all school levels, youth with cognitive (OR=[4.9–5.4]), sensory (OR=[1.83–2.00]), and both disabilities (OR=[6.7–7.3]) reported school burnout more often than those without disabilities. Those with both sensory and cognitive disabilities were the most vulnerable, particularly girls. At the vocational level, the burnout prevalence was about half that of the other levels in all groups. From 2019 to 2021, burnout increased among all students, except for upper secondary and vocational students with sensory disabilities. This increasing trend was particularly pronounced among girls. Post-pandemic from 2021 to 2023 burnout remained high among lower secondary students with disabilities, except for those having both cognitive and sensory disabilities. In upper secondary and vocational education, burnout decreased among students with and without disabilities but remained stable among those with sensory disabilities.

Conclusions: The school must have sufficient resources for comprehensive support to prevent school burnout inequalities between youth with and without disabilities, especially during comparable crisis as the pandemic. Such measures need to target those having both sensory and cognitive disabilities simultaneously, especially girls. Post-pandemic, the focus should be on lower secondary students with disabilities to address their ongoing school burnout.

Shaping of youth transitions in vocational rehabilitation

Ismo Ukkola[1], Riitta Seppänen-Järvelä[1]
[1]the Social Insurance Institution of Finland , , Finland

Background
Youth marginalisation is a complex process influenced by, for example, prolonged unemployment, mental health issues, and lack of education. Moreover, disability and illness are predisposing factors. Services such as employment services, social services, and healthcare aim to negate the risks and support young people's transitions to education and employment.

In the Finnish context, the Social Insurance Institution of Finland organises vocational rehabilitation for young persons. The most popular service is Nuotti coaching, which consists of individual coaching and multiprofessional collaboration between professionals from schools, social work or employment services, and healthcare. We investigate how Nuotti coaching shapes youth transitions. We ask how the professionals describe the youths' situations and how young people themselves experience the coaching. Furthermore, we scrutinise how coaching shapes young persons' self-perception and agency.

Methods
The ongoing multiperspective data collection consists of individual interviews with benefit administrators, coaches, other professionals, and young persons. Data collection from other professionals and young persons is still in progress. We utilize constructivist grounded theory to analyse the data.

Results
In the presentation, we discuss preliminary results from benefit administrators' and coaches' interviews. These findings show that Nuotti coaching focused on young individuals' goals and self-efficacy. However, the coaches' and benefit administrators' understanding of a young person's situation differed: Coaches focused on goal-directedness, which they saw as a prerequisite for agency, while benefit administrators concentrated on the young person's history and functioning.

Conclusions
This study provides information on how the prevention of youth marginalisation shapes youth transitions. It focuses on how professionals' understanding of the youth's challenges, goals, and functioning constructs agency. The study enhances the understanding of societal goals and methods to support youth transitions towards education and employment and how they shape the youths' self-perception.

315

Anxiety, depression, and mental well-being in youth with and without disabilities: the Covid-19 changes

Phd Candidate Sinna Lehtola[1], Dr Marja Holm[1], Docent Olli Kiviruusu[1], Docent Annamari Lundqvist[1]
[1]Finnish Institute for Health And Welfare (THL), , Finland

Background aims. Disabled youth faced special challenges during the Covid-19 pandemic, but research regarding their mental health and mental well-being during and after the pandemic remains very sparce. We examined changes in anxiety and depression symptoms and mental well-being among disabled youth, compared to those without disabilities before, during, and after the pandemic.

Methods. We analyzed population-based cross-sectional data from the Finnish School Health Promotion study of eight and ninth grade−students (mean age = 15.3; SD = 0.65), from 2017 (n = 73 098), 2021 (n = 91 114), and 2023 (n = 86 340). Self-reported measures were used to identify disabled youth and assess anxiety, depression, and mental well-being (low, medium, and high). The population-level changes were investigated by using binary and multinomial logistic regression models.

Results. Over the years, the prevalence of anxiety and depression symptoms, and the low well-being were at higher levels, and the high well-being was at lower level in disabled youth than in those without disabilities, specifically, in girls. The prevalence of anxiety increased in all during and after the pandemic, except in boys without disabilities after the pandemic. The same trend was seen in depression in all during the pandemic, but the increase was significant after the pandemic only among disabled youth. During the pandemic the prevalence of the low well-being increased only in disabled girls, while in others, it increased just after the pandemic. The prevalence of the high well-being decreased often in youth during and after the pandemic, other than notable increase in boys without disabilities during the pandemic.

Conclusions. The prevalence of anxiety, depression and the low well-being among disabled youth increased during the pandemic and continued to increase even afterwards. To decrease health inequalities, it is important to support mental health of disabled youth during and after a crisis.

Exploring deaf Indian womanhood through an intersectional lens.

Rannveig Frøseth Sinkaberg[1], Prof. Marianne Hedlund[2]
[1]Department Of Social Work, NTNU, , Norway, [2]Department Of Social Work, NTNU, , Norway

Background aims.
Women occupy vital roles in society, serving as crucial providers and caregivers within families and the labor market, contributing to both formal and informal work sectors, in organizations and local communities. Their roles are diverse, encompassing motherhood, daughterhood, partnership, grandparenthood, collegiality, and friendship. Despite global interest, research on the challenges encountered by women with disabilities, especially in the Global South, remains limited (Ghai, 2002, Grech, 2016, Addlakha, 2008, World Health Organization and The World Bank, 2011). The issue is complex and challenge researchers to consider context and socioeconomic aspects such as gender, educational background, class background, and more, as there is a risk of societal marginalization. The first author reflected on the sociocultural representation of deaf women in India during the 2020 International Women's Day celebration and the jubilee of an organization with deaf persons, highlighting the ongoing negotiation and positioning of womanhood within the deaf community and the broader Indian context.
Methods.
The paper employs a multi-level intersectional analysis to gain a more holistic, contextual understanding (Winker and Degele, 2011, Anthias, 2013). The authors undertake an ethnographic case study approach with the 2020 International Women's Day celebration and the jubilee of an organization with deaf persons as the focal event. Additional data were gathered from other meetings with deaf persons, as well from notes, researchers' memory notes, and reflection notes during the research stay.
Results and conclusions.
The findings reveal shifting dynamics across several categories, each with different meanings and diverse implications, due to complex mechanisms at various levels. The results are recapitulated according to intersectional analysis, tentatively referred as 'The manifestation of being deaf Indian female', 'Marriage across (dis)abilities', 'Resources, family support, and networks' and 'Mobility in the world and knowledge development'. These findings, along with conclusions from the analysis, will be presented at the conference.

627

Disability Activism in Turkey: Insights from an Autoethnographic Perspective

PhD Beyza Ünal[1]
[1]Independent researcher, , Turkey

This study, rooted in autoethnography, utilizes the author's experiences as a disabled woman engaged in volunteer work and advocacy within a local disability organization to illuminate the challenges and victories of disability activism in Turkey. The Turkish disability rights movement has been shaped by the country's unique historical, cultural, economic, and political circumstances, making it a significant topic for investigation. By blending the contextual background with the author's personal accounts, this presentation highlights the dynamic relationship between individual and collective responses to a society that still struggles to ensure equal rights for disabled people. The responses cover a broad range - from difficulty in resisting social stigma and barriers, and reluctance to participate in disability advocacy, to their efforts to be included in the society and to effect change through collective activities of grassroots organizations. These varied responses bring two main themes to be examined specifically within the context of Turkey to the center of focus: first, the right to independent living is central to the struggle for disability rights; and second, building a strong disability identity within the community is crucial for empowering individuals and mobilizing disabled people's organizations. Ultimately, the discussion emphasizes the importance of understanding the complexities within specific cultural and social contexts, as in-depth comprehension is essential for enabling effective and meaningful disability advocacy.

Re-imagining the ‘good life’ through discourses of disability, citizenship and emotions in contemporary China

Professor Sarah Dauncey[1]
[1]University Of Nottingham, , United Kingdom

Background aims
Disability disrupts notions of the ‘ideal’ citizen and disabled people globally are denied a numerous rights because of their impairments (Waldschmidt & Sépulchre, 2019). Disability has also offered challenges to understandings of personhood—what makes a life ‘valuable’ to family/community/nation—and ‘worth living’ to the individual concerned. The CRPD provided a much-needed reset to international norms and values here as disabled people were transformed from the ‘object’ of laws, policies and initiatives designed to make them more ‘citizen-like’, to ‘subjects’ with rights. It offered a roadmap to a world where disabled people can flourish. Yet, we know little about how signatory states, particularly in the Global South, engage citizens with their vision of this ‘good life’. What might it look like, feel like? Are there conditions for accessing the ‘good life’?

Methods
This sociological exploration offers some answers through the study of China, a country that has experienced decades of transformative change but has been famously wary of transposing international rights-based discourses directly into domestic conditions. Evidence comes from published Chinese language sources from the past two decades providing a focus on the period following China’s signing of the CRPD in 2008.

Results
China’s solution to the disability-citizenship-personhood conundrum has been to blend the rights-based language of the CRPD with pre-existing norms and values informed by Confucian paternalism, colonial-socialist discourses of biomedicine and economic development that still demand responsibilities. The ‘good life’ has a price. However, this is ‘sugar-coated’ with affective wrapping that not only makes people feel they belong (or not), but also frames the ways others make them feel they belong (or not).

Conclusions
The CRPD is not inherently an emotional instrument, but this does not mean to say that its norms and values are not transposed into local citizenship-making processes in affective, and thus potentially problematic, ways.

French institutions of work-based assistance, a tool of well-being in low densities rural areas

Full Professor Franck Chignier-riboulon[1]
[1]University of Clermont-Auvergne, , France

French social structures welcoming people with disabilities for working are called ESAT (Etablissements et Services d'Aide par le Travail). The English translation could be Institutions of work-based assistance. Opinions on these structures are sometimes negative because disabled persons work and seem to be exploited. However, reality is often different. Thanks to the FIRAH (Fondation internationale pour la Recherche Appliquée sur le Handicap), the International Foundation for Applied Disability Research, field research was conducted from 2021 to 2023. Three agricultural oriented ESATs were chosen. Except other actors (stakeholders, social workers, directors and managers, local inhabitants and entrepreneurs), 37 disabled persons were interviewed, overall, with psychological or mental disabilities.

ESATs have officially two main functions: working with and for disabled people and living on the private market, depending of supply and demand. Therefore, annual State's grants allow the social side. Nevertheless, in spite of their disabilities, workers are true workers bringing and added value. ESATs exist everywhere in France, in rural, suburban and urban areas. In the rural ones, densities and the trend of services loss along the time, in relation to population decline or stagnation, provide specific conditions. Then, ESATs can be a main geographical and social actor of the place, because it provides agricultural products and services (gardening for instance). Second, disabled people are in contact with providers and consumers of the ESATs, because these ones have a shop for retail sales and need supply. So, they directly participate in business relations and local life. Moreover, independently or accompanied by social workers and structures, they are often well included into local associations or activities.

Finally, a strong majority of them consider they are in a well-being situation. Consequently, they do not wish to change or to (re)integrate the employment market.

Ageing of disabled persons in rural areas: a geographical approach for understanding well-being and proximities

Full Professor Franck Chignier-riboulon[1]
[1]University Clermont Auvergne, , France

The increase in life expectancy raises many social issues, for everyone and especially for disabled people. Nevertheless, ageing is a common way but place, personal psychology, social situation and relations to space are important to understand quality of life and well-being of persons.
Rural areas with low densities or/and declining population provide specific field research. Therefore, conditions of daily life are very different from urban cases. For ageing disabled persons, small towns or countryside provide new issues, in relation to mobility and proximity of shops and services. Within these places, life conditions are also diversified.
The two cases studied are located in mountains, in Auvergne, rather far from main regional city, Clermont-Ferrand. Nevertheless, situations are different, because each one has specific geographical conditions, like dynamism of local stakeholders for maintaining shops and services. Moreover, ageing disabled people are also individuals, some are more autonomous than others, for example linked to their capacity to adapt their behaviours to the place.

353

Life adjustment when living with deafblindness – a life course trajectory

Adjunct Prof. Agneta Anderzén Carlsson[1], Phd, Researcher, Research and Development coordinator
Moa Wahlqvist[2,3], PhD Mattias Ehn[2]
[1]University Health Care Research Center, Faculty of Medicine and Health, Örebro University, , Sweden, [2]Audiological Research Center, Faculty of Medicine and Health, Örebro University, , Sweden, [3]The Swedish National Resource Center for Deafblindness, , Sweden

Background: Living with deafblindness affects many aspects of everyday life, including communication challenges, restrictions of daily living, risk of isolation and lack of independence. The need for support for deafblind individuals is often life long and involves technical devices, human resources and support form health care and social services. Validated interventions are lacking within specialized support for individuals with deafblindness especially within the psychosocial domain and the need for tailored support has been addressed in research.

Aim: The aim was to develop a procedure to validate the life adjustment psycho-educative intervention used in specialized support as a group intervention for individuals with deafblindness.

Methods: A mixed-method design was applied using both qualitative and quantitative methods to explore how the life adjustment psycho-educative group intervention could be validated. In a pilot, four participants with deafblindness have been interviewed about expectations before and experiences after taking part of the group intervention. Questionnaires covering different aspects of health and wellbeing have been used.

Results: Preliminary results at this stage indicate that the participants taking part of the group intervention have had their expectations beforehand met and that they have had time to together with the other group members to reflect on consequences that their deafblindness brings. Learning from each other is of great value and the participants feel that they have been empowered through the group sessions. Data on health and wellbeing are to be analyzed.

Conclusion: The life adjustment psycho-educative group intervention for individuals with deafblindness based on this small pilot indicates that the value for the participants is great, in sharing their experiences and learning from each other. The intervention should be validated in a large-scale project to get a deeper understanding of what the success factors are and how this could be implemented in specialized support for individuals with deafblindness.

349

To be prepared - accessible information for persons with deafblindness during the Corona pandemic

Phd, Researcher, Research and Development coordinator Moa Wahlqvist[1,2]
[1]Audiological Research Centre, Faculty of Medicine And Health, Örebro University, , Sweden, [2]The Swedish National Resource Center for Deafblindness, , Sweden

Background: Article 9 in the UNCRPD states that individuals with disabilities should be able to live independently and participate fully in all aspects of life including access to information and communication. For individuals with deafblindness communication and interaction with the surrounding environment is challenging due to combined hearing- and vision loss. The received information becomes fragmented, and it is tiring to fill in missing parts. Due to lack of knowledge of deafblindness, public information is often not accessible, which became even more evident during the corona pandemic.

Aim: The aim was to develop guidelines for making information from responsible agencies in society, accessible for individuals with deafblindness in times of crises.

Method: A mixed-method design was used. A questionnaire was sent to members of the Swedish Association for the Deafblind on how they had accessed information about recommendations during the pandemic. Interviews were conducted with officeholders at authorities with a responsibility for providing information during the pandemic.

Results: Individuals with deafblindness have had access to information, but not without challenges. Problems related to where to find the information, accessible formats and trustworthiness of the provided information. For some the challenges were not possible to overcome and hence the information that they could access was very limited. The officeholders described a process of learning during the pandemic, a need for clear descriptions on their responsibilities and new paths for collaboration between authorities.

Conclusion: Persons with deafblindness have ways to get access to information using different methods, however, not without problems. This might have had an impact on their possibilities to feel safe, to make informed decisions and to have a preparedness in the ongoing pandemic but also when a crisis comes. The authorities need better working models to adjust and provide information to the target group in times of crisis.

Students, psychosocial problems, and stigma in higher education

Associate Professor Trine Wulf-Andersen[1]
[1]Roskilde University, , Denmark

This paper examines students' experiences of stigma related to psychosocial problems and how such stigma manifests and gains significance within the context of (transitions to) higher education. Taking stigma as a conceptual lens for analyzing inequality in higher education, the presentation highlights critical moments (Thomson et al., 2002) in students' educational and personal biography, where they have experienced stigma and felt defined as unworthy or unproper students of higher education (Burke & Crozier, 2014; Burke et al., 2016; Burke, 2017; Rudick & Dannels, 2018;). The focus on subjective learning experiences and the analysis of critical moments of change and becoming emphasizes the complex interrelations between structural and institutional conditions, individual student processes, and the broader sociocultural context. The analysis reveals dilemmas associated with current organization and practices of student support, intended to assist students' transitions to and wellbeing in higher education, but sometimes exacerbating rather than alleviating challenges face by students. The paper's empirical basis is a longitudinal qualitative research project, the Student Life Project (2018–21), in a Danish higher education context. Theoretically, the project builds on critical educational research and critical disability research. 47 students experiencing various psychosocial problems, were followed by the research team, most of them over a period of six to eighteen months, in several rounds of in-depth interviewing, exploring students' specific experience of problems and educational contexts (current and previous), their broader everyday life, social networks and self-understandings. Furthermore, we have asked students to point out a place of importance to them and visited the place with them. These visits widen and deepen the field of attention and bring sensuous experience to the fore.

Feeling and knowing: Conceptualising the place of emotion in disability politics

Prof Brian Watermeyer[1]
[1]Stellenbosch University, , South Africa

Background
Traditional materialist approaches to disability inequality have powerfully sidelined emotion, regarding it as a diversion with the potential to disrupt the 'real' project of reorganizing social structures. More recently, the affective turn in the social sciences has underpinned contributions from disability studies scholars who strongly contest this. Here, it is suggested that ignoring emotion embodies colluding with the invisibilisation of essential aspects of the experience of ableism, as well as undermining both personal and collective power within the disability community.

Method
This presentation combines qualitative empirical material with conceptual ideas drawn from psychosocial studies and critical psychoanalysis, to explore the relationship within disability between emotional responses to oppression (both conscious and unconscious), and the capacity to debunk ableist ideology. Central is the proposition that, as humans, what we are able to feel exists in mutually constitutive interaction with what we are able to know.

Results
I suggest that cultural dynamics at both the interpersonal and symbolic levels serve to prohibit people with disabilities from both feeling and expressing emotion which may be disruptive to the status quo. Evidence suggests a distinct hierarchy across the constructed divide between people with and without disabilities, with regard to whose feelings are admissible, prioritized and validated.

Conclusion
These ideas correspond to critiques of the self-idealising neoliberal and narcissistic cultures of late modernity. In this realm, maintaining the dominant group's fantasy of plenitude and perfection, even immortality, requires the annihilation of human experiences which may perforate its shiny surface. Demands to strive for putative cultural ideals (maleness, whiteness, able-bodiedness) enforce an alienation from self, with significant implications for the politics of emancipation.

Navigating the Complexities: Experiences of Parents of Children with Disabilities

Senior Associate Professor Cecilie K. Moesby-jensen[1]
[1]University College Absalon, , Denmark

Background and Aim:
Research literature demonstrates how parents of children with disabilities are affected by interactions within the family, the welfare system, the social environment, and work-life (Traustadottir 1991; Runswick-Cole, 2013; Moesby-Jensen & Moesby-Jensen, 2016, 2019a; McLaughlin, 2019; Rasmussen et al. 2019; Thomas, 2020; Schmidt et al., 2021; Kjær 2021; Wondemu et al., 2022; Østerud & Anvik, 2024). These parents face unique caregiving challenges, navigating a complex, narrow, and often inflexible structural system of services to access necessary resources (Moesby-Jensen et al., 2023).
This study examines how parents of children with disabilities experience their family, social, and work lives. It aims to enhance the knowledge base for professionals such as social workers, educators, and teachers, enabling them to support these families better. The interest in parents' experiences stems from a belief in the potential to improve support for parents of children with disabilities, ensuring they have the same opportunities for family, social, and work life as others.
Methods and results:
This presentation is based on a two-year survey study of 235 parents of children with disabilities who had a case in child protection services. Parents from three municipalities in Denmark were included. The overall research question was: How do parents of children with disabilities experience their life situation and opportunities for participation in social contexts in the family, outside the family, and in the labour market?
Thus, we focused on their experiences with family, social, and work life and will present our preliminary findings in selected areas.

Youth Perspective on Transition from Residential Childcare to Sheltered Living Communities for Adults

Senior Associate Professor Cecilie K. Moesby-jensen[1], Senior Associate Professor Inge Storgaard Bonfils[2]
[1]University College Absalon, , Denmark, [2]University College Copenhagen, , Denmark

Background: Moving from residential childcare to sheltered living communities for adults is a particularly critical period for young people with autism and intellectual disability (ID) and their parents. The support they previously received often ceases, leading to uncertainty about future assistance (Franklin et al., 2019; Biswas et al., 2017; D'Astous et al., 2014; Chun et al., 2022). For young people with autism and ID, this transition can be incredibly challenging. Their well-being typically relies on familiarity and predictability within established frameworks and professionals with relationship and communication skills that match their needs (D'Astous et al., 2014). Moving to a sheltered living communities for adults means getting used to new facilities, staff, and residents.

Aim: The presentation is based on a 3-year research project that aims to enhance the quality of professional practices when a young person with autism and ID moves from residential childcare to sheltered living communities when they turn 18. The project focuses on the factors that young people and their parents perceive as crucial for a successful transition.

Methods and results: The presentation will focus on methods used to involve young people with autism and ID in expressing what's essential for them to create a successful transition. The young people included in the project represent a heterogeneous group. Some have profound and multiple learning disabilities, communicate through alternative communication, and have high support needs, and some have verbal language and less support needs.

The presentation will centre around how we have worked with a multi-methodological approach tailored to the unique individuals in the study (Ellis, 2017). We will show examples of visual methods and photo-elicitation (Høybraten & Garrels, 2021) to obtain the youths perspective. We will present preliminary results on what the young people perceive as crucial for them and their future in the new home.

System-level user involvement in mental health: A literature review of international perspectives

PhD Student Rosanna Lothian[1], Dr Hilda Näslund[1], Dr Sara Lilliehorn[1], Prof Urban Markström[1]
[1]Umea University, , Sverige

Background: Various research disciplines have explored user involvement (UI) in mental health, engaging stakeholders such as patients, healthcare providers, and policymakers. Originating from paternalistic psychiatric structures, UI has evolved significantly to become integral to system-level policies and practices. For several decades, research predominantly focused on individual and organizational levels; however, recent studies indicate a shift toward the systemic level. Given this shift, research underscores the need to synthesize empirical knowledge, suggesting that an exploratory approach is warranted to capture relevant insights.
Aim: This study examines international research on UI at the systemic level within the mental health sector. It explores the characteristics of UI strategies, including motivations, conditions, obstacles, and potential impacts.
Methods: A scoping review was conducted, searching across four databases and yielding 11,906 articles. After a rigorous selection process, 47 articles were included in the review and subjected to directed content analysis.
Results: Findings indicate that perspectives on the function, purpose, and priorities of UI vary across different social contexts and stakeholder groups. While many studies emphasize the importance of active, systematic UI efforts, some question the implementation processes and potential impacts. Additionally, the studies present mixed results: quantitative research suggests UI has little or no measurable impact, while qualitative studies reveal significant benefits, particularly in empowerment and relationship-building. Nonetheless, this review highlights the need for further exploration of system-level UI impacts.
Conclusion: Tailoring UI strategies to the specific needs of each context is crucial for successful implementation and impact. Although the body of research covers various aspects of UI, persistent challenges such as stigma, power imbalances, and limited resources remain. Continued exploration of system-level UI impacts is essential, employing nuanced and multidimensional approaches to capture key outcomes.

Peer approaches in sexuality education for people with learning difficulties - towards epistemological diversity

Johanna Knebel[1]
[1]University of Leeds, , United Kingdom

In Germany, people with learning difficulties remain systematically excluded not only from accessing comprehensive knowledge on sexuality but also from producing knowledge in sexuality education. They are epistemically disempowered since their voices, experiences, and social meanings remain marginalised and excluded (Taylor, 2018) from the development and delivery of sexuality education. Peer (counselling) approaches are viewed as an opportunity to actively include people with learning difficulties acknowledging them as epistemic agents capable of both creating and sharing knowledge (Taylor, 2018). Only few best practice projects employing peer (counselling) approaches in sexuality education have been implemented in Germany.

This doctoral project investigates: To what extent does the involvement of peer counsellors in peer counselling change knowledge production and practice in sexuality education for and by people with learning difficulties in Germany? The project will combine a realist evaluation approach (Emmel et al., 2018) with a dyadic interviewing approach (Caldwell, 2014) on the experiences and perspectives of peer counsellors with learning difficulties, their co-workers without learning difficulties, and end-users. An adaptive, flexible, and sensory-dialogical approach to interviewing with people with learning difficulties employing visual and creative methods will be used to conduct fieldwork at two to three sites of implementation in Germany. People with learning difficulties will be meaningfully and actively engaged to shape and co-construct the research process.

This research will highlight that people with learning difficulties are capable of both sexuality and knowledge production in sexuality education. This promotes epistemological diversity (Taylor, 2018) in sexuality education: the re/presentation of a wide range of experiences, perspectives and diverse ways of knowing and being. This will contribute to developing and delivering sexuality education for and by people with learning difficulties to realise their right to inclusive education (art. 24 UN CRPD) and right to marriage, parenthood, family, and relationships (art. 23 UN CRPD).

329

Inclusive Post-Secondary Education Studies

Dr Aino Äikäs[1], Prof Wolfgang Plaute[2], Prof Michae Shevlin[3]
[1]University of Eastern Finland, , Finland, [2]University of Salzburg, , Austria, [3]Trinity College, , Ireland
Inclusive Post-Secondary Education Studies
The symposium brings together collaborators, researchers and policymakers to discuss and elaborate inclusive post-secondary education studies and possibilities to support all learners in Higher Education (HE) context. The symposium concentrates especially on the HE studies and ongoing programs of educating people with intellectual disabilities in HE and to promote true academic empowerment, equity, and accessibility for all.
In the symposium there are different presentations which give different insights to the topic:

Senior University Lecturer Aino Äikäs and Professor Erkko Sointu in collaboration with their research group: SupportUni -research project to investigate university's pedagogical support

Professor Wolfgang Plaute and his research group: Experiences and Recommendations from the Austrian IPSE Programme BLuE

Professor Michael Shevlin and his research group: Establishing post-secondary provision for young people who have an intellectual disability: a national response

SupportUni -research project to investigate university's pedagogical support in Finland

Dr Aino Äikäs[1], Prof Erkko Sointu[1]
[1]University Of Eastern Finland, , Finland

SupporUNI -project aim is to investigate how university students' learning can be supported through learning-centered pedagogy. The principal investigators (PI's) are from University of Eastern Finland (UEF), University of Lapland and Rehabilitation Foundation. We use various methodological cross-sectional and longitudinal approaches by using quantitative (learning analytics, questionnaire) and qualitative (questionnaire and interview) data. In the symposium we explore how the pedagogical support offered in the Finnish universities can be strengthened and targeted to students with intellectual disability.

333

New Register-Based Dataset for Individuals with Disability in Denmark

Project Director Rasmus Højbjerg Jacobsen[1]
[1]VIVE - The Danish Center For Social Science Research, , Denmark

Background aims:
The aim of the project has been to explore the feasibility of creating a new national register covering individuals with disabilities in Denmark. Existing Danish national registers provide comprehensive data on health, labour market attachment, social services, and social welfare. By combining data on medical diagnoses with information on the use of disability-related services, this project seeks to develop a more complete and nuanced register. The dataset could e.g. be used as controls to avoid including individuals with disabilities in analyses where they are irrelevant, or as a starting point for aggregate analyses.

Methods:
The project has utilized data from multiple Danish national registers, including health data covering diagnoses and conditions related to disabilities, and service data reflecting the use of technical aids, personal assistance, and other disability-specific services. The data is linked at the individual level using unique personal identification numbers, enabling the integration of disparate datasets. This combined approach aims to create a more inclusive register that captures both medical and functional aspects of disability. To test the scope of the method we have measured the register-based definition against survey-based information on individuals with disabilities in Denmark (SHILD).

Results:
At this stage, preliminary results indicate that the approach is feasible, albeit with some limitations due to mostly data coverage. In some areas there is a substantial overlap between diagnosis data and service utilization data, while others show limited overlap. This leads to challenges related to the incompleteness of the register in some areas, and to excessive inclusiveness in others.

Conclusions:
Although the final conclusions on the usability of the register are pending, initial findings suggest that the approach holds significant potential. However, due to inherent limitations in data completeness and classification, the register is unlikely to ever be fully accurate.

Facilitators and barriers to the implementation of self-rehabilitation in rehabilitation practice

Ms Anna-Marie Paavonen[1], Dr Maarit Karhula[1], Dr Riitta Seppänen-Järvelä[1]
[1]The Social Insurance Institution of Finland, , Finland

Background and aims
Self-rehabilitation is a new way to conceptualise interventions that are planned and monitored by the rehabilitation professional and the client together but carried out by the client independently in their own living environments. Self-directed interventions may increase the client's participation in and the effectiveness of rehabilitation. There is little knowledge on the factors affecting the implementation of self-rehabilitation in rehabilitation practice. This study aimed to examine the facilitators and barriers to the implementation of self-rehabilitation in rehabilitation practice from the perspective of the social environment.

Methods
Twenty-nine group interviews with rehabilitation professionals and representatives of patient organisations (total n = 70) were used as data. The participants had been involved in the rehabilitation of multiple client groups. Factors identified as facilitators and barriers to the implementation of self-rehabilitation were first categorised by using the CFIR framework. The identified facilitators and barriers were further interpreted by using the Self-Determination Theory.

Results
Factors identified as facilitators and barriers to the implementation of self-rehabilitation are presented using the five domains included in the CFIR framework (Inner setting, Outer setting, Innovation, Individuals, Implementation Process). Also, the identified relationships between the domains, such as Individuals and Inner and Outer settings, are presented. The identified facilitators and barriers are further examined at the level of the rehabilitation professionals and the clients by reflecting on the three basic needs specified in the Self-Determination Theory (Autonomy, Competence, Relatedness).

Conclusions
The use of the CFIR framework and the Self-Determination Theory will aid in producing a comprehensive understanding of the factors affecting the implementation of self-rehabilitation and the role of the social environment. The results can be used to promote the use of self-rehabilitation in rehabilitation practice. More research is needed on self-rehabilitation from the perspective of clients.

Inclusive research on social media and the internet: barriers experimented by intellectually disabled people

Isabel Macho-de-Cos[1], Ignacio Haya-Salmón[1], Susana Rojas-Pernia[1]
[1]Universidad de Cantabria, , Spain

Background aims

This research is part of an ongoing PhD Thesis in the Spanish context aimed at understanding how people with intellectual disabilities access, use and engage with social media and the internet. According to recent data, approximately 58,8% of Spanish individuals with intellectual disabilities access to internet though their smartphones. Given the limited research on the topic, this study is crucial. It seeks to incorporate the experiences and suggestions of people with intellectual disability throughout the research process.

Method

Based on the approaches of inclusive research, it is imperative to involve people with intellectual disabilities actively in studies concerning them.

By adopting this inclusive approach, we have used techniques that foster participation, allowing us to identify barriers to accessing and enjoying social media. Thus, we have had the support of an advisory group, composed of 7 young people with intellectual disability, that helped us in designing data collection tools and techniques. As a result of this collaboration, a semi-structured interview and a visual mapping technique were designed to approach the subjective experience of other young people with intellectual disabilities.

Results

This paper presents key findings related to our research objectives. Notably, two aspects stand out: significant changes were made in the visual mapping technique related to accessibility and usability, and the barriers identified through the application of these techniques with young participants.

Conclusions

During the construction of the social media map, the advisory group shared their concerns with regards to digital platforms and the research on social media. Besides, the mapping tool allowed us to gather information about how participants interacted with others and provided valuable insights into their social media interactions. By using this manipulative and visual technique, the research enabled meaningful interactions between the researcher and the participant.

The challenges of enabling independent living through law: a case study from Wales

Dr Alison Tarrant[1]
[1]Cardiff University, , United Kingdom

Background aims
Despite the existence of the Convention on the Rights of Persons with Disabilities, evidence suggests that law is failing to effectively uphold the right to independent living for disabled people. The purpose of this research was to examine the opportunities to improve the legal underpinning for IL when new 'social care' legislation was enacted in Wales (a devolved UK nation) in 2014, and whether these opportunities were effectively realised.

Methods
A discourse analysis of IL in documents from the UK disabled people's movement identified core features of the IL philosophy and how these features overcame existing social narratives to reformulate new and powerful identities for disabled people. This was followed by a doctrinal analysis of the new legislation and guidance to establish whether and how these features were presented in the new legal framework.

Results
Despite lobbying from DPOs and other organisations, a right to IL and references to the CRPD were not incorporated into the new statute. Certain critical features of IL were echoed in a 'wellbeing duty' that is a key principle of the Act, but overall these do not effectively promote IL or alter pre-existing stereotypes about disabled people. Key problems were that IL was not fully understood by legislators, there were confusions around the concept of 'independence', and that legislators faced constraints in relation to the content of existing legislation and around lawmaking in the devolved context.

Conclusions
If the radical potential of IL is to be released, it is essential to find ways to translate both its individual elements and its overall content and purpose into law. This involves working with lawmakers to set out the meaning and purpose of IL with absolute clarity and a shared exploration of how legal reforms can reject negative constructions of disabled people.

339

On the value of experiential knowledge in discussions on inclusive education and disability

Dr. Rosemarie Van Den Breemer[1]
[1]Inland Norway University Of Applied Science, , Norway

Background and Aims:
Anti-ableism efforts in education require us to take seriously the testimonies of those who experience ableism and acknowledge them as knowers of their own experiences. But how should such testimonies contribute to broader knowledge about barriers to inclusive education? Specifically, what role do these testimonies play in truth-telling about educational environments and in research validity?

Methods:
This article draws on a community-based participatory action research project (Breemer et al., 2024) with Norwegian parents of children with congenital deafblindness, focusing, amongst other things, on their pursuit of societal inclusion for their children after secondary education, where formal educational support ends at age 19. It also engages with key literature in disability studies, educational studies (e.g., Wilken et al., 2020; Barnacle 2004), feminist theory, and service user involvement. The article examines the value of experiential knowledge in shaping inclusive educational practices, exploring its epistemic benefits and the critiques against relying on lived experiences as the basis for knowledge production in education.

Results:
We identify four main arguments supporting the relevance of lived experience in academic research: (1) the closeness between experience and interpretation (Beresford, 2003; 2013); (2) the argument of plurality and consequence (McLaughlin, 2010); (3) the role of participant emancipation and action; and (4) epistemic advantage and standpoint (e.g., Harding, 2004; Collins, 1991; Wendell, 1996). Critical concerns include the risk of claiming epistemic privilege based on lived experience (Hammersly, 1995) and the potential for individual biases to be misinterpreted as universal truths, thus essentializing particular experiences as representative of an entire group (Rose, 2017).

Conclusions:
While first-hand experiential knowledge—such as that of parents in this study—is recognized as very valuable for identifying ableist structures in educational provisions, also in the literature, it must be approached with a critical and reflective mindset.

Romantic Realities: Authenticity of Neurodivergent Narratives in Popular Romance

Veronika Vargova[1]
[1]Masaryk University, , Czech Republic

Background: Given the widespread appeal and influence of romance novels, particularly amplified in recent years by social media, authentic portrayals of neurodivergent characters are especially critical in shaping public perceptions. The significance of these representations is heightened by the fact that all three authors in this study are published by Berkley or St. Martin's Griffin, both imprints of a top 5 publishing house. This significantly enhances the novels' ability to reach a broader audience, making their authentic portrayals of autism more impactful.

Aims: This paper examines the implications of the authenticity of autism representation in popular romance novels by authors Helen Hoang, Chloe Liese, and Mazey Eddings, arguing that the authenticity of their work marks a crucial step forward in how neurodiversity is depicted in contemporary popular culture. This paper aims to examine how these authors, who are themselves autistic, utilise their personal experiences and collective insights from the autistic community to craft authentic representations of autism in their narratives.

Methods: Several autistic characteristics and common autistic experiences in the authors' novels are analysed alongside interviews in which the authors speak about their work.

Results: The authenticity of these portrayals is due to the authors writing from their lived experience as autistic women and also including sensitivity readers and other autistic individuals in their writing process.

Conclusions: Hoang, Liese, and Eddings' work represents a crucial advancement in how neurodiversity is depicted in contemporary popular culture. Their novels challenge misconceptions about autism and also contribute to a movement toward inclusive representation in mainstream media, promoting understanding and acceptance of neurodivergent individuals. This makes these novels a powerful medium for both leisure and education.

491

Inclusive research with young people with intellectual disabilities on educational exclusion in Spain.

Alicia Vinatea-Elorrieta[1], Susana Rojas-Pernia[1], Ignacio Haya-Salmón[1]
[1]Universidad de Cantabria, , Spain

Background aims:
Inclusive research with people with intellectual disabilities as co-researchers or advisors is recent in Spain. Moreover, the existing literature points out that their participation is minor in some phases of the research, such as the analysis and dissemination of the results. Within the framework of an inclusive research, this paper focuses on the working process followed with an Advisory Group during the analysis phase of the results in research on educational exclusion of young people with intellectual disabilities in Spain.
Methods:
The work of the advisory group took place over 9 sessions, over a year. The information, previously selected by the three academic researchers, was analysed with the five advisors. The results were organised on cards, visually coded and physically placed on a large mural. The sessions were audio-recorded by the academic researchers and collected in a field diary. The collaborative analysis resulted in a set of inclusive proposals that were subsequently discussed in a focus group with educational counsellors.
Results:
The participation of the advisors was essential throughout the process of analysing the results. Working together introduced changes in the strategies for analysing the results. It also helped academics to pay more attention to some of the results. The meeting with the counsellors focused reflection on the organisation of individual support and the training and employment consequences of non-certification at secondary level. Although control of the research process was with the researchers, the agency of the advisors was in crescendo.
Conclusions:
Inclusive research with people with intellectual disabilities has an added value. Structural changes are needed to recognise the contributions of all researchers.

348

Artwork as inclusive space. Supporting encounters at a day activity centre with an artistic profile

Dr. Marie-Louise Stjerna[1], Dr. Helen Knutes Nyqvist[1], Prof. Stephan Hau[2]
[1]Department of Special Education, Stockholm University, , Sweden, [2]Deparment of Psychology, Stockholm University, , Sweden

Background & aim
Drawing on an interdisciplinary research arts project run by the Department of Special Education and the Department of Psychology at Stockholm University in collaboration with a Day Activity Centre with an artistic profile, we explore caring relationships within welfare settings aimed for people with disabilities. Our research takes its point of departure in critical disability studies. The power dynamic of caring relationships is often imbued by ableist ideas positioning the service user as the 'vulnerable disabled Other' and the carer as the 'invulnerable expert practitioner'. Yet, there is also the potential of caring relationships to be more reciprocal.

Method
To explore the dynamics of caring relationships at this activity centre, we have together with them, set up a research arts project about dreams. This research arts project is carried out within the ordinary activities of Studio X, and we carried out an ethnographic study to explore this setting.

Results
Support is given within different situations that arise during an art project. This involves mentoring the participants to develop their art work. This means that the artistic work functions as the common space where interaction take place, and that the encounter with the participants defines how the staff support each individual participant.

Conclusions
Within welfare settings knowledge about the participants' diagnoses offer a point of departure of how to design support. This general knowledge is not sufficient though. It is necessary to gain more specific knowledge about the individual and her needs. This can only be obtained within on-going relationships between the staff and the participant. These caring relationships need to be based on cooperation, instead of paternalistic responses, enabling agency and voice to the participants. Thus, supportive encounters of high quality are characterized by reciprocity, openness, responsiveness and a respect for differences

436

A blessing or a curse: the role of digitalisation in the lives of disabled entrepreneurs

Sára Csillag[1], Dr. Carmen Svastics[2], Dr. Zsuzsanna Győri[1]
[1]Budapest Business University, , Hungary, [2]ELTE, , Hungary

Background
The digital revolution is reshaping modern societies and revolutionising work and working skills especially due to artificial intelligence. However, the impact of these changes on people with disabilities representing 15% of the world's population has been under-researched. Disabled jobseekers – besides lower employment and higher inactivity and unemployment rates – now face more than just physical and attitudinal barriers due to digitalisation.

Aim
In our research, we wanted to discover how digital changes affect entrepreneurs with disabilities (EWD), who occupy a special place in the disability community due to the many benefits and resources (e.g. personal assistance, relational capital) coming from entrepreneurship. Being sensitive to market needs as well as wishing to please (disabled) customers, digitalisation has a special influence on them. Our research question focused on the constraints and opportunities of this transition on EWD, and what new solutions they may have developed to support the success of their businesses.

Method
The research used qualitative methodology and snowball sampling. Semi-structured interviews consisting of 26 open-ended questions were conducted in two stages between 2018-2020 and 2024-2025. A total of 29 EWD participated in the study. The businesses of our respondents included among others, computer technology, construction, clothing, car sales, event management and accounting services.

Results and conclusion
The study identified three distinct strategies EWD use: Some have integrated digital tools into their core business operations and leveraged their innovative and accessible features by providing ICT services, distributing digital tools, and fostering innovation. Others, working in more traditional environments, have embraced digitalisation by utilising its advantages in fields like online learning or parts of business operations like management and marketing. Another group of entrepreneurs have been reluctant to innovate and mainly sees the negative side of digitalisation, perceiving it as a controlling and restrictive force that only creates new challenges.

Knowledge as power? Formal education and learning in the career of entrepreneurs with disabilities

Sára Csillag[1], Dr. Carmen Svastics[2], Dr. Zsuzsanna Győri[1], Dr. Anna Laura Hidegh[3]
[1]Budapest Business University, , Hungary, [2]ELTE, , Hungary, [3]Corvinus, , Hungary

Background
Labour market challenges such as discrimination, low mobility and skills gaps, lack of suitable jobs or limited career opportunities can push people with disabilities to become entrepreneurs rather than employees (Yamamoto et al., 2012) Entrepreneurs with disabilities (EWD) represent a large and heterogeneous but largely "invisible" group (Johnson & Kennedy, 2020) whose career path provides important insights into the dynamics of disability and work (Hidegh et al., 2022, 2023).

Aim
In our paper, we address a topic that has been little studied in the literature on entrepreneurship, disability and HRD: how much school and formal education (e.g. degree, vocational qualification) and what other types of learning experiences (e.g. workplace training, informal learning) shaped the career choices and subsequent career paths of EWD and what personal skills and competences they found necessary to become entrepreneurs.

Method
The research used qualitative methodology and snowball sampling. Semi-structured interviews consisting of 26 open-ended questions were conducted in two stages between 2018-2020 and 2024-2025. A total of 29 EWD participated in the study. Our respondents' businesses included among others, computer technology, construction, clothing, car sales, event management, and accounting services.

Results and conclusion
Finding show that successful entrepreneurship requires integration experience in public education, the establishment of professional skills in institutional learning (e.g. higher education), but equally important are the skills acquired through learning processes at doing sports, singing in a choir or simply 'learning by doing'. The presence of a supportive educator, boss, or coach, as well as supported career guidance also seem important. Further key aspects were that most EWD had to compensate missing entrepreneurial skills (e.g. due to physical and digital inaccessibility) themselves, which lead to their scepticism towards institutionalised learning. Differences regarding congenital and acquired disabilities or parents as entrepreneurs or employees were found but were not apparent between genders.

359

Disability and Homelessness in the UK: contentions in using disability labels to access statutory support

Dr Beth Stone[1]
[1]University Of Bristol, , United Kingdom

Disability is over-represented in homeless populations but is under researched. In England and Wales, people applying for statutory homelessness support by reason of disability must meet a 'vulnerability clause' which involves being assessed by housing officers at their local authority. However, there are no national guidelines on how this clause should be interpreted and implemented. This presentation, based on a novel report and pilot study, will consider the intersection between disability and homelessness and the use of disability labels to access statutory support in the UK context.

This presentation will begin with an overview of the scale of intersection between disability and homelessness, considering government data and research evidence. It will highlight how narrow and misinformed disability categorisations have undermined recording, monitoring and support efforts. Initial findings from a pilot study with disabled service users and statutory support providers will then be presented. Barriers to supporting disabled applicants to access statutory homelessness support will be explored. In particular, the process of recognising disability is complicated by the difficulty of accessing a clinical diagnosis while homelessness as well as assessing officers' lack of awareness of different conditions and their impact.

This presentation will highlight how issues may be compounded in the case of applicants with neurodiverse conditions due to the fact that; conditions and associated behaviours are often misunderstood by assessors, applicants may mask behaviours, applicants may have difficulty explaining the impact of their condition on their day-to-day lives. While it is recognised that specific disability labels can enable support access, this presentation will consider how external applications of labels and classification of individuals as 'vulnerable' can impact self-understanding and identity construction. This presentation will conclude by considering the methodological implications of the pilot study.

Integrating Supported Employment and Psychosocial Services for NEETs with less severe mental health problems

Senior Associate Professor, Phd Inge Storgaard Bonfils[1]
[1]Department of Social Work, University College Copenhagen, , Denmark

Background: In Denmark, there is political awareness towards how the support system can respond to the needs of young people not in education, employment or training (NEETs) who struggle with mental health issues. Several challenges have been identified: Job centres do not systematically identify NEETs with mental health issues, mental health programs are not integrated with education and employment efforts, and multiple actors are involved, often requiring the young person to act as the coordinating link (Norden's Välfärdscenter, 2016). Thus, there is a need for innovative solutions to support this target group in the community.
The presentation builds on a Supported Employment (SE) program targeting NEETs aged 18-30 with symptoms of anxiety and depression. Three Danish job centres participated during a 5-year period, developing models for integrating SE with psychosocial services to promote the young participants' education, employment, and mental well-being outcomes.
Aim: The study examines the collaborative structure between SE and psychosocial interventions. We investigate caseworkers' discretionary reasoning when referring to psychosocial interventions, collaboration with providers, and how organisational structures affect the quality of the SE and psychosocial support.
Methods: The empirical data is based on a longitudinal study with repeated interviews with job centre managers, local project coordinators, and representatives from the psychosocial service providers.
Results: The study identifies seven types of psychosocial interventions and three organisational models. Model A describes the integration of SE and psychosocial services within the job centres, model B characterises a parallel nature of cooperation, where caseworkers refer youth to out-of-house psychosocial services, and model C combines integrated and parallel services.
Conclusion: Preliminary findings suggest that organisational structures play a substantial role in how the job centres approach participants' needs. We discuss how SE practices can become more responsive to NEETs with less severe mental health problems in the future.

Striving Towards Accessibility: Curatorial Perspective on Creating Accessible Art Exhibitions

Agnese Zviedre[1]
[1]Art Academy Of Latvia, , Latvia

Before Latvia regained its independence, considerations of accessibility and disability were largely absent from the Latvian cultural landscape. Even after the collapse of the Soviet Union, when Latvian artists and art institutions undertook a change of strategies from socialism to capitalism, from the East to the West, accessibility remained largely unaddressed within the realm of culture. The turning point came in 2010 when Latvia ratified the United Nations Convention on the Rights of Persons with Disabilities, affirming its commitment to recognising the significance of accessibility across the physical, social, and cultural domains.

Despite the formal commitment to accessibility, it wasn't until 2020 that accessibility in the arts and culture sectors gained substantial attention. Studies revealed a critical gap: cultural and art institutions in Latvia lacked essential knowledge and understanding of the accessibility requirements for including people with disabilities in cultural and art events. Furthermore, these institutions encountered various barriers, including budget constraints, time limitations, and a shortage of expertise, hindering their efforts to make their events accessible.

This paper focuses on the challenges of implementing Western accessibility guidelines for creating accessible exhibitions. As contemporary art evolves with the diverse usage of mediums, materials, and concepts, what is the curators' role in creating accessible exhibitions? Can these measures be integrated into the concept of artworks? The central idea is to reexamine the role of a curator in creating accessible exhibitions and explore the extent of their power and the politics of care in the exhibition-making process.

How equal opportunities affect work ability, job satisfaction, and turnover intentions in employees with disabilities

Nicola V. Glumann[1], Prof Dr Stephan A. Boehm[1]
[1]University of St.Gallen, , Switzerland

Within our workforce, a considerable number of employees has a disability. Given the demographic change, ageing workforce, and the fact that disabilities often develop over time, their proportion will continue to rise (e.g., Dwertmann & Boehm, 2016). Despite this, employees with disabilities are treated as a minority group, face stigma and are disadvantaged throughout their careers. To address this, research has consistently emphasized the importance of creating equal opportunities. Organizations are advised to ensure fairness, e.g., through the implementation of corporate policies (Dwertmann et al., 2016; Shore et al., 2018). Although such a working climate is associated with many benefits, a focus on employees with disabilities, studies on work outcomes, and the use of sophisticated methods to identify causal relationships, are largely missing. Our study aims to fill this gap by exploring the impact of equal opportunities on three crucial work outcomes: work ability, job satisfaction, and turnover intentions. We examined these relationships in a sample of N = 488 employees with disabilities (i.e., physical, sensory, and psychological disabilities) across three time points, each six months apart. All constructs were measured using suitable scales (e.g., equal opportunities; Nishii, 2013). By employing random-intercept cross-lagged panel models (RI-CLPM), we were able to investigate the within-person effects over time, which can be interpreted causally (e.g., Mulder & Hamaker, 2021). Our results show significant, positive effects of equal opportunities on both work ability as well as job satisfaction, meaning that they are improved due to equal opportunities. For the relationship of equal opportunities on turnover intentions, we found a significant, negative effect. Accordingly, turnover intentions are reduced by equal opportunities. These findings present evidence for causal links of equal opportunities with a variety of work outcomes, contribute to a better understanding of how employees with disabilities experience work, and provide important implications for practice.

384

How mentoring students with disabilities shapes leaders' inclusivity at work

Nicola V. Glumann[1], Dr Louisa A. Riess[1], Prof Dr Stephan A. Boehm[1]
[1]University of St.Gallen, , Switzerland

People with disabilities are often underrepresented in the workforce, have a lower chance of finding a job, and are disadvantaged throughout their employee life cycle. To promote their inclusion, leaders play an important role in shaping as well as modeling inclusive workspaces with their behaviors. While recently more traditional management trainings promoting inclusive leadership have seen the light of day, innovative approaches tied to the experiential learning of inclusive leadership are largely lacking. With our study, we explore how working with students with disabilities in a mentoring program affects leaders' diversity beliefs, perspective on disability, and their leadership behavior.

As part of the mentoring program, leaders supported students with disabilities to work on an entrepreneurial project over a period of three months. To evaluate the program, semi-structured guided interviews were conducted with a total of N = 20 leaders who had participated in the program. They were asked about their experiences, their collaboration with the students and insights for their day-to-day work.

Overall, the experience of the program was positive. A total of three areas, in which the program influenced the leaders and their work behaviors, could be identified: First, their perspective on disability was impacted positively, as it encouraged them to focus on individual strengths rather than deficits. Second, their interactions with people with disabilities were improved, reducing fears around contact. Lastly, leaders became aware of the importance of promoting inclusion within the company. Many expressed a desire to actively support this by adapting job advertisements, engaging with decision-makers, or personally including people with disabilities in their teams to lead by example.

Our study shows that participating in the mentoring program brought numerous benefits. It suggests that new, innovative approaches can be worthwhile to successfully change diversity beliefs, leadership behavior and thus contribute to a more inclusive working environment.

Young people who communicate differently and Ireland's Assisted Decision - Making (Capacity) Act

Dr Clíona De Bhailís[1]
[1]Centre for Disability Law and Policy, , Ireland

Disabled people are routinely denied the right to make basic decisions about their lives including decisions about where to live, medical treatment and money. Some groups of disabled people, such as young people, those with complex support needs or who are non-speaking or communicate differently are especially at risk. Since the adoption of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) there is an increasing acceptance that disabled people of all ages, including those with complex support needs, have the right to make decisions on an equal basis with others, and that individuals may require support to make decisions.

In light of this, Ireland has changed its laws in relation to decision making and capacity. The Assisted Decision - Making (Capacity) Act 2015 was given full legal force in April 2023. It made considerable changes to Irish law including offering disabled people an opportunity to make formal agreements with their chosen supporters for the first time. It also changed how a person's decision-making capacity is assessed and placed a person's will and preferences at the core of the decision-making process.

This paper will explore the implications of the Act for young people who are non-speaking, sometimes speaking or communicate differently. It will outline some initial findings from a research project documenting those young people's experiences of using the support options under the Act including findings from a survey with professionals from a broad range of backgrounds.

"Idiotism" in West Germany in the 1950s? - A case study

Julia Kaufmann[1]
[1]Goethe-universität Frankfurt, , Germany

My poster presents a historical case study based on the psychiatric records of a child labelled as "idiotic" in West Germany in the 1950s. Drawing on disability history, my study aims to explore the social and historical constructions of "idiocy" in this specific historical context. By examining the scientific discourses of the time, I aim to understand the historical processes that led to the categorisation of this child as disabled. Central is the question of how the child's difference was distinguished from the so-called "normal". This case study contributes to a broader understanding of the historical and social construction of disability.

My study offers a detailed analysis of the 86-pages patient's file, using historical source criticism as method. By closely examining the language, concepts and classifications used in the record, I seek to uncover the subtle nuances and complexities of the category "idiocy" as it was constructed and applied in the 1950s. To present the data visually, I will use screenshots of various labels and descriptions from the patient's file (in written and anonymised form).

By analysing the record, I am able to reconstruct the child's life history and the intersectional entanglements that took place. Especially diagnoses, causes, prognoses, and therapies were formulated in the record. My analysis reveals that the child's disability is primarily evident in behavioural observations by foster family and nursing staff. Medical records are limited and the medical terms used are vague and inconsistent, lacking a standardised diagnostic system. My study questions the omnipotence of the medical gaze. Instead, the significance of other perspectives and observers for the attribution of "idiocy" is renegotiated.

Becoming a leader: Insights from the University of Iceland's Vocational Diploma Program

Ms Hekla Hólmasdóttir[1], Ms Ágústa Björnsdóttir[1], Professor Kristín Björnsdóttir[1]
[1]University Of Iceland, , Iceland

This presentation will describe a leadership development program within the vocational diploma for students with intellectual disabilities at the University of Iceland. Established in 2007, the program prepares students for roles in education—such as pre-primary schools, after-school clubs, and disability services—while fostering self-advocacy. The leadership program adds two additional years of study, focusing on developing skills that empower students to take on leadership roles and contribute to more inclusive academic environments. The presentation will be delivered from the perspective of a student participating in this program. She will share her experiences of learning alongside other university students, supporting fellow disabled students, and contributing to research and knowledge creation at the School of Education. Through leadership training, students gain the confidence and skills to represent disabled individuals in academic and professional settings, helping to dismantle barriers and promote inclusion in traditionally exclusive spaces. This presentation will emphasize the importance of creating accessible leadership pathways for all students, particularly those with intellectual disabilities, ensuring they can engage meaningfully in professional, academic, and collaborative environments. By expanding its focus on leadership and inclusion, the University of Iceland is leading the way toward a more inclusive higher education system that values and amplifies the contributions of all people.

365

Ethics of Care during the COVID-19 pandemic

Professor Kristín Björnsdóttir[1]
[1]University Of Iceland, , Iceland

This presentation reports on qualitative research that explored the experiences of professionals working in residential settings for people with intellectual disabilities during the COVID-19 pandemic in Iceland. People with intellectual disabilities were at high risk of severe illness due to the coronavirus, especially those who were in residential settings. The study draws on an ethics of care framework and highlights how these 15 carers put their own lives on hold during social restrictions to prioritise the residents' well-being and safety. Semi-structured interviews and focus groups captured the emotional, ethical, and physical challenges the carers faced, including feelings of isolation, fear for the resident's health, and concern for their own and their families safety. Professionals navigated these challenges through a sense of reciprocal care, developing a shared sense of responsibility and solidarity with the individuals they cared for. However, they also struggled with the ethical tensions of restricting their clients' autonomy to protect them from infection. Access to external healthcare support varied significantly, depending on the availability and responsiveness of individual healthcare professionals. This study highlights the importance of feminist care ethics in terms of the professionals' commitment and the complex emotional toll of caregiving in a time of crisis, revealing the critical role that reciprocal relationships play in sustaining care under extreme conditions.

Co-leading research: bridging theory and practice in social work

Ms Josefin Bunis[1], Kim Jansson[1]
[1]Departement of functional support, The City of Gothenburg (Förvaltningen för Funktionsstöd, Göteborgs Stad), , Sweden

Background
An ongoing research project investigates collaboration and knowledge circulation within social services, focusing on professionals' knowledge of people with intellectual disabilities and experiences of violence. The research project team includes researchers and practitioners who also will study the collaborative research process within the project team.

Aim
By integrating theoretical knowledge and practical experience, the project aims not only to generate new insights but also to explore how collaboration between academics and practitioners can enhance the relevance and impact of research in social services.

Methods
The project team consisted of five members – three academic researchers and two practitioners – with the latter representing the disability and social services sector in the City of Gothenburg, Sweden. The project team meets once every two weeks both to discuss different issues and to gather data. During these meetings, both the study and the project team’s own process were discussed and documented.

Results and Conclusions
The collaboration between researchers and practitioners narrowed the gap between researchers and practice, fostering more integrated knowledge production. A key advantage of having both researchers and practitioners co-lead the research lies in the ability of the researchers to draw on the practical expertise of the practitioners to formulate relevant research questions and identify and invite appropriate participants to the study. The results presented here will focus on experiences that the project team has with collecting data through focus groups.

This mutual exchange of knowledge within the project team when the data were gathered revealed both quality and relevance of the study. It also ensures that the research findings are directly applicable to the professional context of social services. By bridging the gap between research and practice, this collaboration promotes knowledge and development and circulation, benefit both the academic and professional spheres within social services.

362

Mind the Gap: Parents' caring for their autistic adult child in a NEET position

Phd. Student Malin Ljungberg[1], Dr. Anneli Silvén Hagström, Dr. Petra Ulmanen
[1]Stockholm University, , Sweden

Background and aims
Being an autistic individual appears to be strongly correlated with not being in education, employment or training, often referred to as NEET (Lindblad et al., 2024). Parents who co-reside with and care for an autistic adult child in a NEET position have described in research how they encounter a gap between their child's needs and the available welfare resources. This study explores how parents care for their autistic adult child given these inadequate circumstances for formal care.

Methods
Twenty narratively structured interviews were conducted using a thematic guide. The material was analysed inductively using thematic analysis (Braun & Clarke, 2006). This was followed by an abductive analysis using James' (1992) and Horowitz' (1985) understanding of caregiving.

Results
The parents aimed to provide care with the goal of no longer being needed, helping their child feel better and gain independence. However, while they offered managerial and emotional labour, the welfare system provided ill-fitting resources. The children were described as lacking both motivation—due to their disabilities, shaped by past experiences of failure and inadequate support—and the ability to manage their seeking formal care independently. The caregiving process was perceived as lacking reciprocity and the parents often felt like they were spinning the wheels of the caring situation, with little forward momentum.

Conclusions
This study contributes by applying a theoretical framework that has primarily been used to study other caregiver groups, demonstrating the need for adaptations to the theory use in order to better understand the caregiving situation of these parents. Further this study highlights the need for the welfare resources in general and the social work specifically to address the needs of the parents.

364

Exploring transitions to adulthood for disabled youth leaving care: reflections from a scoping review

Professor Berni Kelly[1], Dr Ingri-Hanne Brænne Bennwik[2]
[1]Queen's University Belfast, , United Kingdom, [2]VID Specialized University, , Norway

Background
There is a strong body of literature on disabled youth transitions to adulthood and youth ageing out of care reporting concerns about inequalities and fragmented child to adult support services. Researchers in both fields have traditionally ignored the intersections for disabled youth leaving care (e.g. leaving foster or residential care). However, in recent years, disability has been an emerging focus within the care-leaver research. This paper is based on a review of this recent literature addressing the experiences of disabled youth leaving care to advance research in this field.

Aim & Methodology
Arksey and O'Malley's (2005) methodology was adopted to undertake a scoping review of literature on disabled youth leaving care published in peer reviewed journals from 2003-2024. The aim of the review was to: identify the range and type of research on disabled youth leaving care; explore the themes emerging from this global research; and consider the gaps in knowledge and implications for future research. Following a keyword search of databases, results were screened for relevance and a total of 44 journal articles were identified for review. These papers are based on research using varied methodologies conducted in nine countries across Africa, Australia, Europe and North America, including studies that involved disabled youth leaving care as participants.

Results and Conclusions
The paper will present the key findings of the scoping review including: the range and type of research involving disabled care leavers; the complexities of conceptualising disability in the field of leaving care; the experiences of disabled youth leaving care; and areas for further research and theorisation. The findings challenge those researching disabled youth transitions to further consider the heterogeneity of disabled youth in transition and to incorporate critical perspectives that refocus on interdependence and non-normative, diverse pathways to adulthood.

On the move: Changing the rhythms of care in the city

Dr Daniela Vicherat Mattar[1], Prof. Florencia Herrera[2]
[1]Leiden University, , Netherlands, [2]Universidad Diego Portales, , Chile
This paper explores how walking together affects the temporal and spatial dynamics of care in daily-life. We are two collaborating researchers: one non-disabled (DVM) and one disabled (FH). Usually we live apart in two cities: Santiago (Chile) and The Hague (Netherlands), so we are not used to walk side by side. Yet, when coinciding in these cities, how can we take care of one other while moving across them?

Conceptually, the paper draws on the idea of body/territory to explore the mutual definition between bodies and the spaces they inhabit. Methodologically, the research is a multi-sited autoethnography in motion, whereby we examine the relationship between bodies and territories while being ourselves on the move.

Moving together redefined our private mobility (the movement of our bodies) and the way we navigated public spaces (streets, universities). In Santiago, FH moves with the assistance of Syrah, her guide dog, in familiar territory. Syrah eases FH's movement, its body occupies space and influences the pace, while DVM complements the assistance provided by Syrah. In The Hague the situation is different, without her dog, FH uses a cane to walk in an unfamiliar environment. As a local, DVM helps FH navigate spaces that vary in their accessibility. In both cities, the pair must adapt and learn to coordinate their movements to follow the explicit/implicit rules of different territories, to adjust their bodies and pace to avoid obstacles, and to respond to other bodies.

Because we are both researchers, analyzing our walks enabled us to dismantle the classic dichotomy in disability studies between the researcher and participant: a non-disabled researcher observing and studying the movement of a disabled participant. Unsettling this dichotomy afford us the possibility to think and practice the relationality of care, both to one another and in the cities we move across.

How world and moral beliefs influence attitudes towards people with intellectual disabilities

Professor Darren Chadwick[1], Dr Simon Cooper[1], Dr Tracey Platt[2]
[1]Liverpool John Moores University, , United Kingdom, [2]University of Sunderland, , United Kingdom

Background/Aims: Societal beliefs about people with intellectual disabilities are a key factor in ongoing exclusionary practices. The role moral and world beliefs play in this have seldom been considered but may offer routes for public awareness interventions.

Methods: 1000 members of the general public completed the survey gathering primal and moral world beliefs and attitudinal beliefs regarding people with intellectual disabilities. The moral foundations, primal world beliefs and ATTID surveys were used. Data were analysed descriptively and using regression analyses.

Results: Beliefs about the world and moral beliefs were related to attitudes towards people with intellectual disabilities. The primals just, enticing and intentional predicted explicit attitudes as did the moral foundations sanctity, purity, harm/care, hierarchy/obedience and fairness/reciprocity.

Conclusions: Societal orientations towards the world and moral foundational beliefs are predictive of explicit negative beliefs about people with intellectual disabilities. Future research directions and suggested societal level intervention strategies from these findings are presented.

368

'Our Digital Health' Perspectives of people with intellectual disabilities and carers of digital health participation

Professor Darren Chadwick[1], Dr Sue Caton[2], Dr Saqba Batool[1], Dr Susan Buell[3], Dr Paraskevi Triantafyllopoulou[4], Mr. Stephen Blake[5], Ms Samantha Reeves[6], Ms. Kathy McMahon[7], Ms. Jackie Haddow[8], Dr. Chris Fullwood[10], Professor Peter Langdon[9], Dr. Paul Thompson[9], Ms. Joanne Waldron[6], Ms. Sarah Offley[6]

[1]Liverpool John Moores University, , United Kingdom, [2]Manchester Metropolitan University, , United Kingdom, [3]University of Dundee, , United Kingdom, [4]University of Kent, , United Kingdom, [5]Manchester People First, , United Kingdom, [6]Dudley Voices for Choice, , United Kingdom, [7]East Kent Mencap, , United Kingdom, [8]Advocating Together , , United Kingdom, [9]University of Birmingham, , United Kingdom, [10]Birmingham City University, , United Kingdom

Background/Aim: Digital health participation involves using technology to support wellbeing. It is influenced by digital use and access, health and digital literacy, support, societal, financial and design related barriers and facilitators. As societal norms increasingly move towards technology as the interface for health and social interaction for wellbeing it is important to better understand digital healthcare for people with intellectual disabilities. Many people with intellectual disabilities are able to engage with and negotiate digital spaces to influence their own health decisions. However this is variable across what is a heterogenous population. This investigation reports on an inclusive study of digital health participation.

Method: This inclusive qualitative study focusing on the lived experience and everyday understandings of using and accessing technology for health and wellbeing. Qualitative data was gathered from 42 people with intellectual disability in 8 focus groups and 20 paid and family carers in 4 focus groups. Data was analysed using thematic framework analysis.

Findings: The use of technology for engagement with health services and the management of health conditions varied considerably across participants. The use of technology to maintain, support and facilitate everyday aspects of wellbeing and quality of life were highlighted. Key barriers and facilitators of digital health participation were identified including technology design, support and digital literacy. In addition the changing, transitional and developmental aspects of technology use were also important to processes of digital inclusion and exclusion.

Conclusions: Digital health participation is a fundamentally interactional process for people with intellectual disabilities. There is a will to enact human rights with a desire for self-determination, choice and independent use of technology to facilitate everyday wellbeing apparent in the narratives generated in this study.

372

Experiences of Older LGBT+ People with Intellectual Disabilities of Online and Community Spaces and Places

Dr Susan Buell[1], Ms Joanna Gregory[2], Dr Jacqui Lovell[2], Ms Hannah Smart[3], Mr Graeme Smith[4], Mr Shaun Webster[4], Dr Joe Tai[1], Professor Judith Sixsmith[1], Dr Mei Lang Fang[5], Professor Darren Chadwick[2]
[1]University Of Dundee, , United Kingdom, [2]Liverpool John Moore's University, , United Kingdom, [3]People First Mersyside, , United Kingdom, [4]Dudley Voices for Choice, , United Kingdom, [5]Simon Fraser University, , Canada

Background: Older adults with intellectual disabilities face multiple sources of disadvantage, exclusion and stigma. In particular, they are one of the most digitally excluded groups of people with contracted social networks and reduced community inclusion. People who identify as LGBT+ with intellectual disabilities often face further disadvantage with their sexuality overlooked or suppressed by carers and others. This study focusses on intersections of inclusion and exclusion for those who are older with intellectual disabilities and who also identify as LGBTQ+. The aim of this research is to explore and understand the inclusion and exclusion experiences of older people with intellectual disabilities including those who identify as LGBT+ of inclusion and exclusion in community places and online spaces.

Method: The study presents thematic synthesis of findings from a series of different qualitative data generation approaches: (i) a life story study involving older adults with intellectual disabilities, including those who identify as LGBT+ and (ii) a place study where experiences of online and offline spaces and places were recorded and geolocation tracked in real time.

Findings: Barriers to inclusion included limited opportunities and fear of being badly treated. Facilitators of inclusion included people's good support networks and the ability to advocate for themselves. For those older people who also identified as LGBT+ narratives of coming out and the epiphanies, supports, challenges and emotional work around this process was acknowledged as a key life transition. Enacting this identity in online and offline spaces demonstrated a mixture of absent, positive and negative experiences.

Conclusions and implications: Implications and strategies to enhance inclusion derived from the findings include consideration of how to overcome barriers and facilitate inclusion. This includes strategies that can be used by people with intellectual disabilities, their carers, community and technology development organisations and local services.

Participation, voice and control in disability and mental health services across Europe

Michael Rasell[1]
[1]University of Innsbruck, , Austria

Background aims: Disability rights activism, independent living approaches and UNCRPD principles all emphasise the importance of having control over the format and delivery of social services in line with the well-known slogan ‘nothing about us without us’. This paper therefore analyses experiences of voice and participation in disability and mental health services in six EU countries: Austria, Denmark, France, Portugal, Poland and Romania.

Methods: Data comes from participatory research guided by advisory groups of people with disabilities as part of the Horizon Europe research project ‘Increasing responsiveness to citizen voice in social services’ (RESPONSIVE). Interviews and focus groups with 230 people using disability or mental health services were conducted across the six countries in 2023, followed by inductive thematic analysis and checking findings with the advisory groups.

Results: a range of intersecting factors inhibit participation and voice in disability services. Research participants reported feeling positioned in the role of ‘recipient’ or ‘patient’ rather than as people with expertise to make decisions affecting their lives. Limited information on rights and processes within social services can reduce confidence in making complaints or reporting violations, especially when the range of services on offer is small. Fears of negative consequences from raising voice highlight asymmetric power relations and were sometimes informed by past experiences of coercion within services. In such contexts, peer support and peer work were welcomed as ways of repositioning knowledge and voice in social services.

Conclusions: policy-practice models need a clear focus on making social services responsive to the expertise and voice of people with disabilities. More implicit approaches towards participation run the risk of maintaining the disempowered position of people using disability services. Such results can inform reforms to disability services in EU countries, including deinstitutionalisation and the launch of community-based services.

369

Dignity and self-determination of adults with Down syndrome

Prof. Hege Gjertsen[1], Dr. Janikke Solstad Vedeler[2]
[1]UiT The Arctic University of Norway, , Norway, [2]NOVA, Norwegian Social Research, , Norway

Background aims
Knowledge of living conditions and quality of life can contribute to increased participation and equality for people with intellectual disabilities, including adults with Down syndrome. In 2024, NOVA, Norwegian Social Research, and UiT, The Arctic University of Norway, conducted a pilot study of the living conditions among a smaller sample of adults with Down syndrome, on behalf of the interest organization Down syndrome Norway. In the research process we worked together with co-researchers with Down syndrome to prepare a questionnaire and methodological design. The study included two research questions: How can we obtain knowledge about living conditions and quality of life among adults with Down syndrome? What are the living conditions among a sample of adults with Down syndrome?
Based on the results from the pilot survey and the collaboration with the co-researchers with Down syndrome, we want to discuss opportunities and challenges related to dignity and self-determination of adults with Down syndrome, by using theory of Martha Nussbaum.

Methods
We conducted a quantitative survey of the living conditions and quality of life among a sample of adults with Down syndrome. The persons with Down syndrome answered the survey themselves.

Results
Persons with Down syndrome report, in general, being satisfied with most areas of life. At the same time, on some areas they have poorer living conditions than the population in general, especially when it comes to self-determination. The respondents report that parents or service providers in group homes decide a lot when it comes to where they should live etc.

Conclusions
Drawing on Nussbaum's theory, we discuss our results linking them to the UNCRPD, in particular to Article 3 General principles and Article 31 Statistics and data collection.

Humanizing Resources: Analyzing Employment Opportunities for the Disabled in Qatar

Miss Khansa Maria[1], Mr Abdul Rehmaan Qayyum[1]
[1]University Of Oxford, , United Kingdom

This research focused on the inclusion of individuals with disabilities in Qatar's workforce. The study was threefold: first, it collected data on current initiatives and organizations that promoted disability inclusion. Second, it investigated the effectiveness of these initiatives by examining their outreach capacity and success in integrating disabled people. Lastly, the project generated hypotheses for future research to explore the factors that influenced the integration of disabled individuals into the workforce.

With approximately 7,643 disabled individuals in Qatar, societal expectations often prevented them from contributing, despite their ability to do so when provided with adequate resources and opportunities. This research used the social model of disability to frame these issues and highlighted the importance of employment for disabled people. Employment fostered self-sufficiency, self-worth, and personal growth. However, the employment rate was only 25%, underscoring the challenges they faced in accessing opportunities.

Although Qatar ratified the Convention on the Rights of Persons with Disabilities (CRPD) and passed legislation, gaps in policy implementation remained. The study examined existing laws and initiatives, such as MADA (Qatar Assistive Technology Center), Noor Institute, and Shafallah, which aimed to bridge the gap between disabled and able-bodied individuals. It assessed the success of these programs, focusing on three key aspects: the barriers preventing disabled people from joining the workforce, factors that helped them find employment, and the shortcomings in current policies, hindering their integration.

Using qualitative and quantitative research methods, the project analyzed policy effectiveness, examined employment statistics, and conducted interviews with stakeholders. The research culminated in recommendations to improve policies, contributing to Qatar's Vision 2030, to ensure equality and justice.

This project was significant because it addressed the under-researched area of disability inclusion in Qatar and provided insights into how societal, legal, and organizational structures could be optimized to better integrate disabled individuals into the workforce.

382

How representations of dirt maintain classificatory order in a group home for people with ID

Assistant Professor Of Social Education Stine Marlen Henriksen[1], Professor of Sociology Johans Tveit Sandvin[1]
[1]Nord University, , Norway

According to Mary Douglas, dirt is disorder, or 'matter out of place'. For example, socks may be clean but become dirt when placed on the kitchen table. The same can apply to people. People with disabilities have historically been, and in many ways still are, regarded as 'unfit' and 'out of order', and thus subject to shifting systems of ordering.

This paper reports on an article titled 'You Never Know where their Hands Have Been' – the Notion of Intellectual Disability as Contaminated, published by the authors in 2023. It explores the symbolic meaning of dirt in a Norwegian group home for people diagnosed with intellectual disabilities (ID). Dirt manifested in various, often contradictory and ambiguous ways, through materials, rituals, social regulations, and staff's verbal statements. The data for this paper stem from 286 hours of participant observation carried out at the group home. The participants included two (out of four) residents, both older men with limited verbal language, and 13 staff members providing daily care for the residents.

We see representations of dirt – such as the separate chairs for staff and residents, staff's use of workwear due to a perceived 'risk of contagion', and the frequent, intensive washing of clothes and cups touched by the residents – as linked to residents' status as intellectually disabled, and furthermore, as part of an institutional work to preserve a classificatory order in staff's relationship with the residents. This kind of work may be due to a failed deinstitutionalization reform that only addressed the physical institutions and not the social ones: the institutional identities and orders upon which the physical institutions were based.

Opportunities for immersive work places: Ambient Displays as Interactive Infopoints in a Vocational Work/Training Centre

Prof. Dr. Frauke Mörike[1], Ms Jana-Sophie Effert[1]
[1]Technische Universität Dortmund, , Germany

Background and Aims
The daily work routines in vocational training centers for people with disabilities yield numerous opportunities for interaction and engagement. To utilize these opportunities through digitalization, a project-based learning study was conducted to enhance internal communication on daily news, activities, and job opportunities at a vocational training and work center in Germany. The goal was to offer accessible peripheral information, supporting inclusion by minimizing cognitive load and fostering workplace interaction. Through ambient displays and close collaboration between the center, student project team, and researchers, a user-friendly, barrier-free digital Infopoint was developed.

Methods
Following a participatory, human-centered design approach, the project employed interactive workshops, focus groups, participant observations, and semi-structured interviews. This multi-method approach ensured the Infopoint addressed the specific interests of workers with disabilities by incorporating their feedback into an iterative design process.

Results
The Infopoint provides user-oriented categories such as soccer, job listings, news, food, and leisure. Job offers include internal and external positions with clear descriptions and images, while leisure activities feature well-known keywords and pictures of past events. the placement of displays was similarly collaboratively determined, positioning them in high-traffic areas to encourage independent exploration of tailored information.

Conclusions
Future research will examine the use of ambient displays in similar low-tech environments, focusing on their potential to enhance occupational participation and skill development. This project demonstrates the value of inclusive design in vocational settings, balancing technological innovation with accessibility and user-centered needs.

Triage during Covid-19 as a source of fear among disabled people in Iceland

Dr Ástríður Stefánsdóttir[1]
[1]University Of Iceland, , Iceland

Triage is the matching of patients to available healthcare resources in conditions of resource scarcity. The COVID-19 pandemic created conditions of resource scarcity such as limited numbers of critical care beds and ventilators. Patients were declined admission to ICU during the pandemic for being either too well or having too poor of a prognosis. Such conditions raise questions regarding how healthcare workers are supposed to make admission decisions to intensive care units and allocate ventilators. Many nations re-evaluated their triage guidelines during the pandemic (Bognar, 2024) including the National University Hospital of Iceland. This presentation discusses the Icelandic framework, grounded on the Clinical Frailty Scale (CFS) which assigns scores to patients based on their vulnerability to disease or adverse outcomes (Bognar, 2024). The use of the scale for clinical practice has been widely discussed within the fields of ethics, disability, and geriatrics (Bognar, 2024; Festen, et.al., 2021; Oliver, 2021; Wilkinson, 2021) where it has been criticized for being ill suited for evaluating the frailty of disabled patients (Festen, et.al., 2021; Liddiard, 2020). It will be argued that it is necessary to respond to this criticism and develop a more just framework. Consequently, it is necessary to develop and discuss the ethical approach used as a base for such framework. Firstly, the main criticism on the CFS as a mean to allocate patients will be outlined and evaluated. Secondly, the author introduces views expressed by disabled people in Iceland and their family members on how they fear triage decisions might affect them. Finally, an ethical approach is suggested that could counteract marginalization in the distribution of scarce resources in the health service during crisis.

Child welfare services, disabled children, and their families: An international comparative social policy analysis

Dr. Rahel More[1]
[1]University Of Graz, , Austria

Background Aims
This study aims to compare child welfare and protection (CWP) services in Austria, Iceland and Ireland, and to analyse how inclusive these services are of disabled children and their families. For this, CWP is approached from a human rights perspective and by drawing from theories on childhood dis/ability and intersectionality. Linking the concept of ableism to intersectionality theory offers perspectives on the relevance of intertwined social positions, including dis/ability, race and migration, class and gender to the provision and receipt of CWP services. By (not) including disabled children and their families, CWP systems play a central role in the construction of dis/abled children.
Methods
Methodologically, the study draws upon critical discourse analysis linked to comparative policy analysis. This paper presents the first part of this international comparative study: An interpretative social policy analysis of documents such as action plans and parliamentary debates relating to disabled children and CWP in Austria, Iceland and Ireland from 2000 to 2023.
Findings
The emerging findings of the forthcoming social policy analysis reveal both differences and parallels of policy debates where childhood disability and CWP overlap. Parallels concern issues of separate system competences and responsibilities (e.g. CWP vs. disability vs. migration), while differences relate to the sociopolitical specifics of Austria, Iceland and Ireland, including recent legal reforms and policy changes in the fields of disability and CWP.
Conclusions
The international comparison of social policy between Austria, Iceland and Ireland offers perspectives both for policy development and for professionals working with disabled children and their families. The findings of the social policy analysis will be complemented and/or contrasted by case studies with disabled children and their families in each of the three countries in the next phase of the research project. This will ultimately inform the provision of better CWP services.

A questionnaire survey of teachers' knowledge of attention deficit hyperactivity disorder

Zsófia Szigethi[1]
[1]ELTE Faculty of Education and Psychology, , Hungary

Background aims: Attention Deficit Hyperactivity Disorder (ADHD) is one of the most commonly diagnosed child psychiatric conditions, affecting approximately 5% of primary school-aged children. Inclusive education of children diagnosed with ADHD is a daily challenge in primary schools. Teachers' attitudes are key factors in the success of inclusive education for children with special educational needs. Research findings suggest that teachers' attitudes towards pupils with special educational needs are closely related to the knowledge they have acquired on the subject during their pedagogical studies.
However, international research suggests that a large proportion of teachers feel unprepared to deal with pupils diagnosed with ADHD and would like more opportunities to develop their competencies in this area.
Methods: In this presentation, we present the results of the Hungarian adaptation of the Knowledge of Attention Deficit Disorder Scale (KADDS). The KADDS questionnaire consists of 39 items measuring teachers' knowledge and misconceptions about ADHD in three areas: general information about the nature, causes and prognosis of ADHD; symptoms and diagnosis of ADHD; and treatment of ADHD.
Results: Based on the responses of the 150 teachers who completed the questionnaire, the Hungarian version of the scale is a reliable measure of overall ADHD knowledge, and similar to international research, our results suggest that Hungarian teachers do not have sufficient knowledge about ADHD. Of the three areas investigated, the level of knowledge of the teachers who completed the questionnaire was the lowest in relation to the treatment of ADHD.
Conclusions: In our presentation we present detailed results on teachers' knowledge, the correlation between their knowledge level and certain factors, and their practical conclusions.

Learning disabilities, 'dodgy data' and academia

Professor of Social Care Sara Ryan[1]
[1]Manchester Metropolitan University, , United Kingdom

People with learning disabilities are subjected to unremarked upon, absurd and damaging health and social care which manifests in enduring health inequalities. For example, in the UK the same social care staff championing people's right to choose what to eat, nimbly use silencing techniques when sexual intimacy is raised. People are prescribed medication without formal mental health diagnoses by general practitioners (GPs) contravening acceptable medical practice, yet only 26% of people with learning disabilities are registered with GPs to receive annual health checks which include medication reviews. Excuses for this low registration rate include GPs not knowing which code to use.

The academic community can be complicit in these violences through our ableist practices and assumptions, our uncritical use of oppressive language and acceptance of human rights breaches written into our published work. For example, the wider academic community regularly use 'learning disability' as an exclusion criterion in health research, Critical Disability Studies scholars typically ignore 'the elephant in the room' in theoretical debates and learning disability scholars optimistically present recommendations as answers to ending enduring inequalities with little reflection on what has come before. Drawing on the term diagnostic overshadowing used in healthcare, I suggest the research community, including funders, ethics committees and journal editors, adopt research overshadowing practices in relation to learning disabilities.

In this paper, I argue the evidence-base in relation to learning disabilities, within and outside of Critical Disability Studies lacks rigour and robustness due to 'dodgy data' generation. Epistemic ignorance demonstrated by researchers is likely underpinned by not knowing and not understanding much, or anything, about learning disability, and working within siloes of narrow interests. This is a social justice issue. The academic community should do better and do more to redress this, and I explore ways in which this might be addressed.

Work journeys: autistic women's experiences in an Irish context

Dr. Claire Gleeson[1], Dr. Clodagh Nolan[1], Dr. Michelle Spirtos[1], Prof. Elizabeth McKay
[1]Trinity College Dublin, , Ireland

Background Aims:
Taylor and DaWalt (2020) have highlighted the importance of including autistic women's voices, to increase our understanding of their lives with a particular need to explore their experience of the working world (Hayward et al., 2018). Previous research has predominantly focused on general trends of employment for autistic individuals, with limited knowledge about autistic employees work journeys and trajectories (Raymaker et al., 2023), even more so for autistic women. The literature has tended to have a short-term view of work, focusing on a particular work experience, rather than the work experience across time, identifying a significant gap in our knowledge. With the increasing recognition of the importance of adopting a neuroaffirmative approach, this paper foregrounds the perspectives and voice of autistic women. It aims to broaden our understanding of the unique work journeys experienced by the women offering lived experience insights.

Method:
A narrative inquiry methodology was used to centralise the voices of the women (Polkinghorne, 1995). Multiple interviews were completed with twelve women where they shared their meaning making and experiences through the process of narrating their work journey and story.

Results:
An analysis of narratives highlighted that the women's work journeys were characterised by unemployment, underemployment, and instability, as well as challenges in crafting and shaping a work path. Furthermore, across their journeys was evidence of autistic burnout, which resulted in the women leaving employment and taking time out. High levels of mobility and change influenced their work paths accentuating their work journeys as patchwork and chequered.

Conclusion:
The narratives shared by these women deepen our understanding of the work experiences of autistic women, prompting us to explore how we can better support them in securing and sustaining employment, while also helping them discover fulfilling career journeys where they can succeed and thrive.

Congenital deafBlindness, alienation and the problem of double readability

Anstein Gregersen[1]
[1]University Of Inland Norway (Inland Norway University Of Applied Sciences), , Norway

Background

Dual sensory loss, or DeafBlindness, can make participation in society challenging, and children with congenital DeafBlindness (CDB) are especially vulnerable to exclusion and social pathologies. In addition to affecting their well-being this dual sensory loss also heightens their developmental risk.

It is well-recognized in both the literature and in practice that one challenge in interactions with children with CDB is that there can be low readability of their communicative acts. This puts the child at risk for being misunderstood and/or their expressions being overlooked, this in turn can affect both well-being and development. While the problem of low readability of the child is well-established this paper argues that deaf blind studies has not addressed the importance of readability the other way around. That is, how readable are seeing and hearing partners for the child with CDB? And how readable are the social structures the child inevitably is tangled in?

Method:
This paper uses descriptions of concrete interactions between a child with CDB and communication partners as well as philosophical analysis. It discusses parts of John Lee Clark´s recent Touch the Future and the philosopher Rahel Jaeggi´s understanding of alienation.

Results:
The philosophical discussion aims to show that how a child, or person, with CDB appropriates the world is important. Appropriation for Jaeggi is understood as how we establish relations to ourselves and the world. Alienation is understood as disturbance in this relation to self and the world.

Conclusion:
The paper argues that deafblind studies should take double readability seriously – that is the child´s readability for partners as well as the partner´s readability for the child. Double readability is important for the child with CDB´s appropriation process of the self and the world. If such double readability lacks, there is an heighten risk of social pathologies like alienation.

385

Recruiting disabled election candidates: Exploring the accessibility of party selection processes in Britain

Prof Elizabeth Evans[2], Dr Stefanie Reher[1]
[1]University of Strathclyde, , United Kingdom, [2]University of Southampton, , United Kingdom
Political parties in the UK and elsewhere have, to varying degrees, tried to diversify the pool of candidates from which they can select. Attempts to eradicate the range of institutional and cultural barriers experienced by candidates from under-represented groups, such as women and racially minoritized communities, are beginning to bear fruit. However, there has been less attention paid to the specific processes and norms which might make it harder for disabled people to get selected as candidates for elected office. Accordingly, this study takes the UK as its case study to address two inter-related questions: 1) what are the political parties doing to make candidate selection more accessible for disabled people?; And 2) what are the experiences of disabled people who participate in the candidate selection process? Drawing upon analysis of formal party rules and processes, alongside interviews undertaken with over 80 disabled candidates, politicians, and party activists from across the political spectrum, we find a great deal of asymmetry in terms of party approaches. We also identify gaps between formal rules adopted to ensure accessibility and the experiences of disabled candidates. Along the way we also note some of the methodological and empirical challenges of studying candidate selection processes in relation to disability.

564

"As if we weren't welcome": the right to the city for older people with disabilities

Professor Emilie Raymond[1]
[1]Université Laval, , Canada

The topic of social participation is dominant in contemporary discourses and policy on aging. However, inclusive access to mobility and public spaces—essential for the free social participation of older people—is rarely problematized. This presentation outlines the results of two studies that documented the perspectives of 40 older individuals with various types of mobility, hearing, visual, intellectual, pain-related, and/or psychological disabilities regarding their access to the city. Individual interviews and walking interviews were conducted to understand what facilitates or hinders mobility and participation from the viewpoint of those primarily affected. The results will focus on the social environment, defined as the way society is organized, particularly concerning state governance, services for citizens, and relationships among individuals. Overall, older people with disabilities often perceive that they are unwelcome and disturbing when seeking to engage in social interactions and activities. Four elements influencing their social inclusion will be discussed. Firstly, the presence of a companion (personal assistant, volunteer, or relative) can greatly increase the experience of safety and enjoyment during social activities. Additionally, this type of support could alleviate the mental burden sensed by participants regarding social participation. Secondly, the attitudes of people encountered in public spaces are central to the research participants. Spontaneous interactions, particularly those prompted by their requests for support or their appearance, can lead them to feel invisible, stigmatized, or bothersome, or conversely, included and recognized. Thirdly, the organization of public services, community settings, and shopping facilities significantly affects the accessibility of the city for older adults with disabilities, especially regarding the presence of staff willing to listen to their accommodation needs and available to respond to them. Finally, the ability to obtain and use appropriate assistive devices is a crucial condition for the mobility and social participation of many participants.

389

An exploration of the worklife experiences of UK autistic women

Dr Tracy Turner[1]
[1]University Of Hertfordshire, , United Kingdom

Background aims

Studies suggest that few autistic women are employed in the workplace. However, because many autistic women are diagnosed or self-identify later in life they may have been employed in numerous workplaces.

Methods

This qualitative study applied oral history interviewing techniques with 35 autistic female participants. The semi-structured interviews were analysed using reflexive thematic analysis and a theoretical and conceptual framework of autism and identity.

Results

Analysis showed that autistic women carry out jobs beyond stereotypical assumptions, however, some women had chaotic employment patterns with multiple jobs undertaken. Autistic women undertook identity work, impression management and masking in the workplace, triggering anxiety and stigma. Before diagnosis or self-identifying they may be unable to resolve their identity, leading to stigmatisation, but after receiving a diagnosis/self-identifying the women were able to reappraise their careers and lives.

Findings showed that an autism diagnosis could provide a gateway to workplace support and access to accommodations that might improve the interview or employment experience. A variety of challenges were faced by autistic women in the workplace, suggesting that double empathy problems occurred due to a breakdown of communication or understanding between the autistic woman and their allistic co-worker, supervisor, or manager. Exhaustion or ‘autistic burnout’ was a feature for many participants, and a direct result of masking. Reasonable adjustments were inconsistent in the workplace, due either to participants not disclosing their diagnosis, or to a lack of understanding by employers about what adjustments could be made.

Conclusions

This study highlights the continuing need for easy access to diagnostic services so that autistic women may receive appropriate support for all areas of their lives. Career guidance for autistic people needs to be based on the strengths and interests of the individual and could include guidance from older autistic workers currently in the workplace.

399

Digitalization and Disability: Building Inclusive Bridges

Phd Candidate Janaina Bull[1]
[1]Kristiania University College, , Norway

Background and Aims:
The rapid digitalization of society presents both challenges and opportunities for individuals living with disabilities. This study explores the intersections of disability studies and digital technology, focusing on accessibility, the implications of the Convention on the Rights of Persons with Disabilities (CRPD), and the broader societal impacts of. By examining these relationships, we aim to understand how digital tools can be made inclusive and how current disability theories can evolve in response.

Methods:
Using a qualitative, interdisciplinary approach, this research involves expert interviews with destination managers to investigate their digital accessibility practices and the organisational contexts that shape these efforts. Additionally, we explore the digital divide related to disabilities, focusing on both access to and usage of digital tools. Co-creative methods, including photo-elicitation and participatory drawing, will be explored to understand how this can nuance data from diverse community members about their experiences and needs regarding digital technology.

Results:
Preliminary findings, currently in progress, will address significant discrepancies in the accessibility of digital tools, influenced by norms and standards. Interviews will explore the need for improved digital practices while identifying barriers such as limited resources and varying awareness of disability rights. Insights from community participatory methods will highlight the lived experiences of individuals with disabilities, emphasising the importance of inclusive communication and the representation of people with disabilities in digital spaces.

Conclusions:
This study underscores the need to integrate disability perspectives into digitalisation discourse. By aligning digital accessibility practices with the CRPD and considering global inequalities, the research aims to understand how individuals with disabilities and managers can collaboratively foster a more inclusive digital society. Findings will prompt a revaluation of current disability theories in light of digital advancements, investigating how co-creative approaches can enhance our understanding of citizenship and ability norms in the digital age.

Inability to understand my lived experience- the perspective of Swedish adult personal assistance users

Phd Lill Hultman[1]
[1]Marie Cederschiöld Högskola, , Sweden

Late modern society has meant that people's living situation, materially and culturally, has been diversified, and as citizens we have gained an increased ability to make individual choices about our lives. However, this development is not always visible in the lives of disabled people who utilize personal assistance since their possibility to live an independent life depends on access to and quality of the personal assistance obtained. This interview study is built on the perspective of 10 Swedish adults between the ages 27-66 years living with personal assistance in their everyday life. Through a thematic analysis the overall theme, the inability to understand my life situation, emerged, and associated sub-themes; Assessment of my life world, the invisibility of lived experience, and dependence of family members, emerged. Utilizing Fricker's concept of epistemic injustice demonstrate how the experience-based knowledge of assistance users is undermined by professionals' tendency to ignore and devalue their lived experience where the looping effects of testimonial and hermeneutical injustice, combined with medically informed perspectives, create barriers for participation both in the assessment process and in the implementation of PA. For some assistance users, epistemic injustice is most prominent in the assessment process when they describe their needs and wishes, and for others, epistemic injustice becomes visible in the implementation where personal assistants as well as assistant providers need to understand the difference between care and personal assistance. Individual, assistance users' valuable knowledge that can contribute to developing the quality of various individual support efforts is lost, because the perspective from the inside does not become part of the collective epistemic resources necessary to develop PA in a life course perspective.

Struggling for epistemic justice - a duo-autoethnographic approach.

Phd Lill Hultman[1], Ms Maya Hultman
[1]Marie Cederschiöld Högskola, , Sweden

In Sweden, support and service to people with disabilities is provided under the Act concerning Support and Service for Persons with Certain Functional Impairments, known as the LSS act (SFS, 1983). In LSS, it is central that people with disabilities are accentuated as citizens and are assured equal rights as other people in society have (e.g., Grunewald 2008). Personal assistance (PA) differs from other forms of care, because the assistance user is in control of how, when and by whom they are supported. The relationship between personal assistants and assistance users is fundamental to ensure self-determination in everyday life (Giertz, 2012). However, it requires a well-functioning relationship between assistance users and personal assistants. Assistants take on different roles in relation to different assistance users (Guldvik, et. al, 2014). The present article explores the intersection between disability and the emotions evoked by the experience of living with PA in everyday life. As mother and daughter, we are bound by our mutual experiences of being recipients of disability support. Focusing on our experiences of having linked lives underlines the entanglement of having different roles vis-a vis each other. Utilizing a duo-ethnographic approach we have identified three themes, Dismissal of lived experience and the importance of understanding crip time, The need for emotional work and moral commitment and Managing our conflicting needs in the light of emotional work and linked lives. The findings show that difficulties in validating the lived experience of assistance users and family members, in the implementation of PA creates patterns of epistemic injustice, which are further exacerbated by imposed demands for emotional labour or emotion work. The article underlines the complexity of living with PA and the need for policy makers to consider a person with need for lifelong support.

395

HR perspectives on inclusion of employees with disabilities, when working from home

PhD student Suzanne Millmark[1]
[1]Arbetsvetenskap, , Sweden

Background aims

Remote work has increased since Covid 19. Williamson et al. (2024) argue in their study that working from home offers opportunities to accommodate employees with disabilities. When it comes to fostering an inclusive work environment, Human Resource (HR) play a crucial role (Meacham et al., 2017). However, a literature review from Schloemer et al. (2022) indicates that HR has not sufficiently addressed the complexity surrounding disabilities in organizations.

There is a need for more research to investigate the components of the new ways of working and invisible disabilities (Klinksiek et al., 2023). Schur et al. (2020) call for more research about disability inclusive employment policies. This study aims to fill this knowledge gap.

The purpose of the presentation is to share the findings from a Swedish qualitative study on HR perspectives regarding what benefits and hinders inclusion of employees with disabilities, in remote work settings.

Methods

Twelve HR professionals (ages 30-65) from eight different municipalities shared their experiences on inclusion when working from home, in semi structured interviews. Additionally, a document analysis was conducted, based on policies from the municipalities included in the study.

Results

The results showed the importance of an inclusive work culture within the entire organization, where HR offered several strategies in creating a supportive, welcoming and respectful work climate. Texted films, workshops, role-playing and education about diversities was perceived as successful. However, there was a lack of competence, where invisible disabilities was experienced as difficult to handle.

Conclusion

In order to create an inclusive work culture for employees with disabilities, it was important to have diversity on the agenda, to talk about it and work with it on a daily basis. However, this did not happen when disabilities was not a prioritized matter, or when there was a lack of competence.

428

Experiences of neurodivergent occupational therapy students in simulated fieldwork

Ms Annelise Ryan[1], Dr Rebecca Barton[1], Ms Celine Serrano-Diaz[1]
[1]University of Sydney, , Australia

Background/aims:
Awareness and prevalence of neurodivergence has increased in recent years and there is growing recognition of the strengths and contribution of neurodivergent individuals in the workplace. This is true for health services, where there is a recognised need to ensure representation of previously marginalised and under-represented groups, including those with disability, in the workforce. However, neurodivergent health professional students have diverse needs and may require adjustments to support their learning in their university courses. Although there is a growing body of literature around adjustments for neurodivergent students in theory-based aspects of university courses, there is a paucity of research focused on supporting their engagement in placement and simulation-based learning activities, which are used widely in health professional education. Consequently, the aim of our research was to explore the experiences and perspectives of neurodivergent occupational therapy students engaging in simulated fieldwork.

Method:
We employed a narrative approach, involving semi-structured interviews with six neurodivergent occupational therapy students who completed a simulated fieldwork course at an Australian university between 2021 and 2024. Data was analysed using reflexive thematic analysis.

Results:
Findings are centred around the experiences of students navigating their identities as occupational therapists in the context of simulation. Students attempted to create a “fit” between narratives about what it means to be a “good” OT, and their understandings of themselves and their neurodivergence. In creating this fit, they were faced with challenges around identifying what matters, and implementing navigation strategies that supported them to achieve a sense of fit. They also identified a range of factors that supported or inhibited their navigation through simulated fieldwork.

Conclusion:
The findings of this research provide valuable insights to inform more inclusive design of simulated fieldwork learning experiences and raise important questions about normative expectations embedded in occupational therapy education.

Critical Analysis of Japan's Special Education Personnel Transfer System: Challenges and Reform Implications

Dr. Risa Nara[1], Dr Ayano Ikeda[2]
[1]Osaka Kyoiku University, , Japan, [2]Yamagata University, ,

Objective: In Japan, public school teachers are subject to a rotation system that prevents long-term placement at a single school, aiming to promote fairness and professional growth. However, applying this system to special education teachers presents specific challenges. This study examines issues related to the personnel transfer system for special education teachers in Japan.

Methodology: Semi-structured interviews were conducted with 48 university faculty members involved in teacher education across Japan. These interviews sought their views on the teacher rotation system and its impact on special education.

Findings: None of the participants provided a positive assessment of the current transfer system. All 48 expressed negative evaluations, highlighting the transfer system as a significant barrier to professional development. Frequent transfers were criticized for disrupting the continuity needed for teachers to deepen their expertise in special education, thereby hindering skill development and the cultivation of specialized knowledge.

Discussion: The findings suggest that the recruitment and reassignment practices for special education teachers do not adequately consider the specialized skills of individual educators. This lack of attention to expertise raises concerns about the system's ability to effectively support teachers in addressing the complex needs of special education students. Consequently, it is recommended that educational boards undertake a thorough review of the criteria for personnel transfers, teacher evaluation methods, and professional development frameworks.

Conclusion: Japan's teacher rotation system, which focuses on developing generalists, limits the advancement of specialized expertise in special education, especially when compared to Western models. This study emphasizes the need for systemic reforms to better support the specialized educational needs of students with disabilities and improve the overall quality of special education in Japan.

Insights from an archive: the importance to Disability Studies of movement publications and 'non-academic' literature

Steve Graby[1]
[1]Greater Manchester Coalition Of Disabled People, , United Kingdom

Disability Studies, in the UK as well as arguably in other countries, evolved from the activist theorising of 'organic intellectuals' involved in disabled people's liberation movements. Many of its key concepts, including the social model of disability, inclusive education and independent living, were therefore developed not in universities or by professional researchers but in activist discussions, often internal to disabled people's organisations (DPOs), and many significant early theoretical and strategic contributions to DS were not published in peer-reviewed academic journals, but in periodicals and 'occasional papers' produced by DPOs.

Some of these writings have been included in published Disability Studies 'readers' and/or syllabi for university courses, and as a consequence they are widely cited and can be considered foundational texts for Disability Studies; yet many other works of arguably equal insight have remained obscure. This is largely because there has hitherto been little public access to these publications.

The Disabled People's Archive (DPA) in Manchester, UK contains a significant, but nonetheless incomplete, collection of such publications, which we are in the process of digitising, converting into accessible formats, and making publicly available. In my presentation I will profile some key publications from British DPOs hosted by the DPA, and their largely untapped potential to inform academic research and theory in Disability Studies, and to restore its continued relevance to disabled people's lived experiences.

Movement-based archives are sites of possibility for collaboration between academic researchers and DPOs, with potential both for immediate practical benefit for disabled people and for enriching theories of disability and their explanatory power. While DPOs as they currently exist and the academic discipline of Disability Studies have diverged from their common roots, archives and the 'non-academic' literature that they contain can help to bring them back together to the benefit of both.

406

Comparison of healthcare and rehabilitation systems in India and Norway for persons with disability

Professor Marianne Hedlund[1], Dr Aarti Nagarkar[2], Prof Bodil J. Landstad[3,4]
[1]Dep Of Social Work, Norwegian University Of Science And Technology (NTNU), , Norway, [2]Department of Health Sciences, Savitribai Phule Pune University (SPPU) , , India, [3]Faculty of Human Sciences, Mid Sweden University, Östersund, , Sweden, [4]Unit of Research, Education and Development, Östersund Hospital, Östersund, , Sweden

Background
Social protection programs are crucial in alleviating poverty and vulnerability, promoting well-being, and fostering social inclusion. Creating better income-earning opportunities enhances individuals' productivity, employment, and economic security.

Aim
This study is highly relevant as it aims to compare and contrast social protection programs for persons with disabilities in India and Norway, focusing on their alignment with the human rights framework of the CRPD (Convention on the Rights of Persons with Disabilities). We mainly address articles 27 (Work and Employment) and 28 (Adequate standard of living and social protection). We examine the provision of healthcare and rehabilitation services, how access to these programs is ensured, which groups are targeted, and the principles and approaches to disability that are applied.

Methods
A descriptive comparative research design is used. This methodological approach describes and compares each country's social protection program. To answer the research aim, a literature survey will identify relevant documents and studies from the last twenty years in India and Norway regarding rehabilitation services, programs, healthcare for long-term conditions, and work-life inclusion programs.

Discussion
Through its focus on social protection programmes in India and Norway, this study examines how these countries provide opportunities for persons with disabilities to participate in employment, education, retraining, rehabilitation, positive health development, and empowerment on an equal footing with others in society. Additionally, it discusses whether the programmes, in their inception or development, rely on strict medical and reductive understandings of disability or adopt broader, more human rights-based approaches.
Understanding the similarities and differences between the systems in India and Norway for persons with disabilities will provide valuable insights into how public policies and programs in both Global South and Global North countries strive to be protective, inclusive, and equitable. This research could provide knowledge about the improvements needed in existing programs in both countries.

Counting Disability: Challenges of Employability and Precarity in Bolivia's Labour Market

Professor Marianne Hedlund[1], Ms, MSc Libertad Parrado[2], Mr, MSc Mauricio Rojas[3]
[1]Dep Of Social Work, Norwegian University Of Science And Technology (ntnu), , Norway, [2]Instituto de Investigation, Interacción Social y Postgrado, Dep of Social Work, Universidad Mayor de San Andres (UMSA), , Bolivia, [3]Instituto de Investigation, Interacción Social y Postgrado, Dep of Social Work, Universidad Mayor de San Andres (UMSA), , Bolivia

Bolivia ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2016, affirming the right to work and employment (Article 27). However, in 2017, the CRPD Committee criticised Bolivia for failing to implement policies that promote the inclusion of persons with disabilities in the labour market. This paper examines the challenges of identifying the working-age population of persons with disabilities in Bolivia and the complexities surrounding various public reports, such as those to the World Bank, on reporting the situation of disability as a vulnerable group in the labour market.

Bolivia's labour market is characterised by a high level of informal employment, accounting for an estimated 70–80% of the workforce. Little is known about the participation of persons with disabilities in this sector. Self-employment and entrepreneurship are familiar income sources, but it remains challenging to measure the involvement of disabled and non-disabled individuals or determine criteria for inclusion in the labour market.

Based on a pilot study in El Alto and La Paz, this paper investigates employment outcomes and income opportunities for persons with disabilities of working age. Methods included a survey of a strategic sample of currently or previously employed persons with disabilities recruited mainly through disability organisations and interviews with key stakeholders. Additionally, a documentary analysis of public reports was conducted.

Preliminary findings indicate that many employed persons with disabilities work in the informal sector, with minimal efforts to integrate them into the formal economy. Those employed often face precarious conditions, limited opportunities, and accessibility barriers. Furthermore, restricted access to vocational training following medical treatment can exacerbate employment challenges.

Mapping the Gaps in Graduate Student/Faculty Mental Health Praxis in Ontario, Canada

Dr. Savitri Persaud[1], Dr. Lori Ross, Dr. Jijian Voronka, Dr. Merrick Pilling, Dr. Fady Shanouda, Dr. Kendra-Ann Pitt
[1]University Of Toronto, , Canada

In Canada and internationally, the high rates of mental health reported among postsecondary students have been a point of concern, with various policies, strategies, and other interventions introduced as a result. However, the research underpinning these interventions has very predominantly been grounded in a biomedical orientation. Further, the focus has primarily centred on undergraduate students, with relatively little attention paid to the distinct needs and experiences of graduate students. Our study, "Mapping the Gaps in Graduate Student/Faculty Mental Health Praxis in Ontario", aimed to address these gaps through a mad and critical disability-informed examination of graduate student education and mental health in three Ontario universities. Our findings reveal that biomedical and psychocentric understandings of mental health and mental illness dominate university-based programs, supports, and accommodations for graduate students experiencing psychiatric distress – and together make up a sector-wide schema of sanist knowledges, actors, and practices that we've termed the 'wellness complex.' For example, our student participants described how, in order to access accommodations, they were required to have a psychiatric diagnosis that was documented by a medical professional. In this way, the institution mandated that students align with biomedical conceptualizations of their distress before accommodations would be provided. Alongside biomedicalism, psychocentrism was evidenced in the mental health promotion strategies utilized by institutions, whereby students were directed to take care of their mental health through individualized self-care activities and directions to build 'resilience', without attention to the larger, institutional issues contributing to their distress (e.g., inadequate funding packages). These biomedical and psychocentric conceptualizations conflicted with the lived realities of the graduate students in our study, whose experiences were deeply shaped by sanism and other intersecting structural oppressions. Mapping the 'wellness complex' allows us to expose, examine, and challenge normalized sanism and to contribute to necessary systemic change in graduate education.

The experiences of non-disabled, adolescent siblings living in disadvantaged socio-economic contexts in South Africa

Dr Tammy Foote[1]
[1]Tammy Foote Psychology, , New Zealand

Background Aims
The importance of siblingship has been established. Recently researchers have begun to explore what it means to be a sibling and how siblingship is embodied. Where disability is present in the siblingship, however, there is little literature, particularly in the Global South. This study explored how amaXhosa, adolescent, non-disabled people, living in a socio-economically disadvantaged context in South Africa, experience their lives in relation to their disabled sibling.
Method
An Interpretative Phenomenological Analytic approach was employed and adapted to accommodate for possible cross-cultural, cross-language barriers. Adaptations included the utilisation of a translator for semi-structured interviews and incorporation of photo-production.
Results
Three master themes emerged. Firstly, non-disabled siblings (NDSs) experienced togetherness in their relationships with their disabled siblings. In their experiences of togetherness, where reciprocity was prominent, they felt a sense of we-ness. In these instances, disability did not play a central role in their relationships. Secondly, NDSs living in disadvantaged socio-economic contexts experienced care in different ways. Some experienced wanting to care and some experienced having to care for their disabled sibling. Where care was voluntary it was experienced as an act of love, contributing to their self-esteem or a family value. Where care was experienced as obligatory, NDSs felt lonely and unsupported, and this contributed to ambivalent feelings toward their disabled sibling. Finally, NDSs experienced themselves as outsiders. Experiences of being an outsider sometimes occurred because of their socio-economic status, and sometimes because of experienced stigma related to their sibling's disability. In both instances this contributed to feelings of inadequacy and exclusion. To overcome these feelings, NDSs focused on becoming successful, wealthy or famous.
Conclusion
These findings have important implications in terms of how NDSs may be supported. Furthermore, this study has important methodological implications for using Interpretative Phenomenological Analysis in a cross-cultural, cross-language context.

519

Restrictive Practices in Irish Disability Services: Prevalence, Trends, and Human Rights Implications

Ms Anna Doyle[1]
[1]University Of Galway Ireland, , Ireland

This paper critically examined the use of restrictive practices (RPs) in disability services in Ireland, focusing on their prevalence, categorisation, and the reasons for their application. Using quantitative methods, the research analysed a dataset of mandated reports submitted by disability service providers to the Health Information and Quality Authority (HIQA), Ireland's regulator and inspectorate. Disability providers are required to report on the use of RPs every three months to HIQA. The international literature indicates that RPs are commonly used in disability services to ensure the safety of people living there. This research explores the broader implications of these practices, particularly their impact on the rights of disabled people who are subject to environmental restraints. Examples of environmental restraints in disability services include locked doors or gates, restricted access to outdoor/indoor areas, restricted access to personal belongings, and restrictions to food or drink or alcohol or tobacco etc. Through an analysis of over 11,000 reported incidences, this research identified trends using content analysis and explored the implications of RPs. While previous studies have primarily concentrated on more stringent forms of restraint, such as physical and chemical restraints, this research emphasises the significance of environmental restraints and their underexplored impact on people living in residential disability services.

The findings are significant and can inform legislative and policy reform to protect disabled people's human rights. Environmental restraints (62.2%) were the highest category of RPs reported. The highest reason RPs were applied was blanket rules (23.9%). The highest type was related to locked or restricted communal areas (22.9%). These findings suggest that policies and legislation must be reformed to reflect all the reasons and types of RPs applied in disability settings. Further research is also needed to examine the lived experience of disabled people, given the prevalence of environmental restraints found in this study.

Disability as a cross-cutting issue in policy development

Assistant Professor Laufey Löve[1]
[1]University Of Iceland, , Iceland

The Icelandic government is currently working toward bringing the CRPD in its entirety into law with a 2025 target date. This is a step that DPOs have called a game changer with regard to disability rights in Iceland. Central to this process is an emphasis on the participation of DPOs and of establishing a platform for an effective co-creation of disability policy that aims to facilitate inputs based on lived experience of disability, in line with the CRPD. While this approach has been applauded by Icelandic DPOs as a significant step forward, the research findings show that DPO representatives also express reservations, due in particular to the lack of effective participation to date in policy development beyond core disability and service focused legislation. They highlight the need for authorities to recognize disability and disability rights as a cross-cutting issue that must be addressed by the systematic mainstreaming of disability into policymaking processes at all levels, in line with the CRPD. This research focuses on the progress made in bringing the Convention into Icelandic law and in involving DPOs as co-producers of policy, as perceived by DPOs themselves, and the concerns they have raised with regard to the process moving forward.

The research draws on qualitative data that includes 21 semi-structured in-depth interviews with DPO representatives, both from umbrella and grass roots organizations, as well as interviews with ministerial and other government representatives who are participating in the process. Interviews were conducted between 2021 and 2024. In addition, relevant legislative and policy documents, both official documents published by Althingi (the national parliament) and DPO memoranda, were part of the data analysis that supported the research findings.

410

Exploring support for neurodiverse children with restricted eating through neuro-affirming lens: Parents' and clinicians' perspective

Meng Song[1], Ms Rene Fraser[1], Dr Rebecca Barton[1], Dr Kim Bulkeley[1]
[1]University Of Sydney, , Australia

Abstract

Background / Aims: Restricted eating impedes children's participation in family meals and social events, affecting parent-child relationships and the overall wellbeing of the children and their families. The high prevalence of restricted eating among neurodiverse children highlights the significance of well-suited support. Many current approaches still focus on making neurodiverse children “fit” societal expectations despite increasing awareness of neurodiversity and neuro-affirming supports. This qualitative study aims to explore the experiences of parents and clinicians in providing support to neurodiverse children who exhibit restricted eating and understand how these supports reflect the tenets of neuro-affirming practices.

Methods: This qualitative study involved secondary analysis of semi-structured interviews focused on experiences of mealtimes and therapeutic supports. A reflexive thematic approach was employed to analyse interviews with five parents of neurodiverse children who are restricted eaters and eleven clinicians who work with this group of children in an Australian context.

Results: Emerging findings will be presented to enable a deeper understanding of the impact of support and the preferences of families for supporting positive mealtime experiences. The findings will explore the ways in which current practices align with neuro-affirming principles and identify gaps in support and potential strategies for enhancing neuro-affirming practice in this area.

Conclusions: Leveraging parents' and clinicians' experiences and the principles of neuro-affirming practice, this presentation will facilitate reflection on how support for neurodiverse children who are restricted eaters can be modified to align with neurodiversity, enhancing the wellbeing of neurodiverse children and their families.

415

Co-designing a dignity model: enhancing healthcare experiences for people with disability

Dr Kelsey Chapman[1], Angel Dixon, OAM[1], Professor Elizabeth Kendall[1]
[1]Griffith University, , Australia

Background and aims: Dignity is a critical focus in healthcare and disability research, recognized as a key determinant of patient experience and quality of care. A WHO survey across 41 countries found dignity to be the second most important non-clinical aspect of quality care. Dignified treatment enhances patient satisfaction, adherence to treatment, and personalisation of care, while undignified care can lead to feelings of humiliation, withdrawal, and mistrust in healthcare systems. These challenges are often magnified in rehabilitation settings, especially for people with disability. This study aimed to co-design a model of dignified care for people with disability in a Australian health service.
Methods: To ensure dignity in the research process, lived experience was prioritised at all stages. The research team included members with personal lived experience of disability, ensuring inclusivity. Using a mixed-methods approach, the study employed a generative co-design framework over three phases: pre-design, co-design, and post-design. Semi structured interviews were conducted with staff (n=21) and people with disability (n=18) exploring dignity experiences. Two workshops were held to generate solutions for delivering dignified care and develop a dignity model.
Results: Four key components were identified as protecting and enhancing dignity: (1) delivering human rights, with emphasis on autonomy and privacy; (2) maximizing accessibility through flexible policies; (3) addressing gaps in service access and transparency; and (4) creating responsive system interfaces that align with disability-aware, respectful care. These components could enhance dignity and care experiences.
Conclusion: The co-designed model offers a framework for enhancing dignity in healthcare for people with disability, acknowledging the complexity of individual experiences, institutional policies, and care environments. Implementing this model could foster more equitable and dignified care, improving outcomes and experiences. Ongoing efforts to apply and refine the model aim to promote inclusive, responsive healthcare systems.

418

Voice of Queenslanders with Disability: Using citizen science and digital technology

Dr Kelsey Chapman[1], Professor Elizabeth Kendall[1]
[1]Griffith University, , Australia

Background and aims: The Voice of Queenslanders with Disability initiative aimed to understand what life was like for Queenslanders with disability, across the seven outcome areas of the Queensland Disability Plan, to develop a framework for measuring state-wide social inclusion. As a baseline measure, the study focused on capturing the lived experiences of people with disability (PWD) across key life domains, including employment, housing, health, and community inclusion.
Methods: The study was conducted using the Dignity Project Framework for citizen science, combined with inclusive and innovative digital engagement tools. Fourteen citizen scientists with diverse disability were recruited and trained through a micro-credential program. Citizen scientists contributed to all stages of the project, including survey design, recruitment, data collection, and analysis. A co-designed digital survey, hosted on the Inclusive Futures Hub, captured both quantitative and qualitative data on the experiences of PwD.
Results: A total of 1000 participants, including over 850 with disability, completed the survey in 2023 and 2024. Only 24.7% of participants felt their lives were improving, while 31.9% reported their lives were worsening. Regional and remote participants, as well as First Nations and LGBTQIA+ people with disability faced greater challenges in accessing services across healthcare, employment, and education. Areas of concern included financial security (53.1% lacked sufficient funds to live well), employment opportunities (52.3% were unemployed), and housing accessibility (56% reported being unable to go anywhere they needed).
Conclusion: The Voice of Queenslanders with Disability study highlighted ongoing inequities and unmet needs among PwD, while highlighting the potential of citizen science and digital methods to capture hard-to-reach population experiences and insights. This study provides a scalable model for inclusive digital research for disability. The findings informed policy and service design improvements, to foster a more equitable life for PwD across Queensland.

Rethinking Autism: An Interdisciplinary Analysis of Neurodiversity, Inclusive Environments, and Societal Barriers

Dr Varun Gulati[1], Dr Anamika Gulati[2]
[1]University of Delhi, , India, [2]Jawaharlal Nehru University, , India

The paper critiques the dominant narrative of autism as a childhood disease, studied through a juxtaposition of literature, neurodiversity, anthropology, and critical disability theory. By doing so, the study offers a reconceptualization of the complex, lived experiences of autistic people and their families. Drawing on Tobin Siebers' Disability Theory, Robert McRuer's Crip Theory, Margaret Mead's cultural neuroscience, and Émile Durkheim's social constructivism, this paper challenges dominant public discourses surrounding autism. At the heart of this argument lies a critical examination of autism's intersection with race, class, gender, and sexuality, revealing how dominant stories silence and erase – and why we must rewrite the narrative. The paper addresses the following research questions: 1. How do dominant narratives shape public perceptions and social inclusion? 2. How do inclusive environments facilitate neurodivergent participation? 3. How can critical disability theory inform policy and practice? This mixed-methods study combines qualitative interviews, surveys, and critical discourse analysis to explore neurodivergent experiences. The findings advance research by (a) Challenging deficit-oriented perspectives and promoting neurodiversity acceptance. (b) Identifying adaptive environments that facilitate inclusion. (c) Informing policy and practice to support neurodivergent individuals. By bridging disciplines, this study contributes to a laser-focused understanding of autism, neurodiversity, and societal barriers. In sum, the study outlines the importance of inclusive environments, language, and policies to promote neurodiversity acceptance and social participation.

Keywords: autism, neurodiversity, critical disability theory, anthropology, inclusive environments.

User Satisfaction in Personal Assistance: A Comparison Between Public and Private Service Providers

Associate Professor John Magnus Roos[1,2]
[1]University Of Borås, , Sweden, [2]Center for Wellbeing, Welfare and Happiness, Stockholm School of Economics , , Sweden

Personal assistance for individuals with severe disabilities became a legal right in Sweden in 1994. This assistance is fully funded by the Swedish government and allocated to a service provider (SP), which can be either the municipality (i.e., a public provider) or a private entity (i.e., a private firm or a user cooperative). The SP serves as the formal employer of the user's personal assistants and offers a variety of services in order to promote independent living for the users, such as recruitment of personal assistants and mediation between users and assistants. Different service providers operate under distinct legal frameworks, with varying perspectives on personal assistance and differing raisons d'être.

The aim of the present study is to compare user satisfaction between public and private service providers. A survey was distributed in 2024 to adult users in the Gothenburg area who receive personal assistance for basic needs (e.g., hygiene, meals, dressing, communication) for at least 20 hours per week and who manage their personal assistance through a SP (N = 789).

Although data collection is still ongoing, preliminary results indicate that users of personal assistance are more satisfied with private providers than with public providers. Service satisfaction will be analyzed in relation to specific service attributes, with the goal of informing future improvements in service provision by different service providers.

Exploring Psychic Pain through Mad Studies Lens

Dr Tuuli Kurki[1], Dr Elina Ikävalko[1]
[1]University Of Helsinki, , Finland

In public discourse, mental health is often narrowly framed in terms of labour market impact, economic burdens or service inadequacies, discussions focusing on rising disability pensions, costs of prolonged sick leave and the resilience of psy-services. This results in a limited view of mental health as an individual crisis and disorder, neglecting broader social dimensions behind psychic pain.

In this paper, we draw on Mad Studies to challenge the medicalised understanding of mental (ill) health, advocating instead for an intersectional approach that considers social differences and various identity categories when people experience mental distress. Part of the MadEnCounters: Visibilising Counter-Stories of Mental Distress research project, we analyse data from interviews and focus groups with young adults (service users), as well as professionals working with them alongside cultural texts, such as art and social media, produced by young adults. We explore how psychic pain is experienced and defined by young adults, how they perceive power dynamics in definitions related to mental distress and what material consequences these have in their lives. We discuss how psychic pain can foster solidarity beyond identity categories and what counter-stories related to mental health are emerging from young adults.

Using the concepts of epistemic injustice (Fricker 2007) and mad knowledge (Leblanc & Kinsella 2016), we also discuss how young adults may feel dismissed or wronged as knowers of their distress, particularly when stereotypes related to race, disability or socio-economic status are involved. We are interested in whether young adults' – who identify across multiple identities and as service users – knowledge about their own lives is valued and taken seriously within mental health systems? To conclude, we argue for mental health discourse that moves beyond psychological, biomedical and economic frameworks to discourse that incorporates social justice perspective and recognises psychic pain and care as political issues.

Moving to help? Internal migration of older individuals with disabled grandchildren in Sweden

PhD Emma Landby[1], Dr Erling Häggström Gunfridsson[1]
[1]Umeå University, , Sweden

Background/Aims: Research has shown that social ties are important for older individuals' migration decisions. It is especially common for older individuals to migrate towards adult children if the adult children are in need of some kind of support, for instance, due to financial reasons or divorce.
In this study, we investigate whether it is more common among older individuals in Sweden to move closer to a grandchild with a disability compared to older individuals moving closer to non-disabled grandchildren. We examine whether this differs depending on socio-demographic and geographical factors, for instance, family constellations and locations of family relations.

Method: This study utilises register data covering the entire population of Sweden. This data include geographic as well as socio-demographic characteristics. By linking with medical registers, we are able to identify children with disabilities and analyse their geographical proximity to grandparents. These distances are examined using both descriptive and regression-based statistical methods. We also examine the effect of covariates such as age, sex, family constellation and geographical setting (i.e., rural, urban metropolitan area) of the older individuals' migration behaviour.

Results: Preliminary results indicate that it is more common for older individuals with disabled grandchildren to move closer, or already live close, to them compared to those with non-disabled grandchildren. The likelihood of moving closer is partly affected by socio-demographic and geographical factors, as well as the type of disability of the grandchild.

Conclusions: The results indicate that geographical proximity is important to provide the support that many children with disabilities and their families need in everyday life. Grandparents might be especially important in times when formal support, such as personal assistance, is more difficult to receive. It is important to recognise the role that grandparents of disabled children play, while also remembering that not everyone has grandparents available.

425

Reimagining boundaries: policies, concepts and everyday life at the intersection of disability and old age

Salla Era[1]
[1]University Of Jyväskylä, , Finland

Background
The world's population is ageing. Disabilities are more prevalent in older age, but often older persons with disabilities are excluded from disability policies in many countries. One reason for this may be the conceptualisation of disability: disability is understood differently in older age than in younger age.

Aim
This research explores the nexus of ageing and disability from the perspective of both the service system and everyday experience. It aims to contribute to the development of policies that are more inclusive of older persons with disabilities, as well as to further the theoretical discussion in the intersection.

Methods
This research integrates three individual research articles from a dissertation defended in November 2024 with different data (policy analysis, selective literature review and 19 written accounts of older persons with disabilities in Finland). The data are thematically analysed.

Results
The analysis shows that there is no clear and common understanding of disability in old age in disability policy in Finland. Moreover, international research conceptualises disability in different ways. In research on ageing, disability was understood in terms of an individual's impairments and functional abilities, whereas in disability studies, disability was defined as a broader socio-material phenomenon. The written accounts show that the participants had different perceptions of dependency and independence, reflecting the concept of independence in disability activism, but also the ideal of self-sufficiency. Additionally, on the one hand, asking for help was described as difficult and, on the other hand, accessing public services was also seen as challenging due to unclear applications and services.

Conclusion
The findings show that there is (conceptual) ambiguity at the intersection of ageing and disability, both in services and in research. Policies need to critically consider the rationales and conceptualisations on which they are based, and the intended and unintended implications of the boundaries drawn.

Conditions for successful vocational rehabilitation for people with psychological disabilities

Angela Rauch[1], Dr. Nancy Reims[1]
[1]Institute for Employment Research, , Germany

Background aims: People with psychological disabilities can choose from an extensive portfolio of measures for vocational rehabilitation (VR). Nevertheless, they have lower integration chances compared to others. What are the conditions for successful VR and sustainable labor market transitions from the perspectives of experts at service providers, employment agencies and job centers and people with psychological disabilities?
Methods: Data from two qualitative research projects are used. First, 32 VR service providers and 4 interviews at employment agencies / job centers were interviewed. Second, qualitative narrative interviews of VR participants were conducted, from which the interviews of 31 people with psychological disabilities were used.
Results: The client interviews show that people with psychological disabilities are a heterogeneous group with individual support needs. Their VR process is made up of a variety of measures (for diagnosis, finding a professional career, provision of qualifications). Health-related interruptions are quite common. This takes a lot of time during VR and also involves changing facilities as programs often cannot be continued. Suitable staff, continuity of care and motivation of the participants are seen as key by all interviewees. Most of the interviewees criticize that contact persons change too often, which contradicts the development of a relationship of trust, but also the understanding of the disease and its respective manifestations. Furthermore, after VR, employers and clients often need more and sometimes longer-lasting support.
Conclusions: Creating labor market participation for people with psychological disabilities appears to be difficult within the current system that need adjustments - in line with the UN CRPD. More flexibility in the design of VR seems to be an important starting point here that also considers illness-related interruptions. Connected to this, it is always important to bear in mind that VR takes time, especially regarding people with psychological disabilities.

Why disability inclusive education in Malawi had to go beyond the classroom.

Veronica Stapleton[1], Dr Jacqui Shepherd[1]
[1]Sightsavers, , United Kingdom

Improving Early Childhood Development and Education (ECDE) provision for children with disabilities requires an understanding of the broader contextual environments in which children with disabilities exist, develop and grow. This presentation provides a case study of how Sightsavers supported work, with Community-based Childcare Centres (CBCCs) in Malawi, improved the participation and retention of children with disabilities in ECDE and promoted development of high quality learning experiences.

Drawing on disability inclusive education projects undertaken by Sightsavers over a 10 year period, the project examined a complex web of interrelated factors to develop a sustainable way forward for inclusive education in the early years. This development process involved the whole community, ensuring their ongoing, active participation and engagement. Close collaboration with Organisations of Persons with Disabilities (OPDs) in the conception, design, implementation and interventions ensured timely responses to parental needs and recommendations. Parent forums were established by the OPDs which helped to identify the intersections of poverty, precarious livelihoods and disability and led to the development of community gardens and seed provision as well as the goat pass on scheme which enabled families to feed their children.

This presentation uses Bronfenbrenner's bioecological model to explore the ways in which understandings of inclusive education can be suitably sensitised to a rural, global South setting. Analysis of the interrelationships between the individual child, their family and their local, regional and global contexts support understanding of why and how a holistic approach to disability inclusive ECDE is essential.

433

Experienced parental support for parents with intellectual and developmental difficulties

Senior Lecturer/Associate Professor Eva Randell[1], Dr Birgitta Wennberg[2], Prof Thomas Strandberg[3], Prof Marie Holmefur[3], Dr Tommie Forslund[4]
[1]Uppsala Universitet, , Sweden, [2]Linköping University, , Sweden, [3]Örebro University, , Sweden, [4]Stockholm University, ,

Parents with intellectual and developmental disabilities (IDDs) often need parenting support, but there are few evidence-based support programs adapted to these parents' cognitive needs. Parenting Young Children (PYC) is a home-based parenting support program developed for parents with IDDs in Australia and has then been implemented in Sweden. PYC emphasizes individualized goals, breaking down complex skills into smaller steps, and collaborating with the parents. To investigate the usefulness and acceptability of PYC, it is of vital importance to explore how the intervention is perceived by the parents.

The aim of the present study was to explore how PYC is perceived by Swedish parents with IDD, in need of adapted parenting support when there is a risk for neglect.

Parents' experiences of PYC were explored shortly after completing PYC, using individual, semi-structured interviews that are audio-recorded and transcribed. Data were analysed using reflexive thematic analysis. In total, 15 parents (8 mothers, 7 fathers) have been interviewed. Participating parents have mild ID or other cognitive difficulties (e.g., ASD) and have children between 0-9 years of age.

The parents experienced increased security in parenting, improvements in parenting skills, and strengthened self-confidence. PYC influenced parent-child relationships so that the child's needs were put in focus. The parents also emphasized that their parental competence developed in a trusting, participatory process in which it was important to feel included and treated positively. A prerequisite was that the PYC-social worker cooperates with the parent and is sensitive to the parent's specific needs and wishes. According to the parents, the PYC-social worker should focus on the relationship between the parent and the PYC-social worker, and parents' knowledge and skills to increase the parent's competence. It was also of vital importance to include the needs of both the child and the parent.

Navigating digital inclusion: Sociotechnical constellations in the daily lives of people with print disabilities

M.A. Anna Hanane Ajlani[1]
[1]Department of Sociology with a focus on innovation and digitalization (SID), Johannes Kepler University Linz, , Austria

Background aims
The rapid digitization of society presents new opportunities and challenges for individuals with print disabilities, such as dyslexia and visual impairments. As text-based communication dominates education, work, and social life, these individuals face heavy barriers to participation. This project, grounded in disability studies and the sociology of technology, explores how adults with print disabilities navigate these challenges using assistive and mainstream digital technologies. The aim is to map out the sociotechnical constellations shaping the daily experiences of adults with dyslexia and visual impairments, contributing to broader discussions on accessibility, inclusion, and digital technologies.
Methods
The ongoing qualitative study is based on 14 semi-structured interviews and 4 ethnographic observations conducted with individuals with dyslexia and/or visual impairments. The research took place in academic institutions, a summer camp for visually impaired university candidates in Czechia and an advocacy and support organization in Austria. The analysis utilizes a sociotechnical framework that combines domestication theory with key concepts from disability studies.
Results
Participants reported meticulous strategies to manage educational, occupational, and social barriers. They extensively researched assistive tools before acquisition, preferring technology that integrates seamlessly with mainstream devices for practicality and discretion. Experiences with stigmatization influenced decisions around disclosing disabilities or opting for assimilation. The participants also emphasized the need for greater user involvement in the design and development of assistive technologies, especially within large corporations.
Conclusion
Despite technological advances, societal stigmatization remains a challenge for individuals with print disabilities. Dyslexic individuals often face accusations of laziness, while visually impaired individuals encounter pity and paternalism. The study underscores the need for inclusive, participatory design processes that better integrate the experiences and insights of people with disabilities, to ensure assistive technologies meet their diverse needs and preferences.

Nordic deaf education: Global changes and local practices in school-home relationships of signing children

Professor Sigrid Slettebakk Berge[1], Prof. Eli Raanes[1], Dr, Elizabeth (Liz) Adams Lyngbäck[2], Mrs Sara Andersson[2]
[1]NTNU, , Norway, [2]Stockholm University, , Sweden

In the Nordic countries, national sign language has been acknowledged in the last decades. Educational laws are framed to ensure deaf and hard-of-hearing children access to bilingual education. To ensure the children's language rights, the governments have provided sign language courses to parents and family members. When the children entered the deaf school, there often was a common linguistic repertory among the pupils, which provided access to mutual communication and academic learning. Today, significant changes have occurred. The sign language communities have become more multilingual and multicultural. The transformations are related to medical interventions, communication technology, immigration, and families' choice of languages. In a signing unit, even with few participants, the pupils' cultural background, language use, and literal experiences can vary. Also, the parents' expectations of involvement in school activities vary. 'Superdiversity' is therefore addressed in the teachers' teaching and communication practices.

Children's life and language development strengthen when there are mutual relationships between the different 'systems' around the children. This presentation aims to illuminate how school leaders and teachers are addressing the global changes in their local school communities. We will especially address their work to empower the parents to use signs and establish multimodal communication practices, and to gain insight into the children's everyday school life. Our first analysis indicates that traditional communication channels are often hindering communication. In response to that, some schools have developed hybrid ways of cooperation, striving to connect the pupils' school and home life.

The empirical data are from nine Nordic schools with educational provision programs for deaf and hard-of-hearing children having sign language as one of their languages. It comprises classroom observations, interviews with teachers and school leaders, and photos of school artifacts. About 24 teachers and 8 leaders are interviewed. It is a work in progress.

ADHD-women, girls and family in Finnish media texts

Doctoral Researcher Anna Saurama[1]
[1]University Of Eastern Finland, , Finland

In May 2017 a new version of the Current Care Guidelines for ADHD was published in Finland. For the first time it also included the diagnostics, care and rehabilitation of adult ADHD. In the following years adult ADHD, especially that of women, became a topic of public discussion. Concerns presented in this discussion are on the one hand that many women have gone undiagnosed in childhood or adolescence, and on the other, that too many people, especially young women, are now seeking an ADHD screening.

Inspired by neuroqueer theory (Walker 2021) my current doctoral research project focuses on normativities concerning both human neurocognitive functioning and gender, and how these normativities are intertwined. My research data consists of articles on ADHD and (the female) gender in Finnish media between the years 2017 and 2023. I approach these articles as cultural texts with discourse analysis as my method.

In this paper I explore the media representations of ADHD-women and girls in relation to family. I ask when and how is the topic of family brought up in the media discussion? When family comes up (directly or indirectly) in the context of ADHD, what kind of normativities are constructed in relation to neurocognitive function and gender? What sort of cultural ideas or assumptions might underlie these normativities?

Navigating Challenges in Disability Rights Organizations: Digitalization, Representation and Membership Dynamics

Associate Professor Julia Bahner[1]
[1]School Of Social Work, Lund University, , Sweden

Background and Aims: This symposium explores issues related to internal democratic processes, membership dynamics, and the impact of digitalization within Swedish disability rights organizations. The focus is on the challenges of engaging younger members, maintaining representative leadership structures, and adapting to societal changes, such as evolving engagement patterns in disability rights issues.

Methods: Data comprises a survey distributed to all disability rights organizations in Sweden (national, regional, and local chapters, n=873); follow-up interviews with a purposive sample of local and regional entities (n=34); and action research-inspired workshops with national (n=7) and local (n=14) organizations. The data were analyzed using thematic analysis for interviews and free-text responses, and descriptive statistics for quantitative data.

Results: The findings indicate that all organizations emphasize democratic processes such as annual general meetings and board elections. However, recruiting members for leadership roles remains a significant challenge. Most organizations are dealing with an aging membership base and face significant challenges in recruiting younger members and representatives. Boards typically include individuals directly affected by the conditions they support, ensuring relevant representation. The pandemic necessitated adaptations, with varying success in implementing digital meetings and activities. Inclusivity efforts are ongoing, with initiatives to engage diverse members through social media and digital platforms. Despite these commonalities, organizations face unique challenges based on their specific focus areas and geographical spread. A lack of digital expertise and difficulty in recruiting individuals with these skills are prominent obstacles.

Conclusions: This symposium highlights both the strengths and challenges of disability rights organizations in fostering democracy, representation, and membership rights. Addressing these issues could enhance their democratic processes and improve support for members, contributing to more resilient and inclusive communities. The findings underscore the need for tailored strategies to engage members, recruit leaders, and engage in advocacy, ensuring the long-term sustainability of the disability rights movement.

Methodological challenges in surveying disability rights organizations

Associate Professor Julia Bahner[1], Dr Stina Melander, Catharina Gustavsson, Stefan Johansson, Oskar Krantz
[1]School Of Social Work, Lund University, , Sweden

Background and Aims: This presentation addresses the methodological challenges and lessons learned from a survey conducted among Swedish disability rights organizations during 2022–2023. The analysis aims to inform future studies within the disability movement and beyond, particularly emphasizing the importance of accessibility in survey research.

Methods: A total of 78 disability organizations, encompassing 2,652 branches at national, regional, and local levels, were identified. A 122-item survey was distributed via email, with options for telephone, Zoom, sign language, paper, or Word file responses to accommodate accessibility needs. Strategies to recruit respondents included offering accessibility options, directly contacting organizations, and promoting the survey within the disability community.

Results: The survey achieved a 32% response rate, with 873 responses collected. The low rate of internal missing responses (2–3%) and the high number of open text responses (N=6,347) suggest that the survey was accessible, comprehensible, and relevant to the respondents. Many organizations did not respond to initial emails, necessitating follow-up phone calls. Some representatives were hesitant to open emails from unknown senders or struggled to identify relevant emails amidst spam. Ensuring that survey responses genuinely represented the organizations was challenging. While most respondents were chairs or board members, it was unclear if responses were based on joint discussions within the board or individual opinions. Identifying and excluding inactive organizations was difficult. Some organizations were reported to be inactive but planned to revive later, affecting the overall response rate and representativeness.

Conclusions: Accessibility is crucial in all survey studies to ensure validity, reliability, and generalizability, as individuals with disabilities can be present in any sample. The lessons learned highlight the importance of offering multiple response options, personal contact, and clear communication. The study underscores the need for careful planning and resource allocation to achieve high response rates and representative samples in survey research.

535

Accessing welfare services at different phases of life

Dr Henna Nikumaa[1], Eeva Nykänen[1], Anna Mäki-Petäjä-Leinonen[1], Pauli Rautiainen[1], Karoliiina Ahonen[1], Maija Aalto-Heinilä[1], Johanna Korkeamäki[1], Roosa Ikimeri[1], Hanna-Maria Niemi[1]
[1]University Of Eastern Finland, , Finland

Background aims

The Disability and Dignity project has studied law's assumptions of dignity and disability and how these assumptions affect the lives of people with disability (PwD). We have scrutinized the challenges PwD face in accessing their legal rights and welfare services at different phases of life. In this presentation, we present the results of the work packages of our extensive research project.

Methods

The basic premise of the theoretical access to justice approach is that citizens' rights must be effective and accessible. We utilized this approach as a methodological base and qualitatively analyzed the extensive empirical data of the project (more than 100 qualitative interviews with PwD) by thematic analysis.

Results

In Finland, the right to social and health services is guaranteed in the Finnish Constitution (731/1999, 19 §). However, the results of the study illustrate the multiplicity of challenges faced by PwD in accessing these services. Most of the challenges were linked to the special and individual needs of PwD and how the needs were not sufficiently taken into account when applying the welfare service legislation.

When comparing the results of different phases of life, the importance of relations was common. Relational autonomy was emphasized in all phases. However, relations had both positive and negative effects on the lives of PwD – depending on the disability, age and individual situation.

Conclusions

It is not enough that PwD have formal rights; they should have access to their rights also in practice. The results of the study indicate that there are concrete barriers in access to rights, services and care in all phases of life. Finland is struggling to provide the services the legislation guarantees to PwD. Consequently, the barriers in accessing welfare services can be seen as fundamental to maintaining the rule of law.

458

Ethics and techniques in research interviews with aged people with cognitive disability

Dr Henna Nikumaa[1]
[1]University Of Eastern Finland, , Finland

Background aims

The study examined the ethical issues and interview techniques in research on aged people with cognitive disability (PwCD). The aim was to increase understanding of ethical principles and useful techniques. Research was conducted in the Center of Law and Welfare in University of Eastern Finland and funded by the Research Council of Finland.

Methods

An umbrella review was applied to map the regulations, guidelines and recommendations related to ethical principles from the perspective of research on aged PwCD. In addition, the study utilized oral history research as a method. Oral history material was produced about the special techniques and remarks of qualitative research interviews of PwCD.

Results

The same principles of research ethics, instructions on ethical review and the importance of consent, which are required in human sciences, also apply to aged PwCD. There is regulation in Finland only for medical and clinical drug research. Other research is guided by non-binding instructions. The starting point should be that PwCD are capable of giving consent, unless proven otherwise.

In research interviews with PwCD, the researcher's knowledge of the disability and experience of interaction with aged PwCD is reflected in the quality of both the data and the analysis. The validation and the BIKVA methods and remembering the future -technique are recommended interview techniques.

Conclusions

In non-medical research related to aged PwCD, the research data has traditionally been formed mostly through the perspective of otherness (family members, social and healthcare professionals). Especially in empirical legal research, the material has often been collected from the authorities, statistics and legislative drafting.

Regardless of ethical aspects and requirements for the researcher, it wouldn’t be ethically acceptable to exclude aged PwCD from participating in the research. The participation of PwCD in research can be ethically just as sustainable as the participation of other adults.

473

Student perspectives on motivation in the learning environment: insights from a new campus

Associate Professor Heidi Pedersen[1], Master degree in disability studies and society Synne Dokken-Hartberg[1], Associate professor Ingunn Fylkesnes[1]
[1]Ntnu, , Norway

Background aims:
This paper presents findings from a mapping survey conducted through workshops and questionnaires with students from two departments at a Norwegian university. The aim was to investigate students' experiences with accessibility within their learning environment, with a specific focus on motivation and ability-promotion in the interplay between social, material and technological aspects. This learning environment is located on a new campus, which has been envisioned by the university and the building developer as a facility designed for the future.
Method:
The educational programs at the department s involved include bachelor's programs in social work, child welfare, physiotherapy, occupational therapy, and audiology, as well as master's programs in social work, child welfare, and disability studies. Workshops were conducted to gather students' perspectives on key issues related to their learning environment, which would inform the design of the survey. The survey was administered through an online form and consisted of both open-ended and closed questions regarding the learning environment. The methodological approach is characterized by a co-constructed process for data collection and analysis between researchers and students.
Findings:
The deadline to respond to the survey has not yet passed. The findings will be reported based on questions related to both the social and physical aspects of students' learning environments.
Conclusions and implications:
Description of the main outcome(s) of the study and implications for practice, policy, or further research will be reported. Findings from the study could lead to practical improvements in campus infrastructure, ensuring that new or existing buildings are more accessible for students with disabilities and meet universal design standards.

Queer disabled lives and participation

- Experiences from queer disabled people in Norway

Phd Ingrid Thunem[1]
[1]VID Specialized University, , Norway

Existing within the intersection of two often marginalized identities can constitute unique life experiences for queer disabled people. Through 9 qualitative interviews, queer disabled people living with personal assistance services in Norway told their experiences with participation in their communities. Being queer and having personal assistance services gave the informants unique experiences, and they adapted how they planned their lives—for most, having personal assistance allowed them to live out their queer identities and participate in queer communities. Which they experienced was not possible with more traditional services like, for example, home health nursing. When the queer disabled manager could hire the right personal assistant, it was a possibility to live out their queer life and access a myriad of experiences, for example, shibari, BDSM, and kink. To be able to live out their queer identity, it was necessary to disclose their queer identity in ads or interviews to make sure they hired acceptant assistants. On the other side, personal assistants could be a barrier in the form that the queer disabled managers had great fears when it came to asking for assistance with sexuality and disclosing their sexual habits and identities. In this paper presentation, the lives of three informants are highlighted to show how queer disabled people are queering their personal assistance services through independent living. The lives and how they access their local communities show how queer disabled people are breaking multiple norms to live out their identities. The study highlights the need for municipalities and providers of personal assistance services to address the needs of queer disabled people and their assistants. This is to ensure that disabled people living with personal assistance services can access their sexual citizenship.

Perspectives of people with learning disabilities on inclusion and employment in Austria

Nikolaus Hauer[1]
[1]University Of Vienna, , Austria

The contribution presents an ongoing dissertation project (University of Vienna, Department of Education), which focuses the question about the perspectives of people with learning disabilities on the subjective meaning and experience of inclusion under the conditions of the general labour market in Austria. Along a discrepancy between the target perspectives of the UNCRPD and the implementation of inclusive employment in Austria (CRPD 2023), it becomes apparent that (explicit and implicit) exclusion risks for people with disabilities continue to impact their range of possibilities in the system of gainful employment. A progressing focus on qualifications and performance collides with the real educational and training opportunities of people with learning disabilities and often results in barriers to accessing the general labour market (see Fasching 2019). The presentation will therefore begin by introducing structural challenges concerning the vocational participation of people with learning difficulties in Austria. This will be followed by a focus on the fundamental question of the significance of subjectively perceived inclusion under the conditions of (gainful) employment. Finally, the research framework of the dissertation project will be presented. In a participatory approach framed by situational analysis (Clarke 2012), interviews will be conducted at the beginning. In the following step the results will be discussed together with the research partners in the context of Reflecting Teams (Andersen 2011, Fasching et al. 2023) and finally transferred to a wider discussion framework with partners from the community (e.g. parents, employers, assistants) in the form of Community Conversations (Carter & Bumble 2018). The project is currently in the phase of accessing the first phase of Data collection (Interview), so the aim is also to discuss first hypotheses based on the interview data with the audience.

Co-creation of guidelines for effective, accessible “quiet rooms” to support neurodivergent students and staff

Dr Mitzi Waltz[1]
[1]Athena Institute, Vrije Universiteit Amsterdam, , Netherlands

Background aims
In recent years, many higher education institutions have been asked to provide “quiet rooms” as a place of respite for neurodivergent students and staff, echoing the rise of similar spaces in locations as diverse as businesses and music festivals. A disability access audit at one Dutch university revealed a need for evidence-based guidelines.

Methods
Research began with a large-scale, building-by-building professional accessibility. Additional student-led research involved meetings and interviews with staff and students, as well as site visits, to prioritise needs. “Quiet rooms” were identified as a high priority. Further research (currently in progress) identified the features and facilities needed for effective facilities to support neurodivergent users.

Results
The first research phase revealed that provision of quiet rooms was far from uniform or satisfactory across a large urban campus, and there were notable access issues.
In the student-led research project, we learned that almost all available facilities were locked, with access via a programmed card. The card was only available to students and staff who revealed a diagnosis and completed a bureaucratic procedure to determine which of a limited number of spaces they could access. Spaces had to be booked in advance, so were not available as needed. In addition, the nature of some spaces was far from “restful,” and some on the list also doubled as lactation or prayer rooms.
These findings resulted in a third research round (in progress now) in which students and staff were asked to envision spaces and an access system through a co-creation process. This data was coupled with external site visits and interviews to develop guidance for best practices.

Conclusions
Our project will result in co-created guidelines for effective and accessible “quiet rooms” to support neurodivergent persons in education or work. These guidelines will be ready to present at NNDR 2025.

Democracy, Representation, and Membership Rights in Disability Rights Organizations: Insights from a Qualitative Study

Phd., Senior Lecturer Oskar Krantz[1], Associate Professor Julia Bahner[2], PhD., Senior Lecturer Stina Melander[2]
[1]Malmö University, , Sweden, [2]Lund University, , Sweden

Background and Aims: This qualitative study investigates the democratic processes, representation, and membership rights within disability rights organizations in Sweden. The research aims to understand how these organizations navigate challenges related to member engagement, leadership recruitment, and financial constraints, particularly in the context of the COVID-19 pandemic and declining membership in civil society organizations in the last decade.
Methods: The study is based on 34 interviews with representatives of various disability rights organizations across Sweden. The interviews were analyzed to identify common themes and unique challenges faced by these organizations. The focus was on understanding the strategies employed to maintain democratic processes, ensure inclusive representation, and uphold membership rights and activities.
Results: Findings indicate that all organizations emphasize democratic processes such as annual general meetings (AGMs) and board elections. However, recruiting members for leadership roles remains a significant challenge. The pandemic necessitated adaptations, with varying success in implementing digital meetings and activities. Boards typically include individuals directly affected by the conditions they support, ensuring relevant representation based on impairment. However, there is a great lack of representation from younger demographics and from non-white ethnicities/races. Inclusivity efforts are ongoing, with initiatives to engage diverse members through social media and digital platforms. Despite these commonalities, organizations face unique challenges based on their specific focus areas and geographical spread. Financial constraints impact all organizations, limiting their ability to engage in advocacy and offer activities.
Conclusions: This study highlights the strengths and challenges of disability rights organizations in fostering democracy, representation, and membership rights. Addressing these challenges could enhance their democratic processes and improve support for their members, contributing to more resilient and inclusive communities. The findings underscore the need for tailored strategies to engage members, recruit leaders, and secure funding, ensuring the sustainability and effectiveness of these organizations.

449

Employment protection legislation and hiring discrimination: comparison of Denmark and Norway

Elisabeth Ugreninov[1], Cecilie Krogh[2], Vegar Bjørnshagen[1]
[1]Norwegian Social Research, Oslo Metropolitan University, , Norway, [2]Department of Politics and Society, Aalborg University, , Denmark

Background
When work contracts cannot be easily terminated, the costs of job mismatch are high, and employers who seek to minimise risks when hiring may be more likely to discriminate because the perceived risk of hiring candidates expected to be less productive is higher. Previous research using field experiments has shown that wheelchair users are discriminated against in the hiring process. This study contributes to the literature by using two field experiments, in which fictitious job applications were sent in response to real job openings in Denmark and Norway, to explore whether employment protection legislation (EPL) impact disability discrimination in hiring. In short, the Danish labour market is characterised by the flexicurity model characterised by low employment protection where Danish employers are relatively autonomous regarding hiring and firing. In contrast, the Norwegian labour market is well-regulated with a strict EPL where employers are less flexible of firing employees.

Empirical strategy
To explore the observation effect of EPL on disability discrimination, we use data from two randomized correspondence studied conducted in Norway and Denmark. In response to job advertisements, we sent pairs of applications (1,200 fictitious applicants in each country) that were similar in content except in terms of disability status which was signalised in the cover letter and in the CV.

Results
Results from the two correspondence studies shows that disclosing a disability reduces the probability of invitation to interview in both countries. The callback ratio is 1.67 in Norway and 2.41 in Denmark, indicating that wheelchair users need to apply for approximately 1.7 the number of jobs as an identical non-disabled applicant in Norway, and 2.4 the number of jobs in Denmark.

Keywords: Disability discrimination, employment protection legislation, field experiment.

451

A sustainable, accessible, equal and inclusive society - the perspective of young people using wheelchairs

Phd Cecilia Pettersson[1], PhD Katarina Baudin[2]
[1]Kristianstad University, , Sweden, [2]Division of Occupational therapy, Department of Neurobiology, Care Sciences and Society, Karolinska Institutet, , Sweden

Background
The situation for young people who use wheelchairs must be improved, environments must be designed for a safe everyday life and participation in society, and risks and injuries must be prevented.

Aims
To explore and identify factors that pose potential risks for accidents and injuries among young people who use wheelchairs from an intersectional perspective. In addition, to analyse problematic situations that can inhibit or make mobility impossible for young people who use wheelchairs and to raise awareness of issues related to social interaction, accessibility, safety and community planning.

Methods
Adocument study with qualitative cross-sectional design based on reports of discrimination due to lack of accessibility received by Equality Ombudsman (DO) during the period 2022 - 2023. Qualitative document analysis with ICF as a framework to capture the participants' experiences of lack of accessibility, discrimination, risks and insecurity.

Results
Preliminary results show that the number of reports of discrimination due to lack of accessibility among young people who use a wheelchair (manual, electric wheelchair or electric scooter) has increased. Analysis is ongoing regarding the type of wheelchair, location of the incident described in the report, type of activity reported, insecurity, risks and consequences of lack of accessibility such as difficulty in coping with everyday life and lack of participation.

Conclusions
Based on notifications regarding lack of accessibility from young people who use wheelchairs submitted to DO, insights and increased knowledge are generated about accessibility requirements, consequences of insufficient accessibility and difficulties in participation, as well as ways in which discrimination can be prevented.

The affirmation model as a practical tool for use in disabling encounters

Dr Colin Cameron[1], Ms Laura Smith[1]
[1]Northumbria University, , United Kingdom

"I'm living my life as the person I'm meant to be, not in spite of the person I am": The affirmation model as a practical tool for use in disabling encounters.

In this paper we will critically reflect on a recent social worker visit to Laura, and on the social worker's (unconscious, unthinking, habitual) attempts to impose a personal tragedy narrative upon Laura's situation. We consider the way in which the affirmation model has made a difference to Laura's understanding of what was going on, and how it has established a basis for challenging assumptions that would previously have gone unchallenged. Like the social model it builds upon, the affirmation model distinguishes between impairment ('physical, sensory, emotional and cognitive difference, divergent from culturally valued norms of embodiment, to be expected and respected on its own terms in a diverse society') and disability ('you are disabled if on a 'substantial' or 'long term' basis you have had to deal with other people's oppressive expectations and assumptions about people with impairments and have on that basis found your life made difficult and your opportunities for equal participation restricted' [Cameron, 2023:1894]). While disability is understood in the affirmation model as an oppressive relationship requiring people with impairments to comply with conventional expectations, this vignette provides a real-life, in-action, example of the difference that affirmation model thinking can make in disabled people's lives. As Sartre (1993) says, existence precedes essence. It is in the choices and decisions we make in the flow of life that we become the people we are. To understand that we can assertively choose how to respond to and resist the imposition of oppressive and disabling judgements is liberating.

Bridging Gaps: Collaborative Efforts in Supporting Young People with Disabilities in Norway

Research Professor Stian H Thoresen[1], Dr Anne W Aasback[1]
[1]NTNU Samfunnsforskning AS, , Norway

Background: A significant proportion of individuals with disabilities rely on temporary or permanent disability benefits in Norway, as is the case in many other countries, leading to their exclusion from the labor market. Traditionally, this has been observed among older individuals, but in recent years, has shifted toward younger welfare benefit recipients. The Norwegian Labor and Welfare Administration (NAV) is tasked with aiding those facing employment challenges and managing welfare and disability benefits. Crucial to this mission is the collaboration with various public service sectors.
Aims: This presentation explores the experiences of actors involved in inter-organizational collaboration supporting young persons with disabilities and its impact on user pathways. Key questions include: How do these actors perceive their collaborative efforts? What role does collaboration, or the lack thereof, play in shaping user outcomes? What mechanisms facilitate or hinder effective inter-organizational exchanges?
Methods: The empirical data is derived from group interviews with counselors and line managers within the NAV, as well as employees from schools and health services. The interviews address several issues: How do differing missions, regulations, IT systems, performance metrics, and physical distances create barriers or facilitators for personalized service delivery? The thematic content analyzes focuses on the complexity of inter-organizational interactions, examining the dynamics between the NAV and other service providers.
Results: Preliminary findings highlight various forms of institutionalized logics, such as cognitive and organizational distances, structural barriers, and the physical separation of collaborating entities. Notably, tensions arise between NAV counselors and health professionals regarding the appropriate operational approaches for supporting young people with reduced work capabilities.
Conclusions: Exploring opportunities, facilitators, and barriers within these inter-organizational collaborative frameworks will provide new insight into user pathways towards work or permanent welfare benefit dependence.

Deaf memories

Outi Ahonen[1]
[1]Humak, , Finland

My research focuses on the earliest childhood memories of deaf boarding schools from both a community and individual perspective. Deaf and signed memories have been collected in 2022-2023 from all over Finland. Oral history Research is based on interviews with 120 deaf people of different ages in Finnish and Finnish-Swedish sign language. The memories were analysed using categorical content analysis. Based on the sign language data, it can be concluded that sign language plays an important role in the childhood memories and residential experiences of marginalized deaf people.

I want to discuss with other researchers and present the challenges, opportunities, how to process the data and translate into spoken language that came up during the research project. Who has access to minority research data when it comes to very sensitive topics. I also want to discuss the concept of oral history, including whether the concept is appropriate in a deaf context. However, there are limitations to the use of these materials, as good sign language skills are required to deal with them. Researching and writing about the history of deaf experience is largely only possible from within the community. The oral history researcher Alessandro Portelli (2002) stresses that the researcher must listen to what is said, since in interviews many narrators change from one rhythm to another as their attitude to the subject under discussion changes.

37 deaf pupils were operated on in the 1960s in the hope of improving their hearing. I have interviewed 10 pupils from the Oulu School for the Deaf, who are 65-75 year olds now. My research invites us to discuss what kind of traumatic memories and experiences deaf people of different ages still have today.

Key words: deaf memory, residential school, oral history, sign language, multilingualism, signed memories, marginalization, trauma, childhood memory

459

Is personal assistance in Norway a tool for equality substantially enhancing disabled people's living conditions?

Mr. Egil Gullestad Skogseth[1], Ms Martine Eliasson[1], Mr Roar Høidal[2], Ms Alette Reinholdt[2]
[1]Uloba - Independent Living Norway, , Norway, [2]The Association JAG Norway, , Norway

In 2014, The Norwegian Parliament granted approximately 14 500 disabled individuals the right to user-controlled personal assistance (PA). PA should be a tool for independent living, pursuing life projects and improving quality of life.

PA should furthermore ensure equality by enabling participation in education, employment and society. Government also framed PA as a key measure in fulfilling its obligations under the CRPD, including articles 19, 24, 27, 28, 29 and 30. Although CRPD imposes Norway to secure a human rights approach in laws, Parliament regulated PA in the Health and Care Services Act

JAG Norway's 2024 survey indicate that personal assistance enable a greater number of disabled with intellectual disabilities to enjoy human rights, compared to those who receive care services. This includes the right to liberty, to live independently, and to participate in recreational activities. The survey document that parents often fear the municipality will terminate the PA scheme when they can no longer be co-work leader.

Uloba's survey «Tilstandskartleggingen 2024» indicate that a great majority of disabled with PA have completed upper secondary or higher education. Still, only 30 percent enjoy the right to work on an equal basis with others. A key obstacle is that municipalities often administrate PA as a rationed healthcare service.

Half of the respondents' sole income is disability benefit. Low income prevents many in this group to enjoy an adequate standard of living.

PA enable many respondents to participate in social gatherings. Some also participate in civil society. However, many respondents would like to participate more in one or more of the abovementioned arenas. Half of the respondents are socially isolated.

Jag Norway and Uloba welcome researchers to use our findings as a point of departure for research on PA legislation, administrative practice and effects for disabled, their families and society.

The Pedagogy of the Oppressed in a Disability perspective

Anita Blakstad Bjørnerås[1]
[1]Institutt for nevromedisin og bevegelsesvitenskap, Fakultet for medisin og helsevitenskap, NTNU, , Norway

Background aims
Paulo Freire (1921-1997) was a Brazilian pedagogue that developed The Pedagogy of the Oppressed (Freire, 1970), with the aim of liberating those suppressed by economic, social and political systems. His work was centered around people in poverty, illiterate people and people without education. Freire has inspired not only the modern pedagogy, but also the development towards the participatory and action research methodologies. But what role can a liberating pedagogy offer in a disability perspective today?

Methods
This inquiry is based on theoretical and historical reflections of The Pedagogy of the Oppressed in relation to disability research today, emphasizing participation, social justice, citizenship, ableism and universal design.

Results
The pedagogy of the oppressed is relevant both within a disability perspective as well as for other groups facing oppressive societal mechanisms and social injustice. The disability perspective may add a complexity to a liberating pedagogy, where our roles of being oppressed, allies or oppressors needs consideration. The Pedagogy of the Oppressed can offer a strengthened awareness of excluding mechanisms in disability research and towards including the people it concerns, under the right pretenses, and for social justice.

Conclusion
Paulo Freire's work can raise new perspectives and possibilities in working towards social justice in disability research where the task can be viewed to not only liberate the oppressed, but also the oppressors.

References
Freire, P. (1970). Pedagogy of the oppressed. Continuum.

Universal Design for Learning in Higher Education

Professor Of Social Justice And Inclusive Education Nicola Martin[1]
[1]Lsbu, , United Kingdom

The poster will summarise the content of a book on universal design for learning (UDL) in HE which will be published in March 2025 by Critical Publishing. The authors are all higher education practitioners and students and the approach involves understanding UDL as beneficial to all students. Editors: Nicola Martin, Mike Wray, Jo Krupa.

Chapters

1. Universal design for learning: Contributing to the embedding of practical and pedagogical support for disabled students
2. Implementing UDL policies and procedures
3. UDL: Different learners, different places, different circumstances
4. Identifying and addressing practical concerns of minority ethnic students: The student voice and the awards gap in Higher Education
5. Effective and culturally sensitive online teaching and learning
6. Consciousness raising: Collective responsibility and strategic thinking for UDL in Higher Education
7. Overarching themes and future directions

460

The inclusive doctoral viva

Prof Nicola Martin
[1]Lsbu, , United Kingdom

The doctoral viva is stressful for all candidates. For neurodivergent candidates the stress can be magnified significantly when institutions fail to plan effectively to facilitate inclusive practice through Universal Design for Learning.
Our presentation reports on research conducted to identify ways in which the stress of the viva can be minimised for neurodivergent candidates. The good practice recommendations arising from our participatory research project have the potential to benefit all candidates.

Aesthetics of access and politics of memory

Saša Asentić[1]
[1]Oslo National Academy Of The Arts, , Serbia

The PhD research project "Aesthetics of Access and Politics of Memory" investigates how incorporating accessibility into artistic practices from the outset can reshape the ways we perceive and remember the past. The project challenges the conventional linear view of history, influenced by Walter Benjamin's concept of historical materialism, to recover and reframe marginalized artistic practices, particularly in dance. It addresses the historical erasure of anti-ableist, anti-fascist, and anti-capitalist art forms that have been sidelined by ableist norms and neoliberal capitalist regimes.

Using a multidisciplinary, practice-based approach, the project employs reconstruction as a method of resistance against ableism. It revisits and revitalizes works, events, and practices omitted from mainstream dance history, positioning accessibility as a central aesthetic component. The research is informed by disability arts discourses integrating insights from Disability Studies, Performance Studies, and Crip Theory.

The project has shown that embedding access from the start of the artistic process creates transformative experiences, fostering feelings of freedom, solidarity, and collective joy. It challenges ableist definitions of dance by integrating diverse subjectivities and perspectives, including those from disabled artists, thus offering new frameworks for performance and historical memory. This approach shifts the focus from mere inclusion to a reimagining of dance as an accessible and politicized practice.

The study argues that anti-ableist struggles are inherently linked to anti-fascist and anti-capitalist movements. By emphasizing accessibility, care, and solidarity as intertwined principles, the project redefines how disability history and dance history are understood. It advocates for historical research that foregrounds marginalized practices, proposing that solidarity-driven aesthetics of access can generate more inclusive and just narratives in the arts.

476

Testimonial Injustice? Police decision-making in sexual offences where the victim/survivor has learning disabilities and/or neurodiversity

Dr Helen Williams[1], Dr Alison Jobe
[1]University of Sunderland, , United Kingdom

People with learning disabilities and/or neurodiversity are at increased likelihood of sexual violence yet much less likely to disclose this to police. When they do report, their cases often drop out of the criminal justice system at the investigative stage and they are much less likely to see a charge or a conviction. Our previous work examined how the criminal justice system is experienced by people with learning disabilities and/or neurodiversity who report sexual violence. We found that 'being believed' was a key issue for victim/survivors and one which shaped their experiences of reporting and giving evidence. Practitioners considered police concerns about witness credibility a key reason for case attrition.

Building on this previous work, we sought to understand perceptions of credibility and how these impacted police decision-making in cases of sexual violence where the victim/survivor had a learning disability and/or neurodiversity. Working in partnership with a local force, we were granted access to the police records of 36 closed sexual offence cases. This data was thematically analysed to capture the information which officially informed and justified police decision-making.

The findings are presented in this paper. We found that communication difficulties, victim/survivor behaviour or the presence of contradictory testimony affected police perceptions of credibility, and this was a significant factor in cases which did not progress. We argue that standard measures of credibility may not be suitable for victim/survivors with different frames of reference and that communication may be impacted by learning disabilities/neurodiversity. Support is available to mitigate these difficulties and facilitate understanding, although these were poorly utilised in the case data. The result denies access to criminal justice and increases vulnerability to further victimisation rendering the justice system inherently discriminatory.

Disability and fertility in Sweden across two centuries

Johan Junkka[1], Lotta Vikström[1]
[1]Umeå University, , Sweden

Background and Aims: The relationship between disability and fertility has significant implications for public health and social policy. This study aims to investigate the association between disability and fertility among women in Sweden from the early 19th century to the present day, examining how this relationship has evolved over time and varies by disability type.

Methods: We combine two cohorts: a historical cohort of women present in Västerbotten, Sweden between ages 15-45 (born ~1815-1930), and a modern nationwide cohort of Swedish women born 1945-1975. Disability in the historical cohort is identified using the marks of impairment ("Lyte") in the POPLINK database, while in the modern cohort it's defined by receipt of disability pension from the MiDAS register. Fertility outcomes include completed fertility (number of children by age 45) and period Total Fertility Rates. We use Poisson regression to model completed fertility, adjusting for covariates such as birth cohort, education, income, and marital status.

Results: Although the fertility gap between women with and without disabilities varies across time periods and disability types, our preliminary results show persistent lower fertility among women with disabilities, with the most pronounced effect observed for women with intellectual disabilities. Notably, we observe exceptionally low fertility rates among women with intellectual and mental disabilities born in the 1880s and 1890s.

Conclusions: This study provides a unique long-term perspective on the relationship between disability and fertility in Sweden, spanning nearly two centuries. Our findings highlight the enduring impact of disability on fertility, particularly for women with intellectual disabilities. The exceptionally low fertility observed in specific cohorts underscores the influence of historical context on reproductive outcomes, such as sterilization programs.

Identity-Supportive Work with Children and Youth with Intellectual Disabilities: Understanding and Practice Among Milieu Staff

Dr Roald Undlien[1], Follestad Pernille
[1]University of Inland Norway, , Norway

Children and young people with profound and severe developmental disabilities need comprehensive support in all areas of life, including the ability to express their identities. Staff in group homes play a crucial role in fostering and nurturing individuality among these children. Our study seeks to answer the following question: How does the relationship between staff in small group homes and children/youth with severe and profound developmental disabilities affect the practice of identity-supportive interaction? We conducted individual semi-structured qualitative interviews with seven informants and analyzed their experiences thematically. The findings revealed that initially, staff had limited awareness of identity support in their work with the children. However, the quality of the relationship between the staff and the children significantly influenced their practice of identity support. Our study demonstrates that staff efforts to support identity can serve as a compensatory measure for children and young people with profound and severe developmental disabilities. This form of identity support depended on the knowledge staff acquired through developing relationships with the children over time. This approach not only allows children to receive support for their own identity but also promotes participation and agency in their lives. By recognizing them as individuals rather than merely as representatives of the category ‘developmentally disabled,’ identity-supportive interactions naturally occur between the staff and the children during everyday situations.

599

Autistic sensory experiences in and beyond the individual body – a critical phenomenological approach

Sarah Bloem[1]
[1]Linköping University, , Sweden

The concept of neurodiversity refers to the idea that there is not one single "healthy" type of mind. This concept challenges the biomedical model of autism as a mental disorder based on traits and behaviours located in the individual bodymind. Building on a neurodiversity approach, my project focuses on embodiment and affect, which are often pushed to the margins of theories on autistic lived experience. In scientific discourses about autism, the autistic individual is sometimes represented as unaffected and disembodied. "Unaffected" in this context refers to a perceived lack in emotion, feeling, and expression present in the autistic individual, and "disembodied" refers to a focus on autism as solely concerning the mind, at the cost of understanding sensory and other bodily experiences that an autistic individual might experience.

In this project, I carried out a diary-interview study with 15 autistic adults in the Netherlands. Participants took part in a two-week diary, in which they wrote and created images, and/or a follow-up interview. The diaries and interviews focus on sensory experience and emotion. I also examine how participants make sense of this within a broader societal context, such as related to (self-)diagnosis, societal norms and masking. I then analysed the diaries and interviews through a framework rooted in critical phenomenology. Phenomenology is a philosophical tradition and a heterogeneous mode of doing philosophy which is particularly well-suited for the study of lived experience. From a critical phenomenological point of view, we do not merely have sociohistorical perspectives on bodies and people, but rather these become part of the subject's very way of perceiving and experiencing themselves and the world. In this context, critical phenomenology is particularly valuable for examining where and how experiences at the level of the individual body intersect with the institutions and discourses that help shape disability and ableism.

595

Disabled children with complex service needs – family experiences in collaboration with the service system

Researcher Rebekka Bruteig[1], Professor Berit Berg[1], Professor Emeritus Jan Tøssebro[1]
[1]NTNU Social Research, , Norway

Background
Earlier research has shown high levels of frustration among parents of children with complex service needs. However, the satisfaction with each service is not alarming. This seemingly inconsistency has by public authorities been interpreted as «the problem is not the services as such, but the collaboration between them». During the last decades, a number of measures are introduced to remedy this problem, such as individual coordinators and a duty for service providers to collaborate (new legislation from 2022).
Aims
This paper is part of an ongoing project (2022-2027) and explores family experiences with the service system, with special focus on the collaboration with the service system and between tiers of the service system. Does the measure to facilitate collaboration work, and is the problem really the lack of collaboration?
Methods
We have conducted interviews with 27 families in six municipalities and 90-100 employees in different parts of the service system, including health services, social services, child protection, education and local authority administration. Many of them are involved in the direct services in the families interviewed.
Results
Most of the families describe strenuous days and a gap between needs and provision of services. Families with the youngest children tend to be more satisfied than families with older children and youth, who have experienced several transitions – both bodily and when it comes to services. Families also mention collaboration and coordination as a challenge, but in contrast to service providers – not as a main problem.
Preliminary conclusion
The preliminary results indicate that families with disabled children in need of comprehensive services experience a wide range of challenges. The new measures addresses only a small part of them. There is reason to ask to what extent new legislation and measures change practices.

Marginalised voices: criminal justice and disability

Alison Jobe[1], Professor Stephen Macdonald, Dr Helen Williams
[1]Durham University, , United Kingdom

This symposium draws together a set of papers focused on disabled people's experience(s) of criminal justice agencies. Setting the scene, the panel begins with a paper by Macdonald and Peacock that calls for the discipline of criminology to engage the marginalised experience(s) of disabled communities. Following this, are three papers presenting findings from research projects focused on disabled people's experience of crime and criminal justice responses to disabled people. Research by McDonald, Donovan and Clayton focuses on experiences of, and responses to disablist hate crime. Williams and Jobe's paper present findings from a research project exploring police responses to disabled and neurodivergent victims of sexual violence. The final paper in the panel by Jobe and Williams presents findings from a participatory theatre project that aimed to develop inclusive police and support service responses for learning disabled and autistic victims of violence. Papers in the panel are as follows:

Dis/ableist Criminology: Comprehending the Intersections between Disability and Criminological Theory. Prof Stephen Macdonald (Durham University) and Dr Donna Peacock (University of West Scotland).

Enduring Hate: The Long-Term Impact of Disability Hate Crime and Hate Relationships in the UK – Prof Stephen J Macdonald (Durham University), Prof Catherine Donovan, (Durham University), Dr John Clayton (Northumbria University)

Testimonial Injustice? Police decision-making in sexual offences where the victim/survivor has learning disabilities and/or neurodiversity. Dr. Helen Williams, (University of Sunderland) and Dr. Alison Jobe, (Durham University).

Towards inclusive criminal justice responses to victims of sexual violence. Findings from a participatory project. Dr. Alison Jobe, (Durham University) and (Dr. Helen Williams), University of Sunderland.

Towards inclusive criminal justice responses to victims of sexual violence. Findings from participatory research

Alison Jobe[1], Dr Helen Williams
[1]Durham University, , United Kingdom

This paper presents findings from ESRC funded research that aimed to co-create change and develop criminal justice practice using participatory theatre-based methods. Disabled victims of sexual violence are an unheard group and participatory research methods work to challenge marginalisation through principles of democratic participation and inclusion. Research shows that reports of sexual violence to the police from learning disabled and/or neurodivergent victims are less likely result in a charge or a conviction, and it is evident that current practices in the Criminal Justice System need adjustment to develop inclusive responses to victims of sexual violence.

In response, a film- Us Too: Alisha's Story- was co-created using participatory methods by experts by experience, researchers and a feminist theatre company. Working in partnership with Durham police, a local rape crisis centre (RSACC), Open Clasp Theatre Company and ARC- Us Too, the film was used to develop theatre-based reflective practice workshops. The workshops were piloted with police officers and multi-agency practitioners in 2023, with the aim of developing inclusive criminal justice responses to sexual violence. This paper findings and outcomes from this participatory project

Disability Visibility through Festivals: A Case Study of Purple Fest (2023) in Goa (India)

Dr. Anjali Chaubey[1]
[1]Goa University, , India

In India, there are over 5 million people with disability (Census 2011), yet one doesn't often see many forms of visible disability embodiment on the street except in the highly marginalized poor section of the disabled population. As a result, in the middle and upper middle class popular imagination, bodily impairment continues to exist as 'stigma' or 'karmic retribution' found only in the 'poorest of the poor'. The discussions on disability in the academic discourse is often contained and limited to the classrooms. As a middle-class female with visible disability, I find myself shrinking in public spaces and rarely do I come across another individual with impairment. The ableist gaze penetrates even my positioning as an educator of disability related courses. However, when I was deputed to attend the novel Purple Fest happening in the country for the first time, I found myself in raptures. As if in a utopian landscape there were wheelchair users plying down the streets of Panjim and playing basketball, people with deafness and muteness video calling their loved ones and people with multiple impairments going about shopping and exploring Goan landscape in the most normative manner. The 3-day festival brought together individuals with impairments, neurodivergents, caregivers, educators, companies making assistive devices, NGOs and importantly the non-disabled community in a very carnivalesque atmosphere. This was a festival that celebrated and normalized disability and allowed PwDs to belong and claim public spaces in a big way. In the subsequent year, Goa celebrated International Purple Festival on a bigger and grander scale and and led to This paper is an attempt at analyzing the significance of such state sponsored festivals in the Global South in creating an acceptance of bodily difference and affecting a change in the collective disability perception and empowerment of individuals with varied disabilities.

Historiographies of affliction: the Neo-Victorians and disability

PhD candidate Enrica Zaninotto[1]
[1]University of Verona, , Italy

The present paper surveys the portrayal of disability within Neo-Victorianism (1990s-2010s), a self-conscious contemporary literary genre within the Anglosphere which aims at rewriting and revisiting the Victorian past from a present metahistorical lens. As a matter of fact, as a result of the formation of present-day notion of disability during the Victorian Era, works of fiction written in nineteenth century England enjoyed a proliferation of disabled characters which mirrored the historical reality of the time. Yet, although Neo-Victorianism actively engages with its archetypical past of reference by means of historiographic metafiction and retrospectivity, the study of Neo-Victorian "affliction" (that is the terminology used in the Victorian Age to address disability) has found scarce feedbacks in Academia, which has solely researched Neo-Victorian reinterpretations of the Freak Show. The study of Neo-Victorian disability, on the contrary, in the name of the genre's standpoints, can illuminate and provide wisdom both on the past conceptualization of disability and its contemporary understanding. This analysis has been conducted adopting a qualitative and inside-out methodology in line with Feminist Disability Studies (late 1980s-2010s). The results have shown that disability is less present in Neo-Victorianism than it was in the Victorian past but, when featured, it is also more prominent and not relegated exclusively to secondary characterization. By means of retrospective historiography to the nineteenth century, thus, this research highlights the current impact of disability in contemporary history-inspired literature and its correlated influence on our culture, fostering interdisciplinary discourses and promoting an image of disability that is more aligned with ambitions of activism and empowerment.

Recognizing disability in higher education. A human rights perspective

Professor Inger Lid[1]
[1]Vid Spcialized University, , Norway

This paper addresses disability in higher education by focusing on education as a human rights topic and the states and institutions' responsibility to recognise disability as part of the diversity among students and academics. According to the CRPD article 24 state parties shall ensure an inclusive education system at all levels.
UNESCO states in a 2021 report that "Disability affects access to education across all regions and income groups when education systems do not have inclusive policies in place." Most countries do not yet have inclusive policies in place and a structure that supports equal access to higher education for students with disabilities. This paper aims to contribute to developing policy knowledge and practice recognizing disability in higher education. I will study reports to the CRPD committee from Norway and 3 other countries, if and how the reports include higher education.
Higher education is important and valuable in itself as supporting human flourishing, which is the formation (bildung) aspect of education. In a culture valuing paid work, higher education also have instrumental value as it enables individuals to apply for paid job by educating citizens for entering roles and taking on responsibilities in society at large.

Students with disabilities experience a manifold of barriers when approaching higher education, thus, persons with disabilities are underrepresented in higher education and perhaps even not recognized as learners in the context of higher education.

I will in this paper focus on identifying ableist attitudes and practices and pedagogical, socio-cultural and spatial barriers students face in higher education. Most barriers are experienced at the micro level in student-teacher interactions and student – university environment interactions. However, solutions are often to be found at institutional level and is dependent upon policies supporting students right to education. In this paper, I investigate structural and cultural barriers.

630

The role of Research promoting the implementation of the UNCRPD: Education and Freedom of speech

Professor Inger Lid[1]
[1]Vid Spcialized University, , Norway
Symposium theme: Facts and Figures on implementation of disability rights in the Nordic Countries

The role of Research promoting the implementation of the UNCRPD: Education and Freedom of speech

The UN Convention on the Rights of Persons with Disabilities UNCRPD creates a solid foundation for disability policy in different societies. All Nordic countries are States Parties to the UNCRPD.
I will inn this presentation focus on the role of research in the implementation of the CRPD in Norway. Little research has been financed in Norway, where mostly committee reports and consultant reports have been published. Thus, the implementation of the CRPD risk to be less influence on policy for example regarding education, article 24, article 4, 8 and 19.
Disability research could play a more important role in promoting the implementation of the CRPD in the Norwegian context, where the influence of national bodies such as directorates are rather strong. In this paper I will discuss how research can play a more important role in a knowledge-based implementation of the CRPD. I will also discuss the role of disability rights organisations and other stakeholders. The Norwegian ombud and committee with responsibility for reporting to the CRPD committee could probably relate more to disability research. I will discuss this with interest for education, including higher education, ablism and recognition of persons with disabilities as equal citizens, and living independently and belonging to local communities.

Understanding before legislating: the legislative process behind the LSS-law in Sweden

Jessica Smaaland[1], Åsa Emtelin[2], Anna Söderberg[2]
[1]STIL – The Founders of Independent Living in Sweden, , Sweden, [2]National association JAG, , Sweden

In our presentation, we will describe how the Swedish LSS (Act Concerning Support and Service for Persons with Certain Functional Impairments) was implemented, based on the thorough "Handikapputredningen," which included deep interviews with both physically and intellectually disabled persons. This investigation played a pivotal role in shaping the law, which grants the right to personal assistance and promotes self-determination for disabled persons, regardless of the type of impairment.

Although the investigation started during economic stability, the legislation was passed during a time of crisis. Despite this, the government invested in a welfare model that upheld human rights and equality for all citizens. A unique aspect of the Swedish approach is that no distinction was made between individuals with physical or intellectual disabilities; everyone was granted the same rights to autonomy and support. For intellectually disabled persons who cannot manage their assistance independently, the use of a legal guardian, was seen as a solution to ensure they could access personal assistance. This approach allows them to maintain self-determination on equal terms, even without verbal communication, through collaboration with someone who knows them well.

Our method involves reviewing the documentation and comparing the thoroughness of this investigation with more recent processes. While the original investigation led to well-grounded reforms, recent efforts have been rushed and less comprehensive, resulting in weaker proposals that fail to fully address the needs of disabled persons.

Our experience shows that successful reform requires not only strong advocacy but detailed, evidence-based investigations. The LSS law is a testament to what can be achieved when these conditions are met and serves as a model for future welfare policies.

Embracing Minor Gestures: Co-Creating Dimensions of Inclusive Work Through Slow Research

Prof. Dr. Oliver Koenig[1], Mag. Sabine Mandl[1]
[1]Bertha Von Suttner Private University St. Pölten, , Austria

This paper explores how care-infused practices reshape organizational structures for inclusive work in post-pandemic times. Challenging neoliberal dynamics that reduce organizational inclusion to mere "technologies of governance" (Ahmed, 2012), we argue such approaches perpetuate power imbalances and constrained recognition (Dobusch, 2021). We aim to demonstrate how deliberately inclusive organizations offer insights into transforming organizational practices.

Extending our previous work in the "Cov_Enable: Reimagining Vulnerability in Times of Crisis" project, we are currently involved in transitioning our learning with an inclusive research group into a collaborative follow-up project to explore what constitutes and enables inclusive work beyond narrow neoliberal framings. Adopting "slow scholarship" and "crip time" (Liddiard et al., 2024; Kafer, 2013), we situate lived experiences of inclusive collaboration at the core of our inquiry, challenging the accelerated, output-driven tempos of the neoliberal academy while drawing on care webs (Piepzna-Samarasinha, 2018) as framework for imagining collective care practices.

Through a series of collective sense-making workshops over one year, the group arrived at an initial understanding of interconnected pairs of caring practices that constitute dimensions of inclusive work: equality and recognition; co-creation and well-being; collective negotiation and choice; building trust and familiarity; mindfulness and respect; preparation and security; accessibility and sharing information; flexibility and boundary management.

Echoing Tronto's (1993) view that care ethics require organizations to evaluate not just what they do but how they do it, our preliminary findings show the importance of finding the time to recognize subtle, often unnoticed actions—what Erin Manning (2016) refers to as "minor gestures". These minor gestures have the potential to transform how systems function and how we value learning processes. Instead of focusing solely on measurable outcomes, this perspective encourage to appreciate what emerges outside predefined norms or expected results offering valuable lessons for advancing disability inclusion in the labor market and beyond.

Enduring Hate: The Long-Term Impact of Disability Hate Crime and Hate Relationships in the UK

Prof. Dr. Stephen J Macdonald[1], Prof. Dr. Catherine Donovan[2], Dr. John Clayton[3]
[1]Durham University, , United Kingdom, [2]Durham University , , United Kingdom, [3]Northumbria University, , United Kingdom

This paper aims to contribute to the growing literature within disability hate studies and criminology concerning experiences of hate crime. The data that will be presented has been derived from 204 case studies accessed through an advocacy service within the North-East of England that supports victims/survivors of hate crime. The paper employs the concept of intersectionality, thus, rather than merely focusing on hate crimes that are disablist motivated; this study investigates the experiences of hate crimes recorded as racist or homophobic and where the victims/survivors also have a disability or mental health condition. In the data findings, although very few hate incidents/crimes were conceptualised as disablist, disability played a significant role in the instigation and targeting of victims/survivors. Furthermore, the data analysis confirms that the experience of hate crime has a disabling effect on many participants in the study. This paper concludes by proposing that social and criminal justice agencies should move away from comprehending hate crimes as singular incidents to conceptualising this form of violence as a harmful relationship that progresses over time.

Dis/ableist Criminology: Understanding the Intersections of Disability and Criminological Theory

Prof. Dr. Stephen J Macdonald[1], Dr Donna Peacock[2]
[1]Durham University, , United Kingdom, [2]University of West Scotland, , United Kingdom
This paper is a call for the discipline of criminology to begin to re-engage with the marginalised voices of disabled people who have been excluded, pathologised and silenced within this field of study. Until recently the concept of disability has been absent from within the studies of criminology and victimology. This is because disability is typically (mis)understood as a health issue that impacts offenders' or victims' experiences within the criminal justice system. Yet, within Disability Studies, disabled people are conceptualised as an oppressed minority population, that is structurally vulnerable to criminality and victimisation. This paper will trace the parallel developments of criminological and disability theory, as it becomes clear that there were several historical and contemporary points at which the disciplines could and should have intersected. Yet they failed to do so, neglecting to comprehensively understand the lives and perspectives of disabled people who are victims, perpetrators, or who otherwise encounter criminal justice organisations. This theoretical paper argues that to fully understand the nexus of crime/victimisation and disability, the discipline of criminology must develop and incorporate dis/ableist spaces and approaches whereby individual, cultural, and structural ableism and disablism can be examined, challenged, and critiqued.

“Closely consult and actively involve?” – People with intellectual disabilities participating in public decision-making.

Emma Q Burns[1]
[1]Centre For Disability Law And Policy, University Of Galway, , Ireland

Background
The UNCRPD places a duty on State Parties to closely consult and actively involve people with disabilities in the development of legislation and policies to implement the CRPD, and in other related decision-making processes. The experiences of people with intellectual disabilities in policy-making spaces demonstrate that this obligation is not being met.
Aims
This study aimed to identify the policies, practices and interactions that empower people with intellectual disabilities to participate meaningfully in public and political life. It also explored the barriers that prevent people with intellectual disabilities from full and effective participation in the conduct of public affairs.
Methods
This paper presents findings from a qualitative case study of the National Platform of Self-Advocates in Ireland. Using a variety of ethnographic and participatory research methods, it follows the experiences of the 11 members of the Platform steering committee as they negotiate the work of collective advocacy.
Results and Conclusions
The experiences of disabled people in policy-making spaces suggest that there is still a gap between the obligations of the CRPD and the environments within which DPOs attempt to participate in the conduct of public affairs. People with intellectual disabilities and their representative organisations face multiple barriers to full and effective participation. These include inaccessible physical and online environments, inaccessible information and communication, negative attitudes and stereotypes, and reluctance of both policymakers and other DPOs to accommodate their participation. People with intellectual disabilities claim that their voices are not being heard and that they have not yet been assured an equal place in civil society, either through legislation or in practice. Changes to structures and processes are suggested which could address the continuing battle that people with intellectual disabilities face in gaining access to the higher levels of decision-making.

How actions express (dis)respect of dignity: experiences of persons with disabilities

Maija Aalto-Heinilä[1], Hanna-Maria Niemi[1], Karoliina Ahonen[1], Johanna Korkeamäki[1]
[1]Law School, University Of Eastern Finland, , Finland

1.Background aims

The aim of the presentation is to give content to the morally and legally foundational, yet indeterminate and debated concept of human dignity. We do this by showing how even seemingly neutral statements or actions can express disrespect of the dignity of disabled persons. We draw upon the idea of dignity as an expressive norm, developed e.g., by Khaitan, the basic idea of which is that whether an act disrespects someone's dignity depends on the "second layer" of meaning that such act expresses, rather than on its literal meaning or its consequences.

2. Methods

The study is based on both theoretical analysis of the concept of human dignity as well as empirical research. In the project "Disability and dignity" persons with disabilities at different stages of life were interviewed. The researchers asked about their conceptions of human dignity and how it is realized in their lives.

3. Results

An analysis of the interviews reveals different ways in which persons with disabilities experience that their dignity is disrespected or violated. Typically, this happens so that other people's words or actions convey an indirect message of disabled persons' inferior status. For example, at school standards are automatically lowered for them, conveying the message that they are incapable of learning; or as young adults, a pension is granted to them without even investigating their ability or willingness to work, thus revealing the assumption that they are incapable of contributing anything to society and that their place is in the margins.

4. Conclusion

It is important to make explicit the second layers of meaning that even well-intended acts towards persons with disabilities may carry. It is especially important to expose what kinds of attitudes law expresses towards persons with disabilities.

511

Inclusive higher education: using the public sector equality duty to drive institutional change

Dr Shivaun Quinlivan[1], Prof Lucy-Ann Buckley[2]
[1]University of Galway, , Ireland, [2]University of Limerick, , Ireland

Background aims

Article 24 of the Convention on the Rights of Persons with Disabilities requires States Parties to ensure an inclusive education system at all levels. This requires "eliminating barriers impeding the right to education, together with changes to culture, policy and practice … and effectively includ[ing] all students." Within the Irish higher education context, however, the concept of inclusive education has received only limited attention. Statutory measures on accessibility and reasonable accommodation fall significantly short of international legal requirements. Notwithstanding a statutory public sector equality duty, there is no obligation to train staff in inclusive pedagogy or equality awareness. This is likely to significantly impact the realisation of the human right to inclusive education in practice.

Methods

This paper draws on the findings of two connected inclusive learning projects at an Irish Higher Education Institute (HEI) to consider student experiences of both inclusion and exclusion. Drawing on action research methodology, and centring the student voice, the projects used qualitative methods to identify barriers to inclusive education at undergraduate and postgraduate levels. The projects then sought to encourage and empower teaching staff to address these barriers through awareness raising, the implementation of an inclusive teaching award scheme, and the provision of human rights information, training and inclusive pedagogical tools. Finally, the projects sought to influence institutional policy and to drive culture change within the institution, to address the more structural barriers and to ensure a more inclusive learning environment.

Results and Conclusions

Premised on the Irish public sector equality duty, the projects sought to enance the right to inclusive education within a specific institutional context. The projects identified multiple barriers to inclusion which can generally be classed as both attitudinal and structural. Staff and student feedback indicated attempts by staff to enhance inclusion in light of training and increased awareness.

Opportunities for digital activities as pathway to inclusion – case of young persons with disabilities

Dr Susan Eriksson[1]
[1]South-eastern Finland University Of Applied Sciences, , Finland

The presentation sheds light to digital citizenship of young persons with disabilities, based on findings of two research projects on their opportunities for meaningful youth leisure activities. Digitalisation has been rapid in recent years, and having revolutionized the life practices of young people, it has been one of the major social changes influencing the lives of youth. By researching the digital activities of young persons with mobility impairments and profound intellectual disabilities, the aim of the paper is to reveal, what kind of opportunities for activities do these young people have in present digitalized culture, and what does it imply on their position in contemporary youth cultures.
The data consists of semi-structured theme interviews and ethnographic observation data on the digital activities of young persons with disabilities. The data will be analysed intersectionally, considering the diverse life realms of persons with mobility impairments and persons with profound disabilities. This analytical approach enables to find the intersections of disability and other attributes of individual difference, that influence their social position in the contemporary youth communities.

529

Addressing the reproduction of ableism in academia and its impact on students with disabilities

Dr Gemma Goodall[1], Dr Odd Morten Mjøen[1], Dr Aud Elisabeth Witsø[1], Dr Sissel Horghagen[2], Dr Lisbeth Kvam[1]
[1]Department of Mental Health, Norwegian University of Science and Technology, , Norway,
[2]Department of Neuromedicine and Movement Science, Norwegian University of Science and Technology, , Norway

Background: The importance of promoting inclusive higher education is emphasized in both research and policy, yet seldom translated into practice. Students with disabilities often have to exert time and effort in arranging accommodations so they may participate in education on an equal basis with others. Thus, the responsibility for inclusion continues to rest on the shoulders of students with disabilities, rather than on the institution.

Aims: Grounded in ableist theory, the aim of our qualitative study was to generate knowledge on how understandings of inclusive education and disability are constructed among higher education employees in Norway.

Methods: We conducted four focus group interviews with 19 higher education employees. The participants were based across 10 different Norwegian universities and were affiliated with a range of disciplines. Transcripts were analysed using a codebook approach to thematic analysis.

Results: The participants' mixed understandings of inclusion were characterized by a lack of guidance and support from the university. Participants described being left alone to 'sink or swim' as they manage the tension between promoting inclusion on a flexible basis, while conforming to the rigid structures of their respective study programs. Facilitation was described as a 'hassle', and some participants felt that universal design is only necessary if a student with disability is in the class. Overall, the findings illuminate the uncertainty that higher education employees feel in their role as educators, and the lack of training and time they receive from management to engage with inclusive pedagogy.

Conclusions: Students with disabilities – despite being seen as resources – are expected to fit into the learning environment in a way that does not disrupt current educational practices. As long as ableist expectations continue to dominate academia, it is clear that higher education will remain an arena designed for no one other than the 'mainstream' student.

Facilitated criminal case processes in Norway: Who are considered vulnerable adults? A factorial survey

Dr. Odd Morten Mjøen[1,2], Professor / Researcher 1 Patrick Stefan Kermit[1,2], Dr. Terje Olsen[3], Researcher Rebekka Bruteig[2], PhD student Stine Berre[1], PhD student Nina Dahl[4], Assistant professor Wenche Natland Dahlen[1], Dr Erik Søndenaa[1], Mr Robert Envik[5]
[1]Norwegian University of Science and Technology, , Norway, [2]NTNU Social Research, , Norway, [3]FAFO, , Norway, [4]University of Oslo, , Norway, [5]The courts of Norway (Domstolsadministrasjonen), , Norway

Research identifies specific challenges for persons with intellectual disabilities in the Criminal Justice System. Norway adopted the Nordic Barnahus (Literarily “Children’s Houses”) model in 2015, in order to strengthen the legal protection of children who have witnessed or suffered violence, abuse or sexual crimes. The Norwegian Barnahus also has the responsibility of conducting adapted forensic interviews with adults with intellectual disabilities.

In the fall of 2024, a Factorial Survey (FS) will be distributed to 490 prosecuting attorneys in Norway. The FS will investigate the attorneys’ assessments of different case descriptions of adults who are wictims of serious crimes. The FS will investigate factors impacting attorneys’ assessments when adults are considered to have intellectual disabilities. The FS will also explore how the presence of a diagnosis influences these assessments.

Each prosecutor will evaluate 12 cases, where they will score, on a scale from 0 to 6, how likely it is that the person described would be offered interrogation at the Barnahus. These cases are made up from several characteristics that are simultaneously manipulated in the vignettes: Gender, age, vulnerability, presence of diagnosis, and type of case.

The design of the FS forces the participants to make trade-offs between each case’s different characteristics, allowing us to identify the independent effect of each characteristic on the participants’ assessments. The data will be analyzed in two level regression models, and an interaction term between the variables diagnosis and vulnerability will be included in all models. The hypothesis is that being described with a diagnosis automatically qualify a person for the option of having their interrogation done at the Barnehuset, regardless of being described as vulnerable or not. Being described as vulnerable, but without a diagnosis, does not to the same extent qualify a person for the option of being interrogated at the Barnahus.

The African Disability Protocol: De-colonising disability rights discourse in Africa?

Dr Dianah Msipa[1]
[1]Centre For Human Rights, Faculty Of Law, University Of Pretoria, South Africa, , South Africa

Background aims
The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa (African Disability Protocol) is widely recognised for acknowledging the unique experience of rights violations by persons with disabilities in Africa. The significance of this contextualisation transcends the mere inclusion and formulation of rights that respond to and reflect the African experience. This contextualisation is particularly significant in light of Africa's colonial legacy characterised by colonial discourses and laws, which persist long after the end of the period of active colonisation. This paper will demonstrate the significance of the adoption of the African Disability Protocol as an act of contesting coloniality in African disability rights discourse to formulate African solutions to African challenges.
Methods
The study utilises desktop research focusing on primary and secondary texts on human disability rights in Africa and beyond, to demonstrate how the African Disability Protocol challenges persisting coloniality in the Region. It adopts socio-legal and historical analyses to trace the development of laws and discourses on disability rights in the Region. Finally, the study deploys de-colonial theory as a conceptual framework for analysing the research findings.
Results and conclusions
The paper will address the following results:
a) The African Disability Protocol does not reject Western discourses on Disability Rights in their entirety, but critically re-claims them in line with de-colonial theory
b) The African Disability Protocol retrieves local knowledge (including negative and positive cultural practices) in order to create a new African perspective on disability rights
By so-doing, the paper concludes that the process of drafting the African Disability Protocol was one of decolonising disability rights law in Africa.

513

Beyond the Desk: How Professional Services Staff Shape Inclusive Research Culture

Liz Dew[1], Lucy Dunning, Rhea Halsey
[1]University Of Sheffield, , United Kingdom

Background:
The recognition that university research cultures are exclusionary has become a prevalent topic in university discourse, leading to increased interventions aimed at promoting positive research culture, policy, and practice. However, disability and the perspectives of disabled researchers and professional services staff are often sidelined in discussions surrounding equity, diversity, and inclusion (EDI).

Aims:
This paper aims to highlight the efforts of two research projects based within iHuman, a research centre at the University of Sheffield, which seek to address the omission of disability in EDI discourse and practice. The Wellcome Trust Anti-Ableist Research Culture (WAARC) and Disability Matters brings together academic and professional services staff to create and deliver a suite of activities focused on centring disability and challenging systemic ableism.

Methods:
Both projects focus on creating an inclusive environment by experimenting with innovative ideas for recruitment, employment and workplace practices. In this paper, we will draw upon our experiences as professional services colleagues to provide examples of inclusive practices related to the recruitment, employment, support, and retention of disabled researchers. These projects imagine a culture in which disability is viewed as an asset and a driver for positive change.

Results:
By sharing our personal experiences and inclusive practices, we aim to illustrate the positive impact of incorporating disability-focused strategies into research culture, ultimately fostering an environment that supports disabled researchers and challenges ableism.

Conclusions:
The findings from our reflections on WAARC and Disability Matters will emphasise the importance of inclusivity in research culture and the need for systemic change in university practices to better support disabled researchers and professional services colleagues.

Tikambe! Our Stories, our lives, our planet, - International podcasting collaboration exploring disability and climate

Dr Tanvir Bush[1]
[1]Bath Spa University, , United Kingdom

Background Aims

This project enables and accelerates voice, advocacy, and participation to prompt policy changes that reduce stigma and improve the quality of life of Deaf and Disabled people, with a focus on mitigating the increased risks associated with climate change-related crises.

Through an international collaboration led by a unique cohort of Disabled Zambian and British podcasters, Tikambe! utilises creative, disabled-led podcasting, with content stemming from and inspired by the lived experiences of Deaf and Disabled people, to bridge what often seems insurmountable discrimination.

Methods

This project is underpinned by three research questions:

1. How can the creative process of podcasting empower Deaf and Disabled people to
a) express the profundity of lived experiences, relating to climate precarity, to a wider audience?
b) feel more confident about their employability skills?

2. How can these podcasts facilitate a 'transformational inclusion' approach to policy development, to negate the impact of climate precarity on Deaf and Disabled people?

3. How do cultural approaches to mitigating the impact of climate precarity on Deaf and Disabled people, compare and contrast within the UK, Zambia and USA?

Results and Conclusions:

Creating a collaborative network of disability advocates and Disabled creatives in Zambia, UK, and USA; and utilising this network to inform and impact climate precarity due to inequalities, by co-creating podcasts to raise awareness, inform policy development, and reduce stigma.

Tikambe! will be a web of human and administrative resources: new networks of disability advocates and disabled creatives producing unique podcasts that amplify previously unheard voices, raise awareness and reduce stigma;etc.

A best practice toolkit will be produced for policymakers, Disabled creatives and disability advocates. It will include 'Transformational Inclusion' strategies to reduce inequalities in climate precarity; specifically, to inform and negate the impact of climate precarity on Deaf and Disabled people.

Disability Studies and Encountering the Disabled African Body – A Critical Postcolonial Exploration

Dr Hadiza Kere Abdulrahman[1]
[1]University Of Lincoln, , United Kingdom

In considering the way that Disability is viewed in many postcolonial African societies, it is pertinent to consider the continuities and disruptions due to Africa's colonial encounters and current realities both personal and societal. Falola and Hamel (2021) highlight how amongst the most prominent challenges for people living with disabilities in Africa are often indigenous, colonial and postcolonial. These tripartite can sometimes take the form of stigmas, cultural beliefs, legacies of armed conflicts, misplaced government and humanitarian policies, poverty and marginalisation to mention a few.
This paper looks specifically at Nigeria and attempts a critical exploration of different forms of disablement (and disabilities) and the accompanying effects these can have on those who live with them. It also considers the gains in terms of evolving social consciousness and especially the ways these can be rooted in 'Africanist' and indigenous ways of knowing and being?
The aim is to explore lived African experiences of disability as well as recent laws and policies that have contributed to making a change. The paper also engages with the general concept of disability studies as it is currently theorised and how this translates into practice in non-western contexts, especially given the actuality of the often-multiple levels of exclusion and inaccessibility which are by no means unique to only people living with disability.
Given recent talks of globalising disability studies beyond a western perspective, this paper aims to widen the scope for engaging with the disabled African body, looking at contributions from contexts previously considered on the margins.

Taking lessons from Disability Arts Theatre

Associate Professor Hilde Guddingsmo[1]
[1]Nord University, , Norway

Background aims

The Disability Arts Theatre (DAT) field consists of ensembles where professional actors with intellectual disabilities perform based on their perspectives. DAT arose as a reaction to disabled artists not being taken seriously. Its purpose is often both political (changing society) and aesthetic (making good art). Thus, the artists need to have strong ownership of their own artistic expression.

DAT shares much of its purpose with the field of social work, which however has well-documented challenges in achieving relatable ideals of realising basic human rights, such as participation in society and self-determination. Thus, there is a potential for the field of social work to learn from DAT to improve practice.

Existing through decades, the DAT tradition has developed methods that help promote marginalized voices through participatory processes and contributed as an important catalyst for the realization of the rights of people with disabilities. Hence, it will be interesting to establish a project that explores the theatre ensembles and the work processes they rely on.

Methods

The research project is carried out in collaboration with Teater NonStop, a professional theatre ensemble for 15 actors with intellectual disabilities and 6 social care students, led by a dancer and choreographer. In addition to interviews with artistic directors, actors and students, the method consists of fieldwork in participatory creative processes towards performances and productions.

Results

Preliminary findings indicates that the theatre methods are based on a social understanding of disability, where improvisation-based tools offer a universally designed work-context through immediate adaptations between participating actors. The format thus contrasts with the logic in many other contexts, where participation in society depends on a certain level of functioning in order to have access to express oneself, participate and influence.

Conclusions

The redeeming keys lie both in the artistic tools and the attitudes they represent.

Expert user communities: disabled people as change agents in digital accessibility education

Dr Andy Coverdale[1], Dr Sarah Lewthwaite[1]
[1]University of Southampton, , United Kingdom

Digital technologies dominate everyday life. However, to design and develop tools, platforms and services that are accessible requires a critical awareness and understanding of disability often lacking in the tech sector. In this paper, we draw on data collected from an ongoing 5-year research project with experienced accessibility educators in computer science and the workplace. Data comprise expert panel interviews, focus groups and case studies from leading sites of learning.

We find disabled educators are at the forefront of championing accessibility teaching and training in universities and workplace settings. They bring the immediacy of lived experience and informed expertise to the learning environment. They also recognise the importance of modelling teaching in an accessible way and supporting disabled learners to engage on equal terms with their peers. Disabled learners can be powerful allies in democratising learning spaces, helping to raise awareness and cultivate critical understanding. However, educators can be reluctant to specifically draw on disabled learners as they navigate the sensibilities and ethics of identity and disclosure and risk overlooking disabilities that are hidden.

Alternative teaching practices draw heavily on representational forms of lived experience using videos and culturally embedded abstractions such as disability simulation and design personas, which risk trivialising social, emotional and embodied dimensions of disability. In contrast, direct interaction with experts by experience is found to be transformative for learners. Yet many educators have indicated the challenges of accessing and resourcing engagement with expert user communities, the need for appropriate training and imbursement, the additional support required for learners to engage with expert users meaningfully, and the risk of prioritising some disabilities over others.

We consider these findings in view of disability theory and critical curriculum studies to understand disability as meta-curriculum, within the specific pedagogical cultures of computer science and techno-centric workplaces.

How might disability inclusive arts practices strengthen citizenship and community participation in the global south?

Senior Lecturer (førstelektor) Vibeke Glørstad[1], Prof Tone Pernille Østern[2]
[1]VID Vitenskapelige Høgskole, , Norway, [2]NTNU, , Norway
Vibeke Glørstad, senior lecturer, VID Specialized University, Norway
Tone Pernille Østern, professor, NTNU, Norway

How might disability inclusive arts practices strengthen citizenship and community participation in the global south?

The disability-art movement is still central to disability justice work. Cultural representation of/about/for people with norm-breaking functional variations strengthens identity, criticizes ableist practices and opens the door to strengthening citizenship and community participation. This presentation will showcase voices of disabled people from the global South. They are authors in the book Theater and Performing Arts, Disability Citizenship and Community development - Perspectives from the Global South and North (Editors: Vibeke Glørstad, Tone Pernille Østern, Tony McCaffrey, Kelvin Chikonzo and Nehemiah Chivandikwa Cappelen Dam open access December 24?)

The authors presents their his work on how inclusive cultural practices, where disabled and non-disabled works together strengthens identity and community participation. We have perspectives from different experiences with disability, physical, mental, intellectual, neurodivergent and also a variety of cultural forms.

Method: We show how the authors' distinctive involvement with theatre, performance and other cultural expression both address processes that shape the marginalization and exclusion, but also, empowerment and activism. They describe both obstacles and facilitators which will be presented.

Results Conclusion: The authors critically present and discuss methods and models for inclusive and innovative arts and cultural citizenship practices that leverage off from disability as the special driving force and game changer for a more open society. The perspectives and practices elaborated on reveal how art-practice in the community is a way of activating partnership and participation. We argues that it is urgent to nurture participation of disabled communities in theatre and arts processes in ways that might radically foster new emotions, bodily states and social attitudes and structures that legitimize disabled bodies within and beyond performance spaces.

522

Participation in the cultural life of the local community

Senior Lecturer (førstelektor) Vibeke Glørstad[1]
[1]VID Vitenskapelige Høgskole, , Norway

Background: The quality of services for people with intellectual disabilities also includes the quality of municipal services such as leisure and cultural participation. Cultural participation provides opportunities both for participation and a sense of meaning and purpose. Often these areas of service are excluded when talking about quality in service. CRPD describes the right to support for community participation in several articles. Article 30 on cultural participation states that people with disabilities must be allowed to develop and utilize their creative, artistic, and intellectual potential, not only for their own sake, but also for the enrichment of society. NOU 2023: 13 nevertheless indicates that the opportunity for the intellectual disabled to have an active leisure time and participate in society on an equal basis with others is limited.
In this presentation, I will describe two different cultural activities for the people with intellectual disability in the municipality /local community and discuss their opportunities for the participants to utilize their personal and artistic potential, both for themselves and society.
Method: Study 1 is a conducted interview survey of both actors and support staff in a theater group, study 2 is a broader organizational analysis based on documents and interviews with the management of a major cultural center
Results and conclusions: In study 1, the actors show great satisfaction with the theater group, they grow through the production of performances, and it is good to have an audience. With Nancy Fraser, the theater offers opportunities for recognition and representation. At the same time, they lack the financial and political means to bring talent and group activity to a wide audience. In study 2, a breadth of cultural activities gives the opportunity for several choices to unfold in. An explicit link to the disability art movement gives the center a wider social participation.

578

eHealth accessibility, internet use and online risks faced by people with intellectual disabilities

Dr Kristin Alfredsson Ågren[1], Dr Claude L. Normand[2], Prof Catharina Gustavsson[3,4,5], Dr Vanessa Nina Heitplatz[6], Prof Darren Chadwick D.[7], Dr Stefan Johansson[8,9]

[1]Department of Health, Medicine and caring sciences, Linköping University, , Sweden, [2]Department of Psychoeducation and Psychology, Université du Québec en Outaouais, Gatineau, Qc., , Canada, [3]Center for Clinical Research Dalarna, Uppsala University, Falun., , Sweden, [4]Department of Public Health and Caring Sciences, Uppsala University, Uppsala, , , Sweden, [5]School of Health and Welfare, Dalarna University, Falun, , Sweden, [6]TU Dortmund University, Social Research Center and Rehabilitation Technology, Dortmund, , Germany, [7]Liverpool John Moores University, School of Psychology, Liverpool, , UK, [8]Department of Media Technology and Interaction Design, School of Electrical Engineering and Computer Science, KTH, Royal Institute of Technology, Stockholm, , Sweden, [9]Faculty of Engineering, Certec, Department of Design Studies, LTH, Lund University, Lund, , Sweden

Background & aim: Many services have become digitized in society, including health services. Although online services have advantages, citizens with intellectual disabilities are struggling when using the internet and may not reap those benefits.

This study aimed to describe and understand how people with intellectual disability in Sweden use the internet, online risks they have experienced, and barriers faced when trying to access eHealth services.

Methods: Data from the nationwide surveys “Swedes with Impairment and the Internet” 2021 and 2023 (SMFOI-21; -23) were extracted for a total subsample of 227 respondents with self-declared intellectual disability, n=154 in 2021 and, n=73 in 2023. The data included closed and open-text answers. Analyses were made using descriptive statistics and content analysis.

Results: People with intellectual disabilities used the internet mainly for entertainment purposes. Challenges arose in more complex online activities like using digital identification, logging into the Swedish national portal for eHealth www.1177.se; searching for health information on the national eHealth website; booking medical or dental appointments online and attending health care meetings online. Participants relied on support from family, guardians or staff to access the internet, understand online content, or solve problems encountered and handle the cognitive requirements of using the internet. Although expressing a desire to engage more independently in the digital society, larger proportions experienced online risks in relation to digitally mediated sexual abuse and financial exploitation, compared to other citizens.

Conclusion: This research provides valuable insights into the nuanced experiences of people with intellectual disabilities in digital society. It underscores the importance of improved accessibility, simplified interfaces, tailored support and a supportive ecosystem to enhance digital inclusion of people with intellectual disabilities as a matter of being afforded equal rights to access health and other online services.

521

Listening to Fatigue: A qualitative interview study with 13 people living with ME/CFS in Iceland

Dr Nanna Hlin Halldorsdottir[1]
[1]University Of Iceland, , Iceland

People living with ME/CFS suffer from a great sense of exhaustion, energy impairment and have generally gotten limited support as ME is considered ‘a contested disease’ (Blease, Carel, Geragthy 2017). Due to the 2019 Covid pandemic and the development of Long Covid (a similar disease to ME) there is an increased recognition of ME. Even though fatigue or exhaustion has to a great extent characterised the disease, this debilitating symptom has not been researched to a great extent in a qualitative manner, especially not in the form of ‘post exertional malaise’ (PEM), which is the hallmark symptom of ME (Chu et al. 2018). PEM typically occurs after mental or physical exertion, even 48 hours after the event. The situation of people living with ME in Iceland has barely been researched even though one of the biggest ME epidemics Akureyrarveikin (e.The Akureyri disease) happened in Iceland. This interview research is therefore first of its kind in Iceland.

A qualitative, semi-structured interview study was conducted using the theoretical framework of phenomenology (Høffding og Martiny 2015, Køster og Fernandez 2021). Thirteen participated in the interview research, nine women and four men. The interviews were analysed with the phenomenological method informed by critical disability studies and critical theory in general.

Although the thirteen informants share a physical sense of PEM, the disease materialises in miscellaneous ways. Those who had a sudden onset of the disease experienced greater disruption of their daily lives than those that had a gradual onset. Generally, the informants found ways to stay within their physical energy limits. However, cognitive or emotional PEM appeared less manageable than physical PEM. Overall, they furthermore reported limited support from the Icelandic health care or social systems to the extent that some of them had experienced diagnostical indifference and medical gaslighting.

Separate space, time, and curricula: Examining the experiences of children with disabilities in India

Tanushree Sarkar[1], Ms Preethi Krishnamoorthy[2]
[1]University of Missouri, , United States, [2]DPS Bangalore North, , India

How do educational policies, that assign labels to children, shape the identity of youth and children with disabilities? While global estimates suggest that 16% of the world's population is disabled (World Health Organization, 2023), only 0.9% of children enrolled in schools in India are identified as disabled (Ministry of Education, 2022). Children with disabilities are not only missing from datasets that inform educational policies and budgets, but also a critical gap is the absence of the perspectives of children with disabilities on education policies and practices to provide inclusive education in India. This paper explores the experiences of children with disabilities assigned to segregated classrooms and curricula at one regular urban elite private school in India.

We conducted interviews with teachers, special educators, school management, and 6 tenth-grade children with disabilities who volunteered to participate in the study. Classroom observations were carried out, following the children through the school day. Photo-voice and arts-based methods were used to ensure children could participate in the study through varied modalities and create artifacts to represent their understanding of inclusive education. We find that while all children had a disability diagnosis that led them to be placed in a segregated classroom, only one self-identified as disabled. Further, we address how the language of needs and support (Vehmas, 2010) is used to justify segregated classroom contexts.

We offer how ethnographic and research-creation approaches can be used to understand the experiences of disabled youth, develop ways of researching that consider the varying access needs of disabled children, and promote the participation of disabled children in knowledge production. This paper provides insights into how educational policies in India label children and influence the experiences of children with disabilities in schools and classrooms and how children with disabilities envision inclusive education.

Epistemic citizenship under structural siege: a meta-analysis drawing on 544 voices of service user experiences

Dr. Faten Nouf[1], Dr Jens Ineland[1]
[1]Umea University, , Sweden

In research, the main incentives to politicize service user involvement in Swedish social- and healthcare are underpinned by democratic notions, such as empowerment and active agency. In policy, 'active agency' among service users with mental illness [SUMI], is motivated in terms of promoting stakeholders' control over their own personal recovery through e.g. individually needs-adjusted social- and healthcare services. Promotion of service user involvement presupposes that service users are capable and valuable sources of knowledge (epistemic subjects) for the establishment of appropriate care regimes. A great body of research however address that the ideals of welfare-state policy on service involvement do not reflect the present experiences among SUMI who face hardships as epistemic subjects in welfare encounters.

Aim and methods: Drawing exclusively on qualitative research with SUMI (n=38), in the period 2017–2022, this meta-analysis' main objective is to identify facilitators of, and barriers to, notions of service user involvement in service-provisional encounters. The theoretical framework of epistemic (in)justice is applied in the analysis.

Results: Two overarching themes were extracted from informants' quotes in the reviewed research; professional relations and organizational settings. In the theme of professional relations, the categories physical and emotional accessibility, autonomy and safety, and responsiveness to individual needs address examples that are central to SUMIs (positive and negative) experiences. In the second identified theme, categories of e.g. continuity and organizational fit, ideology, and co-production working processes are found central facilitators and barriers for experiencing notions of user involvement.

The authors conclude that the themes of professional relations and organizational settings are equally important for promoting individual notions of service user involvement, since organizational structures are imperative for practice and hence for professional encounters with SUMI. Stakeholder experiences that analytically represents different epistemic injustices, illustrate barriers that do not conform to service user involvement policy ideals.

Revisiting Sound: The Journey of Experienced Hearing Aid Users Through Transition

Dr. Niels-Henrik Hansen[1]
[1]CFD Research And Development, , Denmark

In this presentation, the experiences of experienced hearing aid users receiving new hearing aids are examined. The users describe a transition that can be dramatic and very intrusive, even though it may be short-lived and they are already accustomed to using hearing aids. This experience as be defined as "transition sound" and understands it as a particular period during which the person's relationship with the surrounding world is up for negotiation and social reintegration is necessary. Based on an empirical study, the article shows that the period of transition sound can challenge an individual's position in the world and their connection to their environment. Therefore, this period can sometimes be experienced as challenging, even by experienced hearing aid users. Both the research literature and the empirical data upon which the presentation is based indicate that for the majority, this is a transitional period, and that the new sound will be assimilated, allowing one’s position in the world to be experienced as stable again. The presentation is based on qualitative interviews (N=24) with individuals of working age (18+) living with hearing loss, residing in Denmark, and who have received one or more forms of hearing rehabilitation.
Commonly, most attention is paid to new hearing aid users and their adaptation process, but not to how experienced hearing aid users experience this transition period. The presentation will describe their experiences and point out that there is reason for increased attention to the phenomenon.

605

Time trends in life satisfaction from 1995-2017 among persons with disabilities in Norway

Miss Grace Katharine Forster[1], Prof. Monica Lillefjell[1,2], Assoc. Prof. Sobah Abbas Petersen[3,4], Assoc. Prof. Ruca Elisa Katrin Maas[1]

[1]Department of Neuromedicine and Movement Science, Faculty of Medicine and Health Sciences, Norwegian University of Science and Technology, 7491 Trondheim, , Norway, [2]Department of Public Health, University of Stavanger, 4036 Stavanger., , Norway, [3]Department of Computer Science, Faculty of Information Technology and Electrical Engineering, Norwegian University of Science and Technology, 7491 Trondheim, , Norway, [4]Department of Technology Management, SINTEF Digital, 7030 Trondheim, , Norway

Background: Monitoring health outcomes is important to develop strategies and measures to promote health equity. However, little is known regarding psychosocial well-being among middle-aged adults living with disabilities in Norway. This study examines and compares trends in life satisfaction over two decades among middle-aged adults reporting slight, moderate or severe disabilities due to motor, vision, hearing, physical illness or mental health problems.

Method: Cross-sectional data from three waves in the North Trøndelag Health Study (HUNT) collected 1995-97 (T1), 2006-08 (T2), and 2017-19 (T3) using a sub-sample of participants aged 45-64 years (N=47 260; mean age=54.6) were used. Crude prevalence models comparing mean scores were performed to investigate time trends in life satisfaction (single item: 1-7) for each disability type and severity.

Results: Overall, mean scores in life satisfaction have remained stable and slightly improved between T1 and T3 cohorts across all disability types and severities. However, when comparing trends between each time point, findings reveal that life satisfaction declined across all groups between T1 and T2, and increased between T2 and T3. Comparing total group mean scores at T3, persons with disability due to hearing or vision impairment reported the highest overall mean scores (5.17 and 5.16, respectively), whilst those with disability due to mental health problems reported the least overall mean scores (4.39).

Conclusion: Our findings suggest that life satisfaction has slightly improved over the last two decades in Norway among middle-aged adults living with different types and severities of disability. Interestingly, decline in life satisfaction occurred among cohorts between years 1995 – 2008. Slight disparities in life satisfaction are observed between persons with different types of disability. These findings may be used for future studies examining health trends and determinants of health among persons with disabilities and may contribute towards initiatives to promote health equity.

532

Role of employment on quality of life among people with disabilities in Norway

Miss Grace Katharine Forster[1], Prof. Monica Lillefjell[1,2], Assoc. Prof. Sobah Abbas Petersen[3,4], Assoc. Prof. Ruca Elisa Katrin Maas[1]

[1]Department of Neuromedicine and Movement Science, Faculty of Medicine and Health Sciences, Norwegian University of Science and Technology, NTNU, 7491 Trondheim, , Norway, [2]Department of Public Health, University of Stavanger, UiS, 4036 Stavanger, , Norway, [3]Department of Computer Science, Faculty of Information Technology and Electrical Engineering, Norwegian University of Science and Technology, NTNU, 7491 Trondheim, , Norway, [4]Department of Technology Management, SINTEF Digital, 7030 Trondheim, , Norway

Background: Employment is shown to have a positive effect on psychological and social health among persons with disabilities. However, few studies have explored this whilst comparing differences between groups with varying types and severity of disability. This study examines and compares the interaction between being employed and severity of disability on quality of life among groups of adults in Norway with no disability and disability related to vision, hearing, motor impairment; physical illness; or mental health problems.

Method: Data was used from a sub-sample of the 2019 Trøndelag Health Study (HUNT) (N = 37 835; age = 45-64, mean age = 54.4). One-way multivariate analysis of variance were performed for each group examining the relationship and interaction between employment status and disability severity (slight, moderate or severe) on two indicators of quality of life (life satisfaction and meaningful life), whilst controlling for socioeconomic confounders.

Results: Being employed was consistently associated with higher self-reported life satisfaction and meaningful life across all groups and this is most notable among those reporting severe disability. Significant interaction effects were observed between employment and severity of disability on meaningful life across all groups. Interactions between employment and disability severity on life satisfaction were found significant among all groups, but not among those with mental health problems. Being employed was more strongly related to higher scores in meaningful life than with life satisfaction.

Conclusion: This evidence suggests that being employed may contribute towards higher life satisfaction and meaningful life among adults with different types and severities of disability. Furthermore, people with more severe disability seem to benefit the most in quality of life from being employed, compared to those with lesser severity. Public employment systems are encouraged to better prioritize policies and measures to promote participation and inclusion in the workplace for people with disabilities.

The Social Model and Beyond: Archiving the UK Disabled People's Movement for Future Generations

Dr Thomas Campbell[1], Dr Hannah Morgan[1], Dr Miro Griffiths[1], Dr Paul Darke[2]
[1]Unvieristy Of Leeds, , United Kingdom, [2]Digital Disability, , United Kingodm

1. Background: Disability Studies in the UK has since its inception recognised the importance of the Disabled People's Movement in developing big ideas such as the social interpretation of disability that have informed the theories, methods and approaches deployed in the field. In recent years, important books such as Judy Hunt's 'No Limits' and Bob Williams-Findlay' 'Disability Praxis' have shed greater light on the important history of the UK Disabled People's Movement. Important writings such as Paul Hunts collected works have become widely available for the first time. Archival collections of the Disabled People's Movement now also exist at Archives+ in Manchester and the University of Leeds Special Collections. These accounts and the accessibility of new material has made clear to us that Disability Studies operates in the wake of the social interpretation of disability, and the broader political legacy of the Union of the Physically Impaired Against Segregation.
2. Aims: We are capturing the accounts of those involved in this transformational activism learning from their words and recollections, preserving them for future generations. We are developing audiovisual assets for a variety of publics.
3. Methods: Our methods include archival research, oral history interviews and audiovisual presentation.
4. Results and Conclusions: In this paper, we will provide an early report of the collaboration between three Disability Studies' academics at the University of Leeds and the documentary filmmaker (and Disability Studies Scholar) Dr Paul Darke to produce an audiovisual record of this important history and to consider the lessons for Disability Studies and disability politics of this foundational moment.

548

Comparative analysis of the accessibility and non discrimination approaches to Inclusion of people with disabilities.

Dr Aniyamuzaala James Rwampigi[1], Prof Lizbeth Goodman
[1]Inclusive Design Research Center (IDRC), , Ireland

Accessibility is recognised as a human right and human right principle under articles 9 and 3 of the Convention on Rights of persons with disabilities respectively. This forms the foundation of the rights based accessibility approach and practice to inclusion of people with disabilities. The European accessibility Act 2019 reflects the application of accessibility approach and practices at regional level. The Non discrimination is recognised as a human right principle and forms the foundation for the rights based non discrimination approach to inclusion of people with disabilities. The Anti-Discrimination and Accessibility Act in Norway represents the use of both the accessibility and non discrimination approaches and practices to inclusion.

The survey on the use of accessibility and non discrimination approaches and practices by the users of digital and non digital hearing and ear assistive technology was carried out in 2021. The qualitative key informant interviews were carried out to examine the use of accessibility and non discrimination to inclusion. The results shows accessibility approach and practices addressed more the environmental barriers to inclusion of people with disabilities. The non discrimination approaches and practices addressed more of the attitudinal barriers to inclusion of people with disabilities. It was difficult to measure the impact of the non discrimination approaches and practices. Accessibility approaches and practices measures the discrimination of people with disabilities through failure to provision accessibility products including assistive technology, services and reasonable accommodations by duty bearers.

hearing and ear assistive technology are part of the accessibility solutions for inclusion and facilitation of people with hearing loss in different environments. Accessibility approach and practices such as comprehensive accessibility policies, guidelines, standards, Audis and plans should be used at all levels to facilitate inclusion of all diverse people with disabilities in all environments including the digital and non digital environments.

538

Disability Activism in the Digital Age: Can the World Be Changed Through an Instagram Account?

Phd Stina Melander[1], Dr Julia Bahner[1], Dr Oskar Krantz[2]
[1]Lund University, , Sweden, [2]Malmö University, , Sweden

Background and Objectives:
The active effort of individuals with disabilities to raise awareness about their circumstances and influence societal attitudes is not a new phenomenon. However, what is novel is the availability of digital platforms that facilitate this activism. This study aims to explore the nature of disability activism on Instagram within a Swedish context, focusing particularly on the dynamics that develop between activists and their followers.

Methods:
The data consists of ten Instagram accounts, run either by individuals with disabilities or their close relatives, all dedicated to showcasing life with disabilities. Several of these accounts have gained significant followings, with some individuals now fully dedicating themselves to raising awareness about their conditions. For the ten accounts we selected, we analyzed both the images and texts shared by the activists, as well as the interactions they have with their followers.

Results:
Many of the accounts we investigated have grown from small, personal profiles into large platforms, some with over 200,000 followers. The individuals behind these accounts can, as a result, support themselves financially through social media activities. Additionally, the focus of these accounts has shifted from personal insights to more generic content, resembling "lifestyle" pages that feature daily realities and challenges faced by people with disabilities alongside images of children, food, and products for sale.

Conclusions:
Running an Instagram account can be an effective way to raise awareness about what it means to live with disabilities and serves as a means to reach entirely new audiences. Furthermore, individuals with disabilities gain a form of visibility; they are not merely subjects of pity but emerge as figures of admiration in their own right. This reveals a notable duality: while digital platforms effectively educate and combat prejudice, they also introduce a commercialization and individualization of the disability rights movement.

546

The role of disability in selected court rulings from the early nineteenth century Iceland

Professor Hanna Sigurjónsdóttir[1]
[1]University Of Iceland, , Iceland

The lecture will delve into old court cases involving poor, disabled women and compare them with contemporary court cases. The aim is to examine the interplay of disability and social and cultural factors to shed light on how the characteristics of disability have been used and given meaning in court cases. By examining selected judgments from Icelandic court records from the early nineteenth century and comparing disability-related descriptions with cases brought before the courts nearly two hundred years later, it becomes evident that although the words used have changed, many parallels exist in how the meaning of disability is shaped. What has changed is the nature of the knowledge called upon to provide testimony about the personal characteristics of the women. Whether it is modern-day psychologists or past clergy, the testimony serves the purpose of giving disability meaning, and it is these descriptions that are used to undermine the credibility of the women. The results reflect the power that has served over the centuries as a tool to define and shape the “unfit” in language and culture by using underlying attitudes.

An investigation into social support for, and use of social space by, autistic university students

Ms Sharron Sturgess[1]
[1]London South Bank University, , United Kingdom

This research explores the social lives of autistic university students, how they engage with the social spaces and places provided.

Research questions:
- How do autistic students utilise spaces and social opportunities that universities provide?
- What barriers should universities remove for access to social space?
- What could universities do to support the social experience of their autistic students?

I undertook insider research by interviewing students I supported. Six semi-structured interviews were conducted using an amended version of photovoice as an autistic-responsive method. To focus discussion students took photos of the social spaces that they inhabit.
Types of space identified where they feel they 'belong':
- Physical space to socialise in academic departments helped nurture a sense of belonging.
- Societies provide a context for socialising.
- Intersectional space, students interviewed from the LGBT+ community found acceptance in the Liberation space.
- Physical disability access, wheelchair users had issues with physical access to social space.
- Most highlighted the importance of outdoor space for regulating their social energy.
- Sober space as a choice for students.
- Importance of staff being available to support safe social spaces on campus.

Further themes:
- Many spaces had too much sensory overload.
- Usefulness of context for making friends.
- Importance of convenient location.
- Importance of enclosed space to feel secure.
- Pets as supporting social life.
- Campus not for socialising, seen as a place to study.

Recommendations for Universities:

- Utilise outdoor space for student use.
- Provide more neuroinclusive spaces.
- Better communication with students over what is available, especially when spaces change.
- Consultation with students over the refurbishment of spaces.
- Support departments without a physical base to cultivate a social space for students.
- Establish subject-based societies to socialise and meet other year groups.

Drivers of change in services for intellectually disabled persons in Norway: 1960-2020

Professor Emeritus Jan Tøssebro[1]
[1]Ntnu Social Research, , Norway

Replacement of institutions for intellectually disabled persons has been on the agenda for decades, not least in the Nordic countries. Two Nordic countries (Norway and Sweden) were the first to replace all such institutions. This paper explores the drivers of change in one of these countries, Norway. The starting point is when institutions were first questioned, around 1960, and includes the post-reform era (after the late 1990s) until 2020. The paper takes New Institutionalism as theoretical point of departure, comprising among others the "garbage can model" and implementation issues. It is based on in-depth study of public and less official documents. A major finding is that changing ideology was an important but far from a sufficient condition. The existence of alternatives perceived as realistic and alliances between actors such as parents, politicians and civil servants were also important. However, the main point appears to be external developments, that is, general developments in public administration and welfare policies. These developments were not linked to persons with intellectual disabilities as such, but opened a decision window for new policies for this group. From 1960 to the 1990s, this kind of external developments appears to support the reform movement, whereas after the late 1990s, such developments undermine rather than support continued development of services. The relevance of the findings for other countries and prospects for future development is discussed.

The brief history of the Independent Living movement

Policy And Movement Support Officer Kamil Goungor[1]
[1]European Network on Independent Living - ENIL, , Greece

The independent living movement started in the United States in the late 1960s when several disabled people attended a “crip camp” (summer school for disabled activists) and shared their frustration with the general exclusion of disabled people from mainstream American society. In 1972, some of these activists opened the first Centre For Independent Living (CIL) at the University of Berkeley in California. From there, the independent living movement was born. Adolf Ratzka, who contracted polio as a teenager in Germany, won a scholarship and went to Berkeley, where he was inspired by the concept of independent living. He then moved to Sweden and created the Stockholm Cooperative of Independent Living (STIL) in the 1980s. In the United Kingdom, John Evans and other residents of the Le Court institution established Project 81, in order to become free and to live in their own homes with personal assistance (paid through personal budgets). Kapka Panayotova was a key figure in promoting Independent Living in Central and Eastern Europe. Other countries in Europe and other continents followed. In 1989, several disabled activists from around Europe met in Strasbourg to formulate a new pan European independent living movement – ENIL. The concept of Independent Living (IL) is much older than the UN Convention on the Rights of Persons with Disabilities (‘CRPD’). It has played a key part in the drafting of the CRPD, especially Article 19 (and later of the General Comment no5), but is also underpinning other articles, none of which can be realised without independent living. These are just a few of the stops that we will do while going through the history of the Independent Living movement.

569

Socially just transformations in practice: Lessons from disability inclusion in climate change adaptation

Professor Siri Hallstrøm Eriksen[1], Dr David Mfitumukiza[2], Dr Sarah Bell[4], Prof Ruth Kjaersti Raanaas[1], Ms Robyn Grøndahl[5], Ms Riya Pankaj Dani[1], Ms Nadia Delic-Klevstad[1], Mrs Faseeha Fatima Gillani[1], Mr Victor Kuteesa[2], Mr David Nangosi[3], Ms Marianne Skolbekken[1], Ms Marte Sponberg[1], Dr Edwige Marty[1], Mr Martin Omondi[6]

[1]Norwegian University of Life Sciences, , Norway, [2]Makerere University, , Uganda, [3]National Union of Disabled People Uganda, , Uganda, [4]Exeter University, , United Kingdom, [5]The Norwegian Federation of Organisations of Persons with Disabilities (FFO), , Norway, [6]Jaramoga Oginga Odinga University, , Kenya

Background aims

Transformative adaptation involves actions and processes that fundamentally shift values, worldviews, structures and power relations to achieve more just and equitable outcomes. There is increasing recognition that this involves transforming the arenas in which societal actors engage in collective action, with ecosystem stewardship, knowledge diversity, social justice and inclusion as foundational qualities of decision-making. In this paper, we reflect on how the case of disability inclusion in climate change adaptation illustrates particularly well key elements of such processes.

Methods

We draw on exploratory fieldwork in East Africa in March 2024 regarding the lived experiences of disability and inclusion in local climate change adaptation planning. We analyse key informant interviews carried out with PWDs and climate change planners in two rural localities in Uganda and Kenya.

Results

Findings suggest that multiple injustices lead to a situation of precarity for many persons with disabilities during climate events, including a lack of basic assistive devices and practices that exclude PWDs from accessing disaster response measures. Despite formal representation of PWDs in local climate planning, several mechanisms excluded them from meaningful participation in decision-making in practice.

Conclusions

There is a need to move to distributive, procedural and recognitional climate justice founded on values of care for people and nature. Such an approach entails creating care-full, inclusive spaces for planning and implementing local climate adaptation actions, supporting learning processes that address unjust knowledge and power relations. Recognition of the diverse lived realities of persons with disabilities is fundamental to such processes. The experiential knowledge of persons with disabilities about how climate change vulnerability manifests, its intersection with social processes of marginalization, as well as of resilience strategies that are deployed in the face of adversity and uncertainty, helps deepen our understanding of what it takes to build inclusive, mutual learning processes into adaptation.

Critical and hybrid pedagogies in computing: the politics and logic of digital accessibility

Dr Sarah Lewthwaite[1], Dr Andy Coverdale[1]
[1]University Of Southampton, , United Kingdom

Digital accessibility is essential to digital inclusion. As life is increasingly mediated by digital technologies, there is a pressing need to educate designers, developers, engineers and product managers in the creation of tools, platforms and services that are accessible. However, digital accessibility is challenging to teach. It requires conceptual understanding, procedural knowledge and technical skill, and content ranges across technological, socio-cultural and legal dimensions. Drawing on a 5-year international research study with experienced teachers and trainers, learners and professionals, our research seeks to establish the pedagogic content knowledge that is unique to digital accessibility. Methods included expert panels interviews, online panel forums, focus groups and ethnographic case studies in leading sites of learning.

We find that digital accessibility represents an inherently interdisciplinary, complex pedagogic space, requiring hybrid pedagogies in the even the smallest teaching acts. This productive messiness is arguably in stark contrast to the high-certainty terrain of standards-based discourse, and compliance culture that defines accessibility for much of the tech sector. Further, within computing, the politics of disability contrast strongly with the anti-politics of abstract computer science. In these challenging conditions, accessibility is precarious. We observe how teachers creatively respond to both the pedagogic and socio-cultural challenges of sustaining digital accessibility in academy. We report how they pursue pedagogical approaches and methods that cohere around nuanced approaches to disability, practical applications and solutions, and engagement with, and representation of, lived experience and embodied knowledge. These signature pedagogies teach with, through and about disability. We argue that in these terms, digital accessibility represents a unique field within an emergent and distinct pedagogical culture; one that must be supported.

610

Expanding beyond ageist and ableist conceptions of youth concussion ‘recovery’

Dr. Katie Mah[1,2], Dr. Gail Teachman[1]
[1]School of Occupational Therapy, Western University, , Canada, [2]Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, , Canada
Background: The ways that youth concussion ‘recovery’ is conceptualized play a central role in shaping the health and rehabilitation supports that are offered to youth following concussion. In earlier research, we conducted a critical conceptual review of the ways youth concussion ‘recovery’ is represented in the literature. Our review illustrated that youth concussion recovery is a reductive concept that reinforces the high social value ascribed to ‘normal’ bodies and is tethered to expectations for youth to act in ways deemed responsible and compliant to achieve a ‘return to normal’. To begin to address this tacit vision of recovery we partnered in research with young people to elicit and centre their perspectives. Methods: Using a multimedia storytelling method, we engaged six youth who had sustained concussion (18-24 years of age) as expert storytellers. Working alongside multimedia professionals in a series of online group workshops, participants were supported to co-create short films detailing their experiences and understandings of concussion recovery. They also participated in a follow-up interview. Our team-based approach to data analysis attended to the ways that ageism and ableism combined to shape socially prevalent discourses concerning concussion recovery in ways that have negative effects for youth who struggle to achieve idealized notions of recovery in ways that are deemed ‘good’ and ‘proper’. Results: Drawing on representative data, including the films themselves, we demonstrate the ways in which youths’ stories draw much needed attention to the loneliness associated with their struggles, as well as the complex recovery work they engaged in to appear ‘normal, ‘responsible’, and ‘okay’. Conclusions: This research reveals the disabling effects of oversimplified and reductive conceptualizations of recovery. It suggests new lines of inquiry, including the often-hidden work of recovery and what it means to live well following concussion.

613

Childhood, disability, impairment, and pain: Examining critical intersections

Dr. Gail Teachman[1], Dr. Katie Mah[1,2], Muning Zhang[3]
[1]School of Occupational Therapy, Western University , , Canada, [2]Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, , Canada, [3]Department of Occupational Science & Occupational Therapy, University of Toronto, , Canada

Background: Up to 75 % of youth diagnosed with cerebral palsy report experiences of ongoing pain. This prevalence is disproportionately higher than their non-disabled peers, yet the pain experiences of this group, and more broadly those of young people labelled physically disabled remain underrecognized, understudied, and undertreated. Furthermore, almost no research has focused on eliciting the subjective pain experiences of youth living with physical impairments. Their expertise, preferences and priorities are almost entirely absent from the pain landscape and thus, there is scant knowledge available to guide pain-related care and practices for this group. Methods: Informed by a critical disability studies lens, we conducted a scoping review to map and critique what is known about the relation between youth experiences of chronic pain and cerebral palsy in the health and rehabilitation sciences literature. In addition to synthesizing 35 studies that met inclusion criteria, we conducted a critical analysis to identify and examine patterned ways of speaking, thinking, and acting (i.e., discourses) embedded within and reproduced across the reviewed studies. Results: In this presentation we focus discussion on our critical analysis which suggests that pain, disability, and impairment were often conflated in the reviewed literature to the extent that pain might be taken for granted as an inevitable consequence of living with cerebral palsy. Conclusions: This work produced foundational knowledge of the ways in which pain is taken-for-granted as a natural consequence of living with cerebral palsy or with disability generally. We argue that when pain is regarded as ‘natural’ or ‘expected’, it risks being overlooked by clinicians, researchers, and even disabled youth themselves. Given the potential harms to disabled youth if their pain remains misunderstood, overlooked, or unaccounted for, future research should partner with disabled youth to produce urgently needed knowledge of their pain-related experiences.

Radical ideas of early disability activists

Dr Angela Wegscheider[1], Prof Marte Feiring[2]
[1]Johannes Kepler University Linz, , Austria, [2]Oslo Metropolitan University, , Norway

Writing disability history from a first-person perspective is complicated because disabled people have often been excluded from the historical record and thus from social history research (Mitchell & Snyder, 2023). In our paper we analyse first-person texts written by disabled activists in the 1920s and 1930s in Austria and in Norway. In the nineteenth century, deaf and blind people were pioneers in organising, and people with physical disabilities followed in the early twentieth century with the establishment of self-help associations.

The data consists of 40 magazine articles written by Siegfried Braun in Austria and Toralf Sandvig in Norway, for people with physical disabilities and their allies. Identifying their main issues, problems, opinions and demands is the focus of our research. In addition to an in-depth analysis of the first-person texts, we carry out a cross-national analysis.

We contextualised and interpreted the magazine articles as part of the historical period in which they were written: the period between the two world wars and before the expansion of the welfare state. Our findings show that both were outstanding activists with physical disabilities in their national association and had ideas about the problems of disabled people that can be compared with the contemporary disability movement. Although one lived in Norway and the other in Austria, their writings often addressed the devaluation and discrimination of disabled people. They repeatedly called for rights, education, employment and sufficient resources to live independently and with dignity. Both were very committed to promoting self-esteem and self-help in their peer group, and both were internationally oriented, closely following developments in disability policy in other countries.

Mitchell, D. T., & Snyder, S. L. (2023). A Cultural History of Disability in the Modern Age. Bloomsbury Publishing.

Employers’ experiences of on-boarding processes of employees with disabilities

Dr Johanna Gustafsson[1]
[1]Örebro University, , Sweden

Background
The employer perspective on the employment of people with disabilities has been increasingly explored in research, identifying both employer practices in recruitment and facilitators and barriers in the work situation. However, research has not focused on employers' experiences of on-boarding processes, i.e. the processes by which new employees acquire the knowledge, skills and behaviours needed to integrate into an organization, and the organizational practices that facilitate these processes, when employing people with disabilities. On-boarding processes are important for organizational socialization, whereby the new employee becomes a fully accepted and functioning member of the organization. Such acceptance, in turn, influences both employee well-being and short- and long-term employment success.
Aim
The aim of this study is to explore employers' experiences of on-boarding employees with disabilities in a supported employment context.
Methods
Semi-structured interviews with employers (n=20) collaborating with supported employment organizations on the employment of people with disabilities. Data will be analyzed by qualitative content analysis. Data collection is ongoing.
Findings
Preliminary findings include what employers perceive as important in the on-boarding processes of employees with disabilities to facilitate the acquisition of the employee's knowledge, skills, and behaviors, as well as what are perceived barriers to such acquisition.
Conclusions
Conclusions will be drawn from the findings on organizational on-boarding practices when employing workers with disabilities.

Participation and persons with intellectual disabilities: Together and unwelcome?

Halvor Hanisch[1]
[1]Vid Specialized University, , Norway

Background
The concept of participation is central to many conversations about intellectual disability, with "full participation" in the CRPD and "levels of participation" in research being just two of many diverse examples.
Aims
This presentation aims to provide a brief overview of how terms like "participation," "social participation," and "meaningful participation" are understood in recent Nordic disability research. It also aims to discuss the findings of such an overview critically, and outline needs for theorization.
Methods
Scoping review of recent Nordic research, limited to research with adults with intellectual disabilities. Aims, supplemented by interpretation guided by Reinhard Koselleck's sense of conceptual history.
Results
Preliminary analyses suggest that most uses of the term are based on an underlying assumption: that there is a «place» or «context» where participation happens, and that life inside this context is seen as good, while life outside it is seen as bad. Thus, most understandings of participation seem to imply an overly positive view of the context for social participation.
Conclusion
Most notions of participation are at risk of reducing the obstacles or hindrances faced by persons with intellectual disabilities to exclusion, barriers, or lack of access. Hence, further conceptual work is needed: Even when persons with intellectual disabilities participate in various meaningful ways, they may still encounter certain forms of adversity or unwelcomeness. Further theorizations of this unwelcomeness do not undermine the importance of participation, but rather expands it to give a more balanced account.

571

Swedish guide dog users – 50% stopped and 25% victims of hate crimes

Master of Sociology Finn Hellman[1]
[1]University Of Gothenburg, , Sweden

Background

Previous research, articles in the media and appeals to the Equality Ombudsman on the subject document the negative treatment of guide dog users, despite in-place legislation for the protection of people with disabilities from discrimination. The gap between ideal and practice formed the point of departure for my paper.

Aims

The aim has been to examine the negative treatment of guide dog users in Sweden. The research questions identify and illuminate the character of negative treatment as well as the perspectives of guide dog users regarding such negative treatment, and what explanatory motivations might lie behind discriminatory behaviors.

Methods

In this mixed methods study, 25 interview subjects participated in group interviews and 12 interview subjects contributed to the qualitative research by keeping diaries over a period of five months. With respect to the quantitative part of the study, a census survey was conducted in the form of telephone interviews with 67.5% of all guide dog users. The theoretical framework employed was based on theories of ableism, the relational model of disability, animal geography, the minority stress model and coping strategies.

Results and Conclusions.

The results demonstrate that half of all guide dog users have been denied access to places/activities once or on multiple occasions. Those denying access typically motivate their refusal to admit guide dog users as due to concerns of dog allergies and/or fear of dogs. Fear of being met with denied access leads to more than a third of guide dog users abstaining from activities, or leaving their guide dog at home when they go out. One in four guide dog teams has been the target of hate, threats or violence. The qualitative research demonstrates how negative treatment, the research subjects' minority stress and their coping strategies are all multi-dimensional.

Inhabiting sisterhood: life expectancy and the politics of able-bodiedness in medieval convents

Dr Godelinde Gertrude Perk[1]
[1]Tampere University, , Finland

Background aims

The emerging field of the study of disability in the Middle Ages has yielded many generative debates (Godden and Hsy; Singer; Bolt et al.). It has productively historicized (the distinction between) impairment and disability, especially as these categories intersect with gender, and unravelled how the religious model of disability informed lived experience as well as cultural representations of body-minded difference (Metzler; Pearman; Wheatley; Orlemanski). However, while disability in lay communities has garnered much attention, the interplay between disability, community, and life expectancy in medieval convents remains underexamined. Homing in on biographies of Devotio Moderna sisters from the Low Countries and letters by northern German Benedictine nuns, this paper argues that the community's presentation of the body politic and communal lived experience produce disability in order to reinscribe compulsory able-bodiedness (McRuer) onto that body. Age and the sisters' relatively high life expectancy compound this project, however.

Methods

This paper first charts how the demands of communal religious life inflected (the lived experience of) disability, before juxtaposing textual witnesses to these medieval women's lives with historical records to map patterns of life expectancy in comparison to women not living a religious community. It then plots the letters' and biographies' different strategies for maintaining the community's and the liturgy's discursive able-bodiedness, but also uncovers how fears of age-related impairment haunt the communities' imagined future. I conclude by considering both the ethics and the problematics of reading for communally produced texts from the past for disability and collective experience .

Results and Conclusions

By triangulating disability studies, literary studies, and historical evidence, this paper textures our understanding of medieval lived religion as well as lived experience.

585

Lessons learned from attempts to enhance involvement for participants with intellectual disability in research

Phd Marie Gustavsson[1], PhD Susanne Larsson[1]
[1]Linköping University, , Sweden

Background aims: For a long time, researchers within disability studies have requested representation and inclusion of participants with intellectual disability. The aim of this paper is to discuss and reflect on the lessons learnt from the Able to Ride project and our attempts to involve and support the participants to give voice to their experiences from care farm daily activities.
Methods: During the study we used participating observations and interviews supported by photos taken by the participants themselves and/or staff. Looking back, we recognize the need for improvements and crucial choices that could increase the participants possibilities to not only participate but to become included in the research process.
Results: Revisiting the results of the study and reflecting on the research process insights have been gained on what we could do to better to support the individuals with intellectual disabilities to participate in and shape the research. Learnings from our study together with writings on previous and ongoing research using photos and/or other methods for participating in research, is for instance how to cooperate with the participants already in the design of the study. While taking photos, more concrete support might be needed together with sufficient time and knowledge on augmentative and alternative communication. Participating observations, before taking photos, is one way of establishing trust and report between participants and researchers. We also intend to discuss ethical aspects regarding the integrity of the participants and their right, not only to participate, but also to decide on issues and how the research will be conducted – it is about them and their conditions as citizens with rights and wishes.
Conclusions: We recognize the potential of using photo voice for inclusive research, complemented with relevant knowledge and other related methods to promote participation even more.

Hearing Friendly Workplaces and Position of Persons with Hearing Impairment in Labour Market: Literature Review

Phd Borbála Bányai[1], dr. habil. Andrea Perlusz[2], PhD Tünde Bodorné Németh[3]
[1]ELTE BGGYK, , Hungary, [2]ELTE BGGYK, , Hungary, [3]ELTE BGGYK, , Hungary

Backgrouns aim: Employment is a major area of life for adults, including people with disabilities. Hearing-impaired people, including members of the Deaf community, are at a disadvantage in terms of their position on the labor market. The aim of our presentation is to understand the conditions and support opportunities that determine the career paths of people with hearing impairment in the labour market, the challenges they face in employment, focusing on the concept of a hearing-friendly workplace.

Methods: We conducted a systematic review by searching the Web of Science, Elsevier, and EBSCO databases for relevant citations from 2006. We chose this date because of the advent of the UN Convention on the Rights of Persons with Disabilities (UN CRPD), which has contributed to a major paradigm shift in the social inclusion and integration of persons with disabilities, including those with hearing impairments. The focus of the search was on career orientation, career guidance, life long guidance and vocational rehabilitation of people with hearing impairment.We paid special attention to the presentation of the hearing-impaired people's own narratives based on the review.

Results: The legal framework for employment is adequate in the surveyed countries. The successful retention of people with hearing impairment in the workplace, whether congenital or acquired, requires not only a change in the environmental conditions, but also a supportive attitude on the part of the employee and colleagues and bosses.

Conclusion: Our systematic review has identified the most important aspects influencing the subjective situation and objective circumstances of hearing impaired individuals, as well as the services available to support their integration into the labour market. Overall, the medical, social and human rights models of disability can be seen in the way individual aspects and services operate.

Digital Technologies and Disability: Navigating Responsibility, Equality, and Ethical Challenges

Julia Mosquera[1]
[1]Institute For Futures Studies (IFFS), , Sweden

Background Aims:
Recent digital technologies, such as cochlear implants, robotic prosthetics, and prenatal genetic testing, significantly alter society's approach to disability. These innovations facilitate early detection, prevention, or modification of disabilities, raising ethical concerns surrounding responsibility, equality, and the societal perception of disability. This paper aims to explore how these technologies influence our views on responsibility for disability, alter patterns of inequality, and challenge the understanding of disability as a vital aspect of human identity.
Methods:
This paper examines philosophical frameworks, particularly luck egalitarianism and relational egalitarianism, to assess the implications of these technologies. It also reviews population-level data on technological interventions, such as the notable decline in Down syndrome births following the implementation of prenatal testing. Furthermore, the analysis considers societal expectations that increasingly position non-disability as the default choice, which could stigmatize disability and impose coercive pressures on individuals.
Results:
The paper suggests that as disabilities become preventable or modifiable, individuals may be held responsible for choosing to live with a disability, exacerbating burdens on vulnerable populations. This perception frames disability as a personal choice, potentially leading to greater marginalization for those who remain disabled. Additionally, the framing of disability prevention as the norm risks reinforcing negative stereotypes and undermining the rights of those who view disability as part of their identity.
Conclusions:
While digital technologies offer significant opportunities to mitigate the effects of disabilities, they also pose ethical challenges. Policymakers must reassess these implications to ensure that technological advancements do not increase marginalization or impose unreasonable burdens on individuals, particularly those who choose to live with disabilities. Ethical considerations must balance technological progress with respect for individual autonomy and social equality.

Independent living In Poland – an example of deinstitutionalization

Dr Dorota Kobus-Ostrowska[1]
[1]University of Lodz, , Poland

This article aims to identify good practices that support independent living implemented in Poland for people with disabilities. Deinstitutionalization is a process that creates a person needing the best conditions for an independent life.
My research is based on the analysis of the project:
"Independent living - supporting the standard and conducting a pilot in the field of supported accommodation services for people with neurological diseases, including Alzheimer's and Parkinson's disease, and the elderly." Project participants are: 5 municipalities (Aleksandrów Łódzki, Witonia, Paczków, Biała, Brzeg), ten apartments in total, ten participants are supported, the staff is twenty people), the apartments were adapted to the needs of disabled people and older adults with neurological. I will try to answer the following questions: Why was deinstitutionalization chosen to support people? What kinds of support are provided in Poland?
This paper will include good practices for promoting independent living for people with disabilities in Poland. Below, there are some conclusions. Social service is provided in the local community as a flat or house, preparing people staying in it, under the care of specialists, to lead an independent living. The service may be permanent or periodic and should be used by dependent people, including people with disabilities, who need support in the form of care or assistant services. An entity running assisted housing for mentally ill persons must have a flat with a regulated legal situation (e.g., a rental agreement, a lending agreement, a lease agreement, or an ownership right) that guarantees the safety of the users. Local government units may run a flat or a house through training or assisted living.

Encountering pain in others: a critical disability perspective

Dr Kristofer Hansson[1], Dr Maria Norstedt[1], Dr Andréa Wiszmeg[1]
[1]Department Of Social Work, Malmö University, , Sweden

Pain affects people's quality of life, and is an important issue for social justice in equal health. This paper will present the preliminary analysis on professionals working closely with people with disabilities who, due to their disabilities, have difficulties communicating pain. Such disabilities may include intellectual disabilities, disabilities on the autism spectrum, and severe and persistent intellectual disability following brain injury in adulthood or mental disability not due to normal ageing. Previous studies on pain among groups unable to self-report have mainly focused on the role of the nurse (see for example Hemsley, Balandin & Worrall, 2012; Martin, Connor-Fenelon & Lyons, 2012). Few studies have focused on housing, and knowledge of the Swedish welfare context is lacking. By conducting interviews with professionals working in LSS-housing for people with, for example, intellectual disabilities and disabilities within the autism spectrum, this study explores how the professionals' work to detect and interpret pain in the residents who have difficulty communicating pain. Through a critical disability perspective we analyses and identifies what barriers and what resources exists, what models that are currently used and what strategies the professionals have, as well as discusses how these insights can engender social justice in health.

Working life with a hearing impairment: How to stay on top of things

Eline Lello[1], Prof Patrick Kermit, Prof Kjersti Vik, Dr Anita Blakstad Bjørnerås
[1]Norwegian University of Science and Technology, , Norway

Background aims

A growing body of evidence suggests that traditional audiological rehabilitation fails to prepare patients for the everyday challenges of living with a hearing impairment in general and, more specifically, at work. A significant difference has been found in paid work participation between people with normal hearing (67.6%) and people with hearing impairment (61.2%; Stam et al, 2013). The aim of the study is to explore conditions that promote work participation among people with hearing impairment. The research question addressed in this study:
What is the lived experience of people with hearing impairments managing their everyday work situation (among typical hearing colleagues)?

Methods

The study was designed using a qualitative approach. Two focus group discussions were conducted, and the data was analysed following the method of systematic text condensation.

Results

Preliminary results indicate four concepts that are important for being on top of things at work and these concepts are control; disclosure; support and understanding; and accommodations and technical aids. The preliminary results also indicate the complexity in-between these concepts and how other internal and external condition affecting the individual's opportunity to stay employed. A figure illustration is complexity will be discussed.

Conclusion

The current study explored how people with hearing impairment experiences their working life and concepts that promotes work participation. Although this appears to be easy to deal with, these concepts relate to each other in a dynamic way and there are also relationships in the various concepts that contribute to a complexity that must be taken into account when conducting audiological rehabilitation that includes working life. The role of the GP is important because it is they who meet people with hearing challenges first and who can refer them on to audiological examination and rehabilitation.

583

Barriers to Inclusion for Students with Visual Impairment in Norway - a Quantitative Study

Dr. Sidsel Marianne Holiman[1], Prof Patrick Stefan Kermit[1,2]
[1]Norwegian University Of Science And Technology, , Norway, [2]NTNU Social Research, , Norway
Background: Norwegian primary and secondary schools are legally committed to inclusive education. However, studies indicate that inclusion often remains a moral appeal that individual teachers or managers may or may not adopt. Students with visual impairments are entitled to classroom membership and support, yet reports show they face academic and social exclusion. These barriers to inclusion are not simply due to individual failures but are systemic issues within the Norwegian school system.
Method: A survey was conducted among students with visual impairments in spring/early autumn of 2024. The sample consisted of all registered members of the Norwegian Association of the Blind and Partially Sighted Youth (NABPY); in effect, the total population of students in upper secondary school with visual impairments in Norway. The survey was designed to identify systemic factors hindering inclusive practices in the upper secondary schools. Part of the survey used well-tested instruments that are part of the yearly Pupil Survey (Elevundersøkelsen), enabling comparisons between the population of upper secondary students in Norway and students with visual impairments. The data will be analysed using Structural Equation Modelling (SEM).
Results: Two hypotheses are proposed based on preliminary analyses: 1) there are differences between the general population of Norwegian upper secondary school students and Norwegian upper secondary school students with visual impairments regarding factors related to mental health and well-being, and 2) there are systemic factors hindering inclusive practices for visually impaired students in upper secondary schools.
Discussion: The preliminary analysis supports the notion that there is a renewed need for discussions about the systemic social factors and mechanisms that hinder students both academically and socially.

Neuro-governed commercialization of diversity in Finland: Critical examination of Nepsy concept

Juho Honkasilta[1], Hillevi Vyyryläinen[1], Anna-Leena Riitaoja[1]
[1]University of Helsinki, , Finland

Background & aims

The concept of nepsy, derived from neuropsychiatry, has gained ground in various institutions and societal levels in education, training, and social and health care practices in Finland. Like neurodiversity, nepsy as a concept includes diagnostic categories within (e.g., autism, ADHD) and outside (e.g., dyslexia) neuropsychiatric classifications. Nepsy label is attached to a wide range of support services (e.g., psychosocial support, reasonable accommodations) and in-service training. Nepsy is also used as a social category cultivated in lay and professional discourse. This paper critically examines the contradictory nature of nepsy as means to promote recognition for diversity. We do so by analyzing how nepsy functions as an identity category and a service category.

Methods

In this theoretical presentation, we locate nepsy trend in the intersection of identity politics of neurodiversity movement and neoliberal ideology. We approach nepsy as a discursive act of naming and categorizing difference, and as such, as a technology of psychiatriziced governance. Psychiatrization refers to a globalized process through which an ever-expanding assemblage of everyday life experiences have become subjected to psychiatric vocabularies, classifications, and interventions. To use Hacking's (1999) typology, nepsy category is not a natural but an interactive kind. The vitality of nepsy lies in harnessing neurodiscourse for social and institutional practices.

Results

As an identity category, nepsy strives to dismantle the narrow boundaries of normality whereas as a service category it strives to modify support structures to ensure equality and social inclusion. However, nepsy discourse fails to broaden the boundaries of normalcy by producing othering neuro-centered subjectivity and perpetuating ableism. The pseudo-objectivity of nepsy category promotes the marketization of public administration services and businesses benefiting from the trend.

Conclusions

Nepsy is a perfect neoliberal service category. It harnesses opposing psychomedical and neurodiversity discourses as a form of commercialization of diversity.

596

‘Prescribing’ coercive healthcare: documentary accounts of coercive healthcare decisions regarding persons with intellectual disabilities

Phd-student Linn Ebeltoft Sparby[1], Dr Nina Olsvold, Mrs Gry Bogetun, Dr Aud Obstfelder
[1]Centre For Care Research North, , Norway

Background: Despite increased focus on rule of law and the need to prevent the use of restraints in delivery of care to individuals with intellectual disability, there is limited knowledge about prevention and use of restraints in delivery of medical care. In particular, there is a lack of knowledge of how health professionals justify and document decisions to provide coercive medical and dental care for persons with intellectual disabilities.

Aims: In this paper, we explore how health professionals document coercive medical or dental healthcare decisions for persons with intellectual disabilities, and shed light on how a specific documentation system, a standardized decision form, affects their decisions.

Methods: Drawing on sociological perspectives, we analysed 28 Norwegian decision documents to explore how professionals account for coercive healthcare decisions.

Results: The professionals presented clear-cut medicalized and morally neutral ‘coercive healthcare cases’ in favour of coercion. They typically emphasized the medical necessity of healthcare provision to prevent damage to the patient’s health. However, professional and ethical judgments of the necessity of coercion in individual cases were largely obscured.

Conclusions: Professionals’ case presentation was facilitated by a standardized decision form. We suggest that professionals’ documentary accounts constitute a routinized ‘prescriptive’ practice that expresses the ‘voice of medicine’. We question whether the current practice promotes the rule of law or in the worst case may serve to legitimize unlawful use of coercion in healthcare.

From community to systems: valuing disabled knowledges for caring change

Dr. Kathryn Underwood[1]
[1]Toronto Metropolitan University, , Canada

Disabled children are often described as having ‘complex needs’, but our research suggests that in fact it is systemic responses to disabled children, and the systems, policy, and practice developed for them, that are indisputably complex. This study draws on data from a 9-year longitudinal institutional ethnography, that captures social responses to disability in early childhood, from 3 provinces and one territory in Canada. We have examined intersecting early child systems from the standpoint of 159 family members (mothers, foster parents, fathers, adoptive and guardian parents, grandparents) of disabled children. The families are a broad range of economic circumstances, and geographic locations, including urban, rural, remote and Indigenous communities. We have found that families expend substantial effort to navigate these complex service responses, and their ability to navigate the inefficiencies and barriers within multiple disconnected systems is a predictor of children’s participation.

Disabled children’s childhood studies offer rich theoretical and political resources to explore tensions around disability, normalcy, and social inclusions/exclusions made visible by institutional responses. Ableism affects both disabled children and their families, who often experience systemic discrimination along with their child. We use these theoretical insights to help us understand how these processes both illuminate exclusions, but also foreground work towards more justice oriented state care.

In this presentation we will share our work with community-engaged partners to build systems that value relationships first, while also recognizing the unequal distribution and access to intervention, clinical and health resources that is present in all societies. We will share our insights on how institutional procedures are exposed when we look to the everyday experiences of individuals who navigate these systems.

601

Producing or reducing disability? Opportunities and challenges of legal capacity reform in Portugal

Prof. Paula Campos Pinto[1], Dr Teresa Janela Pinto[1], Dr Patrícia Neca[1], Dr Fernando Fontes[2]
[1]CIEG and ISCSP/University of Lisbon, , Portugal, [2]CES - University of Coimbra, , Portugal

The adoption of the CRPD marked a new social, legal, and political paradigm that recognizes to all persons, regardless the complexity of their support needs, the right to “equality before the law, on equal terms with all other citizens, in all areas of their life” (art. 12). From ‘objects’ of charity and pity, persons with disabilities were recast as ‘subjects’ and holders of rights, while States were required to put in place the necessary supports to ensure citizenship and participation for all. However, prevailing notions derived from the so-called ‘capacity contract’ (Simplican, 2015), which bases full citizenship on a threshold level of mental capacity and excludes those who fall below it, coupled with the lack of adequate supports for a life with full rights in the community, continue to prevent participation and citizenship to many persons, even where (as in Portugal), legal reform has been initiated.

This paper explores these tensions while examining the conditions surrounding the implementation of the new law on legal capacity in Portugal (Law 49/2018), and its impact on the daily lives of persons with intellectual and psychosocial disability. Data is drawn from six case studies that encompassed collection of life stories of persons with intellectual and psychosocial disabilities deprived or limited in their legal capacity. These narratives provide an in-depth understanding of their trajectories and experiences, their perceptions about their rights and the challenges they have encountered to exercise self-determination. These narratives are contrasted with the analysis of the court sentences and related documents to understand the arguments used by the courts to justify the sentences and discuss the paradoxes and contradictions they entail. Through this discussion we explore "how disability is formed, accelerated or reduced by contextual conditions and societal structures", especially examining how disability, law and legal practice interact.

591

Measuring work inclusion in practice: methodological challenges and opportunities

Associate Professor Stefan C. Hardonk[1], Professor of Disability Studies Hege Gjertsen[2], Head of Department of Health, Social and Welfare Studies Hans Hauge[3], Professor of Disability Studies Line Melbøe[2]
[1]Centre for Disability Studies, University Of Iceland, , Iceland, [2]Institutt for Vernepleie (IVP), UiT Norges arktiske universitet, Det helsevitenskapelige fakultet, , Norway, [3]Faculty of Health and Social Sciences, University of South-Eastern Norway, , Norway

Background. Work inclusion is central in disability studies scholarship and disability rights activism as key for understanding disabled people‘s equal participation in work and employment. The concept of inclusion places emphasis on qualitative aspects of participation, which pertain to experiences of social relations, trust and belonging, but also recognition of competence and potential for contribution. While a work inclusion approach has the potential to challenge and upend ableist norms and ways of organising working life within Nordic welfare states, its implementation in policy and professional practice remains a challenge. Further development of the work inclusion approach is necessary to provide a foundation for replacing policy and practices based on an expectation of able-bodiedness with inclusive policy and practices that build on diversity as an organising principle. Importantly, a work inclusion approach also raises methodological questions, because it complements an interest in ‚whether‘ disabled people participate in work with a strong emhasis on ‚how‘ such participation takes place. If a work inclusion approach is to inform policy and practice in the labour market, scholarship needs to engage with the complexities of work inclusion processes and the challenges related to evaluating inclusive practices, processes and outcomes. Aim. The aim of this presentation is to present potential pathways for observing aspects of inclusion in work settings. A discussion of methodological challenges and opportunities will be presented within the context of critical disability studies and working life in Nordic welfare states. Methods. This contribution is based on study of literature and meta-analysis of previous qualitative and quantitative studies into the perspectives of disabled people, support professionals and employers with regard to work inclusion in the Nordic countries. Results, conclusion, discussion. The potential pathways and subsequent discussion will be organised around the process, shared responsibility and ownership, and objective and subjective dimensions of work inclusion.

602

Inclusion and Educational Justice for all Children – A Perspective on Human Dignity and Equality

Jenni Laine[1]
[1]University Of Eastern Finland, , Finland

Inclusive education promotes diversity in society and in educational institutions, resulting less prejudice attitudes in society in general. While there is widespread agreement on the significance of inclusive education and the rights of students with special educational needs in almost all countries, incorporating all learners into inclusive education remains a challenge for the education sector worldwide. Regardless of ongoing discussions in academia and politics over the issue of educational equality for all learners, there remains ambiguity regarding the specific requirements that countries are mandated to fullfil in relation to inclusive education.

As a reaction to a prolonged period of discussion and international agreements acknowledging the rights of students with special educational needs (SEN), countries have established a variety of distinct education strategies and policies to assist students with special educational needs in succeeding in their education. Regardless of this awareness, the principle of inclusiveness has not been incorporated into the Finnish Educational Act. In the absence of a definitive conceptualization of the principle of inclusion, its integration into educational legislation will remain unattainable.

The primary objective of this research is to substantiate the concept of inclusion as a fundamental human right and to address the issues that hinders the understanding of inclusion as a human right in Finnish educational system. The focus is on a question of how inclusion is structured around the concept of human right and human dignity.

600

Evaluation of a research course; views of participants with intellectual disability.

Dr Tove Mentsen Ness[1], Dr Gunn Eva Myren
[1]Nord University, , Norway

Background: The Convention on the Rights of Persons with Disabilities (CRPD) emphasizes full and effective participation and inclusion in society. This includes involvement in research projects on important matters. Enabling participation through learning about research is crucial. This study is part of an overall project titled “Research Course for Persons with Intellectual Disability,” developed in collaboration with persons with intellectual disabilities and researchers from six Norwegian universities. Aim: This study aims to evaluate a research course for persons with intellectual disability, by exploring the participants experiences attending a research course. Method: Six focus group interviews were conducted with a total of 39 participants, and data was subjected to thematic analysis. Results: Participants experienced that they needed digital competence (due COVID 19), enough time to learn and enough breaks during the course days. Participants experienced that learning basic research skills was both a struggle and fun, but it was nice to do this in group work together with the other participants in the course. Participating in this research course made the participants feel recognised, and they felt that they could use what they had learned on the research course in other areas of life. Conclusion: Facilitated research courses for persons with intellectual disabilities not only teach research skills but also foster recognition and a sense of value. By feeling their voice matters, participants can transfer this value to other life situations, promoting equity and inclusion.

Assigned Territories and Irritation of Order – (Un)Knowing Autism in Education

Ann-Marie Restayn[1], Prof. Dr. Andreas Köpfer[1], Dr. Allison Moore[2]
[1]University Of Education Freiburg, , Germany, [2]Edge Hill University, , United Kingdom

Drawing on Erving Goffman's approach to social interaction (Goffman, 1967), we will use the diagnosis of autism as an example to elaborate on processes of producing spaces that can provide insights into the phenomenon of 'repetition of exclusion', when schools with the claim of shared learning include practices of separation and segregation.

Teachers often narrate autism and the autistic body as ‘unruly’ and ‘disruptive’ in relation to spatially prefigured behavioural expectations, which may result in a process of distancing. We want to discuss the relationship between autism spectrum and distancing in schools and classrooms using Goffman's theory as a critical lens, adding a Foucauldian perspective on those moments of ‘disruption’. We draw on data from an interview study with teachers in German schools to gain an empirical perspective on the problem. Hereby, we focus on the ways in which autistic pupils are narrated as disrupting the disciplinary arrangements of learning environments, we will consider how this might be (re)narrated to allow for a denaturalisation of the roles and categories of ‘teachers’ and pupils and encourage uncertainty. If educational settings involving autistic children and the processes contained therein are alienated and if actors refuse to engage in them, through their refusal possibilities for new forms of subjectivity can be created (Foucault, 1972). As we will show, unknowing autism (Orsini, 2022) – and unknowing education – might open up possibilities of self-formation and opportunities to deconstruct “particular grammar or meanings and concomitant social arrangements of space and time” (Bell, 2019, p. 134) in educational spaces.

Bell, S.J. (2019). A horizon of freedom. Power & Education 11(2), 132-144.
Foucault, M. (1972). The Archeology of Knowledge. Vintage.
Goffman, E. (1967). Interaction ritual: Essays on face-to-face behaviour. Anchor Books.
Orsini, M. (2022). Who needs to (un) know? International Journal of Qualitative Studies in Education, 1-18.

611

Disabled Workers in a Brazilian large research institution in Brazil: a look from the ICF/WHO

Phd Cristina Maria Rabelais Duarte[1], MSc Sônia Gertner[2], MSc Miguel Abud Marcelino[1], MSc Andrea Luz Carvalho[2]

[1]Nippis/Fiocruz&UNIFASE, , Brazil, [2]Fiocruz, , Brazil

The study aimed to characterize workers with disabilities at Fiocruz in relation to barriers, limitations, restrictions, and impediments. The authors conducted exploratory and descriptive research, applying a semi-structured form to the universe of employees with disabilities from all Fiocruz technical units. A significant proportion of reserved vacancies were not filled between 2006 and 2016. The 21 workers with disabilities who responded to the questionnaire were mostly white, aged between 30 and 59 years old, and with mild disabilities. All have higher education. Highlights were the difficulty in accessing visual support devices, hearing aids, and cochlear implants (individual use), insufficient ramps or handrails and adapted bathrooms (collective use); the lack of ergonomic adjustments in the work environment and experiences of prejudice and discrimination, which indicate the need for awareness among the institutional community. The results have the potential to support the institutional inclusion policy and make it clear that measures such as vacancy reservations and quotas are insufficient in the Brazilian scenario, where workers with disabilities are subject to disadvantages and prejudice.

614

Uniting Disabled Youth: the RIPSTAR Methodology

Professor Anita Franklin[1], Professor Geraldine Brady[2], Ms Zara Todd[3], RIPSTARS Disabled Young Researcher Collective
[1]Manchester Metropolitan University, , United Kingdom, [2]Nottingham Trent University, , United Kingdom, [3]International Disability Activist, ,

Disabled youth are often invisible in youth studies, where included research often focuses on issues of provision or inequality of services. It is still the case that we have limited understanding of the lived experiences of disabled youth, with a dearth of research which places this group in position of power beyond mere research participants. Such invisibility is replicated in local, national and international decision-making arenas where processes are predominantly inaccessible, and discriminatory attitudes on lack of capacity and/or ability to be decision-makers prevails. Through developing an innovative partnership between academia, a disabled person-led organisation, a disability rights activist and disabled youth across the global north (England) and global south (Philippines) we aimed to address this deficit.

This paper will discuss the RIPSTAR methodology which utilises disability rights, empowering theoretical models of disability, alongside youth work principles to develop disabled youth-led research which addresses this invisibility in academic research and policy development. Specifically, we will discuss the adaption of our disabled young person–led research methodology developed in the UK to meet the cultural and political environment of the global south and differences in disabled youth transitions. The project was designed, led and delivered by RIPSTARS (UK) who are a disabled young researcher collective, and who are supported by academic allies. The learning from the project demonstrates that disabled youth can lead research across international and cultural boundaries resulting in a shared identity and language, and disabled youth-led, safe, research-evidenced informed activism and policy engagement.

615

Experiences of Disabled Students with Disability Supports in Higher Education in Zimbabwe.

Mr Vitalis Bengano[1], Dr Edurne Garcia-Iriarte[1], Dr Michael Feely[1]
[1]Trinity College Dublin, , Ireland

The Convention on the Rights of Persons with Disabilities (CRPD) ushered a human rights agenda to disability policy and practice worldwide. However, despite the promise of a human rights approach to disability, some researchers have expressed concerns about its applicability in the global south (see Meekosha & Soldaltic, 2011; García Iriarte, 2016; Chouinard, 2018). Chouinard (2018) argues that countries in the global south struggle to fulfil the rights of disabled people because they are located in the 'global peripheries of law', typified by an acute shortage of financial and human resources needed to fully implement the convention. With regard to education, Article 24(1) of the CRPD requires state parties to ensure an inclusive education system at all levels (UN, 2006). Despite reported global progress in admitting disabled students to higher education, research suggests that they continue to experience multiple violations of their rights within the institutions that admit them (Abuya & Githinji, 2021:1). However, there is a noteworthy dearth of empirical evidence on the lived experiences of disabled students with disability supports in higher education in the global south. This presentation will critically examine the experiences of visually and physically impaired students with disability supports in a higher education institution in Zimbabwe, through assemblage analysis (Deleuze and Guattari (1987). Qualitative data was collected through participatory methods, including walking interviews with visually impaired students (n=14) and photovoice with physically impaired students (n=13). Preliminary findings indicate that while there is a wide range of disability supports in principle, they are only partially implemented and poorly coordinated, with far-reaching ramifications for disabled students. Disabled students strongly recommend a participatory periodic review, monitoring, and evaluation of disability supports to ensure they meet their diverse needs. Insights from this study can inform evidence-based decision-making regarding the provision of disability supports in higher education in Zimbabwe.

616

Claiming Madness :: Claiming Neurodivergence: Race and Class Implications

Associate Professor Rachel da Silveira Gorman[1]
[1]York University, Toronto, , Canada

During the past decade, Mad Studies has been critiqued for reproducing white supremacy and classism (Gorman, 2013; Tam. 2013), in similar ways to the critiques of Disability Studies. Pickens (2019) and Schalk (2018) have offered nuanced analyses of the ideological intersections of Blackness and Madness/Disability. This paper contemplates the intersections and tensions between claiming madness and claiming neurodivergence; specifically, ways in which each is differentially raced/classed. I will offer a close reading of Mad Studies and Autism/Neurodivergent writings by people who self-identify, to interrogate explicit and implicit concepts of race and class. I will then offer some ruminations on what is to be gained by self-identification, and for whom. and how to move forward collectively. I am a white-passing mixed-race, nonbinary academic who has identified as Mad since 2005, and was diagnosed as Autistic and ADHD in 2024, after years of critically observing how differently located people wear or conceal these identities.

Saunders (2018) describes how some Autism charities highlighting lived-experience operate "within a cure paradigm, drawing from medicalized discourse and representing autism as a tragic disease in need of a cure." Meanwhile, Autism-led organizations operate "within a disability rights paradigm, drawing from rights rhetoric that appeals to commonality with the general public and represents autistic people as oppressed citizens." Mad Studies, Critical psychology, and Medical Humanities have disseminated compelling examples of medical racism in general, and psychiatric racism in particular. Yet researchers and activists are arguably less familiar with how Disability Rights discourses reproduce white supremacy by approaching disability as an individually oppressive situation that equally affects individuals in all communitas. The turn to Disability Justice frameworks and interventions focused on disablement (Gorman, 2016) and debility (Puar 2017), both of which look at state-produced disablement and simultaneous concealment, and the roles of racism, colonialism, and citizenship status/non-status.

A digital innovation case study: The Dwoskin Project

Dr Jenny Chamarette[1]
[1]The Open University, , United Kingdom

The Legacies of Stephen Dwoskin's Personal Cinema (2018-2022) was a landmark critical digital humanities project, which produced "360 degree" longitudinal study of the archive of Jewish diasporic, disabled artist-filmmaker Stephen Dwoskin (1939-2012). Dwoskin was an artist-polymath, a foundational figure in British experimental film, a polio survivor whose films received wide critical acclaim in the UK, Europe and US, and a critically understudied disability activist whose work was also in solidarity with emerging waves of feminist and race activism. Spanning crip and feminist studies of film history, experimental cinema and fine art, information science and data visualisation, digital forensics, preservation and archiving, machine learning and critical digital humanities, the Dwoskin project developed pioneering models of digital preservation and innovation with the archives of a disabled artist at its core.

The project also revealed Stephen Dwoskin's digital innovations in the transitional era of analogue-to-digital filmmaking from the early 1990s to 2000s. Informed by Neil Marcus' assertion that disability is "an ingenious way to live" Dwoskin is a case study and predecessor to contemporary turns in critical disability studies such as the crip technoscience manifesto (Hamraie and Fritsch 2019). This model of crip genealogy (Chen et al 2023) and backdated crip technoscience (Chamarette 2022) reimagines the landscape of digital innovation, engaging the ingenuity of contemporary disabled creative practitioners. This paper therefore reviews the digital innovations of Dwoskin and the Dwoskin Project while anticipating future models of disability and digital arts innovation.

Bibliography:

Chamarette, J (2022). Backdating the Crip Technoscience Manifesto: Stephen Dwoskin's Digital Activism. Film Quarterly 1 December 2022; 76 (2): 16–24.
Chen, Mel Y et al. (2023) Crip Genealogies. Durham, NC: Duke University Press.
Hamraie, A., & Fritsch, K. (2019). Crip technoscience manifesto. Catalyst: Feminism, Theory, Technoscience, 5(1), 1-34.
University of Reading, 'The Legacies of Stephen Dwoskin's Personal Cinema', https://research.reading.ac.uk/digitalhumanities/resources/case-studies/dwoskin/

Three Sisters' Journey: The Impact of Child Protection on Children of Parents with Intellectual Disabilities?

Ms Sara Stefánsdóttir[1]
[1]University Of Akureyri, , Iceland

Parents with intellectual disabilities continue to be viewed through the lens of eugenic ideologies of the past, which pathologize, stigmatize, and marginalize them. Despite research demonstrating that appropriate support plays a crucial role in their lives and that many can successfully parent their children, they face multiple barriers. One significant barrier is the provision of inappropriate support, leading to high rates of child protection involvement, child removal, and foster care placements. This systemic ableism and prejudice against parents with intellectual disabilities perpetuate a cycle of discrimination and disadvantage.

When children enter foster care in Iceland, little is known about their outcomes. This lecture will tell the poignant story of three sisters, focusing on one, who were removed from the care of their mother with an intellectual disability. Their journey through the child protection system highlights the cascading, serious, and lasting effects of such interventions on children. The narrative of these sisters, while not representative of all children in foster care, provokes critical reflection on societal attitudes towards parenting and the inherent biases in determining who is deemed fit to care for children.

The presentation will explore how ableism and prejudice within the child protection system contribute to the marginalization of parents with intellectual disabilities and the profound impact on their children. It will challenge the notion that these parents are inherently less capable and emphasize the importance of providing appropriate support rather than resorting to child removal. By examining the intersection of ableism, prejudice, and child protection practices, this lecture aims to advocate for more inclusive and supportive approaches that recognize the potential of all parents, regardless of intellectual ability, and the well-being of their children.

Rethinking Bodily Autonomy: Women with Disabilities' Access to Sexual and Reproductive Health in Mozambique

Nathaly Guzman Figueroa[1]
[1]University Of Helsinki, , Finland

This research explores the sexual and reproductive health (SRH) experiences of women with disabilities in Mozambique, focusing on their bodily autonomy. Despite international frameworks such as the Convention on the Rights of Persons with Disabilities (CRPD), these women face significant barriers to accessing SRH information and services, including stigma, discrimination, and physical inaccessibility. Bodily autonomy, a key element of gender equality, remains underexplored for women with disabilities, particularly in the Global South.

The study aims to understand how Mozambican women with disabilities experience bodily autonomy when accessing SRH services and identify the barriers and enablers influencing their decision-making. Feminist disability studies (FDS) and bodily autonomy literature provide the theoretical framework for this research, emphasizing the importance of centering the voices and experiences of women with disabilities.

Using a qualitative approach, the study employs semi-structured interviews with ten women who are active in Mozambique’s disability movement. Participants are selected through purposeful sampling. Data are thematically analyzed using qualitative content analysis, with results categorized according to the socio-ecological model of bodily autonomy. The research assistant, a local disability advocate, supports the study by helping with participant recruitment and interview facilitation.

Preliminary results indicate that Mozambican women with disabilities face multiple barriers, including societal stigma, discriminatory laws, and inadequate healthcare services. However, community support networks and legal reforms have emerged as enablers for improving access to SRH services.

In conclusion, this study highlights the need for targeted policy interventions to enhance SRH access for women with disabilities in Mozambique. The findings will contribute to global discussions on bodily autonomy and SRHR and provide practical insights for policymakers and development practitioners.

621

Beyond Independent Living: A Call for the End of Institutionalization

Professor Arlene Kanter[1]
[1]Syracuse University, , United States

For decades the disability rights movement has called for deinstitutionalization, community living, and independent living. The time has come to move beyond these terms and to call instead for the end of institutionalization and the creation of funding to support people, of all ages and abilities, to live in their own homes. That is what non disabled people get to do each day and what the CRPD demands, given its commitment to equality, dignity, and equity for disabled people. This presentation will discuss the CRPD and its call for the right of disabled people to live in the community, with choices equal to others, under Article 19 as well as the corresponding rights to dignity, decision making, and equal recognition under law. The presentation will present examples from several countries that are striving towards realizing the goal of Article 19, particularly in the Global South. The presentation will highlight a recent (and not yet published) historic decision by the Inter-American Commission on Human Rights that has the potential of advancing the rights of people with disabilities, in Guatemala and beyond by calling for the end of institutionalization, including imposing on the government deadlines and monitoring indicators and the adoption of an immediate policy of non-admission to institutions as well as an independent mechanism that supervises the conditions of detention in order to offer prevention and protection of human rights to the people, until appropriate homes in the community, with support, are arranged. This is the first decision of any regional human rights body to declare unequivocally the right of people to live and receive care and support in the community pursuant to the principles of the CRPD.

Opening up universities to people with ID: Inclusion at the Zurich University of Teacher Education

Matthias Gubler[1]
[1]Institut Unterstrass, , Switzerland

According to the UN CRPD, “States Parties shall ensure an inclusive education system at all levels and lifelong learning” (UN CRPD, para. 1) and “ensure that persons with disabilities have access to general higher education, vocational training, adult education and lifelong learning.” (ibid., paragraph 5). In Switzerland, however, people with intellectual disabilities are rarely offered the opportunity for lifelong learning, for example through secondary education. The following statement by a person with a cognitive impairment illustrates the impact this can have on the people concerned:

“You have to give people the opportunity to develop that confidence and skills. In my 'previous life', there was no inclusion, I had to work a lot with my hands and not with my head. I missed that.” (Statement from an expert on his own behalf)

Education at university level for people with disabilities has been discussed at universities for over 50 years. However, people with intellectual disabilities have hardly any access to universities in german-speaking countries. One exceptional program is the écolsiv program at the Unterstrass Institute at the Zurich University of Teacher Education, which was launched in 2017.

The écolsiv program shows how inclusion requires changes in cultures and practices on the one hand, and how the entire system is thrown off balance by the presence of people with cognitive impairments on the other, and how the university as a learning system has to face challenges. Experiences and research, which were also documented for the project's own reflection and further development, are summarized in a volume (Labhart, Müller Bösch and Gubler, 2021). It shows that different people can learn together, attitudes of Bachelor students change, various development fields of inclusive education emerge and new fields of work in the primary labor market are promoted through training at the university (ibid.).

623

Long term services and supports for persons aging with disability: a scoping review

Mabel Giraldo[1], Antonella Gilardoni[1]
[1]University Of Bergamo, , Italy

Background and aims: The number of older people, including those with disabilities, has increased in most countries and it will accelerate in the next decades (UN, 2022: OMS, 2022). Among this population, persons aging with a lifelong disability (AWD) may face unique circumstances in later life at the impairment, activity, participation and environment levels (Bigby, 2003; Coyle et al., 2016). Stressed by the international agenda and the Toronto Declaration (Bickenbach et al., 2012), this new phenomenon calls for redefining long-term services and supports (LTSS) bridging aging and disability (Putnam, 2007) to support persons' community participation and inclusion. According to this, the work aims at: 1. mapping the state of art in the LTSS solutions addressing AWD needs; 2. framing the bridging tasks.
Method: A scoping review (Arskey, O'Malley, 2005; Levac et al., 2010) has been conducted and some databases were searched (from 2012) using terms and inclusion/exclusion criteria constructed based upon study goals.
Results: From the initial 884 documents, ultimately 54 articles have been included for analysis, with most (38) referring generally to the elderly and disabled (AWD not specified) and few (22) presenting experimental LTSS solutions. The implemented services range from traditional (15: health, in-home, community-based supports) to more innovative supports (7: local aging in place projects, village models, (disability and) age-friendly community, alternative housing arrangements). The scoping review highlights: 1. the priority to implement a crossing and integrated LTSS system from a person-centred perspective; 2. the importance of promoting LTSS to support successful aging with disability in place, preferring community-based services and alternative cohousing settings.
Conclusions: Despite the confirmed paucity of studies dedicated to AWD and focused on related LTSS, findings contribute to build scientific evidence where it is lacking and to support evidence-based integrated, multicomponent, and crossing solutions to meet the challenges of population AWD.

Promoting self-determination in adults with intellectual disabilities. A survey in residential services in Bergamo, Italy

Mabel Giraldo[1]
[1]University Of Bergamo, , Italy

Background/aims: Art. 19 of the UN Convention on the Rights of Persons with Disabilities (2006), reinforced in General Comment n. 5 (2017), promotes/ensures equal opportunities to all persons with disabilities to choose how, where and with whom to live, not limited to the place of residence but including all aspects of person's living arrangements. Nevertheless, according to the literature the great value of this mandate collides with several shortcomings (Kozma, Mansell&Beadle-Brown, 2009; Robertson et al., 2001) and opportunities for self-determination (SD) are highly limited for many individuals with intellectual disabilities (ID) within different residential settings (Jormfeldt & Tiedeman, 2021; Talman et al., 2021). This work presents evidence from the exploratory phase of a tree-years research-intervention project, entitled STARS, aiming at developing an individualized and integrated co-designing model to guide residential services and staff to support/promote SD for adults persons with ID.
Method: Drawing on the Systemic Approach (Giraldo, 2020) and the Constructivist Grounded Theory (Charmaz, 2000), the perceptions on SD opportunities of 16 staff members and 19 persons with ID (aged between 24 and 62) from several residential services in Bergamo area (Italy) were collected using the Resident Choice Scale (Hatton et al., 2004) in pre-intervention phase.
Results: While confirming few opportunities for persons with ID, data collected highlighted four factors associated with increased SD levels: capacity building and size of the service arrangements; being supported in independent living; at staffing level, lower levels of support and specific professional skills; the epistemological vision endorsed and practiced by the service and its members.
Conclusions: Two main directions emerged for implementing research in this area: 1) examining the specific living environment characterstics and the variability of different levels of SD in similar housing setting; 2) evaluating the effectiveness of potential environmental interventions using longitudinal studies.

625

How does activism affect wellbeing in the disability and mental health community in England?

Mrs Lyla Adwan-Kamara[1], Nara Zaman[1]
[1]None, , Ghana

Objective:
To fill a gap in understanding on burnout and wellbeing among Disability Activists.

Method:
- Survey of activists using a standard burnout tool, including use of an Easy Read survey for people with intellectual disabilities
- Qualitative interviews on drivers and protective factors for burnout
- Creative activity for interviewees responding to themes of wellbeing and burnout

Summary:
This study received ethical approval from LSE and data-gathering completed in August 2024.

The multi-media paper will focus on the scale of burnout among disability activists, the causes and protective factors of burnout, and reflections and questions going forwards. The presentation will also reflect on the extent to which the study was able to use creative methods and be participatory and accessible.

Participation:
I am using a cooperative inquiry approach by working with Steering Group of lived experience experts in disability to review and refine the project, avoiding harm and reviewing overall method and outputs. I used a multi-step engagement process to ensure informed consent and full participation in the study. Interviewees will also have an opportunity to input into overall findings, and to be cited on the final work if they wish.

Intersectional/global perspective:
The intention of the study is to start a conversation about burnout in the disability movement, as well as considering the responsibilities of Disabled People's Organisations, their funders, and the large NGOs around ensuring that disabled activists aren't being harmed or burnt out by their work.

Funding source:
Atlantic Fellows for Social and Economic Equity (based at London School of Economics, UK)

628

Links across disabilities: Unveiling associations between functional domains

Jyoti Dalal[1], Prof. Sophie Mitra[2], Dr. Ananthu James[3], Prof. Minerva Rivas Velarde[1]
[1]Faculty of Medicine, University of Geneva, , Switzerland, [2]Department of Economics, Fordham University, , USA, [3]Department of Public Health, Erasmus MC, University Medical Center Rotterdam, , The Netherlands

Background: Persons with disabilities experience higher risks of mortality as well as poorer health as compared to the general population. We estimated the correlations between functional difficulties across several domains in 6 countries.
Methods: We used six countries' national census data with questions on disability. We performed logistic regressions to assess the extent to which having a functional difficulty in one domain is correlated with having a functional difficulty in each of the other domains and report weighted odds ratios (ORs) overall and within age-groups (‘18-44’ years and ‘45+’ years). Models adjust for age, sex, and location (rural or urban). We also performed sensitivity analyses around different choices of predictors and response variables.
Findings: For all countries, reporting a functional difficulty in one domain was consistently and significantly positively correlated with reporting a functional difficulty in other domains (overall) and for each of the two age-groups considered. All ORs were greater than one. Cognition, mobility and hearing were the domains that were the most correlated with other domains. The highest pairwise correlations were for i/ hearing and cognition; ii/ mobility and cognition. Results were robust to changing the severity thresholds for functional difficulties.
Interpretation: There are consistent positive associations in the experience of functional difficulties in various domains in the six countries under study. Such correlations may reflect barriers to social services including healthcare services and resources (e.g. assistive devices) that may lead to an avoidable deterioration of functioning across domains. Further research is needed on the trajectories of functional difficulties over time and on structural barriers that people with functional difficulties may experience in their communities and in healthcare settings in particular. This is important as some functional difficulties may be preventable and persons with disabilities have the right to the highest attainable standard of health.

629

The user acceptance of AI-assisted communication system for people with speech impairments in Taiwan

Professor Chao-Yin Lin[1]
[1]National Taipei University / Dept. of Social Work, , Taiwan

Background aims: Effective and efficient communication is a fundamental right for people. Nevertheless, people with speech impairments, due to various reasons, can hardly express themselves freely and understandably. With the advancement of AI technology, the communication problems encountered by people with speech impairments could be addressed. The idea of inclusive technology has been advocated in Taiwan recently. The government has sponsored a project for an AI-assisted voice recognition system in Mandarin, and some people with speech impairments have participated in the project to test and utilize the AI-assisted voice recognition system. This paper intends to explore the user experience and acceptance of the voice recognition system based on the Technology Acceptance Model (TAM) theory.

Methods: The study will use two sets of data. Survey data based on the model of technology acceptance were collected from research participants (n=23 so far) who have contributed sufficient voice to the system to create their language models. Interview data with research participants and their caregivers are expected to be collected to elaborate the survey results.

Results and conclusions: Based on the preliminary findings, most research participants agreed or strongly agreed with the usefulness of the AI-assisted communication system and would like to use the system after the end of the project. Nevertheless, some participants argued in individual interviews that the system needed to be faster, which might be influenced by the speed of internet connections in different settings. The voices spoken out by the system sounded like robots. Besides, age, education, economic status, and level of familiarization with ICT could also influence the user acceptance of AI-assisted communication systems.

‘Hangin’ with the one-legged Mungo Man’: Indigenous knowledges and histories of disability resistance

Professor Scott Avery[1]
[1]University Of Technology Sydney, , Australia, [2]First Peoples Disability Network, , Australia

'At Lake Mungo in New South Wales, there are footprints impressed in the clay dating back 20,000 years. Amongst the footprints is a single line of footprint, left by a one-legged man on a hunt with his community. These footprints survive as a reminder of the ancient value of inclusion and belonging of all people.' (Culture is Inclusion, Avery, 2018)

The story of a one-legged Mungo Man on a hunt with their community has become an emblematic narrative on the culture of disability inclusion that exists with Indigenous communities. A story that has survived millennia, its contemporary reanimation as a metaphor for inclusion highlights the power of Indigenous story-telling in not just articulating social history, but in drawing a connection between people and place.

‘Hangin with the one legged Mungo-Man’ draws from the presenters own personal reflections of being deaf and Aboriginal in a world where popular culture is dominated by neither of those qualities. As a metaphor for social inclusion of people with disability, it looks to how the Indigenous methods of storytelling by Indigenous people with disability fosters their self-worth and wellbeing, by centring them and their community in their unique place and purpose in the world.

In a world where disabled peoples struggle for acceptance in able-bodied social structures, one-legged Mungo man’s hunt can be seen as an ancient act of resistance in challenging non-inclusive attitudes, and his single line of footprints leaves behind a moral code of what it takes to make a culture that is safe and inclusive of people with disability.

633

Insight to Action: Developing Effective Training for Social Workers Working with Parents with Learning Disabilities

Dr Gillian Macintyre[1], Ms Beth Tarleton[2]
[1]University Of Strathclyde, , United Kingdom, [2]University of Bristol, , United

Parents with learning disabilities can and do become good enough parents when appropriate support is in place. National good practice guidelines are that set out the features of good practice. Yet, a recent NIHR funded study found that social workers lacked confidence in working with this group of parents and identified a need for additional, robust training. The aim of the current ESRC IAA funded study was to co-produce a suite of training materials with parents with learning disabilities to be used by social workers and other relevant professionals.

Methods

Two advisory groups (one with parents with learning disabilities and one with professionals and regulatory bodies) were established to lead the project. A series of co-produced training materials were developed. These include a reflective toolkit to support social workers to reflect on their learning for continued professional development purposes.

Results

This paper reports on the development of the key training materials: a video guide on how to work with parents with learning disabilities, a series of podcasts and short talking head resources on the legislative framework and multi-disciplinary working and a reflective toolkit to support learning in practice. This contributes directly to the Continued Professional Development of Social Workers in line with the requirements of regulatory bodies including Social Work England and the Scottish Social Services Councils. The paper also discusses findings from a short evaluation of the work based on survey data and focus groups that highlight the strengths and areas of improvement in the materials.

Conclusions.

The paper concludes that further training for social workers and other professionals that is co-produced with parents with learning disabilities had added a valuable resource for social workers that allows them to hear directly from those with lived experience. Areas for further development will also be discussed.

632

Invisible Voices: Addressing the needs of women with learning disabilities in GBV policies and practice

Dr Gillian Macintyre[1], Dr Ailsa Stewart[1]
[1]University Of Strathclyde, , United Kingdom

Women with learning disabilities affected by domestic abuse are largely hidden in contemporary violence and abuse policy, often subsumed within a broader disability discourse which does not explicitly recognise their often complex needs. This creates a disconnect between available support services and the needs of this group of marginalised women. The aim of this study was to understand the lived experiences of women with learning disabilities who experience GBV.

Methods

Interviews were carried out with 20 survivors of gender based violence who also had a learning disability over a three year period. Focus groups with survivors were also carried out to identify common features of lived experience and to consider what support would be helpful. Key informant interviews were carried out with service providers and referrers.

Results

Evidence from the study suggests that women with learning disabilities are more likely to experience violence and abuse across the life course to the extent that is becomes normalised, are often unaware of where and how to seek support and their attempts at help seeking are often hampered by low self-esteem, stigma, feelings of powerlessness and exclusion. Previous negative help seeking experiences also prevented women from seeking support, trapping them in a cycle of abuse and violence.

Conclusions.

Barriers to help seeking occurred at three levels that make women with learning disabilities more likely to experience domestic abuse. At the individual level: women do not always recognise that they are being abused. At the service level: services often do not recognise the needs of women with learning disabilities. At the strategic level: women with learning disabilities who experience GBV have been absent from policy developments as well as in academic literature (with a few notable exceptions), rendering the needs and voices of these survivors' invisible and invalidating their experience.

The Building the Future – what we can do in serious disruptions and emergency conditions

Päivi Nurmi-Koikkalainen[1], Susanna Rieppo[2], Dr Natalia Skogberg[1], Elina Lindström[1]
[1]Thl, , Finland, [2]KVL, , Finland

People with disabilities may be in a more vulnerable position than the rest of the population in serious disruptions and emergency conditions where the continuity of society's functions and tasks is threatened. When we strengthen the operating opportunities and coping of people with limited functioning capacity and people with disabilities in these situations, we promote equity and inclusion. The Building the Future based on COVID-19 Experiences project (2021–2023) is funded by the European Social Fund. The main objective of the project has been to develop operating models that support the coping of people with disabilities and migrant origin populations in serious disruptions and emergency conditions.

The project developed three emergency action plans that are specifically intended for use by persons who hold responsibility in municipalities and wellbeing services counties for emergencies and preparedness.

- The first emergency action plan covers accessible communications in the event of disruptions.
- The second emergency action plan covers cooperation between professionals in disruptions,
- The third covers securing services in disruptions. Each emergency action plan contains a list of tasks and related operating models.

More information: https://urn.fi/URN:ISBN:978-952-408-093-4

Actual change from service user involvement? A follow-up study of user-led mental health service evaluation

Dr Hilda Näslund[1], Dr Katarina Grim[2], Prof Urban Markström[1]
[1]Umeå University, , Sweden, [2]Karlstad university, , Sweden

User-focused monitoring (UFM) is a method for service evaluation led by service users, aimed at enhancing quality and service user involvement. Our study examines the experienced outcomes following the completion of five UFM projects within Swedish mental health service programs. Specifically, we focus on the barriers and facilitators to integrating user-led evaluations into service program development. Through interviews with user monitors, managers, staff, and service users involved in these evaluation projects, we conducted a directed content analysis focused on preconditions, processes, and outcomes. Our findings indicate that UFM projects contribute to specific development measures within service programs but also to broader cultural change. However, a lack of trust among service users in actual change poses a significant obstacle to their involvement. Additionally, the absence of feedback regarding the implementation of change measures by service programs to service user groups risks to reinforce this lack of trust. To enhance the integration of evaluation results into quality development, early engagement with staff groups and clear implementation plans are recommended.

Exploring how the myth of asexuality influences women with disabilities' lived experiences of access to sexual and reproductive health services in Kenya

Ms Rebecca Alitsi Opetsi[1]
[1]University of Nottingham, , United Kingdom

Recognising women with disabilities as equal sexual beings is central to promoting their equal access to sexual and reproductive health services in Kenya. However, this may not always be the practice and the conflation between having a disability and being sexually incapable is more likely to be used as a basis to restrict women with disabilities' access to SRHS. This study explored the lived experiences of women with disabilities access to sexual and reproductive health services in Kenya. This study utilised a phenomenological study design. 14 women with disabilities, were purposively selected from Nairobi Kenya. Their narratives were collected through semis-structured interviews and analysed following the interpretive phenomenological approach tradition to understand their lived experiences of accessing SRHS. Participants discussed how they are conceptualised as asexual, however this belief that women with disabilities are asexual promote the restriction of their sexuality including accessing SRHS, and the intersection of asexuality, motherhood, and parenting experiences of women with disabilities in Kenya.

The results show that women with disabilities sexuality is understood in several ways and were shaped using negative-disability stereotypes. Participants provided insights into how considering women with disabilities asexual impacts their sexual experience by perpetuating internalised ableism and exclusion. There is a clear link between sexuality, and other aspects of physical and emotional capabilities, making it an issue which needs to be proactively addressed in ways which are directed by women with disabilities.

A

Aalto, Maarit 217

Aalto-Heinilä, Maija 308, 535, 495

Aasback, Anne W 464

Abdullayeva, Turana 66

Abdulrahman, Hadiza Kere 543

Abrams, Thomas 230

Abud Marcelino, Miguel 611

Ackah, Charles 102

Adams Lyngbäck, Liz 169

Adiela, Obraori Nmabunwa 249

Adjei, Evelyn 30

Adwan-Kamara, Lyla 625

Agbo, Noah 17

Agyire-Tettey, Frank 102

Ahlberg, Ina 487

Ahmed, Nima 273

Ahonen, Karoliiina 535

Ahonen, Karoliina 136, 495

Ahonen, Outi 465

Ajith, Asita 42

Ajlani, Anna Hanane 454

Ajodhia, Amanda 91, 161

Alcayir, Merve 527

Alexander, Melina 160

Alfredsson Ågren, Kristin 208, 578

Alitsi Opetsi, Rebecca 254

Amby, Finn 148

Amilon, Anna 176, 177, 310

Anderberg, Peter 609, 604

Anderson, Sian 8

Anderson Åhlfeldt, Douglas 207

Anderson Åhlfeldt, Douglas 208

Andersson, Catharina 178

Andersson, Gunnel 182

Andersson , Sara 530

Andersz, Caroline 317

Anderzén Carlsson, Agneta 353

Anderzén-Carlsson , Agneta 514

Antonsen, Karin Marie 292

Appelgren, Tintin 287

Arnardóttir, Svava 199

Asentić, Saša 470

Asgeirsdottir, Tinna Laufey 101

Aspling, Jenny 312

Aston, Des 92

Asuman, Derek 101, 102

Avery, Scott 631

Ä

Äikäs, Aino 329, 330

B

Backman, Ellen 24

Bagnall, Anne-Marie 297

Bahner, Julia 592, 435, 434, 450, 538

Bailes, Freya 526, 524, 525

Bailey, Amanda 164

Bak, Michelle 335, 366

Balbo, Nicoletta 176, 89

Balke, Ola 303

Björnsdóttir, Ágústa 360

Björnsdóttir, Kristín 360, 365

Bjørnshagen, Vegar 242, 449

Blackie, Daniel 94

Blake, Stephen 368

Blakstad Bjørnerås, Anita 594

Bloem, Sarah 599

Bodorné Németh, Tünde 573

Bandeira Coelho, Luisa 354
Banks, Jennifer 92
Bányai, Borbála 573
Barker, Charlie 524, 525
Barnes, Grace 228
Barøy, Linda 216
Barøy, Linda 220
Barrett, Tracey 526, 524, 525
Bartle, John 526, 524, 525
Barton, Rebecca 428, 410
Batool, Saqba 368
Battalova, Alfiya 219
Baudin, Katarina 451
Beagan, Brenda 44
Bell, Sarah 185, 569
Belperio, Irene 224
Bengano, Vitalis 615
Benoot, Toon 6
Berg, Berit 595
Berge, Kim 282
Berge, Sigrid Slettebakk 530
Berre, Stine 516
Bigby, Christine 224, 126, 128
Bister, Lara 89
Bjelland, Ingvar 214
Bjertnæs, Hanne 135
Bjønnum, Siv 220
Bjørkhaug, Ingunn 619
Björne, Petra 75
Bjørnerås, Anita Blakstad 575
Boehm, Stephan A. 574, 384
Bogetun, Gry 596
Bolling, Jamie 12, 577
Bonfils, Inge Storgaard 352
Börjeson, Martin 46
Borregaard, Annemarie 20
Botha, Michelle 291, 323
Brady, Geraldine 614
Brænne Bennwik, Ingri-Hanne 364
Bredewold, Femmianne 146
Bredgaard, Thomas 19, 104, 119
Brokjøb, Lise Gulli 214
Brown, Kate 405, 468
Brown, Sally SJ 297
Brulin, Emma 188
Brunner, Katharina 466
Bruteig, Rebekka 595, 516
Buchanan, Angus 259
Buckley, Lucy-Ann 511
Buell, Susan 368, 372
Bulkeley, Kim 157, 413, 258, 410
Bulkeley, Kim 257
Bull, Janaina 399
Bunis, Josefin 462
Burland, Karen 526, 524, 525
Burns, Emma Q 551
Burrill, Brendan 231
Bush, Tanvir 185, 510
Butschkau, Malin 59
Bylund, Christine 294

C

Calinciuc, Silvestru-Iulian 49
Cameron, Colin 471
Campbell, Thomas 534
Campos Pinto, Paula 601
Carlsson, Anna 229
Caton, Sue 368
Chadwick, Darren 208, 371, 368, 372
Chadwick D., Darren 578
Choi, Jisung 122
Clayton, John 494
Clifton, Shane 413
Clough, Beverley 93
Coleman-Fountain, Edmund 164, 78
Coleman-Fountain, Ned 166
Colman, Eithne 163
Cooper, Simon 371

Chalachanová, Anna 268
Chamarette, Jenny 617
Chang, Hsiao-fang 498
Chapman, Kelsey 415, 418
Chaubey, Anjali 485
Chhabra, Gagan 151
Chignier-riboulon, Franck 342, 439

d

da Silva Gonçalves, Jasu 65
da Silveira Gorman, Rachel 616
de Bie, Lee 405, 468, 247

D

Dahl, Nina 516
Dahlen, Wenche Natland 516
Dalal, Jyoti 195, 628
Dalal, Jyoti 212
Damen , Saskia 366
Dani, Riya Pankaj 569
Danneskiold-Samsøe, Ida 110
Daouda, Yacouba 30
Darke, Paul 534
Dauncey, Sarah 467
Dawson, Shirley 160
De Bhailís, Clíona 547
Deane, Katherine 231
Dej, Kim 468
Dej, Kim 405
de Graeff , Nienke 279
de Vries , Martine 279
Delic-Klevstad, Nadia 569
Dew, Liz 513
Diggins, Colleen 248
Dill, Saskia Nora 261
Dixon, OAM, Angel 415
Dokken, Therese 170
Dokken-Hartberg, Synne 473
Dokken-Hartberg , Synne 561
Donovan, Catherine 494
Doyle, Anna 519
Dunér, Anna 357, 162
Dunning, Lucy 513
Dunsmore, Moira 16
Durajová, Zuzana 134
Dwadwa-Henda, Nomvo 97

E

Eamer, Allyson 222
Effert, Jana-Sophie 234, 376
Egilson, Snæfríður 199
Egilson, Snæfrídur Thóra 155
Ehn, Mattias 514, 353
Eilertsen, Lill-Joanne 111
Eiríksdóttir, Erna 337
Eliasson, Martine 459
Ellen, Langballe 35
Engwall, Kristina 69, 182
Envik, Robert 516
Era, Salla 425
Erdtman, Emil 577, 196
Erickson, Debra 26
Eriksen, John 242
Eriksen, Siri Hallstrøm 569
Eriksson, Susan 502
Evans, David 255

Emtelin, Åsa 518
Enehaug, Heidi 71
Engeland, Jeanette 35

F

Fackelmann, Emilee 201
Fall, Katja 383
Fang, Mei Lang 372
Feely, Michael 615
Feiring, Marte 566
Fernandez-Santiago, Miriam 82, 62
Fertig, Hilary 168
Finnvold, Jon Erik 170
Fisher, Karen R. 52
Fjermestad, Krister 190
Fjölnisdóttir, Þorbera 337
Fleischer-Heininger, Carolin 114
Flynn, Susan 18
Fontes, Fernando 313, 601
Foote, Tammy 408
Ford, Michele 258
Førland, Oddvar 220
Forlin, Christine 257
Forslund, Tommie 572, 433
Forster, Grace Katharine 605, 532
Franklin, Anita 614
Franksson, Jonas 577
Fraser, Rene 410
Friberg, Emilie 95
Frisell, Gunhild A. 243
Fritsch, Kelly 230
Fuglsang Olsen, Rikke 176
Fullwood, Chris 368
Fylkesnes, Ingunn 165
Fylkesnes, Ingunn 473
Fylling, Ingrid 309

G

Gäddman Johansson, Richard 69
Gajnok, Karolina 318
Gallego, Gisselle 412, 255, 257
Garcia-Iriarte, Edurne 615
Garrod, Brian 72
Gärtner, Wanda 198
Gärtner, Wanda 234
Gaudieri, Sarah 257
Gendera, Sandra 262
Genienė, Rasa 14
Gerdes, Tomke S. 267
Gerdes, Tomke. S. 234
Gerlach, Alison 156, 157
Gertner, Sônia 611
Ghag, Cheyenne 122
Ghosh , Swagata 544
Gilardoni, Antonella 623
Gillani, Faseeha Fatima 569
Giraldo, Mabel 623, 624
Gissler, Mika 302, 417
Goungor, Kamil 553
Graby, Steve 403
Granö, Sirpa 411
Gråsten, Niina 350
Gråsten, Niina 87
Gray, Laura 412, 257
Greenwood, Hannah 296
Gregersen, Anstein 380
Gregory, Joanna 372
Griffiths, Alys 296
Griffiths, Miro 534
Grim, Katarina 70
Grimsø, Ine 378
Groce, Nora 212
Grøndahl, Robyn 569
Grosset, Charlie 245
Grøthe, Guro 314
Grothe-Hammer, Michael 99
Grotta, Alessandra 383
Grotta, Alessandra 176

Gjecaj, Eliona 241
Gjermestad, Anita 220
Gjermestad, Anita 268
Gjertsen, Hege 369, 591
Gleeson, Claire 541
Gleeson, Claire 163
Glørstad, Vibeke 520, 522
Glumann, Nicola V. 574, 384
Goldschmied , Anita Z. 116
Golightley, Sarah 356
Gölz, Lea 152
Gonzalez Rice, Karen 597
Goodall, Gemma 529
Goodman, Lizbeth 548
Goretzky, Carina 234, 198

H

Haas, Christina 316
Haddow, Jackie 368
Hadjar, Andreas 316
Häggström Gunfridsson, Erling 178, 424
Hakala, Katariina 184
Halldorsdottir, Nanna Hlin 521
Hallett, Fiona 576
Hällund, Sebastian 570
Halsey, Rhea 513
Hammer, Svenja 99, 561
Hanisch, Halvor 560
Hansen, Niels-Henrik 537
Hansson, Kristofer 580
Hardonk, Stefan C. 591
Hardonk, Stefan Celine 432
Hargreaves, Jo 525
Hargreaves, Jo 524
Harvey, Clare 263
Hau, Stephan 348
Grüber, Katrin 555
Gubler, Matthias 622
Guddingsmo, Hilde 517
Gulati, Varun 414
Gulati , Anamika 414
Gummerus, Johanna 172
Gunnarsson, Nina Veetnisha 33
Gurbuz, Emine 159
Gustafsson, Johanna 558
Gustafsson , Johanna 130
Gustavsson, Catharina 208, 209, 183, 194, 251, 592, 252, 434
Gustavsson, Catharina 207, 578
Gustavsson, Marie 585
Guzman Figueroa, Nathaly 618
Győri, Zsuzsanna 436, 437

Henriksen, Stine Marlen 382
Heppe, Eline 335, 366
Herrera, Florencia 398
Herrera, Florencia 397
Herring, Jonathan 93
Hidegh, Anna Laura 437
Hiekkala, Sinikka 283
Himmelmann, Kate 24
Hirst, Liam 526, 524, 525
Hiyoshi, Ayako 383
Hoffren, Tea 298
Hoffrén, Tea 307
Hofstad, Tore 214
Høgsbro, Kjeld 85
Høidal, Roar 459
Højbjerg Jacobsen, Rasmus 306
Holiman, Sidsel Marianne 583
Holm, Marja 417, 315
Hólmasdóttir, Hekla 360

Hauer, Nikolaus 507
Hauge, Hans 591
Hawelka, Verena 466
Haya-Salmón, Ignacio 340, 491
Hazelgrave, Leanne 524, 525
He, Jia 429
Hearn, Amy 297
Hedlund, Marianne 475, 406, 404
Hedvall, Per-Olof 251, 252
Heegaard Christensen, Thomas 113
Hegvik, Sunniva Rogstad 73
Heinijoki, Hennariikka 180
Heinonen, Pilvikki 179
Heitplatz, Vanessa Nina 578
Hellman, Finn 571
Hellum Braathen, Stine 30

I

Ihsecke van Ackern, Markus 198
Ikävalko, Elina 443
Ikeda, Ayano 400
Ikimeri, Roosa 535
Ineland, Jens 301
Ineland , Jens 531
Ingemarson, Maria 563
Ingram, Claire 412
Issa, Amanie 447
Ita, Adiaha May 198
Ita, Adiaha May 234
Izquierdo, Laura 195
Izquierdo , Laura 212
Izquierdo Martínez, Laura Catalina 193, 200

J

Jachyra, Patrick 45
Jacobsen, Rasmus Højbjerg 333
Jacobsen, Sigurd 112
Jæger Fjetland , Kirsten 268
Jägerskogh, Elin 147
Jagger, Laura 143, 142
Jahnsen, Reidun 292
Jain, Sanjay 241, 225
James, Ananthu 628
Jeglinsky-Kankainen, Ira 171, 233
Jensen, Julie Lund 453
Jepson, Allan 72
Jevne, Kjersti 22
Jevne, Kjersti Wessel 174
Jobe, Alison 476, 497, 482
Jochmaring, Jan 234, 197
Jóhannsdóttir, Ásta 138
Johansson, Stefan 208, 209, 183, 194, 207, 251,
Holmefur, Marie 572, 433
Holmes, Cheryl 122
Holowko, Natalie 383
Honkasilta, Juho 587
Horghagen, Sissel 529
Horton, Ellie 116
Hovden Kvangarsnes, Gunhild 188
Hu, Luanjiao 429
Huang, Shixin 426, 429
Hüffmann, Maren 80
Hultman, Lill 393, 394
Hultman, Maya 394
Humphreys, Lincoln 126, 128
Hünefeld, Lena 234, 267
Hutchinson, Claire 224
Hyytinen, Heidi 316

592, 252, 578
James Rwampigi, Aniyamuzaala 548
Janela Pinto, Teresa 601
Jansson, Karin 236
Jansson, Kim 462
Jarl, Johan 101
Jarus, Tal 122, 44
Johansson , Stefan 434
Johnstone, Christopher 81
Jolkkonen, Anna 311
Jørgensen, Anthon Sand 227
Junkka, Johan 176, 480

K

Källström, Åsa 130
Kamenetsky, Stuart 44
Kamenov, Kaloyan 152
Kangasniemi, Hanna 121
Kanter, Arlene 621
Kapp, Steven K. 159
Karhula, Maarit 180, 210, 351
Karim, Sarah 109, 107, 108
Kass, Kadi 590
Katsui, Hisayo 141
Kattari, Shanna 26
Kaufmann, Julia 483
KC, Sony 281
Keller, Johnna 60
Kelly, Berni 364
Kendall, Elizabeth 415, 418
Kerem, Judith 168
Kermit, Patrick 594
Kermit, Patrick Stefan 516, 583
Kielland, Anne 31, 30, 619
Kinnunen, Anu 171, 210, 233
Kippola-Pääkkönen, Anu 210
Kirby, Melissa 526, 524, 525
Kiviruusu, Olli 417, 315
Kivistö, Mari 167
Kjær, Bjørg 110
Kjeldsen, Lena 148
Klaassen, Emma 335
Kleemola, Katri 316
Kleintjes, Sharon 84
Klint, Filippa 130
Klix, Jonathan 57
Knebel, Johanna 343
Knutes Nyqvist , Helen 348
Kobus-Ostrowska, Dorota 579
Kocejko, Magdalena 324
Koenig, Oliver 499, 489
Koivisto, Maija 265
Kontu, Elina 411, 172
Köpfer, Andreas 607
Koren Solvang, Per 131
Korkeamäki, Johanna 350, 535, 495
Kosanic, Sasha 270
Kostet, Imane 13
Kotwal, Renu 544
Krantz, Oskar 592, 434, 450, 538
Kreilinger, Maria 466
Kreuder-Schock, Marianne 234, 276
Krishnamoorthy, Preethi 545
Krogh, Cecilie 104, 119, 449
Krutulytė, Kornelija 14
Kurki, Tuuli 443
Kurylo, Halyna 576
Kuteesa, Victor 569
Kvam, Anna Serafima Svendsen 264
Kvam, Lisbeth 529

L

Lagerkvist, 396
Lindberg, Hanna 420

Amanda
Laine, Jenni 602
Lamb, Sarah 234, 197
Lammons, William 48
Landby, Emma 176, 424
Landstad, Bodil J. 188, 406
Langdon, Peter 368
Langemyhr, Lise 305
Larsdotter, Mia 252
Larsson, Stig 188
Larsson, Susanne 585
Larsson, Thomas P 252
LeFrancois, Bren 90
LeFrançois, Bren 338
Lehtola, Sinna 417, 315
Lehtonen, Krista 171, 233
Lello, Eline 594
Lennert, Zsofia 466
Leonard-Zabel, Ann Marie 9
Leonhardt, Nico 213
Lewis, Kieran 163
Lewthwaite, Sarah 568, 598
Lid, Inger 486, 630
Lilja, Ulrika 153
Lillefjell, Monica 83, 605, 532
Lilliehorn, Sara 381
Lim, Elinor 159
Lin, Chao-Yin 629
Lindberg, Lars 493
Linde, Sølvi 220
Lindh, Jari 167, 179, 283
Lindström, Elina 634
Lines, Nicky 297
Lipponen, Oona 41, 167
Liu, Can 176, 383
Liu, Jing 619
Liyanage, Chandani 211
Ljungberg, Malin 362
Ljuslinder, Tove 187
López, Beatriz 159
Lorenz, Sabrina 234, 276
Lothian, Rosanna 381
Löve, Laufey 409
Lovell, Jacqui 372
Lövgren, Veronica 75
Lowenstein, Max 106
Lumilampi, Katja 266
Lundälv, Jörgen 229
Lundqvist, Annamari 315
Luoma, Minna-Liisa 417
Lutz, Deborah 52
Luz Carvalho, Andrea 611
Lybech Christensen, Mads 177
Lyngbäck, Elizabeth (Liz) Adams 530

M

Maas, Ruca Elisa Katrin 605
Maas, Ruca Elisa Katrin 532
Macdonald, Stephen 497
Macdonald, Stephen J 494, 492
Macho-de-Cos, Isabel 340
Macintyre, Gillian 633, 632
Mah, Katie 610, 613
Mahdizadehkarizaki, Fatemeh 401
Mäki-Petäjä-Leinonen, Anna 535
Maltais, Monique 51
Mesch, Johanna 269
Metell, Maren 608
Meyer-Johansen, Hanne 227
Mfitumukiza, David 569
Miettinen, Riikka 181
Miettinen, Sonja 411
Miller , Shelley 246
Millmark, Suzanne 395
Milot, Élise 51
Mitchell, David 82, 61

Mandl, Sabine 499, 489
Manuel, Caitlin 237
Maria, Khansa 375
Markham, Sarah 48
Markström, Urban 381, 70
Marthouret, Bertille 51
Martikainen, Pekka 89
Martin, Marjatta 167
Martin, Nicola 463, 460
Martinez, Angela 212, 195
Martínez-R, Angela 193, 200
Marty, Edwige 569
Masendeke, Edmore 241, 205, 204
Mathiesen, Jesper 337
Maylott, Paige 405, 468
Mc Guckin, Conor 92
McKay, Elizabeth 541
McLaughlin, Janice 164, 78
McLaughlin , Janice 166
McMahon, Kathy 368
Mcneill, Bryony 412
Meister, Elias 466
Melander, Stina 592, 434, 450, 538
Melbøe, Line 309, 591
Mery Karlsson, Mikael 53
Mitra, Sophie 628
Mjøen, Odd Morten 529, 516
Mladenov, Teodor 67
Moberg, Cecilia 33
Moesby-jensen, Cecilie K. 562, 325
Moesby-Jensen, Cecilie K. 478
Mogensen, Lise 412, 257
Moore, Aishah 412, 257
Moore, Allison 576, 607
Moradi, Shahram 129
More, Rahel 374
Morgan, Hannah 505
Morgan, Hannah 534
Mörike, Frauke 234, 376
Moses, Keerthi 226
Mosher, Janet 191
Mosquera, Julia 582
Msipa, Dianah 509
Muller-Kluits, Noreth 260
Muñoz, Daniel 398
Munsterhjelm, Erik 321, 487
Mykitiuk, Roxanne 191
Mykletun, Arnstein 214
Myl-Chojnacka, Malgorzata 326
Myren, Gunn Eva 600

N

Nagarkar, Aarti 406
Nangosi, David 569
Nara, Risa 400
Naraian, Srikala 124, 256
Näslund, Hilda 381, 70
Neca, Patrícia 601
Ned, Lieketseng 98, 97
Nelson, Becky 203
Neri, Elena 89
Ness, Tove Mentsen 600
Nevala, Piia 32
Ng, Claudia 412, 257
Ní Chaoimh, Eilís 286
Niemi, Hanna-Maria 495
Nikumaa, Henna 308, 535, 458
Nolan, Clodagh 163
Nolan , Clodagh 541
Nordström, Liv 285
Norendal Braathen, Tore 129
Normand , Claude L. 578
Norstedt, Maria 580
Nosratzadeh, Fatemeh Known As Maral 68
Nouf, Faten 531
Nurmi-Koikkalainen, Päivi 149, 298, 303, 302, 634
Nygren, Göran 150
Nykänen, Eeva 87, 308, 350, 535

Nielsen, Lisbeth 113
Niemi, Hanna-Maria 535
Nyquist, Tor Erik Heyerdahl 292
Nyttingnes, Olav 214

O

O' Donovan, Mary-Ann 255
O'Mahony , Charles 241
O'Brien, Patricia 259
Obstfelder, Aud 596
O'Donovan, Mary-ann 259
Offley, Sarah 368
Oldervoll, Line 282
Olesen, Henriette Hermann 490
Olsen, Rikke Fuglsang 310
Olsen, Terje 242, 243, 516
Olsvold, Nina 596
O'Mahony, Charles 173
Omondi, Martin 569
Orsini, Michael 246, 230
Otieno, Michael 373
Otten, Matthias 261
Ouellet, Laurence 51
Ovcharenko, Anya 105

Ó

Óladóttir, Sólrùn 299

Ø

Østergaard, Stine Vernstrøm 310
Østern, Tone Pernille 520
Østerud, Kaja 118

P

Paavonen, Anna-Marie 351
Palipana, Dinesh 412, 257
Palmqvist, Lina 357, 355, 345
Parhar, Gurdeep 122, 44
Parrado, Libertad 404
Partanen, Tuija 283
Paul, Enni 169
Peacock, Donna 492
Pearson, Charlotte 164, 78
Pearson , Charlotte 166
Pedersen, Heidi 473
Pedersen, Rasmus Hougaard 490
Pelka, Bastian 234, 198, 197
Peltomäki, Satu 172
Perk, Godelinde Gertrude 593
Perlusz, Andrea 573
Pernille, Follestad 481
Persaud, Savitri 407
Petersen, Sobah Abbas 605, 532
Pettersson, Cecilia 451
Pettersson, Linda 208, 209, 194
Pettersson , Linda 207
Phelan, Shanon 401, 248, 237
Pilling, Merrick 407
Pinomaa, Jyrki 217
Pita, Yamila Sofia 281
Pitt, Kendra-Ann 407
Platt, Tracey 371
Plaute, Wolfgang 466, 329
Pogany, Anna 466
Powell, Justin JW 316
Prause, Daniel 111
Prodinger, Birgit 152
Punzi, Elisabeth 79

Q

Qayyum, Abdul Rehmaan 375
Quinlivan, Shivaun 511

R

Raanaas, Ruth Kjaersti 569
Raanes, Eli 269
Raanes , Eli 530
Rabelais Duarte, Cristina Maria 611
Randell, Eva 572, 433
Rantamäki, Petra 149
Rasell, Michael 506
Rasmussen , Gitte Lyng 227
Rauch, Angela 275, 452
Rautiainen, Pauli 86, 87, 308, 535
Rautiainen, Pauli 136
Raymond, Emilie 564
Redhead, Amy 250
Redmore, Ned 29
Reeves, Samantha 368
Reher, Stefanie 385
Reims, Nancy 275, 452
Reinholdt, Alette 459
Reisenbauer, Simon 500, 499
Rékasi, Nikolett 293
Remes, Hanna 89
Renoth, Emily 466
Restayn, Ann-Marie 607
Reuter, Arlind 208, 183
Ribenfors, Francesca 304
Rieppo, Susanna 634
Riess, Louisa A. 384
Riitaoja, Anna-Leena 587
Rillotta, Fiona 224
Rio Poncela, Ana María 272
RIPSTARS Disabled Young Researcher Collective, 614
Risbank Jensen, Katrine 456
Rivas Velarde, Minerva 212, 195, 200, 628
Rivas Velarde , Minerva 193
Robertsson, Karin 563
Rodgers, Fran 526, 296
Rojas, Mauricio 404
Rojas Pernia, Susana 272
Rojas-Pernia, Susana 340, 491
Rombach, Fabian 109, 107, 108
Roos, John Magnus 422
Rosenhan, Julius 152
Ross, Lori 407
Rostila, Mikael 383
Rotarou, Elena S. 137
Runswick-Cole, Katherine 304
Rushton, Sheryl 160
Russell, Amy 526
Ryan, Annelise 428
Ryan, Sara 304, 488
Ryan, Tom 47
Ryan Bengtsson, Anna 345

S

Sainio, Päivi 417
Salado-Rasmussen, Julia 306
Saloniki, Eirini-Christina 48, 43
Sambuco, Maggie 257
Sandvin, Johans Tveit 382
Sarkar, Tanushree 545
Sastry Vijayakumar, 7
Smart, Hannah 372
Smith, Graeme 372
Smith, Laura 471
Smith, Martina 304
Smits, Marleen 335
Snaefridar- og Gunnarsdottir, Hrafnhildur 138
Snipstad, Øyvind 22

Chetan Saurama, Anna 442
Schade Leth, Jeanette 113
Schedin Leiulfsrud, Annelie 83
Schneider, Julie 16
Schofield, Ella 526, 524, 525
Schulz, Ann Christin 234, 198
Schulze, Sarah 234, 197
Scully, Jackie Leach 262
Segnestam Larsson, Ola 274
Selling, Helle Buelund 490
Seppanen-Jarvela, Riitta 180
Seppänen-Järvelä, Riitta 283, 332, 351
Sepulchre, Marie 390
Sépulchre, Marie 291
Serra, Maria Laura 64
Serrano-Diaz, Celine 428
Shanouda, Fady 407
Sharma, Sangeeta 42
Sheldon, Tess 191
Shepherd, Jacqui 431
Shevlin, Michae 329
Shevlin, Michael 92
Shi, Haocheng 18
Shildrick, Tracy 164, 78, 166
Sieling-Monas, Stella Mia 306
Sigurjónsdóttir, Hanna 546
Silvén Hagström, Anneli 362
Singh, Nakita 25
Singh Chauhan , Gajendra 544
Sinkaberg, Rannveig Frøseth 475
Sipari, Salla 171, 233
Sixsmith, Judith 372
Skei, Lynn 111
Snyder, Sarah 244
Söderberg, Anna 518
Sointu, Erkko 330
Soldatić , Karen 98
Solstad Vedeler , Janikke 369
Someya, Rinako 556
Søndenaa, Erik 516
Sondergaard, Natascha 335
Song, Meng 410
Southby, Kris 297, 296
Sparby, Linn Ebeltoft 596
Spencer, Margaret 258
Spirtos , Michelle 541
Spjelkavik, Øystein 71
Sponberg, Marte 569
Stadler, Anna Sophia 466
Stadler, Raphaela 72
Ståhl, Daniel 95
Stapleton, Veronica 431
Starke, Mikaela 79
Stefánsdóttir, Ástríður 377
Stefánsdóttir, Sara 620
Stewart, Ailsa 632
Stjerna, Marie-Louise 169, 348
Stolt, Minna 121
Stone, Beth 359
Storgaard Bonfils, Inge 306
Storgaard Bonfils, Inge 325
Strand, Anne Hege 214
Strand, Bjørn Heine 35
Strandberg, Thomas 572, 433
Sturgess, Sharron 552
Subramaniam, Thirunaukarasu 34

Skirbekk, Vegard 35
Sklar, Howard 63, 82
Skogberg, Natalia 634
Skogseth, Egil 321
Skogseth, Egil Gullestad 459
Skolbekken, Marianne 569
Skyum-Jensen, Emilie 19
Smaaland, Jessica 518
Sudmann Strøm, Maiken 129
Suhonen, Riitta 121
Suko, Yasushi 172
Svastics, Carmen 436, 437
Syversen, Kristina Brodal 73
Szigethi, Zsófia 379
Szobel, Ilana 120

T

Tai, Joe 372
Takala, Marjatta 96
Tarleton, Beth 633
Tarrant, Alison 336
Tarvainen, Merja 36, 41, 167, 350
Tatsuta, Mizuho 478
Taubner, Helena 75
Teachman, Gail 610, 613
Teborg, Sophie 234, 267
Temmen, Alexa 60
Teo Wei Xiang, Dennis 34
The Tea and Cake Group (Public involvement representatives who wish to stay anonymous), 304
Thohari, Slamet 15
Thompson, Paul 368
Thorensen, Stian 259
Thoresen, Stian H 464
Thorstensen, Leah Elisabeth 83
Thuesen, Frederik 132
Thuesen, Frederik 104
Thunem, Ingrid 444
Tideman, Magnus 46, 274
Tiilikainen, Elisa 411
Tilly, Liz 322
Timander, Ann-Charlott 145
Tirosh, Yoav 432
Todd, Zara 614
Tontsch, Tamara 466
Toom, Auli 316
Tøssebro, Jan 595, 554
Traustadóttir, Rannveig 461, 479
Treanor, Declan 163
Triantafyllopoulou, Paraskevi 368
Trigwell, Jo 297
Tunggal , Eunice 98
Tuononen, Tarja 316
Turner, Tracy 389
Tyabashe-Phume, Babalwa 84, 98, 97

U

Ugreninov, Elisabeth 449
Ukkola, Ismo 332
Ulmanen, Petra 362
Underwood, Kathryn 586
Undlien, Roald 481

Ü

Ünal, Beyza 627

V

Vaahtera, Touko 88
Vaillant, Emma 335
Väisänen, Sara 171
Vakil, Shernavaz 160
Vaughn, Deborah 160
Vedeler, Janikke Solstad 242
Vembane, Joao 81
Vesala, Hannu T 179

Vammen Lesner, Rune 306
Van Ackern, Markus Ihsecke 234
Van Den Breemer, Rosemarie 339
Van Der Weele, Simon 146
Vänskä, Nea 171, 233
Varady, Heather 122
Vargova, Veronika 344
Varley, Danielle 297
Vatne, Torun M 190
Vesterinen, Annastiina 210
Vicherat Mattar, Daniela 397
Vik, Kjersti 594
Vikdahl Gunséus, Linda 55
Vikholt, Steinar 129
Vikström, Lotta 178, 480
Vinatea-Elorrieta, Alicia 491
Voronka, Jijian 90, 244, 407
Vyyryläinen, Hillevi 587

V

van Kempen, Lieke 279
van Toorn, Georgia 262

W

Wagner, Ellen 275
Wahlqvist, Moa 353, 349
Wahlqvist , Moa 514
Waldron, Joanne 368
Waldschmidt, Anne 109, 107, 108
Wälivaara, Josefine 206
Walker, Ruth 224
Waltz, Mitzi 448
Waring Stubben, Thomas 113
Waterman, Janine 526, 524, 525
Waterman, Sam 526, 524, 525
Watermeyer, Brian 291, 320
Watharow, Annmaree 16
Watson, Nick 164, 78
Watson , Nick 166
Webster, Shaun 372
Wechuli, Yvonne 291, 290, 289
Wegscheider, Angela 566
Wehner, Lasse Winther 490
Weiss, Sabine 284
Wendelborg, Cristian 259
Wennberg, Birgitta 572, 433
Westerlund, Ida 487
Whitburn, Ben 124, 253, 125, 256
White/clarke, Charlotte 158
Wiesel, Ilan 224
Williams, Helen 476, 497, 482
Wiszmeg, Andréa 580
Witsø, Aud Elisabeth 220, 529
Witsø , Aud Elisabeth 216
Wołowicz , Agnieszka 324
Wulf-Andersen, Trine 319

Y

Yee, Adrian 122
York, Jana 234, 197
Ytterhus, Borgunn 186, 314
Yu, Yinan 229

Z

Zagyi, Emese 215
Zahl, Erica 176, 190
Zaman, Shahbano 44
Zaman , Nara 625
Zaninotto, Enrica 484
Zhang, Huafeng 30
Zhang, Muning 613
Zhang, Yiqing 218
Zviedre, Agnese 358