

Development of innovative training solutions in the field of functional evaluation aimed at updating of the curricula of health sciences schools



MODULE: FUNCTIONAL EVALUATION: CONCEPT AND METHODOLOGY

Didactic Unit D: Socio-health impact of disability. Disability in working places



Introduction - social functions of science

- Diagnosis
- Prediction
- Technical
- Humanistic (within systems)



Function of social learning (continued)

- Diagnosis allows you to orient yourself to the mechanisms of life including socialization, environment, and values that can be used in the process of education and rehabilitation
- Prediction allows us to anticipate the development of the processes we are interested in and phenomena, their volatility, and the verification of assumed hypotheses
- The instrumental and technical function is the methodological environment (the basis and premises of the sciences, methods, techniques, means of implementation with the whole instrumentation and technology used in education and training)
- Humanistic function (considered in the modern world as the most important) is attempting to answer the question, how we should organize the processes to live together



Disability

according to the UN Convention on the Rights of Persons with Disabilities of 2006

Disability is a long-term reduced physical, mental, intellectual or sensory ability to interact with various barriers that can limit the full and effective participation in social life on an equal basis with other citizens



The organic dimension of disability

Somatic, physical disease, or injury; Destruction or damage, dysfunction, health impairment

Sensory damage of eyesight, hearing, or bone or muscle system; or paresis of limbs or brain/ Central Nervous System



Psychological dimension of disability

Impairment of activity

Limited experience and competence

Disorders of perception, thinking, communication, motor skills, emotions

Personal relations



The social dimension of disability

- Limitation or impairment of functioning in social roles
- Physical dependence
- Poor orientation in one's environment
- Disturbances in interpersonal communication
- Difficulties in performing life tasks
- Antisocial and isolating behavior
- And others



Analyzing disability across different dimensions and categories

- Medical - (Rehabilitation)
- Legal - (Based on law)
- Sociological - (socio-technical)
- Pedagogical - (resocialization, revalidation, rehabilitation, orthodidactic, therapeutic)
- Psychological - (psychotherapeutic)



Types of disability

- Injury to the organs of sight and hearing, or speech impairment
- Movement disorders
- Injury of internal organs
- Nervous system malfunction

All these disorders can occur as a homogeneous disability or co-occurring disability



Terminology

Synonyms for disability found in the dictionary: ailment, defect, impairment, infirmity, injury, affliction, detriment, disqualification, drawback, inability, incapacity, incompetency, inexperience, invalidity, lack, unfitness, weakness

Antonyms: health, strength, ability, advantage, benefit, extra, fitness (see <https://www.thesaurus.com/browse/disabilities>, accessed on 21.01.2020)

Classification of intellectual disability in the 1960s was limited to the terms idiot and imbecile

Today, when we speak about people with disabilities we rely on language similar to discussing those with physical health conditions – ex. people with chronic diseases or “people WITH disabilities” or people with frequent headaches, e.g.



We can talk about people with:

- Sight limitations and blindness
- Hearing difficulties and deafness
- Motor dysfunction and chronic diseases
- Social maladjustment
- Intellectual disability



There are other classifications and differences in terminology resulting from the specifics of a given language

Each disability generates specific problems in the functioning of a given group and the attitude of the social environment

The most difficult situations are always those who have problems in social communication or in intellectual functioning

Below we see the evolution of how, we orient our attitudes towards people with disabilities especially with mental disorders:

- **Elimination**
- **Isolation**
- **Segregation**
- **Integration**
- **Inclusion**



Contemporary contexts

Elimination- e.g. abortion in case of disability of the child or the admissibility of euthanasia

Isolation, e.g. the need to isolate patients with certain psychiatric diseases where contemporary medicine does not find solutions

Segregation, e.g. special schools and other specialized places

Integration, e.g. there still exists discrimination in the process of developing integration

Inclusion e.g. low quality of assistance in inclusive environments

What is a good solution?????



Paradigms in social sciences – Social paradigm

It assumes that the unfavorable situation in which a person with a disability finds him/herself results not only from his/her individual dysfunctions, but as a consequence of unfavorable social conditions

Krause, Cracow 2010,



Social paradigm, continued

According to the social paradigm, disability is interpreted in "broad and changing socio-cultural conditions " and stands in opposition to the medical and individual disability models, in which people's problems are a direct consequence of their illness or disability, and actions taken towards people with disabilities are to adapt them to their conditions

Żółkowska, Warsaw- Cracow, 2004.



Social paradigm, continued

Thus, the problem of disability also becomes a social problem. "Lack of social success" can therefore have causes found outside just the person with disability, and be identified as a consequence of the product of coming from a more disadvantaged environment compared to the rest of society

Cytowska, Cracow, 2012



Normalization paradigm. Opposition to segregation and marginalization

Applying measures that are the most acceptable in accordance with a standard cultural norm in order to initiate and / or sustain behavior and characteristics that correspond with generally accepted cultural standard

Wolfensberger, The Principle of Normalization in Human Services, Toronto 1972



Normalization, continued

- Living and organizing experiences in an open environment, without segregation and isolation
- Providing a person with disabilities with developmental support from birth to old age
- As much as possible, reliably recognizing and utilizing the developmental potential of a person from disability
- Building mutual contacts with abled individuals through dialogue, based on kindness and acceptance
- Ensuring the conditions for an adequate quality of life, self-esteem and autonomy



Głódkowska, Warsaw - 2012

Emancipation paradigm

Traditionally, emancipation is understood as "liberating" individuals or social groups from some limitations

In the social sciences, emancipation can be defined as the concept of autonomous activities of an individual or supporting its development through shaping critical and open consciousness

In the case of people with disabilities, we perceive emancipation in the context of the American proclamation from 1990 (read below)



Quality paradigm

Associated primarily with the concept of "quality of life"

Quality of life (QOL) is an overarching term for the quality of the various domains in life. It is a standard for which individuals or society measure a "good" life. These expectations are guided by the values, goals and socio cultural context in which an individual lives ". (See: <https://www.britannica.com/topic/quality-of-life>, accessed on 21.01.2020)

For people with disabilities it is related to things like assistive devices, prosthetics, synthesizers and more (more examples below)



The concept of subjectivity and autonomy

The subjectivity of a person with disability is currently focused on recognizing a person as a unique individual with all of her/his strengths and weaknesses, having the right to self-fulfillment, and integration with other people

Autonomy, on the other hand, is seen when a person can realize his own, subjective actions.

Autonomy is a broader concept than independence. It concerns not only how they act, but its scope includes both independence in action, as well as mental and legal independence.



Environmental factors in the development of autonomy

1. Educational behavior of parents and guardians:

- accepting
- characterized by empathic understanding
- motivating
- transferring of values

2. Active participation in life, intentional development of skills, including:

- participation in household chores
- contacts with a diverse social environment (able and disabled)
- therapies and trainings.

3. Support

- emotional
- informational
- instrumental



Personal factors of the development of autonomy

Cognitive

- self-consciousness
- self-acceptance
- self-esteem

Instrumental

- social skills: empathy, communication, social insight
- ability to deal with problem such as searching for information or asking for help ability to use emotional and information support



Read

One can speak of a kind of opposition between the medical model and biopsychosocial model in the context of disability (see e.g. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1466742/> accessed on 21.01.2020)

Complementary concepts: Disability and its contexts (see: <https://plato.stanford.edu/entries/disability/> accessed on 21.01.2020)

Empowerment – (see e.g. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6065127/> accessed on 21.01.2020); <https://www.themindfulword.org/2014/creating-better-society-importance-empowering-people-disabilities/> accessed on 21.01.2020)



Read

Emancipation — (see. <http://13379618.weebly.com/> accessed on 21.01.2020)

Normalization — (see. [https://en.wikipedia.org/wiki/Normalization_\(people_with_disabilities\)](https://en.wikipedia.org/wiki/Normalization_(people_with_disabilities)) a <https://www.disabilitymuseum.org/dhm/lib/detail.html?id=1941&page=all>)



Selected legal acts

Declaration from Madrid 2002– see.

[https://democracy.islington.gov.uk/Data/Annual%20Council/200305131930/Agenda/\\$THE%20MADRID%20DECLARATION%20REPORT.doc.pdf](https://democracy.islington.gov.uk/Data/Annual%20Council/200305131930/Agenda/$THE%20MADRID%20DECLARATION%20REPORT.doc.pdf) or in psychiatric practice <https://www.wpanet.org/current-madrid-declaration> accessed on 22.01.2020

UN Convention 2006– (see.

<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>, accessed on 22.01.2020

Human rights -

<https://www.ohchr.org/en/hrbodies/crpd/pages/gc.aspx> accessed on 22.01.2020



Video examples

People with Disabilities Face Barriers. Inequality Shouldn't Be One of Them. <https://www.youtube.com/watch?v=ure8Lrbh5HY>

accessed on 23.01.2020

Stella Young: I'm not your inspiration, thank You very much

https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much accessed on 23.01.2020

Sue Austin: Sea diving...in a wheelchair

https://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair#t-151440 accessed on 23.01.2020



Video examples - continued

Emilie Weight: 3 things I learned from my intellectually disabled son

https://www.ted.com/talks/emilie_weight_3_things_i_learned_from_my_intellectually_disabled_son accessed on 22.01.2020

Rosie King: How autism freed me to be myself

https://www.ted.com/talks/rosie_king_how_autism_freed_me_to_be_myself accessed on 22.01.2020

Elise Roy: When we design for disability, we all benefit

https://www.ted.com/talks/elise_roy_when_we_design_for_disability_we_all_benefit accessed on 22.01.2020

Pawan Sinha: How brains learn to see

https://www.ted.com/talks/pawan_sinha_how_brains_learn_to_see accessed on 22.01.2020



The humanistic paradigm – a summary

- Starting from the Renaissance, that is, from spreading the idea of privileging man in the universe, the cult of reason, intelligence and free will
- Reference to the normativity of classical education
- Emphasizing human spirituality structured in senses and values, and represented in socio-cultural products
- The philosophical basis of human existence and humanity
- Orientations around emancipation and anti-authoritarian pedagogy
- Critical analysis of reality.

(Krause 2010 p. 114)



The humanistic paradigm -summary- continuation

- Drawing attention to the problems of disabled people
- Increased interest in the "different" - inclusion of this problem in social and public discourse
- Counteracting marginalization and exclusion. "Different" in humanistic pedagogy
- becomes "less different"
- A disabled person as a subject of pedagogical concern
- Strong development of the pedagogy of love
- Development of protective and supporting concepts for disabled and sick people
- Progressive empowerment of disabled people
- Change of approach to people with disabilities, education of the humanities' attitude towards them, and empathy for human suffering

(see. Krause 2010 p. 117)



Practical aspects

- The idea of "lifelong learning" as a method for organizing one's life even for people with disabilities
- The development of providing support to those in stages of early development becomes a permanent strategy
- In Europe, we see the rise of different models for independent living for adults with disabilities
- "Tanatopedagogik" – develops from the recognition, partially observed in the hospice experience, to focus on the need for a quality of life and old age, including during sickness and dignity in death



Practical aspects, continued

In the 1960s, during the beginning of the consumer movement in the US, the Independent Living movement is also created. It will act as a framework to include all the concepts of integration, normalization, and rehabilitation in new paradigm developed by people with disabilities themselves, and not by experts who only witness life with disabilities. (see. <http://www.edf-feph.org/independent-living-social-services>, accessed on 22.01.2020)

"Independent life" is a kind of philosophy, a way of looking at disability and society as well as the global movement of people with disabilities who work for self-determination, self-respect and equal opportunities. It assumes that disabled people are the best experts in terms of their needs, so it's only about developing communication channels so that this voice can be heard. An important assumption is also the assumption that the essence of these processes is inclusion - inclusion irrespective of the diagnosis, what has a strong impact for changes the perspectives for many people with a significant and deep degree of disability and can have a large impact on, for example, judicial processes, declaring of disability.



(see. Amy S. Hewitt, Kelly M. Nye-Lengerman - Community Living and Participation for People With Intellectual and Developmental Disabilities, Washington, AAIDD, 2019)

Independent living

What is independent living?

<https://www.dcrc.co/independent-living/> (accessed on 22.01.2020)

What's the difference between independent living and assisted living?

<https://www.seniorliving.org/compare/assisted-living-vs-independent-living/> (accessed on 22.01.2020)



Video examples:

Independent living with a disability

<https://www.youtube.com/watch?v=N-1woWYfp18>

Independent living for people with disabilities

<https://www.youtube.com/watch?v=g9WEmwA80IE>

Proud to be independent: Living with an intellectual disability

<https://www.youtube.com/watch?v=pjoftlBeMGI>

Let's Talk About Intellectual Disabilities: Loretta Claiborne

https://www.youtube.com/watch?v=0XXqr_ZSsMg

accessed on 22.01.2020)



Self advocacy

What are some self advocacy skills?

<https://www.parentcenterhub.org/priority-selfadvocacy/> (accessed on 22.01.2020)

Self advocacy skills

<https://www.teachsped.ca/self-advocacy-skills> (accessed on 22.01.2020)

What are the different types of self advocacy?

<http://www.ncfdadvocate.org.uk/index.php/services/different-types-of-advocay>

<http://cedwvu.org/resources/types-of-advocacy/>

<http://www.aboutlearningdisabilities.co.uk/advocacy-for-individuals-with-learning-disabilities.html> (accessed on 22.01.2020)



Video examples:

What is Self-Advocacy?

https://www.youtube.com/watch?v=sOX3LWUD2_g

<https://www.youtube.com/watch?v=CdzipgdaRvE>

Self Advocacy- A State Of Mind | Abby Edwards

<https://www.youtube.com/watch?v=CqtO3cvdom8>

<https://www.youtube.com/watch?v=Lb-BhtZHvWk>

Teresa Moore - Self Advocacy

<https://www.youtube.com/watch?v=lo76V5aoe0l>

<https://www.youtube.com/watch?v=h5-T1fFN5SA>

(accessed on 22.01.2020)

Importance of good functioning in the social and professional environment – selected elements

Depending on the type of disability, the needs of people with disabilities are different, from total independence, to some dependence, to almost total support.

The needs can be grouped according to the following issues:

- Independent place to live
- Professional work
- Life in partnership and sexual activity
- Recognition of their citizenship



Independent place to live - examples of good practice

Australian ORANA organization <https://www.oranaonline.com.au/your-future/housing/> - accessed on 24.01.2020).

An individual with a disability makes the decision, with support, regarding how much assistance (for ex. How many hours per week or month) he/she will receive at home

Help covers everyday activities and can include cooking and shopping, support in

Personal hygiene (including showering and dressing), general personal banking (working on a budget), management of written communication with the outside world

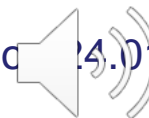
Organizing and participating in doctors visits including the dentist and managing medicines

The organization also provides training in small groups or even 1: 1, in the fields of safe cooking, budget and money handling, technologies information and communication, learning how to create respectful and safe relations, learning in the area of independent living, nutrition and a healthy lifestyle, etc.

(see. <https://www.oranaonline.com.au/your-future/housing/community-accomodation/> <https://www.oranaonline.com.au/your-future/housing/independent/> accessed on 24.01.2020).

See also <http://www.drilluk.org.uk/> ,

<https://www.independentliving.org/toolsforpower/tools11.html> accessed on 24.01.2020).



Independent place to live- examples of good practices- continuation

Features of an independent apartment - German solutions:

Living space as a safe space to live and shelter from the outside world, that is, from factors such as weather conditions and other people, and even a place of hiding, living without disturbances or having to justify or explain themselves. It fulfills the stabilizing function for a person and builds a sense of responsibility

A living space as a place of stability and making important choices. A place of rest but it is important to make sure that the space meets each person's individual needs and wants, building a sense of trust in decisions. This is the sphere of life that a person with a disability can and should ideally design to his/her own preferences of design and function, within his/her own financial abilities, within the same rules and limitations that able people take into consideration when setting up a living a space

A living space for communication and cooperation with others, developing mechanisms of assertive behavior, and building an intimate and community life, including in partnership with another person

Living place as a space to represent your social status, a social demonstration, status symbol

(see North Central Health Care, <https://www.norcen.org/services/mental-health/residential-services/>, accessed on 24.01.2020), see also: (Amy S. Hewitt, Kelly M. Nye Lengerman Community Living and Participation for People with Intellectual and Developmental Disabilities, Washington, AAIDD)

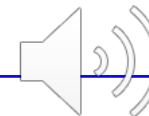


Professional work

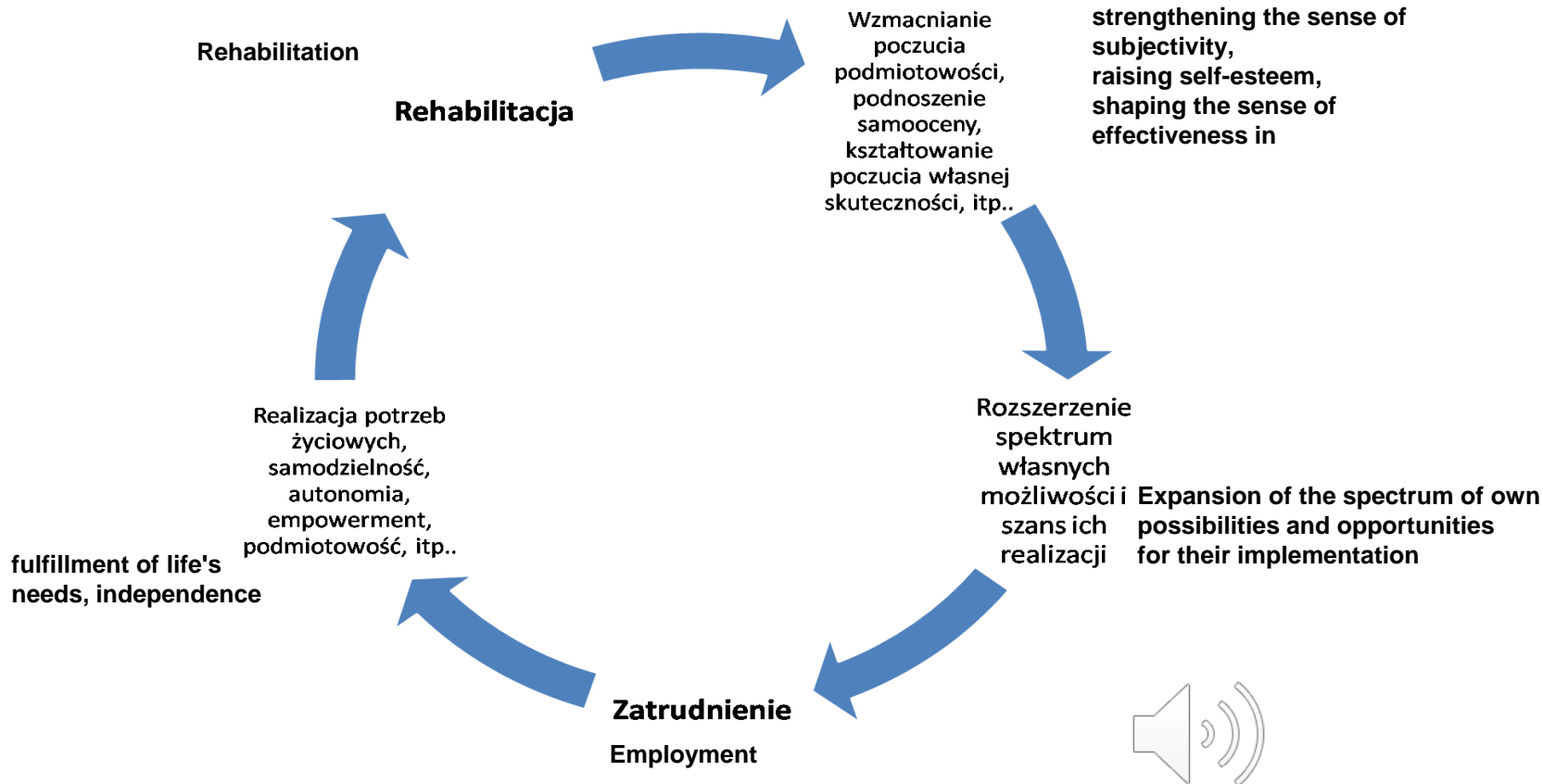
Work, employment and the ensuing financial reward leads to the opportunity of leading an independent life and starting a family – this is a fundamental chapter of the biography of almost every adult person on earth. Employment it is therefore an important element of social position, a certain stability and is connected with including psychological and social components associated with self-esteem values, possibilities of realizing life aspirations and also with possibilities to ensure yourself and others' entertainment. In other words, it is related to everything we define in terms of the quality of human life.

It seems that the low percentage of unemployed people is still an indicator of the dynamics of development of every community, although along with the processes of change, especially in technology and robotics industry, machines are starting to replace man and therefore the work begins to take on a completely different meaning. It becomes a kind of privilege and so far, unknown are generated problems related to the need to organize societies on completely new ones conditions, ie with a large number of unemployed people and the consequences of this phenomenon (cf. e.g. Harari Y.N. Homo Deus

(see. eg. Harari Y.N. - Homo Deus. <https://www.ynharari.com/book/homo-deus/> accessed on 17.07.2019).



Social and professional rehabilitation scheme



Professional work - selected examples of good practices

Peer support and consumer service programs that can be provided by various types agencies or independent non-profit organizations

Stand alone models for the provision of services in which people with disabilities can employ their own work trainers and staff supporting employment

Individualized employment means determining the rules of the employment relationship between employees and employers in a way that suits their mutual needs. It is based on the individualized determining the strengths, needs and interests of the disabled person and is aimed at satisfying specific needs of the employer,

Co-worker models are based on ordinary employees in the work environment who provide vocational training and ongoing support for the participant. Such support may be provided on a principle of volunteering or paid through a scholarship or other form of payment

Ticket to Work (TTW) is a program that complies with US law and as the name implies. Indicates a kind of financing of employment, taking into account an equal type of possible costs of creating and maintaining a workplace

Habilitation on a daily basis, that is, providing scheduled activities in an environment other than residential, such as the ability to self-help, use adaptive skills that can improve development of social skills and develop skills in everyday activities and life, including in the field of preparation for work. Habilitation may also apply organization of services for people in retirement or old age

(see. Cindy Mann, DEPARTMENT OF HEALTH & HUMAN SERVICES, Informational Bulletin, 09.2016, <https://downloads.cms.gov/cmcs.gov/archived-downloads/CMCSBulletins/downloads/CIB-9-16-11.pdf> - accessed on 27.01.2020)



Life in a relationship/Sexuality

Depending on the type of disability, life in a relationship and sex life can include different kinds of problems

There are organizations that offer counseling in the realm of intimacy for people with disabilities

There are also countries in which there are many barriers and restrictions for people with disabilities in this area, especially for people with intellectual disabilities (eg in Poland)

The German system relies heavily on a pragmatic approach to identifying challenges and solutions in the field of relationships and sex amongst individuals with deeper intellectual disabilities. Such questions include:

- How to properly design sex education?
- What to say to a person if he/she wants to get married and have children?
- What to do if a disabled person undresses in front of others?
- How to prevent sexual harassment and violence?
- What prospects do homosexuals have?



Life in a relationship. Sexuality- continuation

The development of sexuality, in addition to freedom, also rules and restrictions, especially in the context of the so-called difficult behaviors (baring, masturbating). It should also highlight that sex and intimacy is an

see.

https://www.haushall.de/fileadmin/files/pdf_7_Stiftung/Liebe_leben_LeitlinienSexualitaetPartnerschaft.04.12.2009.pdf, accessed on 22.01.2020, in German) and <https://www.independentliving.org/docs5/sexuality.html> - in English

Pragmatic framework of indications for creating a support model:

Expression of love in a partnership

Couples that are forming need development and life perspectives

Specialists and advisers should only support and help shape decisions of those with disabilities, not have an effect of making the decision for them

In the event of pregnancy, many new tasks are created when a new person comes into the world, and abortion is not an option, it is necessary so plan your training and support system

In the case of homosexual couples it is necessary to create perspectives life and adjustments to applicable laws, especially in the area of getting married and having children

Adults with disabilities should be able to lead independent and decent life



Life in a relationship. Sexuality - continuation

Pragmatic framework for recommendations on creating a support model:

Every person in accordance with his will and accepted values and accepting responsibility for him/herself and his/her actions has the right to design his/her life, including life in a relationship and his/her own sexuality

General education should also include sex education and start practically from birth, its important the element is also shaping assertiveness,

Planning educational activities in the field of sexuality regardless of the stage of education and of these interactions, its elements should be agreed by the parents / guardians of a person with disability primarily in the area of moral and religious principles

In the sexual education system, there should be a focus on the principle of voluntary consent as well as ensuring security throughout intimate encounters

In conversations about sexuality with people with disabilities, we can also follow ours own sexuality,

Addressing the development of sexuality including rules and restrictions,

The development of sexuality means, in addition to freedom, also rules and restrictions. It should also highlight that sex and intimacy is an expression of love in a partnership

see. https://www.haushall.de/fileadmin/files/pdf_7_Stiftung/Liebe_leben_LeitlinienSexualitaetPartnerschaft.04.12.2009.pdf, accessed on 25.01.2020, in German only)



A citizen with a disability

One of the most important issues in this context is the concept of dignity. understanding

Human dignity is associated with the philosophy of Immanuel Kant, according to whom the dignity is connected inseparably with man's freedom and results from his assignment to the moral order.

The contemporary world understands the concept of dignity as a fundamental and universal measure in relations interpersonal, the most elementary source of normative arrangements in terms of rights and obligations human. Dignity in the literature of the subject is also perceived, for example, in the visible context contemporary discussion, which was initiated by John Paul II speaking about the clashing of the idea of "civilization love "and" the civilization of death (see. eg „The Great Encyclopedia of Teachings of John Paul II ", 2014)

Another issue is the rights of persons with disabilities, including political rights



Future visions

- In the Swiss studies of solutions for the disabled in 2035, disability becomes: A permanent element of social life and barriers disappear.
- The impact of technological solutions on the whole life of societies in Europe changes significantly everyday life of all citizens, including people with disabilities.
- In 2035 there is no longer any distinction between people with disabilities and people who are able, everyone is accepted in its uniqueness and thanks to the choice integration paths, people with disabilities can have their needs secured. (Hauser, Tenger, 2015)
- A vision of new housing models is emerging, starting from multigenerational homes, through communal flats and apartments in which multiple individuals with disabilities live together. As a result, the boundaries become more and more blurred.
- German organization “Lebenshilfe” see.: <https://www.lebenshilfe-thueringen.de/wData/docs/ueber-uns/LH-Vision-2020.pdf>, accessed on 22.01. 2020) presents a vision in which all people have the right to life. Everyone has the same rights. Every person with a disability has the opportunity to decide about the scope of assistance, what it needs.
- People with disabilities participate in everything they want to participate in, e.g. Independent living, work, organization of free time, in the selection of friends and partners, etc.
- There are no special forms of education at any level, both kindergartens and schools. Man is more important than money,



Methods of assessment of the level of social and professional functioning

- There are different types of templates and surveys that are used to assesses for different levels of support for people with disabilities.
- The most useful, however, are own observation sheets used to assess the increase of social competences in selected areas of functioning
- However, most important is that there are comprehensive solutions that come from local, community-based strategies. Using local governments and authorities that best understand the needs of its citizens



Methods of assessment of the level of social and professional functioning - continuing

In assessing social work in supporting the development of people with disabilities and special needs, it is necessary to take into account various areas of functioning, see e.g.

<https://www.nacsw.org/Convention/WengerClemonsJClientFINAL.pdf> or <http://www.nln.org/professional-development-programs/teaching-resources/ace-d/additional-resources/assessment-of-%20a-person-with-disability> or <https://www.webpsychology.com/assessment-developmental-disabilities-tools>

Own assessment tools are usually observation sheets that take into account various aspects, including the possibility of independent or supported functioning in an open society (see

<https://www.health.govt.nz/system/files/documents/pages/self-assessment-models-practice-tools-within-disability-support-services.pdf> or

https://www.researchgate.net/publication/236818224_Empowerment_Assessment_tools_in_People_with_Disabilities_in_Developing_Countries_A_systematic_literature_review

The most beneficial are holistic solutions in local communities where all support is systemic and carries out support activities from the birth of a child with disability through education to adulthood and enables the widest possible group of independent and independent life, and where it is impossible provides appropriate support see

<https://www.independentliving.org/docs6/frieden1980.html> and

http://www.crinet.org/education/Independent%20Living/the_start_of_the_independent_living_movement.htm

and one of the most comprehensively developed systems

<https://www.kvjs.de/fileadmin/dateien/soziales/egh/wegweiser-menschen-mit-beh.pdf>



Essential questions for teacher and group

1. How is disability defined today?
2. Explain the differences between the medical model and biopsychosocial model of disability
3. Discuss concept of subjectivity and autonomy
4. Explain the concepts of autonomy and independent living
5. Discuss the areas of functioning of the people with disabilities in the local environment



Thank you for your attention





The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

