

Symposium: Inclusive education practices – I**Rethinking inclusive education****R. Slee** (r.slee@ioe.ac.uk)***Institute of Education, University of London, 20 Bedford Way, London, U.K.*

This paper looks at issues appertaining to building research and policy for education jurisdictions globally to engender inclusive education to improve access, participation and success for disabled students. The paper will examine specific problems education jurisdictions have reported with respect to the inclusion of students with intellectual disabilities and consider initiatives to build more inclusive programs for this cohort of students.

Developmental disability and perceptions of inclusion over the lifespan**J. Lupart** (judy.lupart@ualberta.ca)***Canada Research Chair in Special Education, University of Alberta, Edmonton, Canada*

Aim: In this presentation the results of a large-scale research study on inclusion from the perspective of children and adults with ID are summarized. Specifically the research questions are: 1) What are life stories of children and adults with intellectual disabilities? 2) How has inclusive and non-inclusive practice impacted on their lives?, 3) What do educator assistants do to support the learning of students with developmental disabilities?, and 4) How does physical activity impact the lives of persons who are developmentally delayed? **Method:** This qualitative research collects and documents the stories of 60 children and adults with ID in two provinces of Canada. **Results:** The results from the key participant interviews will be outlined and selected findings from interviews of teachers, educational assistants, employers and parents in this presentation. The key participants are drawn from five age groups. Data collection consisted of semi-structured individual interviews with the key participants (i.e., individuals with developmental disabilities) and teachers, educational assistants, employers, and parents/guardians. Analysis of trends and patterns of inclusion across the age groups will be presented, along with specific findings concerning educational assistants and the impact of physical activity. **Conclusions:** An overview of the salient findings and implications for schools and the workplace will be presented.

Post school trajectories and the inclusive education of people with disabilities**C. Crawford** (cameroncrawford@sympatico.ca)***Research and Knowledge Management, Canadian Association for Community Living, York University, Toronto, Canada*

Aim: This presentation will look at post-school trajectories of adults with disabilities who have and have not been in special education at some point in their educational history. **Method:** Quantitative examination of survey data. **Results:** The presentation will focus on the situation of young adults 15 to 34 years of age. These are people emerging from or who have emerged from the education system during years when there has been an intentional focus on 'inclusive education'. Controlling for nature and severity of disability, the presentation will focus on employment levels, highest level of schooling achieved, general health and selected other characteristics. Wagner et al. have advanced a compelling argument in support of the notion that a 'robust' approach to the inclusive education of children and youth 5 to 14 years yields, or is associated with, general health benefits. Based on major statistical survey data, that hypothesis is challenging to uphold for people older than 14 years with disabilities. The presentation will explore why this may be the case. **Conclusions:** It will suggest lines of research enquiry and socio-demographic factors that, in addition to educational placement, may be useful for an understanding of post-school health outcomes.

Symposium: Inclusive education practices – II**Enabling inclusive teacher education through disabling theory****S. A. Thompson** (scott.thompson@uregina.ca)***Faculty of Education, University of Regina, Saskatchewan, Canada*

Aim: A reflective case-study was conducted within an introductory inclusive education course; this class was framed within the tenets of critical special/inclusive education, disability studies and anti-oppressive education. This research took place amid faculty-wide efforts to reform teacher education at the University of Regina; our new programs are explicitly framed within a social justice agenda. **Method:** Pre-service teachers and two professors participated in this action research; data sources included WebCT Discussion Board postings, student assignments (inclusive teacher resource files), and five focus group transcripts. **Results and conclusions:** Students reported that disability studies facilitated a deep understanding of inclusive practices for learners with intellectual disabilities (and others) through developing empathy with those who learn differently, and an appreciation of how disablement systemically works to produce inequity. At the same time, students made connections between social justice, differentiated instruction and the adaptive dimension.

Inclusive education: Analysis of the statistics from Canada participation and activity limitation survey**M. Wagner & V. Timmons** (mwagner@upepei.ca)***University of Prince Edward Island, 550 University Avenue, Charlottetown, PEI, C1A 4P3, Canada*

Aim: Researchers conducted an analysis of the Statistics Canada Participation and Activity Limitation Survey (PALS) to develop an inclusion index and test the hypothesis that if educational services are organized to ensure that conditions of 'robust inclusiveness' prevail then parents are more likely to report that their children are experiencing a range of favourable outcomes. **Method:** The hypothesis was tested through analysis of 2001 PALS for children. **Results:** Data analysis reveals that: students who are highly included achieve better results in school; a more robust inclusive setting is associated with students having better interactions with peers; higher percentage of students in a more robust inclusive setting look forward to going to school; and more children report better health as conditions of inclusion (robustness) increase. These favourable outcomes hold true when controlling for severity of disability. Findings also show that generally favourable trends also hold true across other areas such as social connectedness, and when controlling for factors such as gender, grade level and family income. **Conclusions:** While inclusion is not a panacea for the issues children with disabilities face, and some individuals still benefit from specialized educational settings, there exists a connection between inclusion and health in that there are overall health benefits for children involved in inclusive education.

Inclusive education: A whole new world at a tertiary level**P. O'Brien, M. Shevlin, M. O'Keeffe, S. Fitzgerald, M. Kenny & S. Curtis** (obrienp3@tcd.ie)***National Institute for Intellectual Disability, Trinity College, 3 College Green, Dublin Ireland*

Aim: The purpose of this study was to investigate the experiences of students with intellectual disabilities of gaining access to the Certificate in Contemporary Living, a post school programme, set within a third level setting, specifically Trinity College Dublin. **Method:** The study was qualitative in design and the research team aimed to understand the phenomenon of inclusion by collecting multiple sources of peoples' understanding of what was happening for students with intellectual disabilities within the third level setting. The perceptions of the students, family members and tutors were captured through focus groups, questionnaires, use of photo voice as well as analysis of curriculum portfolios and PATH, a transition planning tool. Triangulation of the multiple sources of data was used as well as open, axial and selective coding for thematic analysis. **Results:** A journey emerged for all three groups of participants. For the students they became adult learners reporting ownership of their learning, self-direction, active engagement and reflection on their experiences. For family members they reported having to *let go* to keep up with their sons and daughters galloping independence. For tutors it changed their self image from instructor to that of facilitator. **Conclusions:** The perceived benefits of being a university student do not discriminate, but open the gates to a whole new world.

Symposium: Practices and perspectives on special education in Singapore

Understanding the perspectives of regular classroom teachers about inclusion

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Aim: There is strong interest by the Republic of Singapore and parents for including children with special needs in regular classrooms. This paper describes the results of two studies that investigated kindergarten and pre-service mainstream teachers' perspectives on including children with special needs into their classrooms. **Method:** Early childhood and primary level teachers were surveyed in order to obtain their perspectives on the inclusion of children and youth with disabilities in regular classrooms. **Results:** While the majority of both groups of teachers expressed support for inclusion, they were worried about lack of preparation, large class sizes, and shortage available resources. Interestingly, pre-service mainstream teachers' were more apprehensive about inclusion of youths with special needs into their classrooms. **Conclusions:** Although there is support for inclusion of children and youth with disabilities in regular classrooms, more could be done. Areas that could be considered include: on-going professional development for teachers, especially in the area of behaviour management, reduction of class sizes, and provision of in-class support for children with challenging needs. The authors discuss the two studies in light of the current wave of change in Special Education in Singapore.

Training teachers in mainstream schools to support students with special needs in Singapore

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Aim: Forming part of Singapore's Enhanced Support for Special Needs Initiative, 10% of teachers in Primary and Secondary schools were earmarked for training to support students with mild disabilities in mainstream schools. These teachers trained in special needs (TSNs) receive 108 hours of professional development over three courses leading to a Certificate in Special Needs Support. The efficacy of this training at the personal and school level was evaluated in this study. **Method:** Over 200 participants who attended the Certificate in Special Needs Support took part in this study. Their responses on the Special Needs Support Climate Inventory before and after the training were compared. **Results:** The results suggest that although gains were made at a personal level of knowledge of TSNs, there was less impact upon the school context. **Conclusions:** The results of this study are examined within the light of how personnel in education may be trained to support students with special needs.

Examining the self-efficacy beliefs of special needs officers in Singapore

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Aim: The Republic of Singapore's Enabling Master Plan 2007–2011 (<http://www.mcs.gov.sg/enablingmasterplan/index.html>) states that in 2004, Prime Minister Lee envisioned an inclusive society. In 2006, training for Special Needs Officers (SNOs), who support students with special needs in mainstream schools, was initiated. This study investigated the self-efficacy beliefs of SNOs and their supervisors and the effects of these beliefs on moving toward a vision of an inclusive society. **Method:** Fifty SNOs and 15 supervisors responded to the Teachers' Efficacy Beliefs System-Self (TEBS-Self) questionnaire before and after the teaching practicum experience. The responses of the Their responses on the (TEBS-Self) are compared. **Results:** The results demonstrate that the self-efficacy beliefs of the both the SNOs and supervisors changed during the practicum. **Conclusions:** The results have implications for the design and delivery of teaching practicum experiences and the professional development of teaching supervisors.

Symposium: Methodological issues in gathering data on children's disabilities in context

Using an interactional model to collect data on disability: Developing and trialling a parent questionnaire

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Aim: There has been an on-going world-wide search for key indicators or questions that can be used in a self-administered tool to identify children and young people with a disability. The answer is seen to lie with successfully operationalizing the ICDH three part definition of disability: functioning, participation and activity limitation. The aim of the study was to develop a tool to gather data nationally indicating whether a child had a disability, what type of disability and what type of support needs they had in order to meet new legislation on discrimination. **Method:** Multiple indicators of disability and difficulty were developed including activity limitation, professional identification and diagnosis, impact and support needs. The questionnaire was available both on-line and in paper form. **Results:** This paper explores decision-making in the development, pilot and trialling of these tools including the outcomes of the final data collection on 7000 children in mainstream and special schools. **Conclusion:** The findings illustrate the complexities of adopting an interactional model of disability to produce valid and comparative data.

Using non-directive interview techniques to explore barriers and supports to learning

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Aim: In this paper I aim to reflect on the utility of individual and group based non-directive interview techniques for eliciting data concerned with the barriers and supports to progress as perceived by young people with learning difficulties and disabilities and their teachers. **Methods:** I will discuss interviews involving: A data 'sculpting' technique as the basis for individual conversations where the emphasis was on the individual experience; a modification of nominal group technique with mixed groups where the emphasis was on experiences common to the group; a modification of a method derived from personal construct psychology used as the basis for group interviews where the emphasis was on experiences common to a context; staff about groups of children where the emphasis was on the tacit demands of teaching. **Results:** The use of these techniques challenge the validity of strong claims for an inseparability thesis (the individual and the social cannot be methodologically or ontologically distinguished) and a process ontology (Sawyer, 2002). **Conclusion:** The data will be used to support the case for the development of methodologies of analytic dualism which cohere with contemporary views of disability (Shakespeare and Watson, 2005).

Comparing structured methods to elicit the views of children on the barriers and supports to learning

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Aim: In this paper we explore the ways in which pupil views can complement the collection of data from parents on the barriers and supports to their learning. **Method:** Teachers in 14 special schools were invited to choose between a number of flexible tools, to elicit the views of children with learning difficulties. This paper explores the utility of a symbol based questionnaire – the preferred teacher option, and makes comparisons with the types of response elicited through a variation of the use of a talking mats approach (Cameron & Murphy 2000) and other structured interview methods. Comparisons are also made with the implementation of these tools with their mainstream peers. **Results:** Analysis of the data is used to raise questions about the place of closed questioning, the role of the supporter in enabling children to complete these activities, and the meaning of the activities. **Conclusion:** The selected tools placed constraints on the information collected in differing ways and this in turn had implications for the authenticity of the data collected on pupil views on the barriers and supports to their learning.

Symposium: Language and literacy**The literacy competence of students with ID: A systematic review****L. Dyson** (ldyson@uvic.ca)***Royal Roads University, Victoria BC, V8N 1L1 Canada*

Aims: Children with intellectual disabilities have been traditionally excluded from literacy experience or instruction under the excuse of that they are 'too cognitively impaired' (Mirenda, 2003). Limited research, however, has found symbolic literacy capacities (Biklen, 2001) in children with autism (Mirenda) or intellectual disabilities. This presentation will report the result of a systematic review of literature regarding the literacy skills and the literacy development from preschool to elementary school years of children with moderate to severe developmental disabilities. **Method:** A systematic review of literature and research on the reading and other literacy skills of children with intellectual disabilities was conducted. The review was guided by coding and inclusion criteria. Synthesizing of research findings was further facilitated by the EPPi-Reviewer, a computer program designed to store and analyse data for systematic reviews.

Results and conclusions: The main preliminary findings are: (a) a similar pattern of the literacy development from the preschool years to elementary school years in children with moderate to severe developmental disabilities as in nondisabled children; (b) the amount of literacy skills expressed being dependent upon the type and quality of instructional support. Implications for further research and instruction for children with intellectual disabilities are discussed with the audience's participation.

The effect of reading instruction on the self-concept and self-esteem of pupils with severe intellectual disabilities**S. Moseley** (sarahmoseley@hotmail.com)***29 Le Grand Pre, La Rue de Causie, St Clement, Jersey, JE2 6SU, UK*

Aim: The research reported on in this paper sort to answer two questions; can pupils with severe intellectual disabilities (SID) be taught to read using a structured 'mainstream' approach? And if they can learn to read using such an approach, will it impact upon their self-concept and self-esteem? A necessary prerequisite to this is an appropriate measure. In the absence of this, one was developed specifically for this research. **Method:** The research consisted of forty five participants assigned to a reading intervention group, an extra attention group and a control group. Pre and post-tests were conducted, which assessed participants' core reading skills, self-concept and self-esteem. After pre-tests, participants in the reading intervention group followed a traditional mainstream teaching programme, the extra attention group followed a daily programme of non literacy based activities. At the end of the approach pupils were re-assessed to ascertain gains made as well as the impact that the teaching of reading had upon participants' self-concept and self-esteem. **Results:** Significant increases in post-test reading measures for the reading intervention group were found, as well as a positive impact on the self-concept and self-esteem of this group. **Conclusion:** The implications are that children with SID should be taught to read.

Sharing stories of everyday life with children in mainstream and special schools**N. Grove** (drnicolagrove@fastmail.net)*, **L. Peacey & V. Ross****British Institute of Learning Disabilities 61 White Street, Horningsham, Wiltshire, BA12 7LH*

Aim: This paper will present results from two projects which used Storysharing™ to enable children to build points of contact between their lives. These conversational interactions help us to remember and make sense of our experiences. They are also a vital part of making and keeping friends and socializing. As we build up a store of tales about what has happened in our lives, we develop a strong sense of personal identity. We aimed to bring together children with intellectual impairments and children from mainstream, showing them how they could tell anecdotes together. **Methods:** The approach derives from research and experience in anecdotal storytelling in everyday life, where typically people co-narrate and repeat stories of their experiences. Four schools were involved, two mainstream and two special schools, in rural and urban locations. Groups of 4 children, two from special schools and two from the mainstream schools met once a week for 45 minutes over a 5 week period, using personal story diaries to record events. Observation and interview data were used to explore the impact on the children. **Results and conclusions:** Children demonstrated positive interactions and reported that the approach helped to break down barriers. There was evidence of relationships developing between children.

Symposium: Language, literacy, numeracy & IT**A comparison of methods for teaching graphic-based referencing to children with ASD: Levels of iconicity****D. Carr** (deb carr60@gmail.com)* & **J. Felce****Welsh Centre for LD, Cardiff University School of Medicine, Heath Park, Cardiff CF14 1YS, Wales, UK*

Aim: Two methods were compared for teaching correspondences between item and colour combinations and their graphic-based representations to children with Autism Spectrum Disorder (ASD) and severe language impairments. The teaching methods compared were a conventional error correction procedure and an error prevention procedure based on the principles of fast-mapping and exclusion.

Method: Participants were children aged 4–7, with ASD and severe language impairments. The children were required to request two desired items in sets of 3 different colours, using a combination of colour plus line drawing. Each teaching procedure was applied with one of the colour and item sets, using one item and two colours from each set. Generalization of learning was assessed with the second item and the third colour from each set. Order of condition presentation was counterbalanced across the participants in a within-subjects, repeated measures design. Accuracy of exchanges was scored in a series of learning outcome tests. **Results:** Where differences in learning outcomes and generalization occurred between the teaching methods, scores were higher after teaching with the error prevention method. **Conclusions:** The error prevention teaching procedure facilitates acquisition and generalization of correspondences between item and colour combinations and their graphic representations for some children with ASD.

Mathematical development of young children with Down Syndrome: The early findings**R. M. Faragher** (Rhonda.Faragher@acu.edu.au)*, **B. A. Clarke, J. Brady & A. Gervasoni****Australian Catholic University, Canberra Campus, Dickson, ACT, 2602, Australia*

Aim: The paper reports findings from an Australian study investigating the mathematical development of primary school children with Down syndrome. **Method:** Participants have been interviewed twice using a specially developed task-based interview. The interview follows a structured approach where children are asked to perform tasks. However, the interview is adapted for each participant based on responses to tasks. **Results:** Initial analysis suggests that children are demonstrating preference for visual strategies, giving evidence that children in our study are developing counting strategies differently from typically developing children. Also, we are able to compare responses in other areas of mathematics with results from over 36 000 interviews undertaken with typically developing children in an earlier study (Clarke et al, 2002). **Conclusions:** Our results support findings in other areas (such as reading development) for children with Down syndrome – emphasizing the value of visual approaches to learning and thinking. Through this research, we make suggestions to assist teachers and parents to encourage the mathematical development of young children with Down syndrome.

Factors contributing to information technologies use in educating pupils with ID**H. Chalghoumi** (Hajer.Chalghoumi@umontreal.ca)*, **S. Rocque & J. Langevin****Dept de psychopédagogie, Université de Montréal, Québec H3C 3J7*

Aim: Based on the model of the handicap creation process (Fougeyrollas, 1996, 1998), the main objective of this study is to identify the factors contributing to successful use of information technologies (IT) with pupils with intellectual disabilities. **Method:** The research data include secondary data from the 2001 Participation and Activity Limitation Survey (PALS) (Statistics Canada, 2001) and primary data from focus groups involving special education teachers in Quebec (Canada). **Results and conclusions:** The results of this ongoing study can contribute in understanding the conditions for successful interventions using IT among these pupils.

Symposium: Early intervention – I**Small steps and yoga as early intervention for young children with ASD in daily life in Taiwan**

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Aim: One of the most important environments in early intervention is the family. Support in mother-child interactions can contribute significantly to the development of the children with autism and unburden parenting stress. It is hypothesized while the abilities of fine and gross motors of children are promoted (generally an area with less developmental delays), social interaction/communication skills and mother-child relationships will be enhanced. **Method:** Participants in this study were 22 preschool-age children with autism and their mothers (principal care givers). Leiter-R, VABS, and PSI were measured at baseline and after 9 months for three groups: (1) Small Steps-intervention (Macquarie program), (2) Yoga and (3) counter group. The mothers of the first two groups were asked to adapt the program at least 10–15 minutes everyday for 9 months. **Results:** The mothers reported improvements of children regarding motor skills, attention, appetite, sleep, cognitive ability, emotion, eye-contact, anxiety, self-stimulation and sibling relationship. Furthermore, physiological and psychological stress of mothers have been ameliorated, parenting skills, mother-child relationship have improved. Differences between the groups will be discussed. **Conclusions:** The Small steps – and yoga – program is applicable for early intervention in Taiwan. Positive attention to motor development in autistic children can be helpful in developing social interaction and communication skills in daily life. Replication studies are needed to confirm this outcome.

Parent education or early intervention for young children with developmental disabilities

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Aim: This study aims to investigate the execution of the Parent Education and its effect for preschool children with severe developmental disabilities. **Method:** The observation method was used for collecting data and for designing teaching programs. The narrative approach was used for explaining the process and the effects of parental intervention with their young children. The experimental group was organized and consisted of six children ages from 3 to 6. The children and their parents were selected by voluntary participation from the neighbourhood schools. All of the subjects were organized into an integrated setting with 4 non disabled children in the experimental class. The research was conducted over a period of 10 weeks, 3 times a week, for a total of 30 periods of 90 minutes. A structural development scale for young children was used for the pre-test and post-test measuring tool for learning acquisition assessment and measuring the progress of the subjects. At the end of this research, parents were required to fill in semi-structural questionnaires, the results will be used as a reference for social effectiveness. **Results and conclusion:** The effects of parent education on early intervention for pre-school disabled children will be presented and discussed once the data were analysed. The conclusion and suggestions will be presented to teachers, schools, and departments of education.

Symposium: Early intervention – II**A pilot study of a web-based, interactive learning software programme for parents of children with ASD**

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Aim: Children diagnosed with an Autism Spectrum Disorder are often subject to long waiting lists for much needed early intervention services. In general, developmental services can be hard to acquire, in Canada, and the intensive nature of such services is often costly. AutismPro is a web-based interactive learning software program, developed by a leading team of clinicians and researchers in the field of ASDs using evidence-based methods to support parents in teaching their children the skills they require for learning. The purpose of this study is to evaluate the results of a pilot project using the AutismPro system. **Method:** Participants will complete questionnaires measuring child behaviour, parenting stress, empowerment both before and after a 4-month trial period using AutismPro. Participants' satisfaction with the program will also be measured. **Results:** T-tests will be used to examine changes in child behaviours, parent stress, and parent empowerment over a 4 month period of using AutismPro to determine if the program is effective in reducing problem behaviours and decreasing parent stress, as well as increasing parent empowerment. **Conclusions:** Implications for cost-effective service provision will be discussed.

Factors affecting work-engagement and well-being of tutors in ABA schools

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Aim: The efficacy of ABA interventions for children with autism partly depends on the degree of procedural fidelity with which they are implemented. Consequently, the identification of factors which influence the behaviour of ABA tutors who deliver ABA programs is important in order to improve outcomes for children. The aim of the current study was to identify factors affecting the work-engagement and well being of tutors working in Early Intensive Behavioural Interventions for young children with autism. **Method:** The Job-Demands-Resources Model was used to examine the experiences of 81 tutors who delivered school-based behavioural interventions to children with autism. Supervisor support, social support, perceived self-efficacy, coping strategies, dimensions of challenging behaviours, work demands, and commitment to the philosophy were measured. **Results:** Results demonstrated that emotional reactions to challenging rather than frequency or severity of challenging behaviour predicted burn-out, whilst perceived supervisor support, perceived self-efficacy, and adaptive coping predicted work engagement. Perceived supervisor support was also found to buffer the adverse effects of job demands on well-being. **Conclusions:** Contextual factors such as supervisor support may have an effect on the delivery of Early Intensive Behavioural Intervention.

Symposium: Engagement and children with ID**Longitudinal paths of engagement for children with and without developmental delay****L. Almqvist** (lena.almqvist@mdh.se)***Mälardalen University, S-721 23 Västerås, Sweden*

Aim: To study what patterns of variables that over time contributed to global engagement of children with and without developmental delay. **Method:** Teachers assessed global engagement for 595 children once a year during a three-year period (T1: CA 1–3; 13% with developmental delay). Information was collected on children's participation in activities, availability of activities, interaction with peers, physical and mental health/behaviour, and teacher's responsiveness and preschool environment. A cluster analysis was performed at all three timepoints and the resulting patterns were linked to study longitudinal pathways influencing children's global engagement over time. **Results:** Teacher responsiveness and behaviour problems were the only variables that independently explained differences in engagement over time. Developmental delay could only explain lower levels of global engagement if combined with behaviour problems, low availability of preschool activities and less responsive teachers. **Conclusions:** No ingenious difference in engagement of children with and without developmental delay was found. Differences could rather be explained as the combined influence of the teacher's way of responding to children with developmental delay and/or behaviour problems and the availability to activities for children that develop in a slower than expected manner.

Seizing the moment: Enhancing engagement and learning opportunities for children with autism**D. Keen** (d.keen@griffith.edu.au)***School of Education and Professional Studies, Mt Gravatt Campus, Griffith University, QLD Australia 4111*

Aim: Early engagement with the world around us provides opportunities for learning, practicing new skills and acquiring knowledge critical to cognitive and social development. Children with autism typically display low levels of engagement, particularly in their social world, which limits the opportunities for learning that occur for their typically developing peers. While there seems to be general agreement in the literature that children with autism have difficulties engaging with their physical and social worlds, a shared meaning or conceptual understanding about engagement and its measurement is lacking. **Method:** This paper reviews literature on engagement for children with autism and illustrates some of the issues arising from the literature using data from a pilot study that measured engagement of six children with autism aged 3 to 5 years. Children and their teachers were videotaped during periods of intensive instruction and tapes were coded for child engagement. **Results:** Overall children showed low levels of engagement which fluctuated significantly within and across teaching sessions. **Conclusions:** The implications of these results for child learning outcomes and future research in the area of engagement are discussed.

Symposium: Parental involvement in education**Efficacy of additional therapy for young children with spastic cerebral palsy and their families****C. Cunningham, S. Glenn** (s.m.glenn@ljamu.ac.uk)*, **D. Reeves & M. Weindling****School of Applied Social and Community Studies, Liverpool John Moores University, Liverpool L3 2AJ, UK*

Aim: To investigate whether a) extra physical therapy or b) extra family support for pre school children with spastic cerebral palsy over a 6 month period improved outcomes for children and families. **Method:** 88 children receiving local physiotherapy services were randomized into: a group, who received extra physiotherapy from a physiotherapy assistant, a group whose families were visited by a family support worker, and a control group who received local physiotherapy services. Interventions consisted of a 1 hour weekly home visit over a 6 month period. Outcome measures were child: Gross Motor Function Measure and Griffiths Mental Development Scales; family: Parenting Stress Index and Family Needs. **Results:** No significant effects were found for the 2 types of intervention. Families received a wide range of local services that tended to focus on the child and not family stresses or needs. Parental satisfaction was high for both interventions. **Conclusion:** Results concord with the literature suggesting that increasing the intensity of intervention did not necessarily add benefit, and that intervention should be tailored to individual family needs. The level of service now provided for children may be sufficient. The usefulness of the RCT design for this type of study is also discussed.

The effectiveness of home vs school based education programmes in Zambia**M. Mukungolwa & E. Dawson** (edawsonshjm@zamnet.zm)***Bauleni Community School, Lusaka, Zambia*

Aim: Zambian Education policy states that all children are entitled to equal access to education but many children with intellectual disabilities are still out of school. **Method:** In 2000 a case finding study used existing schoolchildren to identify previously unknown and unschooled children with ID living in their neighbourhoods. This paper will report on the outcomes of 2 different approaches to providing them with education, namely the home based programme and the special needs school. The home based programme was conducted in ten zones in a shanty town, which is also served by a community school (the Bauleni Street Kids Centre) with an integrated Special Needs Unit. **Results:** Parents/caregivers whose children were on the home based programme had more positive attitudes and worked more directly with teachers. Changes in parental attitudes were attributed to this direct contact. Teachers and other professionals collaborated more in the home based programme and there were positive changes of attitude by the community at large in the home based programme, as well as an increase in early identification and intervention for children with intellectual disabilities. **Conclusions:** The Home Based Education Programme (November 2007 evaluation report) has proved most effective in meeting the needs of children with severe intellectual disabilities and their families.

What about us? Parent and staff perceptions of the processes of care in an early support service**A. Kelly** (aine.kelly@sjog.ie)* & **J. Whyte****St John of God Hospitaller Services, Dublin, Ireland*

Aim: To assess parent and staff perceptions' of family centred care in three early support centres for children with an Intellectual Disability (0–6 years). The impact of differing perceptions of family centred support behaviours are explored across age groups and type of intervention provided. **Method:** The 'measures of process of care' (MPOC, CanChild, 2001) were distributed to the full population of parents (N = 132) and staff (N = 80) yielding a response rate of 70%. Parents also received the client satisfaction questionnaire (CSQ-8). Interviews were conducted with staff (n = 29) and parents (n = 39). **Results:** Descriptive, comparative and correlation data analysis were used. Discussion will centre on the usefulness and reliability of the MPOC in assessing family centred behaviours across five domains: enabling partnerships; providing general and specific information; coordinated and comprehensive care; respectful and supportive care. Emerging themes from qualitative data analysis are used to support research findings including differences in parent and staff views of family centred care and support. **Conclusion:** Using reliable cross cultural multidimensional measures in evaluating service delivery is important. Further studies in assessing family centred processes using the MPOC in intellectual disability services are required.

Symposium: Parental involvement and youth attitudes in education

Parental feelings of satisfaction, empowerment and self-efficacy in an Irish early support service

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Aim: To investigate parents' view of how satisfied, competent and empowered they feel in supporting and educating their child with an Intellectual Disability (0–6 years) as three early support centres move towards a family-focused, community model of support. **Method:** A research advisory group including parent representatives steered the research. International, reliable measures: the client satisfaction questionnaire (CSQ-8); European parent satisfaction scale about early intervention (EPASSEI); Family empowerment scale (FES); Maternal therapeutic self-efficacy scale (MTSES); Personal wellbeing index (PWI-A) and GHQR12, were distributed to parents yielding a 70% (n = 92) response rate. Interviews (n = 29) explored parents' (0–3 age group) view of early support and role of the key worker/home visitor. **Results:** Research measures showed good scale reliabilities. Parents were satisfied with the support their child received and their relationships with professionals. The least positive aspects related to gaps with their own and family needs, access and family group supports. Some parents did not feel competent in educating their child nor empowered in the community. Significant relationships were found between measures. Interview data highlighted specific areas of concern in the 0–3 age group. **Conclusions:** Initiatives for supporting and educating parents and families (0–3 years) must be available in a systematic and accessible way.

Access to primary education for students with ID: The parents' voice

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Aim: This paper will portray the levels of emancipation and empowerment afforded by the 1998 Education Act to parents of children diagnosed with ID prior to seeking school entry. **Method:** The project consisted of three phases. Phase 1 consisted of a Schools' Survey (245) of special education provision across Dublin and Kildare. Phase 2 consisted of a survey of 119 parents of children requiring special needs education in Dublin and Kildare. Phase 3 consisted of 30 semi-structured, in-depth follow-on interviews with a selection of parents. **Results:** The results suggest that the State or its agencies poorly support families in accessing assessments, diagnosis and information toward decision-making on education placements. Only circa 8% of classroom teachers, across all school types hold SEN qualifications. Availability of classroom supports and therapies is low. Over thirty percent of Principals admitted excluding special needs children, whilst over fifty percent of parents reported such experiences. As a result, choice is not readily available, inclusion eludes many children with special needs, and pupils can end up travelling up to 3 hours daily to access education. **Conclusion:** The paper concludes that major gaps between stated policy and lived experience are evident in the primary education system. Inclusion is an aspiration, not reality.

Universal trends in youths' attitudes toward students with Intellectual Disabilities in US, Japan and China

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Aim: Around the world, youth play an important role in successfully including students with intellectual disabilities (ID) in regular schools and later in society. The present study identified the universal trends in youths' perceptions of students with ID and the factors that contribute to youths' positive attitudes about inclusion of these students. **Method:** National random samples of middle school students from the United States (5837), Japan (4330) and China (4064) were surveyed. **Results:** Irrespective of the different educational policies and practices that exist across countries, youth underestimate the capabilities of students with ID, expect that inclusion will have positive and negative impacts, and are hesitant to socially interact with students with ID. Complex statistical analyses, including SEM, demonstrated that youth who perceive students with ID as more competent are more willing to interact with these students and are more likely to support inclusion in both academic and non-academic classes. **Conclusions:** The findings suggest that across cultures, youths' attitudes are influenced by the same processes. A discussion about the interventions and strategies that might lead to positive changes in attitudes toward inclusion in various countries will be presented.

Symposium: Inclusive education in low income countries – I

The foundations for inclusive education in low income countries: The example of Zanzibar

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Aims: In developing countries, the only strategy for ensuring that most children with disabilities receive an education is through inclusive schooling. This is not easily realized given the many pressures on the educational system and certainly cannot be achieved by schools alone. In 2004, the Ministry of Education and Vocational Training in association with the Zanzibar Association for People with Developmental Disabilities began the pilot phase of an Inclusive Education project in 20 pilot schools with funds from the Norwegian Association for Persons with Developmental Disabilities. This paper describes the lessons learnt as perceived by over 20 key-stakeholders, including Ministry officials, headteachers, teachers, parents and student peers. **Method:** Their views were obtained through individual, semi-structured interviews and thematically analysed. **Results:** A model for promoting inclusive education in low-income countries is proposed based around three main themes: the right to education, the responsibilities for education and the realities of inclusive education. **Conclusions:** The outcomes from the pilot phase have been documented in a series of video programmes. These provide a unique resource for use with schools, parents and communities in promoting the concepts and strategies that help to build inclusive education. The DVD is available at low cost from NFU (<http://www.nfunorge.org>).

Inclusive education in South Africa: A qualitative analysis

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Aim: REHAB provides an integrated service to all people with disabilities in the Amathole region of the Eastern Cape. The primary target groups for services are young children with disability and newly disabled adults. REHAB is, therefore, active in the field of inclusive education, within the policy framework of Education White Paper 6 (EWP6). **Method:** In this paper we present a qualitative, thematic analysis of the implications of inclusive education for children with intellectual disability (CWID). We draw on a project funded by the Nelson Mandela Children's Fund in Buffalo City, which aims to support the inclusion of children with disabilities (including CWID) into regular schools. We analyse their and their family's experiences. **Results and conclusions:** This highlights issues around the following questions: 1. What changes in the school eco-system will support the admission and retention of CWID in regular schools? 2. In what ways can the process support the empowerment of parents? 3. In what ways can the process assist schools to become inclusive sites of learning? 4. What technical support (material and human) is needed to ensure the successful inclusion CWID? 5. How does the support of individual learners mesh with the support structures mandated in EWP6 to provide optimal support?

Symposium: Inclusive education and special education in low income countries – II**Assessment of learners' needs: The key challenge in inclusive education****M. Schoeman** (schoeman.m@doe.gov.za)***Dept of Education, Private Bag X 895, Pretoria 0001, South Africa*

South Africa is currently midway through the first phase of implementing a national policy of inclusive education. One of the key strategies in the implementation of the policy has been the development of the Strategy on Screening, Identification, Assessment and Support. The Strategy signals a departure from a deeply embedded medical deficit view of support and emphasizes curriculum support as central to all inclusive practice. This paper reviews the initial impact of the Strategy on the changing of attitudes and practices of schools and teachers in inclusive settings. It also investigates its implications for systems change and funding of inclusive education. Critical questions are asked on whether the implementation of the strategy will realize the objectives of Article 24 of the UN Convention on the Rights of people with Disabilities. Another key aspect that is being critically reviewed by the Department of Education is whether the procedures will benefit all learners who experience barriers to learning and development, specifically those with ID. A key challenge to any assessment protocol is to prevent the emergence of new discriminatory and segregatory practices. Finally the applicability of the strategy is reviewed within an African context.

Community-supported intervention in education and related services for children with ID in Rwandan disadvantaged families**M. Kobusigye, B. Maes & E. Karangwa** (karangwa72@yahoo.co.uk)***Kigali Institute of Education, Kigali, Rwanda*

Aim: The IASSID supported research project is an outcome of the mutual agreement between three partners: the Katholieke Universiteit Leuven (Belgium), the Kigali Institute of Education (Rwanda), and the Rwandan Ministry of Education. **Method:** Following a country-wide survey, 8 centres were sampled and 95 families interviewed.

Qualitative analysis and quantitative analysis were employed. **Results:** Results will be presented to show the different levels of intervention that contribute to the education of children with intellectual disabilities, ranging from the roles of individual families, the practitioners in education and related services, to other key actors in the same communities. **Conclusions:** By identifying the needs and practice in the sampled group, the paper will explain the realistic situation within which services regarding young people with intellectual disabilities are offered, and the framework within which practitioners, families and community members make their contribution.

Symposium: Teacher's views and pupils views of inclusive education**Role perception, the mental model of learning processes and coping styles of special education teachers****A. Zilberstein-Haham** (advazh@bezeqint.net)* & **S. Reiter****University of Haifa, Belinson St., 16 Kariat Haim, Israel*

Aim: Children with severe & profound ID set before the teaching staff a tough and unique challenge. Some of these pupils stay and study in separated hostels, while others live amongst their family and community and study in special education frameworks which are destined specifically for their unique community. The research's object was to examine the role perception of special education teachers who instruct severely & profoundly disabled students, and their mental model regarding their students' learning processes and coping styles. It was examined whether research fields differ for teachers working in community educational frameworks and teachers working in special education care centres and hostels, and compared these differences in relation to the teachers' educational seniority and the number of advanced studies seminars they've undergone. **Method:** 83 special education teachers who work with severely & profoundly ID students in hostels and community educational frameworks participated in the research. Finally, four randomly assembled focus groups were interviewed. **Results and conclusions:** The present research work combined quantitative research aiming to examine various aspects of the teachers' community using quantitative statistical tools; and qualitative research presenting depth interviews of focus groups which were performed in order to bestow a deeper level onto the findings.

Special schools as opportunities and limitations: Pupils' perspectives on participation and exclusion**K. Szonyi** (kristina.szonyi@sit.se)***The Swedish Institute for Special Needs Education Country Sweden Postal Address Box 121 61 102 26, Stockholm*

Aim: This doctoral thesis concerns pupils that enter into the special program for pupils with intellectual disabilities (särskola). The aim of the study is to increase awareness of what it means to be part of this type of special program. **Method:** The study's focus is on first person perspectives. 24 pupils, aged between 7 and 21, were interviewed individually. Observations during the pupils' school day gave the opportunity to follow them in practice. The pupils' statements have been analysed as school stories. **Results:** The study showed that special schools could have several different implications for participation and contribute both to participation and exclusion. The pupils' affiliation to the special schools created different kinds of conflicts of participation that the pupils dealt with in different ways. The pupils' stories illustrated three different approaches to managing these conflicts: Care-related normalization, radical normalization and future-facing normalization. **Conclusions:** Special schools can be interpreted both as opportunities and limitations for participation. This complex picture of what it means to be a pupil enrolled in this special program can hopefully contribute to a continued discussion about how to achieve 'a school for all'.

Symposium: Teacher training**Preparing teachers to teach children with SEN disabilities: Challenges and developments in England****B. Norwich** (b.norwich@ex.ac.uk)* & **T. Nash****School of Education and Lifelong Learning, University of Exeter, St Lukes Campus, Heavitree Rd, Exeter EX1 2LU*

Aim: The international moves to improve the quality of inclusive education provision for children with special educational needs depend on the capacity of the general school system to recognize and respond positively to diverse educational needs. Preparing teachers to teach a diversity of pupils in initial training is widely recognized as a key challenge in the UK. This paper outlines some recent work to enhance the education of primary and secondary teachers as regards teaching pupils with SEN/disabilities. **Methods:** The two aspects of the project are described: a national survey of current initial training practices in the SEN field and a trial and evaluation of a 'personalized learning' task. This involved trainees in teaching an individual pupil with a SEN/disability for between 6–8 hours in a flexible way over several weeks with the support of a school based tutor and the practice school's SEN Co-ordinator. **Results:** The findings from the survey, the trial and its evaluation, which are still in progress, will be analysed and reported. **Conclusions:** The paper concludes with a discussion of the theoretical and practical issues that arise in the initial training of teachers, as well as implications for the management of initial training of teachers and the contribution that preparing teachers from a SEN/disability perspective has.

Teaching response prompting strategies to Tanzanian special education teachers**J. J. Seward** (jjseward@uiuc.edu)***University of Illinois at Urbana-Champaign, USA*

Aim: The purpose of this study was to investigate the effectiveness of a training module to teach response prompting strategies to Tanzanian special education teachers. **Method:** Four response prompting strategies were taught: simultaneous prompting, constant time delay, system of least prompts and most to least prompting strategy. The independent variable was a training module that included explanation, role-play, classroom practice with immediate feedback, and sample instructional programs. The dependent variables were the teachers' accuracy of implementing the four targeted strategies, their generalization to other students and skills, and their students' acquisition of target skills. Generalization, maintenance and social validity were assessed. A multiple probe across behaviours design, replicated across five teachers, was used to examine the effects of the training module. Direct observations with task analytic data collection were used to assess teacher and student learning. Interviews and expert ratings were used to assess social validity. Ostrusive and unobtrusive observations were used to assess generalization. **Results and conclusions:** All teacher participants mastered the four targeted strategies. The students improved their skills but did not master the target behaviours during the study. Implications for teacher training and the social validity of response prompting strategies in an African context are discussed.

Symposium: History of intellectual disability services**South African sisters: Further adventures in researching the Misses White of Bath****D. S. Stewart** (shepherd_school@hotmail.com)***The Shepherd School, Harvey Road, Nottingham NG8 3BB UK*

Aim: The Misses White of Bath, credited with the first school for children with learning disabilities in the UK in 1846, were in fact born in Cape Town in 1820. In line with challenges set by colleagues in Montpellier this paper continues the on-going research of the Misses White and their school. It explores more fully the influences which motivated them, social, religious and family contacts. It explores what happened to the children on leaving and how the school was funded and managed. **Method:** There has been further research into the curriculum followed by the pupils and census and other records to monitor their movements. Clearly the sisters worked as part of a team and by examining further documentation the paper examines more closely their colleagues who supported this work in Bath, taking into account how the school was financed and maintained. **Results:** The success of the school was based on the determined efforts of a small band of women, supported by evangelical clergy. At transition there was no clear provision for school leavers. **Conclusion:** The dependency on evangelical support influenced the curriculum provided. Working as a small local organization there was no capacity to provide for those who reached adulthood.

Attention deficit disorders and autism spectrum disorders: Contributions, challenges and opportunities**P. Graves** (gravespj@connexus.net.au)***Southern Health Australia, 111 Atkinson St, Oakleigh, Victoria, 3166, Australia*

These newly recognized areas of individual difference add to our understanding of brain function, present challenges to management, and provide opportunities to learn from history. Intellectual disabilities have been recognized for at least 1000 years. Following the creation of the IQ test 100 years ago they came to be defined in terms of statistical difference. With it came misguided attempts at prevention, segregation, focus on arbitrary cut-offs, misuse to reinforce cultural, racial, and gender prejudice. Recent developments in terminology recognize the broad effects of individual difference at person and society levels and consequent management approaches. The functions associated with the attention deficit disorders and the autism spectrum disorders are only beginning to be understood. The ADD's appear to be due to significant differences in the ability to regulate attention and responses and the ASD's to differences in processing incoming information. The continuing challenges of both conditions are to understand their effects. The opportunities are to learn from the lessons of history. There are many benefits to be gained from understanding neuropsychological differences and how they effect function, but few from repeating the mistakes of the past.

The Darenth Schools: The first 30 years struggle for education**D. S. Stewart** (shepherd_school@hotmail.com)***The Shepherd School, Harvey Road, Nottingham NG8 3BB UK*

Aim: When the Metropolitan Asylums Board established a school for children with intellectual disabilities in 1875, they clearly saw the role of education and the teachers as equally as important to medical need, much to the annoyance of the medical profession. There was a real sense of optimism as to the value of education. *How* did this optimism change over thirty years with education staff having to defend much of their work? **Method:** Using the extensive records of the Board the paper explore the tension in the early days of the Darenth Schools, the UK's first state supported provision for children with learning disabilities. By examining the content of the curriculum, it is possible to explore the variety of influences and over the first thirty years. **Results:** Comparison with similar work in America and Europe, demonstrates that the schools were catering for a much wider range of need and felt their results were compared unfavourably to countries which were more selective. **Conclusion:** The medical profession's concerted effort to gain the upper hand in the Darenth Schools, and the gradual move toward permanent care, had major impact on the education provided and the status of the education staff.

Symposium: Transitions from school – I**Transition and employment support for young people with ID in school or college in the UK****S. Beyer** (beyer@cf.ac.uk)***Welsh Centre for Learning Disabilities, Heath Park, Neuadd Merionnydd, Cardiff, CF14 4XN, UK*

Aim: Transition has been a prime focus of attention for regional and national governmental policy for some years. However, employment for young people with learning disabilities is still rarely reported as an outcome of transition supports. **Methods:** The paper reports the findings of a study on employment and transition support for 145 young people and their carers in two cohorts in the years 2005 and 2006. Fourteen special, one mainstream and five colleges took part in the research and six different models of transition and employment support were identified. Logistic regression analysis was carried out to identify factors influencing gaining employment. **Results:** The number of young people entering employment differed significantly between the first (21.2%) and second cohort (11.7%) which highlights the variability of service input and quality across the various models of transition support. **Conclusions:** Transition support organizations acted as effective promoters of the employment route offering more concrete advice and practical support options. What works is the combination of school/college based qualification courses and efforts to get work experience placements delivered by outside employment support agencies.

Preparation of adolescent learners with Down Syndrome in Western Cape Schools for transition to work**A. M. Muvua** (2701906@uwc.ac.za, acentmuli@yahoo.com)*,**G. van Hove & P. Struthers****Physiotherapy Dept, University of the Western Cape, Private Bag X17, Bellville 7535, South Africa*

Aim: Transition from school to work entails the preparation, education and training of learners, leading to their placement in desired work situations. The right of children with disabilities to be included in regular schools and employment thereafter is being advocated internationally. However, despite this, preparation for transition from school to work still poses a major challenge for many learners with intellectual disabilities. Here we aim to examine how effectively schools in the Western Cape, South Africa, are preparing adolescent learners with Down syndrome for transition to work. **Method:** A collaborative qualitative research design was used, employing photovoice, which uses photography, as a means of accessing learner's views of the transition planning and making these views accessible to others. Learners will be interviewed and asked to tell stories of the photographs they have taken. Subsequently adults with Down syndrome who are working will reflect and comment on the stories of the learners. Finally, parents and teachers will be interviewed, reflecting on the stories of the learners and the comments of the working adults. **Results and conclusion:** The synthesis of the findings from the interviews with the learners, the working adults, the parents and teachers will be presented. The impact that schools have on the preparation of learners for the transition from school to work will be discussed.

Performance analyses of general transition skills for youths with disabilities after high school in Taiwan**H. Lin** (splnhc@cc.ncue.edu.tw)***Department of Special Education National Changhua University of Education Changhua, Taiwan 500*

Aim: This study examines the current conditions and factors affecting general transition skills for youths with disabilities after high school in Taiwan. **Method:** A survey with 329 youths with disabilities who left high schools was conducted in three regions of Taiwan: north, centre, and south by means of the General Transition Skills Inventory (GTSI) with four-point Likert scale. **Results:** The results indicated youth with disabilities rank themselves higher in transition skills on health living, independent living, work preparation, and socialization, whereas they thought that employment, consumption living, functional academics, and adult roles were the skills needed to improve. The youth's type of disability and severity of disabilities are two key variables correlated with most performances on the general transition skills. **Conclusions:** Youth with intellectual disabilities significantly lack general transition skills as compared to those with physical disabilities. Youth with milder disability performed better than those with more severe disability.

Symposium: Transitions from school – II**The effects of dedicated transition support for planning post-school and post-college placements for young people with ID****A. Kaehne** (kaehnea@cf.ac.uk)***Organisation Welsh Centre for Learning Disabilities Cardiff University, Heath Park, Cardiff CF14 4XN*

Aim: Three aspects of transition support were of particular interest to the research team. First, what behavioural changes in the young people were brought about by the transition support over the last 12 months in education; second, how did transition support enhance the knowledge of existing post-transition options for young people with learning disabilities; and third, how did transition support increase the involvement of carers and young people with intellectual disabilities in planning for the time after school or college? **Method:** Semi-structured interviews were carried out with 58 carers and 58 young people in two cohorts (2005/06 and 2006/07) of school or college leavers in 6 local authorities in the UK. Responses were categorized, themed and analysed using the grounded theory method. **Results:** Offer a varied picture across the 6 local authorities. Some interventions clearly had demonstrable effects on young people, most notably work placements and job tasters. However, involvement in planning was patchy and young people with intellectual disabilities as well as their carers reported few chances to meaningfully engage with transition planning processes. **Conclusions:** Uncertainty about the future of young people after leaving school prevailed amongst carers and their young sons or daughters.

Transition to adulthood for young men with Duchenne Muscular Dystrophy and their families**D. Abbott** (dabbott@bristol.ac.uk)***Norah Fry Research Centre, University of Bristol, BS8 1TX, UK*

Aim: To explore the tensions around transition to adulthood for a group of young men living with a life limiting illness. **Methods:** Qualitative interviews with 75 young men with DMD (about a third of whom have intellectual disabilities) and their families. Explored current arrangements and possible barriers to a successful transition to adulthood. **Results:** Findings suggest that families were reluctant to think about the future whilst at the same time, wanting, as far as possible, opportunities to do the 'normal things of youth and adulthood'. Formal processes of transition planning were rarely successful, if in place at all. Significant barriers to post 16/school services existed and social and relationship opportunities for young people were limited. **Conclusion:** Young people with DMD and their families tread a difficult tightrope between not thinking about the future, alongside trying to ensure that young men have a 'good life'. This necessarily involves some degree of planning for the future. Statutory services were not routinely offering helpful, individualized support. As a result, young men in the study did run the risk of becoming isolated at home and not having age-appropriate and engaging ways of spending their time.

Young adults transitioning from high school: Voices of self-advocates and family members**R. Hole** (rachel.hole@ubc.ca)*, **T. Stainton & L. Wilson****School of Social Work, University of British Columbia Okanagan, 3333 University Way, B.C., Canada, V1V 1V7*

Aim: As one focus of a 3-year research project in British Columbia, Canada, this paper outlines findings of a qualitative study that explored the views of young adults with intellectual disabilities and their family members concerning supports for young adults transitioning from high school. **Method:** Focus groups and interviews were conducted with 35 self-advocates and 70 family members. Interviews centred on four topic areas: transition services; residential services; non-residential services; and, services for seniors. Using NVivo software, thematic data analysis was conducted – comparing, contrasting, and categorizing the data into themes. For this paper, findings related to the topic 'transition services for young adults' are presented. **Results:** Barriers (e.g., lack of information, lack of coordinated services) and gaps (e.g., isolation) are identified as well as participants' desires and aspirations for supports (e.g., psycho-social supports). 'Panic planning' and 'deficit-marketing' are two central themes of the transition experience as highlighted by the participants. **Conclusions:** The opportunities and challenges awaiting youth and their families in the adult community can be unclear and daunting. Findings from this study contribute insights from young adults themselves and their families. These findings have implications for the agencies responsible for transition services.

Symposium: Transitions, post-school education and college**Transitions and people with intellectual disabilities**

R. Forrester-Jones (R.V.E.Forrester-Jones@kent.ac.uk)*, **P. McGill & J. Gwillim**

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Aim: The Commission for Social Care Inspection (2007) drew attention to the 'nightmare' of moving from children's to adults' services for both young people with complex needs and their families. This project aims to map the experiences of young people during transition in relation to the kinds of support they wanted, what they received, the problems they encountered and their future aspirations. We also explore how their carers perceive transitional support provided.

Method: We have developed a semi-structured instrument based on the Life History Calendar (Caspi and Moffitt 1996) to collect retrospective event-history data of both the positive and negative experiences of individuals (n = 20) and their carers (n = 40) as they have gone through the transition process as well as a quantitative satisfaction scale to allow young people and their carers to rate their experiences of transition. **Results:** Our pilot has so far indicated that individuals and their carers are provided with little information about what is on offer to them during the transitional process. Rather, it is those who 'ask or shout the loudest' who are able to benefit from transitional provision. **Conclusions:** We will discuss conclusions of the main study and recommendations during the presentation.

Opening up universities so as to broaden and deepen the 'learning society'

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Aim: To argue for the benefits of enabling people with learning disabilities (PwLD) to access university education in the UK. **Method:** The principal method used in the research is semi-structured interviews and qualitative data analysis. The paper is based upon observations drawn from three different research projects, two looking at young graduates' experiences of university and one looking at young PwLD currently attending college, and will be further developed using current ongoing research by the time of conference. **Results:** The results of the analysis demonstrated that the young people shared similar hopes for what they wanted from their time in education, with personal growth and learning to live independently being central to all. A number of the young PwLD felt that they would further benefit from the wider learning experience of university. **Conclusions:** In conclusion, the paper argues that all parties could benefit from opening universities up to people with ID. This could provide opportunities to people previously excluded, broaden approaches to learning within universities, improve the educational experience of all students and enhance our vision of what it means to be a 'learning society'.

Symposium: Employment – I**Does social enterprise help social inclusion?**

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Aim: Social inclusion is defined as having a broad social network and participating in community based activities including paid work. Employment provides independence, empowerment and choice, enabling increased self-esteem and status helping to overcome prejudice and stigma. Government policy in the UK also stresses the importance of the benefits of work aiming to end discrimination faced by disabled people. A UK social care organization commissioned the Tizard Centre to compare a social enterprise to day centre provision in relation to social networks from the view point of service users.

Method: Semi-structured interviews were held with 80 individuals with intellectual disabilities, 40 of whom worked in the social enterprise, the rest attending day centres across 4 areas of a county in South East England. In line with service user involvement, participants were supported to disseminate results. **Results:** Compared to individuals attending day centres, those working in the social enterprise scored significantly higher on life experience domains, self-esteem and satisfaction levels and differences in knowledge of employment rights were found. However, no differences in social network size or density were recorded. **Conclusions:** Social enterprises are better training grounds for future employment compared to day centres but social inclusion is still lacking.

Factors promoting choice and satisfaction for adults with ID in paid and unpaid employment

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Aim: The goal of this research was to understand the meaning of productivity roles to adults with ID, the role of choice in position selection, and to identify factors contributing to worker satisfaction.

Method: This qualitative study involved semi-structured interviews with individuals holding one or more paid or unpaid productivity roles. Analysis was done through open and axial coding of transcripts, and peer validation of results. **Results:** Respondents reported both extrinsic (i.e. pay, benefits, opportunities for advancement) and intrinsic (i.e. enjoyment of the work itself, self development) motivators for work. Position choice was based primarily on opportunity and social learning factors. Personal expectations had been largely shaped by family, counsellors and teachers. Little distinction was noted between factors leading to satisfaction in paid versus unpaid workers. For many workers, payment was a major incentive, producing functional benefits and representing social status and personal success. **Conclusions:** The results suggest a need for stronger career awareness training in the school-to-work transition phase to enhance the readiness of young adults for independent life choices. Innovative models for achieving meaningful inclusion in paid work roles are necessary to enhance satisfaction.

Conception of working and leisure in adults with disability

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Aim: The present study intended to verify whether persons with mild or moderate intellectual disability in competitive work settings had a more articulate conception of working compared to those with the same type of intellectual disability in sheltered work settings, in contact only with other disabled workers. A second aim was to study their conception of leisure and the relationship between those two conceptions and other abilities, such as problem solving, decision making and self-determination abilities. **Method:** Thirty adults with intellectual disability –15 inserted in competitive settings and 15 in sheltered settings – and 15 adults without disability, matched by age and gender, were administered a structured, open-ended questionnaire about their beliefs regarding working (Chaves et al., 2004). To assess the other dimensions, some instruments standardized for the Italian context were used. **Results:** Besides highlighting a series of significant differences between the three groups, participants with disability working in competitive settings displayed higher problem solving abilities, more sophisticated decisional strategies and anchorage to a more complex and articulate conception of working. **Conclusions:** Inclusion in a competitive work setting may influence conception of working in adults with disability and also the development and expression of their socio-cognitive abilities.

Symposium: Employment – II

Effective employment training for youth with disabilities

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Aim: Adolescents with disabilities participated in the City University of New York (CUNY) Youth Transition Demonstration program. Across 2 years youth received a multipart program focusing on Self Determination and Employment Readiness. Parents met in groups focused on the youths' employment futures. **Method:** Youth measures included Self Determination, Self Esteem and Social Support. Parents' measures consisted of Parenting Stress Index, Self Advocacy Scale and Inventory of Social Support. These instruments were administered as pre-post measures. During the second year, a randomized control group was utilized. **Results:** The results were analysed for pre-post differences. Analyses revealed that for the youth there were statistically changes in Self Determination and Self Esteem and Social Support. For the parents there were statistically significant changes in Parenting Stress Social Support and Parent Advocacy. **Conclusions:** These two studies suggest that a treatment program that focuses on Self Determination and job preparation can positively impact employment prospects for youth with disabilities and their parents. Results will be discussed in terms of theories of self-determination and parent participation.

A follow-up study of the vocational training programmes for people with disabilities in 2003–2006 in Taiwan

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Aims: This research is a follow-up survey to examine the outcomes of vocational training programs from 37 agencies which accepted the funding from Bureau of Employment and Vocational Training (BEVT), Taiwan, ROC. **Method:** The researchers visited each agency for reviewing the training and employment outcome from 2003 to 2006. Also, we interviewed the superintendent, teachers and the trainee. **Results:** Based on the survey data, the researchers found the following facts: (1) A total of the 45 categories vocational training programs were run in 55 courses, and 631 people with disabilities were trained. (2) The average term for a vocational training course was 7.35 months. (3) From 2004 to 2006, the accumulative numbers of trainee were 1622 individuals with intellectual disabilities. For all the trainees completing a course of training, there were 738 trainee coached for employment (64.01%), 61 trainee run or his/her own small business or associated with private business (5.29%), still 280 people entered a high school program or placed on medical service etc. (24.28%). **Conclusions:** Vocational training programs increased significantly in recent years in Taiwan. They can accredit to the BEVT funding project. However, the government should keep on increasing the training budget on the vocational training programs for the individual with intellectual disabilities.

Skills for life? Experiences of vocational training and employment for persons with ID in Zambia

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Aim: This research explores experiences of persons with intellectual disabilities of vocational training and supported employment in Zambia. There is limited knowledge concerning this sector and hence this research provides a much needed focus on a neglected area. Longitudinal data was also collected through six life stories of graduates in order to learn more about the lives of persons who have been labelled as having intellectual disabilities. **Method:** Primary data consists of interviews with trainees and graduates of vocational training colleges. This data was combined with interviews with other relevant stakeholders. Data was collected in co-operation with two research assistants, both having been labelled as having intellectual disabilities. **Results:** The analysis revealed i.e. trainees' high motivation for training. Motivational factors included learning skills for employment. Employment in turn was seen as a way to secure a safer future. Most interviewees had lost several close family members, reducing the availability of the safety net of an extended family. Many viewed training as giving necessary skills for independent living. **Conclusion:** Through combining data from different stakeholders relevant to vocational training and employment, recommendations are given for the planning of vocational training and employment for persons with intellectual disabilities.

Symposium: Employment – III

Post-school placements for special education students with ID

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Aim: In Hong Kong, there are no standardized instruments adopted to assess the performance of special education students with intellectual disabilities for their post-school placements. The objective of this study was to use the level of adaptive skills and basic work behaviour to predict the post-school placement of special school students with mild or moderate intellectual disabilities. **Method:** The Chinese version Street Survival Skills Questionnaire (CSSSQ) and the Chinese version of the Work Personality Profile (CWPP) were adopted as the assessment tool. A total of 149 special school students with mild or moderate intellectual disabilities completed the assessment. Parametric and non-parametric statistical tests were conducted to analyse the data. **Results:** The findings indicated that a higher level of adaptive skills and basic work behaviour can facilitate the participants to attain the post-school placement like the vocational training leading to open or supported employment. A cut-off score of CWPP and CSSSQ for differentiating the vocational training placement from the workshop and the day training placements was found. **Conclusion:** The results of this study showed that both CWPP & CSSSQ are valid instrument for predicting the post-school placements of people with intellectual disabilities.

Social climate, leadership style and attitudes towards work in sheltered employment centres in Israel

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Aim: The aim of the study was to develop a measurement tool from organizational behaviour measurements that were found to be very useful to examine the effectiveness of organizations in general. We assume that it would help to improve the sheltered vocational services in Israel. **Method:** We examined the relations between the organizational climate, the leadership style of the director in charge and the motivation, work values and attitudes toward work of the workers with intellectual disabilities in these centres. The questionnaires were filled out by the staff and the directors, and personal interviews were conducted with the workers with intellectual disability. **Results:** A significant relationships was found between the social climate of the vocational centre, leadership style of the director and the attitudes toward work of the workers with intellectual disability. When the organizational climate and the leadership style of the director was too therapeutic and less oriented toward productivity and work skills, the attitudes toward work of the workers with the intellectual disability were less positive and the motivation to work was lower. **Conclusions:** Organizational climate and leadership style can prove the effectiveness of the sheltered vocational centres and can be very useful to help to develop the employment potential of workers with intellectual disability and can help to make these vocational centres more work place than daycare centres as many are today.

Moving towards employment: The challenges experienced by people with a dual disability

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Aim: Job seekers with a dual disability face particular challenges when competing for and maintaining employment in the Australian labour market. This study examined the nature and impact of these challenges and the implications for support services. **Method:** Individual interviews and semi-structured focus groups were conducted with people with a dual disability and with rehabilitation professionals who provide both independent living and vocational support services. **Results:** A service delivery focus on developing and maintaining employment goals is associated with an improved quality of life. Results indicated that, for those with a dual disability, they may face particular challenges such as lower levels of social support, a significant rate of physical illness, vulnerability to abuse, substance misuse/abuse, forensic issues and exposure to support services that may not fully understand the nature of dual disability and therefore engage in unsuitable support interventions. **Conclusions:** Support services would benefit from targeted education and skills-based training, and they should identify and manage potential risk factors that people with a dual disability may encounter and that may impact on vocational activities.

Symposium: Employment – IV

An in-depth study focusing on keeping a job

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Aim: The aim is to investigate the how to support people with ID to keep a job over time with aid of supported employment. **Method:** 313 participants, registered at three organizations using supported employment took part. Interviews were completed with the disabled persons, the co-workers and the employees at 21 places of work. **Results:** The results indicate that the method of supported employment is implemented slightly different between the three organizations as a result of differences in the population. Further analysis will show if this has any effect on success maintaining a job position. Furthermore, some gender differences emerged which will be further analysed. **Conclusions:** To be presented at the conference.

GOAL.NET: Game on accessible learning for employment

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Aim: To involve users with ID in the design of serious games to improve their employability. **Method:** A user sensitive design approach is being used to design and evaluate a series of 'Serious Games' (computer games based learning approaches) for an EU Leonardo Project. Monthly facilitated sessions allow young people with severe ID to view best practice, test existing serious games and contribute to design storyboarding exercises. Researchers also worked with user group members to carry out task, environment and user analyses to understand and specify the context of use. **Results:** Facilitated design exercises with young people with ID and complimentary researcher-based work has led to a detailed design specification for a series of bite sized games to teach vocational skills, including work preparation, basic skills and personal development. These packages will be accompanied by a tutor handbook to illustrate usage scenarios and provide support. **Conclusion:** Innovative practice in the UK in the user sensitive design of computer games-based learning for the vocational enhanced training of people with ID is now underway.

Public views on employment of people with ID

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Aim: This paper presents the results of a study conducted to elucidate public perceptions regarding workplace inclusion of people with an ID. **Method:** The study consisted of a telephone poll conducted throughout a large region of Ontario, Canada. **Results:** A majority of the 680 respondents believed that some form of integrated work was best for most adults with an ID. About 87% of respondents believed that hiring people with ID would not negatively affect the image of workplaces. Respondents indicated that a lack of employment training programs for people with ID was a major obstacle to increased inclusion. **Conclusions:** Our findings on public perceptions of integrated employment for people with ID provides awareness of potential sources of support in society, as well as challenges to be considered for social inclusion.

Readiness for employment of persons with intellectual disabilities

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Aim: The aim was to identify how the participants self-assessed the permanence of their job competencies, the extent of actions taken to seek employment, perceived barriers, their career and life values. **Method:** A total of 85 unemployed persons with ID participated in the study. The data were collected using the Employment Questionnaire for Persons with Disabilities and were analysed using regression analysis and correlation. **Results:** the results showed that actions taken to seek employment varied depending on how long participants had been unemployed, that self-assessed career and life values varied depending on level of satisfaction with being unemployed and that some participants were not willing to undergo additional training. **Conclusions:** We will present some solutions which, if harmonized with individual characteristics, could increase the the employability of people with ID.

Posters

Functional therapy service in community-based early intervention centres

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Aim: To determine if collective working towards achievement of functional goals with a 6 monthly review, would result in children with intellectual impairment attaining functional skills. **Method:** An initial assessment is conducted by a team of therapists. The aim of the assessment is two fold: 1) to determine appropriate class placement for the child with an intellectual disability and 2) to discuss parent's needs and priorities to assist in realistic goal setting. Soon after the child is admitted to the centre, a more in depth assessment is done by the therapy team after which the functional goals are set. Goals are set in three areas – Activities of daily living, communication or feeding and physical development. After a period of 6 months, the functional goals are reviewed. If the goals have been achieved, new ones will be set. If the goals have partially or not been achieved, they are re-evaluated and either maintained or altered accordingly. **Results:** Case studies of three children from Sunshine Centre will be presented to highlight positive outcomes of the above method of goal setting. Goal attainment scales will demonstrate results. **Conclusion:** Sunshine's team of therapists feel that the above method of functional goal setting assists in promoting the attainment of functional skills in children with intellectual disability.

Should Part C Early Intervention Services be extended to children ages 3–5?

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*University of Hawaii, Center on Disability Studies, 1776 University Avenue, Honolulu, HI 96822, USA

Aim: This presentation will provide policy makers with information about how families in Hawai'i view the transition process for their children from Part C early intervention services (0 to 3 years) to Part B preschool special education services (3 to 5 years). The state of Hawaii considered changing current policy by extending the early intervention services to age 5. The survey sought information about family experiences with the current transition process from Part C to Part B. **Method:** A survey was distributed to families of children with special needs receiving preschool special education in the public schools. **Results and conclusion:** The results of this survey study provide foundation for future research on early childhood transition policies for young children with special needs. The presentation will describe current policy, background of the survey, procedures of the survey, survey results, and conclusions.

A comparison of methods of teaching graphic based referencing to children with ASD: Expansion and generalisation

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Aim: Two methods were compared for teaching correspondences between item and colour combinations and their graphic-based representations to children with Autism Spectrum Disorder (ASD) and severe language impairments. The teaching methods compared were a conventional error correction procedure and an error prevention procedure based on the principles of fast-mapping and exclusion. **Method:** Participants were children aged 4–7, with ASD and severe language impairments. The children were required to request two desired items in sets of 3 different colours, using a combination of colour plus line drawing. Each teaching procedure was applied with one of the colour and item sets, using one item and two colours from each set. Generalization of learning was assessed with the second item and the third colour from each set. Order of condition presentation was counterbalanced across the participants in a within-subjects, repeated measures design. Accuracy of exchanges was scored in a series of learning outcome tests. **Results:** Where differences in learning outcomes and generalization occurred between the teaching methods, scores were higher after teaching with the error prevention method. **Conclusions:** The error prevention teaching procedure facilitates acquisition and generalization of correspondences between item and colour combinations and their graphic representations for some children with ASD.

Posters

Narrowing the gap: Using aided language stimulation in the inclusive classroom

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Aim: This poster presents a critical description of the development and outcomes of a training program designed to equip teachers in under-resourced areas with skills to facilitate inclusive teaching practices within the South African context. **Method:** The training program utilized the framework of activity based intervention approach and the strategy of aided language stimulation within a foundation phase (grade R-grade 3) within the play and curriculum context respectively. Different phases of the development and implementation of the training program together with the outcomes, in terms of the teachers learning that took place, are discussed. The teachers completed a self-rating scale after each follow-up session to monitor their own performance. **Results:** The Friedman test was used to measure differences in the teachers' performance across the six sessions, for each of the three constructs investigated. Results of the training program indicated an increase in skill and feelings of competence in accommodating children with barriers to learning in their classroom. **Conclusion:** Conducting this type of training significantly impacted on the foundation phase teachers' acquisition of knowledge and skills in the use of activity based intervention approach. These results therefore point to the value of aided language stimulation as a strategy.

The use of torches as a teaching approach for primary aged pupils with an intellectual disability

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Aim: In partnership with the University of Nottingham the Shepherd School is developing computerized torch technology as a learning tool for pupils with intellectual disability. This project assessed the ability and motivation of 8 pupils aged between 7 and 11 years to gain skills in basic torch pointing to a reading wall. **Method:** Pupils received a weekly 1 hour session for 6 weeks. The sessions involved a range of activities including using torches of differing size, shape and switch design. In classroom sessions short distance hand-eye co-ordination was practised and in the final part of each session distance torch pointing was used to a reading wall. A baseline assessment took place at the first session and data was collected throughout. **Result:** At the end of the 6 week period 7 out of 8 pupils were able to effectively point to a reading wall using torches. All pupils were highly motivated and there was only one instance of inattentive behaviour during the sessions. **Conclusion:** In this small study pupils with intellectual disability learnt to use basic torches to point to a reading wall. These success results bode well as a prerequisite for technological torch work for more complex teaching, learning and assessment.

Posters

Interactive torches for discovery-based learning by children with ID

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*Human Factors Research Group, School M3, University of Nottingham

Aim: We describe a novel interactive technology system that is currently under development through a university-school collaboration study aiming to support students with intellectual disabilities in discovery-based learning of information. **Method:** Students use ordinary torches to explore a 'discovery area' of the classroom. The discovery area is created by the teacher and may include a reading wall or set of pictures or objects. As the student shines a torch beam over particular places in the discovery area, digital media is activated (e.g. sound or video). As the system is capable of recognizing several different torches at once, students can work together to discover different things. **Results:** This system is currently being used in some classes at Shepherd School for children with intellectual disabilities. The full paper will show examples of the technology in use and report student-teacher experiences of using this technology in the classroom. **Conclusions:** will be drawn concerning usability, acceptance and potential for the application of this technology to enhance learning in children with intellectual disabilities.

Education for all: Constitutional rights of children with severe and profound disability in the Western Cape

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*Western Cape Forum for Intellectual Disability, South Africa

Aim: To document the advocacy process. **Background:** In 1967 the Van Wyk Commission on special education in South Africa, declared that children with an IQ < 30 were ineducable, untrainable and not eligible for Education Department funding. When the new South African Constitution (1996) proclaimed the right to education for all children, this situation still prevailed. The Western Cape Forum for Intellectual Disability (WCFID) in 1997 undertook to advocate for the right to education for these children. **Method:** Documentation of the process. **Results:** Currently, 1027 children attend 36 special day care centres in the Province. They receive some funding from the Health Department, but struggle financially. Engagement with the Western Cape and National Education Departments led to minor concessions and an agreement that the Education Departments had an obligation to these children. In 2004 a delegation of parents, children and supporters marched to Parliament. However, by 2006 little progress had been made and there was still no provision for education funding. The WCFID then, with the Legal Resource Centre, lodged papers before the High Court of South Africa (Cape of Good Hope Division). The Court's outcome is awaited. **Conclusion:** Because of lack of progress, legal action has been taken.

Adapted textbooks and new technologies in support for school inclusion

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Two methods of adaptation of textbooks were developed and put at the test to support school inclusion of pupils who have intellectual disabilities and to help them to learn age appropriate reading skills. The adapted textbooks are seemingly similar to their original version: even cover page, same topics, same illustrations, all at the same pages as their peer's book. The texts are adapted either in simplified text, or in alternative spelling (this method is strictly reserved to the pupils which have moderate or severe disabilities). We present the adaptations carried out and the results of two case studies which evaluated progress of pupils who used adapted textbooks. These studies let us foresee the impact that such adaptations could have on the pupil, his development and on the dynamics of school inclusion.

Posters

Choice boards to teach and reach all learners**N. J. Stodden** (nstodden@hawaii.edu)***Center on Disability Studies, University of Hawaii, UA 4-6, Honolulu, Hawaii 96822, USA*

Aim: Two powerful and related motivators for engagement in learning are student interest and student choice. Motivation theorists believe that motivation is crucial in the performance of all learned responses. In general, adults and students find it more motivating and fulfilling to be able to decide what to do or how to do it. Acting on one's choice or having ownership is a powerful motivator which empowers decision-making and taking action. Accordingly, giving choices is a positive strategy that may reduce some situational behaviour problems.

Method: A Choice Board is a teacher designed, student centred, instructional tool which can be differentiated by readiness, interest, and learning style to facilitate the learning of all students. Choice Boards provide students with multiple options for participating in and completing a task and/or activity and when Universally Designed can reach a wide range of diverse learners. **Results and conclusions:** This poster presentation will provide an overview of the characteristics, benefits and tips for success in creating and using Choice Boards. Multiple examples will provide teachers with an understanding of designing, implementing and evaluating Choice Boards.

Problem behaviour or communication breakdown?**K. Tait** (kathleen.tait@une.edu.au)***School of Education, Faculty of The Professions, University of New England, Armidale NSW, Australia*

Aim: To assist a regular class teacher in a remote village in Negara Brunei Darussalam to support a child's transition from the prelinguistic to the more symbolic stages of communication development.

Method: The researcher evaluated teacher use of functional communication training (FCT) to replace and enhance prelinguistic behaviours in a young child with autism. Initially, the child's behaviour was considered by teaching staff to be a behaviour management problem. After a baseline assessment phase, the teacher received training on implementation of FCT. Intervention was designed using a simple A-B time series design. The class teacher was trained by the researcher to teach the child how to use a replacement behaviour using a positive behaviour management strategy. **Results:** This study went beyond analysing the child's current disruptive behaviour. It examined how one child's regular class teacher interpreted the challenging behaviour of a seven (7) year old male child as communicative. The study shows how this initial information could be used to enhance the child's communication skills by teaching a replacement behaviour to the child, through the use of positive behaviour management. **Conclusions:** Recommendations for the use of functional analysis and communication training to overcome a child's challenging behaviour, will be discussed.

Training community health nurses to facilitate beginning communication skills**J. Bornman** (juan.bornman@up.ac.za)***Centre for Augmentative and Alternative Communication, University of Pretoria, Pretoria 0002, South Africa*

Aim: Within the sphere of people with intellectual disabilities, children with little or no speech are particularly vulnerable because of their inability to articulate their needs, feelings and rights. Often the first and only contact that primary caregivers of these children have with professionals, is with the community health nurse, implying that they require knowledge and skills. This can be done by training nurses (through multiskilling) to function as transdisciplinary professionals. Furthermore, a need for appropriate materials for service delivery to this population also exists. Consequently the BCIP (Beginning Communication Intervention Protocol) was developed. **Method:** The BCIP addresses four important communication domains, namely communication means, functions, partners and the deliberate creation of communication opportunities. Care was taken to ensure culture sensitivity and the authenticity of the BCIP. Twenty community health nurses were trained in the application of the BCIP. Training employed adult learning principles and was 1 week long, followed by three follow-ups that were conducted in situ (at 2 weeks, 6 weeks and 5 months post-training). **Results and conclusions:** Multiple measurements (i.e. questionnaires, structured interviews, skill demonstrations and focus groups) were used to evaluate the knowledge and skills acquired after training. Results indicated significant change in both knowledge and skills.

Posters

Combating unemployment**M. Kamp** (ckamp@xs4all.nl)* & **F. Fea****World Association for Supported Employment, Steenpad 3, 4797 SG Willemstad*

Aim: The project Combating Unemployment is an initiative from Rehabilitation International, GLADNET, World Association for Supported Employment and the Employment Affinity Group of IASSID. With the aim to start supported employment, customized employment and self employment projects worldwide with a specific attention for developing countries and to create employment opportunities for persons with disabilities. The project refers to article 27 of the new UN Convention. **Method:** The method used in the project is based on supported employment and customized employment approaches. Information shall be given about these methods, including specific attention points related to self employment. Beside this information also information shall be provided about the structure of the project and the role of the different organizations. Specific attention also in the presentation about training, design of training materials and action research. **Results and conclusions:** Disseminate information about the project. The objective of the positive impact for persons with a disability related to employment and living conditions. Create involvement of persons and organizations for the operational programs.

How process and educational input can affect school design**A. Mallett** (shepherd_school@hotmail.com)***The Shepherd School, Harvey Road, Nottingham NG8 3BB, UK*

Aim: Two new special schools were to merge together and a new school building designed to enable excellent teaching. This study examines the processes involved in developing the plan and the educational benefits derived from the design. **Method:** Observation and recording of the process to develop the vision took place. The vision was translated into a design by architects and the design was analysed in terms of adherence to the vision and features that enabled a more creative, innovative curriculum. **Results:** The processes involved in creating a vision for the school were lengthy and in some instances not cost effective. The input from educationalists ensured opportunities for a wide range of curriculum benefits. **Conclusion:** When developing designs for new special schools carefully considered visioning processes and educational input to the planning can greatly enhance innovative and creative curriculum opportunities.

Variables contributing to the success of persons with ID in postsecondary education & subsequent employment**R. A. Stodden** (stodden@hawaii.edu)***University of Hawaii at Manoa, Honolulu, Hawaii 96822, USA*

Aim: Studies have long indicated that persons with disabilities experience numerous barriers and problems when they attempt to access and retain in postsecondary education settings – further if persons with disabilities are successful in completing a postsecondary education program of studies, they often experience significant barriers when attempting to access professional employment in their chosen field of study. This presentation will provide data from a 5 year follow-up study which sought to identify variables which contributed to the success of persons with developmental and other disabilities as they accessed, retained, and completed a program of study in postsecondary education. **Method:** The study method was retrospective in approach, reviewing data concerning 'type and level of educational and related supports provided' during postsecondary years for 150 persons with disabilities who completed successfully and entered their professional field of study successfully. The study sought to draw relationships between types and levels of support provision and success in completing postsecondary education, as well as accessing professional employment. The study also looked at the influence of minority cultural and social economic status of subjects upon the manner in-which barriers were addressed and upon the success of persons with disabilities in completing postsecondary education programs. **Results:** The study yielded significant data and information linking a number of support provision characteristics to success in retaining and completing postsecondary education. **Conclusion:** The value of participation by persons with developmental disabilities in postsecondary education and other life-long learning opportunities will also be presented.

Posters**Social debate on the integration of intellectually disabled young men****M. Bruno** (brunomargarita@gmail.com)***DGCyE Ricardo Rojas 630 – San Pedro Pcia. Buenos Aires Argentina***Aim:** The poster that one will present contains a representation of the debate that is generated today in the society: insertion – exclusion.**Method:** Such the education does not belong foreign to the society in the one that is situated inserted, it is translated in the presence, inside the educational institutions, from a population increasingly heterogeneous, and from very diverse practices of integration, which question concepts as that of 'equality of opportunities' and that of 'school culture'.**Results:** At the same time as, the scientific and technological revolution that the young men led to the post modernity, demands the highest levels of competitiveness in the population, for them incorporation in the world of the work and consequently, in the society. This situation is more difficult when the poverty and the disability come together. **Conclusions:** All this diversity, is constitutive of the society, of the school, of it protagonists and of the contents.