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STUDIES ON DISABILITY

International Theoretical,
Empirical and Didactics Experiences



Edited by:

Joanna Głodkowska
Justyna Maria Gasik
Marta Pałowska



WYDAWNICTWO AKADEMII PEDAGOGIKI SPECJALNEJ

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Empirical and Didactics Experiences

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WYDAWNICTWO AKADEMII PEDAGOGIKI SPECJALNEJ

Warszawa 2017

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PREFACE

The 20th century and the beginning of the new one mark the time of development of humanist ideas in the perception of disability. The last century saw significant changes in statutory and social protection of persons with disabilities as well as in the social awareness related to impaired abilities of the human. The issue of persons with disabilities has been escalated to the global level of human rights. The UN Assembly in the *Standard rules for equalization of opportunities for persons with disabilities* (1993) proclaimed warranting to the disabled persons the opportunity to exercise the same rights and have the same duties as other citizens a major objective. The *UN Convention on the rights of persons with disabilities* (2006) is the first international legal act which comprehensively addresses issues of persons with disabilities, pointing, among others, to protection and ensuring full and equal use of human rights and fundamental freedoms as well as respecting their innate dignity, autonomy, full and successful participation in the society and social integration, warranting equality of opportunities and the right to maintain one's identity. It should be noted that in the last several decades, a significant rise of movement supporting persons with disabilities has been observed accompanied by the growing need to create appropriate supporting systems to ensure that such persons can meet the challenges of contemporary life. Mentioning even these facts only clearly demonstrates that the end of the century and the beginning of the new one is saturated with ideas of integration, inclusion, welding of the worlds of people with disabilities and without them.

The trend of humanist perception of persons with disabilities is now intensely joined by science. Using models of human development in the environment, scholars focus on the image of the person with disability in the aspects of his or her health, well-being, human resources, competences, autonomy and participation in social life. Multidimensional, interdisciplinary approach makes it possible to see persons with disabilities in psychological, sociological, philosophical, anthropological, pedagogical aspects as well as in medical ones. The area of scientific theoretical and empirical works is clearly broadened by the search for knowledge of what joins and not what separates people with disabilities and people without them. Studies are carried out to address the social, political and cultural situation of persons with disabilities in addition to their life situations. This trend of inquiry into the issue of disability has now been enriched by an interdisciplinary field of study: *Disability Studies*, which undertakes critical analysis of social, political and cultural contexts of impairments and deficiencies in the human development. Representatives thereof express the view

that all barriers (physical and psychological alike) are part of the human life in its diversity. At the same time, they stress that disability is not a permanent feature of a person, but a product of his or her interaction with the surroundings. Disability Studies captures disability as a social, cultural and political phenomenon. An important objective of activities within Disability Studies is reinforcement of the social position, improvement of the life quality of persons with disabilities and their families and creation of opportunities to participate in all aspects of social life.

The major rise of the movement supporting persons with disabilities and the intensification of the need to initiate, design and implement integrated support systems require training of professionals – leaders, specialists, researchers. Their competences will enable efficient implementation of multidimensional actions directed at persons with disabilities and their environment, including, among others, being an advocate of their rights, leader in the fight for their place in the society and for a change of social attitudes, being involved in the preparation of the media for promotion of persons with disabilities, being a specialist working in local communities. The first training programme of *Disability Studies* was established in the United States in 1994 at Syracuse University and in 2005 a study major under this name was created. Since 2005, the number of universities offering the study major *Disability Studies* has been growing, both in the United States, Australia, New Zealand and Canada and in European countries.

Referring to the international trend of *Disability Studies*, The Maria Grzegorzewska Pedagogical University in Warsaw, as the first university in Poland, opened in 2016 the study major – Interdisciplinary Disability Studies. We have undertaken first initiatives to promote *Disability Studies* as an area of science and didactics. One of them is the international monograph ‘Studies on disability – international theoretical, empirical and didactics experiences’.

We feel honoured by the participation of scholars from foreign academic institutions, dealing with the phenomenon of disability, in our project. We would like to thank for the opportunity to think together about the present state as well as the perspective of research in this field and training of professionals. We are looking forward to undertaking further scientific activities together.

We would like to sincerely thank the Authors: Majda Halilovic – Bosnia and Herzegovina; Szablócs Fabula – Hungary; Anna Ivanovna Akhmetzyanova, Tatiana Vasilyevna Artemyeva, Nadezhda Yuryevna Kostyunina, Roza Alexeyevna Valeeva – Russia; Antonio Manuel Amor González, Miguel Ángel Verdugo Alonso María Fernández Sánchez, Patricia Navas Macho, Laura Elisabeth Gómez Sánchez – Spain; Su-Jan Lin, Chen-Chen Cheng – Taiwan; Maria Leshchenko, Yuliya Nosenko – Ukraine; Susan Carton, Peter Kearns – Ireland; Floyd Morris – Jamaica; Megan A. Conway – United States of America.

Joanna Głodkowska
Justyna Gasik, Marta Pağowska

SPAIN¹

Institute on Community Integration: 20 years researching, training, and leading changes towards inclusion

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Keywords: Disability Studies, Spain, Students with Disabilities, Inclusion, Rights, Quality of Life, Didactics

Introduction

Basic information about the country. Spain (officially Kingdom of Spain) is a parliamentary monarchy and a transcontinental country in the south of Europe with more than 500 years of history. The country's surface is over 500 thousand km² being the 52th biggest country in the world and the 3rd in Europe after Russia and France. According to the *National Institute on Statistics* (INE in Spanish), Spain's population in 2016 was over 46 million² (29th in the world and 7th in Europe) and its population density is 92 habitants/km² (as of 1 January 2016). The demography in Spain is characterized by elderly population and one of the highest life expectancy in the world with a mean of 82.8 years³ (2nd in the world after Japan). Spain has one of the oldest universities in the world, the *University of Salamanca*, which has almost 800 years of history (established in 1218). Since then, the number of universities has been growing in the country with a total of

¹ This work has been co-funded by the Ministry of Education, Culture, and Sports of Spain (FPU Program, reference FPU13/03897), the Autonomous Community of Castile and Leon (R & D Programs, SA120U13), and the Ministry of Economy and Competitiveness (Grant PSI2015-65193-P; MINECO/FEDER).

² http://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736176951&menu=ultiDatos&idp=1254735572981.

³ <http://apps.who.int/gho/data/node.main.688?lang=en>.

82⁴ (as of 31st of December 2016), of which 32 are private and 50 public. In the academic year 2015–2016, a total of 1,496,017 students were registered as university students (1,269,926 in public universities, and 226,091 in private ones⁵).

Current status of higher education. According to *Eurydice* and the *Spanish Network on Information on Education, Spanish Higher Education System* comprises three mainly kind of studies: university studies, professional training (FP in Spanish), and special teaching studies, such as arts, fine arts, and sports⁶. Higher education training in Spain is divided into three levels: first cycle level, which comprises the “Degree” and “Higher Professional Training” programs; “Master’s Degree”, which are the second cycle programs; and “PhD Programs”, which compose the third cycle.

According to the *Organic Law on Education* of Spain (LOE 2/2006), the “Degree” and the “Higher Professional Training” programs, although both of them are part of the first cycle, they are not comparable, because each one offers a completely different academic and professional teaching approach. Thereby, “Degree” programs are taught at universities and their approach is mainly academic; and “Higher Professional Training” programs provide students the qualification for a given employment, and they are not taught at university (typically in High Schools). “Degree” programs provide a level 2 within the *Spanish Framework on Higher Education Qualification* (MECES in Spanish), while “Higher Professional Training” programs provide a *MECES*-level 1⁷.

The second cycle level is composed by the “Master’s Degree”. These programs are intended for the acquisition of an advanced, specialized, and multidisciplinary training, orientated to the professional and/or academic specializing. They are also aimed at improving the research skills of students. They compose the *MECES*-level 3. Thus, taking into account the aim of the “Master’s Degree”, they can be: professional, academic, or research programs. The knowledge areas of these programs are: humanities and fine arts; sciences; health sciences; social and juridical sciences; engineering and architecture⁸. “Master’s Degree” can be either official (recognized by the Ministry and universities) or not official (recognized only by universities).

⁴ <http://www.universia.es/universidades>.

⁵ <https://es.statista.com/estadisticas/479407/alumnos-matriculados-en-universidades-en-espana-por-tipo/>.

⁶ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:Educaci%C3%B3n_Superior.

⁷ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:Programas_de_primer_ciclo.

⁸ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:Programas_de_segundo_ciclo:_Master.

The third cycle level is where the “PhD Programs” are located, and supposes the *MECES*-level 4. In the “PhD Programs”, qualifications are aimed at providing an advanced training of students in research activities⁹.

About the current status of higher education, the annual report on the *National Student Fee and Support System in European Higher Education* gives updated information on the fees and the grants that concern students within higher education system. In the case of Spain, in the academic year 2016–2017, approximately 71% of full-time students paid fees, which range from 714 € to 2,011€ (average 1,110€) in the first cycle, and from 1,298€ to 3,211€ in the second cycle programs (average 1,991€). The fees are determined by the study field, the level, the number of ECTS taken, and also the number of times a student has taken each subjects. The amount of fee also differs between Autonomous Communities (regions in Spain) as each one has a different fee range. There is no difference in fees between full-time and part-time students. Exemptions of the fees are possible depending of the needs of students (e.g., large families and people with disability have very significant discounts, and may even be exempt). About the supports given to students, in the academic year 2016–2017, the need-based grants ranged from 200€ to 6,797€ (average 2,164€). The national grant system has several components. For example, each student may receive one or more components depending on family incomes. The components are: a fixed amount of 1,500€ based on student’s family income; a fixed amount of 1,500€ for living costs for students living outside their family home; and a variable amount, based on the student’s family income and grades¹⁰.

If we analyze the weight that the spending in higher education system has had in the Spanish GDP, we can find that regarding the general education system, the spending trend in Spain has been decreasing in the last years (data by UNESCO). In 2013, the total GDP spending on education was of the 4.3%¹¹, a 0.1% less than in 2012, and 0.56% less than 2011. Specifically looking at the spending on higher education (as % of the total Government’s spend on education), it comprises a total of the 22.44% of the GDP dedicated to education¹².

Finally, looking throughout the evolution in the number of total registered students in Spain, table 1 summarizes the number of students, and the kind of university where they are registered.

⁹ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:Programas_de_tercer_ciclo:_Doctorado.

¹⁰ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/5/58/EN_Fees_and_support_2016_17.pdf.

¹¹ <http://datos.bancomundial.org/indicador/SE.XPD.TOTL.GD.ZS?locations=ES>.

¹² <http://datos.bancomundial.org/indicador/SE.XPD.TERT.ZS?locations=ES>.

Table 1. Students registered in public and private Universities.

Academic Year	Public Universities		Private Universities		Total
	N	%	N	%	
2008/2009	1,275,143	89.16	155,004	10.84	1,430,147
2009/2010	1,302,926	88.53	168,793	11.47	1,471,719
2010/2011	1,336,517	87.36	193,345	12.64	1,529,862
2011/2012	1,371,355	87.20	201,262	12.80	1,572,617
2012/2013	1,344,695	86.84	203,839	13.16	1,548,534
2013/2014	1,325,197	86.07	214,512	13.93	1,539,709
2014/2015	1,284,772	85.30	221,407	14.70	1,506,179
2015/2016	1,269,926	84.89	226,091	15.11	1,496,017

Source: self-elaboration based on *statista-Spain*¹³

As can be seen, in general, the total number of students have been increasing since the last 10 years, although it seems that lately this number has slightly decreased (trend has a form of inverse U). The only significant trend is the increasing number of students registered in private universities through the years (from 10.84% in 2008/2009 to 15.11% in 2015/16).

Strategy for the development of education. Higher education in Spain has its own regulation with the *Organic Law on Universities (LOU 6/2007)*, According to the *Ministry of Education, Culture and Sport (MECD)*¹⁴ there are 8 domains regarding higher education: education; humanities and arts; social sciences and law; science and computational sciences; engineering, industry and building; agriculture and veterinary; health and social services; and services. Related to the studies on disabilities, the main focus is on the areas of humanities and arts, education, social sciences and law, health and social services, and services.

In Spain, research and development strategy and work is conducted primarily by Universities, Institutes of Research, Enterprises, and *The Spanish National Research Council (CSIC in Spanish)*. Research in Spain is funded by both public and private budgets. Public funding composes approximately 50% of the total research funding¹⁵ and is provided via “research and development projects” obtained across competitive calls where stakeholders submit their research and development projects to be assessed. The agency that funds and manages the public budget for

¹³ <https://es.statista.com/estadisticas/479407/alumnos-matriculados-en-universidades-en-espana-por-tipo/>.

¹⁴ <https://www.educacion.gob.es/notasdecorte/rendimientos.action>.

¹⁵ <http://marcaespana.es/talento-e-innovaci%C3%B3n/investigacion-desarrollo>.

research is the *State Agency of Investigation* (AEI¹⁶ in Spanish). According to the *United Nations Institute on Statistics for the Education, Culture and Science*, summarized in a *World Bank* Report, in 2013 the expenses in Spain for research and development activities was a total of 1.26%¹⁷ of the GDP, being in the 28th position in the world, but still far away from the 3% of the GDP that *European Union* (EU) encourages its members to reach by 2020¹⁸. However, due to political instability and the economic cuts in public expenses in research –among other areas-, the trend is negative, and data by the *INE* show that this amount, in the year 2015, has decreased until the 1.22%¹⁹ of the total GDP.

Taking into consideration the data provided by *Eurostat*²⁰ (updated in February 2017), the number of researchers full-time in *EU* was of 1.82 million in 2015. Regarding these data, Spain is in the 4th position in *EU* after Germany, United Kingdom, and France (data still consider UK). Spanish researchers compose the 6.73% of the total number of researchers within the *EU*. According to *Scimago Journal & Country Rank*²¹, Spain's research activity regarding the number of publications is excellent, occupying the 10th position in the world and the 5th in Europe. About the strategies for developing the research and innovation activities, Spain has always been a collaborative country. In the eighties, the *Ibero-American Program of Science and Technology for Development* (CYTED) established a network of scientists in Latin America and Spain and, thanks to this program, nowadays more than 28,000 researchers are connected. Other relationships regarding science diplomacy take place between (Elorza et al., 2017): USA and Spain (i.e., increasing the visibility of Spanish researchers in different areas in USA), UK and Spain (i.e., establishing a Society of Spanish Researchers in the UK), and Germany and Spain (i.e., career development for Spanish researchers).

Spain is also following strategies and guidelines embodied in the *Strategic Framework for Education and Training 2020* for the development of education in the *EU*. Universities themselves in Spain are really concerned with the strategy for the development of education and are keeping track really closely to the developments made by the Government regarding this issue. For example, in 2013, a Commission composed by a team of experts provided guidelines in different

¹⁶ https://europa.eu/european-union/topics/research-innovation_es <http://www.idi.mineco.gob.es/portal/site/MICINN/menuitem.8d78849a34f1cd28d0c9d910026041a0/?vgnextoid=664cfb7e04195510VgnVCM1000001d04140aRCRD>.

¹⁷ <http://datos.bancomundial.org/indicador/GB.XPD.RSDV.GD.ZS>.

¹⁸ https://europa.eu/european-union/topics/research-innovation_es.

¹⁹ http://www.ine.es/prensa/imasd_prensa.htm.

²⁰ http://ec.europa.eu/eurostat/statistics-explained/index.php/R_%26_D_personnel#Source_data_for_tables_and_figures_28MS_Excel.29

²¹ <http://www.scimagojr.com/countryrank.php>.

areas on how to improve the educational system²²: the selection of research and teaching personnel, the assessment of universities' quality, the head of universities, the funding, and the undergraduate and post graduate programs.

Education and rehabilitation of people with disabilities

Historical Overview. The first attempt for educating students with disability in Spain was back in the XVI century. Fray Pedro Ponce de León (1508?-1584), monk and pedagogue, was pioneer in the world by developing a new pedagogical approach to teach deaf students to speak, and he created a school where other representatives in the study and scientific approach towards disability developed their work. One of those representatives was Juan Pablo Bonet (1573–1633), pedagogue and speech therapist, who wrote the first book about the education of deaf students in Spain. Regarding sensory disabilities, the XIX century was important due to Claudio Moyano y Samaniego (1809–1890), lawyer, philologist, philosopher and politician concerned about the educational system. In 1857, he initiated an important reform within educational system by developing *Moyano's Act* (1857). In this *Act*, the regulation of key aspects related to the education of blind and deaf students were addressed. However, this law didn't put the accent on individuals with intellectual disability (ID).

In comparison with other European countries, Spain was in the back of both research and professional practice towards students with disability. Regarding students with ID, Francisco Pereira Bote created a journal strictly dedicated to the study of *Abnormal Children* in 1907. He also created *The Psychiatric-Pedagogic Institute-Sanatorium* for children with mental retardation in 1908, and the *Psychiatric and Pedagogic Institute* in 1930 (Fernández-Santamaría, 2011). However, they were not the first institutions in Spain regarding the education of students with ID. The *Central School for the Abnormal* was created in 1922 (Fernández-Santamaría, 2011), as a public school for addressing the education of children and adolescents with ID until 14 years old, and its importance is transcendental for the scientific studies on disability and special education in Spain (Molina, 2009). Finally, the *Central School for the Abnormal* changed his denomination in 1960, acquiring the name of *National Institute on Therapeutic Pedagogy*.

The basis for today's education towards students with disability started back in 1975 when the *National Institute on Special Education* was created as an autonomous organism dependent of the Ministry of Education and Science. Three years later, in 1978, the *National Plan on Special Education* was published based on Warnock's Report, and established the principles of special education in Spain:

²² <http://www.usc.es/export9/sites/webinstitucional/gl/web/descargas/propuestas-reforma.pdf>.

normalization of services, integration of students with special needs, sectorisation of services, and individualization of teaching (Fernández-Santamaría, 2011). These achievements aforementioned have led the change from an exclusion perspective to the current paradigms in the study of disability.

Formally talking, these advances can be summarized into three moments regarding the education of students with disability (Echeita, 2013): the exclusion paradigm, the integration paradigm, and the inclusion paradigm. In the exclusion paradigm, students with disabilities of any kind were considered as non-teachable within general education settings and the main response towards them was special education centers. In Spain, the integration movement started in the eighties, with the *Social Integration of Disabled People Act* (1982), and was characterized by the presence (but not participation and learning) of students with disability within general education settings. Although this movement put the accent on environmental factors, it still was under a medical perspective and didn't analyze the difficulties that ordinary schools had in the education of students with disability. The inclusion paradigm, where different authors claim that Spain is (Echeita, 2013; Muntaner, Rosselló, & de la Iglesia, 2016), will be discussed in the next section.

Present day. Current situation of education towards students with disabilities in Spain can be defined as inclusion movement (Echeita, 2013; Muntaner, Rosselló, & de la Iglesia, 2016). However, this is more a given name for making the distinction with the integration movement described than a reality. There are different barriers that actually difficult the inclusion of students with disabilities within general education framework, especially regarding students with intellectual and/or developmental disability. These barriers are: the outdated procedures for assessing the needs of students with disabilities (especially ID) (Echeita et al., 2017), the need of professionals with more competencies and abilities to meet the needs of students with disabilities within general education framework (Anaya, Pérez-González, & Suárez, 2011); and the increasing number of students with ID within special education centers (Ramos & Huete, 2016). Nevertheless, this movement started in Spain with the *Salamanca Statement and Framework for Action on Special Needs Education*, adopted by the *World Conference on Special Needs Education* and organized in Salamanca (Spain) in 1994. This paradigm is based on a socioecological understanding of the needs of students with disability and puts the accent on identifying and removing barriers for learning and participation of those students, guaranteeing their access, promotion, learning, and participation within general education settings alongside their peers without disability.

The education and rehabilitation of students with disabilities nowadays will be discussed through the legislation for the education of these children, the candidate students to receive special education services, and the procedures for determining their needs and provision of supports, and the general functioning of the educational system for providing the required supports to these students.

Before this, it is necessary to clarify how students with disability are understood in *Spanish Educational System*. First, in *Spanish Educational System*, all students who need different to ordinary supports are defined as students with “Specific Educational Support Needs”. Those students are classified into many groups for providing a general overview and systematize their needs’ detection and provision of supports. Figure 1 provides a general overview of the classification of students with specific educational support needs, where students with disability can be found:

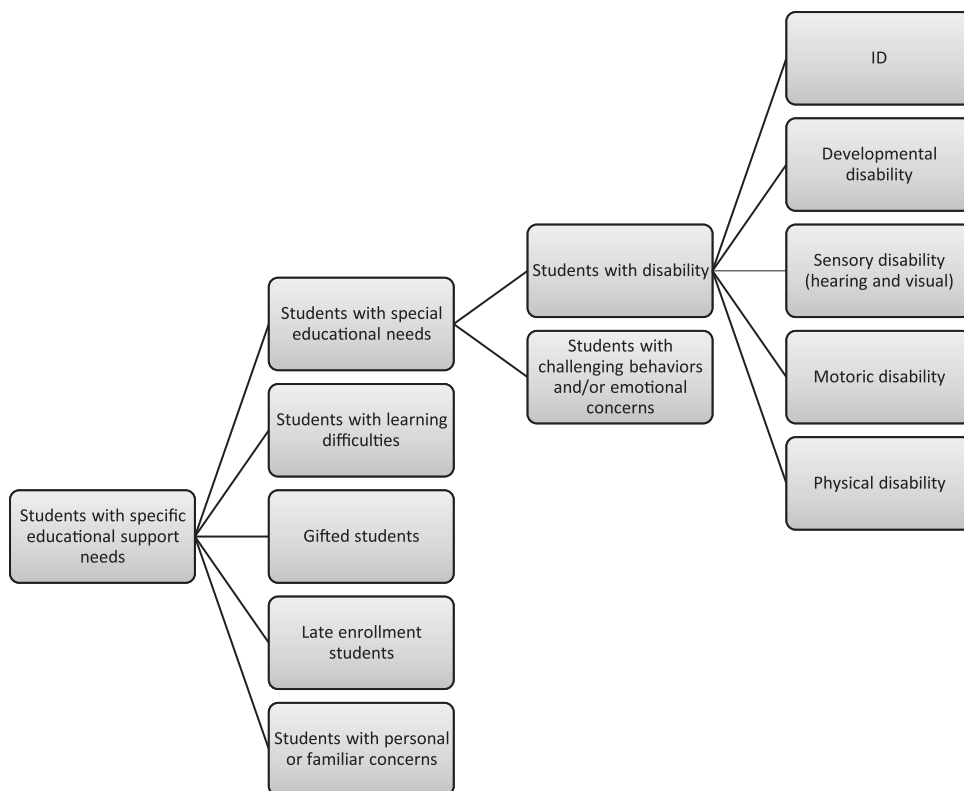


Figure 1. Students with disabilities within Spanish educational system

Source: self-elaboration based on Spanish educational law.

As can be seen, students with disabilities are a part of Students with “Special Educational Needs” (SEN). Those students are “those who require for all of their education or for a part, a different educational attention from the ordinary because of disability or challenging behaviors” (LOE, 2/2006, art. 71.2). Thus, in the rest of the chapter, students with disability will be named as students with “Special Educational Needs linked to Disability” (SWSSEND).

About the current legislative mandates for the education SWSSEND, Navas, Gómez and Verdugo (2017) have recently summarized the main characteristics of this issue

in Spain. Although as has been aforementioned that the attention to SWSSEND was established in the 70's of the XX century, the very first law ensuring access to education in either public or private schools for SWSSEND was the *Royal Decree 334/1985*. The current educational law, *LOE* (LOE 2/2006), partially modified by the *Organic Law on the Improvement of the Quality of Education* (LOMCE 8/2013), states that education should be provided within ordinary settings and should be adapted to SWSSEND so that they are able to access, permanence, and advance in ordinary environments, and only when the needs of students are extraordinary and the supports needed for addressing those needs are not generalizable within general education settings, then students should attend to a special education center. However, in Spain, each Autonomous Community has competences in Education, and so it has its own development and procedures regarding SWSSEND. Thus, educational authority from each Autonomous Community must establish all the procedures and resources for the early identification of students' educational needs and provide the required supports and resources to meet the identified needs, so that SWSSEND may achieve their maximum development as possible. Curriculum foresees many possibilities for adjusting to special education needs (general, ordinary, and extraordinary/specific attention to diversity measures) intended for students to overcome the difficulties they found within educational system. Measures are applied following steps, starting with the general attention to diversity measures and, if there's evidence on that measures don't cover students' needs, then ordinary measures will be adopted and, if again they are not successful, extraordinary ones are applied. At the end of each academic year, a specialized team evaluates the results achieved by each SWSSEND, and all the procedures taken (including the kind of schooling of student) can be reversed and always looking to the least restrictive environments (Navas, Gómez, & Verdugo, 2017). It is necessary to highlight that, although Spain has developed an adaptation of the *United Nations' Convention on the Right of Persons with Disabilities* for assuring students with disabilities' rights embodied there—specially within article 24-, the reasonable adjustments defined in the *Convention* are described in the aforementioned *LOE* (2/2006) (and its partial modification).

In regard of SWSSEND eligible to receive special education, considering the total number of students (with and without disabilities) enrolled in public or private schools, students with SEN comprise around 2.1% of total students. According to Spanish *Ministry of Education, Culture, and Sports*, for the academic course 2013–2014, there was a total of 165,101 students with SEN: 131,349 (79.5%) were in regular classrooms with their peers without disabilities, while 33,752 students with SEN (20.5%) were receiving special education services, most of them with ID (43.6%) and severe developmental disorders and challenging behaviors (25.7%) (Navas, Gómez, & Verdugo, 2017).

Students observed or suspected to be SWSSEND are commonly referred by teachers, parents, or other members of community education, especially those working

for special education services. In pre-elementary and elementary or primary education, counseling, guidance, and psychopedagogical services, which are dependent at Autonomous Community level, are responsible of the identification and assessment of special educational needs and, when necessary, the development of a report regarding the most suitable and appropriate kind of schooling for students. When parents of a child aged between 0–6 years old suspect that their son/daughter may present SEN, the child will be evaluated by the services even before enrolling school to determine the attention to diversity measures to be applied in the future. It is important to highlight that the needs assessment must be carried out by using different approaches and sources of information (Navas, Gómez, & Verdugo, 2017).

In regard to the age range when addressing the education of SWSSEND, in Spain, public compulsory education is provided for free to SWSSEND from 3 to 16 years old (though they may remain in compulsory system until 18 years old depending on the extraordinary measures applied). In special education schools, the age of schooling may extend up to 21 years old. As different authors have appointed in Spain (Fullana, Pallisera, Martín, Ferrer, & Puyaltó, 2015; Izuzquiza & Rodríguez, 2015) there is a lack of programs giving continuity to students with disability once they are out of the traditional transition programs: there is a lack of coordination when addressing higher education of students with ID. Based on this rationale and need, Fullana et al. (2015) developed the *Promentor Program* in 2004, a higher education program aimed at individuals with ID so that they can acquire both personal and employment competencies so that they will have more opportunities in the labor market. As data, in the year 2014, a total of 115 had graduated in the program, showing its strength and the possibility of higher education in students with ID (Izuzquiza & Rodríguez, 2015).

Taking a look into the places where supports are provided to SWSSEND, as has been aforementioned, current educational law in Spain is based on the normalization and inclusion principles. However, the number of SWSSEND in general education classrooms may depend on the severity of their disability. Thus, if SWSSEND have extensive and pervasive support needs, students will receive the supports and aids within special education centers, when the resources are not generalizable within ordinary centers. If SWSSEND present high support needs, the maximum number of students per class is two. In the year 2012–2013, of the 33,000 students with SEN receiving special education supports, almost the 80% ($n = 26,390$) were placed in special education schools, whereas 20% ($n = 6,632$) were receiving special education supports within ordinary settings (Navas, Gómez, & Verdugo, 2017). The number of students with disabilities within inclusive settings sharing experiences and time with their peers, seems to have a decreasing trend as students grow. The *II Study on the inclusion level of Spanish Higher Education System regarding the disability reality*, showed that, in the academic year 2013/2014, of the total of university students in Spain, 17,702 (1.3%) have a disability. Of those

students, 16,065 students (50.9% males, 49.1% females) studied undergraduate program (first cycle) composing a 1.3% of the total Spanish undergraduate students; 1,259 students (54.4% males, 45.6% females) studied a master's degree program (1.2% of total master's degree students); and just 378 students (49% males, 51% females) studied in a PhD program (0.6% of total PhD students). There is no differences between gender, but the main difference is in the kind of studies: when the university is a traditional one and students must attend to the classes, the number of students with disability in the academic year 2013/2014 comprised just a 0.9% of total students, but when the university had online undergraduate or master's degree programs, the percentage rose up to 3% of students²³. In the Spanish framework, only the 56% of the University Guidance Services claim to have a plan for providing psycho-educational guidance for students with disability.

The *LOE* (2/2006) defines that all the necessary resources for SWSSEND should be guaranteed by each Autonomous Community, so that they can achieve their maximum personal development and, when possible, the academic objectives. Each education center must develop an educational project which has to embody the educational priorities for SWSSEND aligned with the resources and attention to diversity measures to organize the resources in order to reach the priorities described. These priorities and procedures should guarantee significant learning and promote personal, academic, and professional/vocational development (Navas, Gómez, & Verdugo, 2017).

Students receiving special education services are eligible for related services, which usually depend on the severity of student's support needs. For students with ongoing support needs, special education teachers commonly provide pedagogical aid and assistance within ordinary centers. Regarding both ordinary and special education centers, other related services are: physiotherapy (ratio 1 professional for every 15–20 students), speech therapy (ratio 1/15–20 for students with extensive and pervasive support needs and 1/20–25 for students with ID and less support needs). Regarding special education centers, if they have enrolled more than 20 students with severe developmental disorders, then they may have a permanent psychologist. This number rises to 1/90–100 regarding students with lesser support needs. If the ratio criterion is not met, special education centers are also eligible for a certain number of hours for psychological services per week (Navas, Gómez, & Verdugo, 2017).

Finally, in relation to the prevalent practices used for providing supports to SWSSEND, both in ordinary and special schools, the pedagogical principles underlying interventions take into account the SWSSEND's developmental level (i.e., intellectual, communicative-linguistic, socio-affective, and motor). Interventions are focused on promoting significant learning in autonomous way (i.e., learning to

²³ http://sid.usal.es/idocs/F8/FDO26780/II_Estudio_universidad_discapacidad.pdf.

learn), focusing not only on academic competencies but also on adaptive behavior skills (Navas, Gómez, & Verdugo, 2017). Table 2 summarizes the kind of practices and supports typically provided to SWSEND depending on the disability:

Table 2. Practices commonly develop with SWSEND.

Disability	Supports Provided
<i>Sensory disability</i>	Strategies for promoting and strengthening alternative channels
	Organization of spaces (i.e., furniture, windows, floor, walls)
	Students' location (i.e., students with disability in preferential positions)
	Effective interaction teacher-student
	Braille materials usually free of charge
	Alternative communication systems (sign language, bimodal system)
<i>Students with physical disability</i>	Audiological and oral rehabilitation
	Develop their mobility in the classroom by manipulating objects, accessing educational resources, and receiving integrated information of verbal and visual type
<i>Students with ID and developmental disability</i>	Develop oral communication (e.g., speech therapist support)
	Alternative communication system (e.g., TEACCH, PECS)
	Behavioral techniques: imitation, modeling, elicitation techniques by providing visual and/or physical aids

Source: self-elaboration based on Navas, Gómez, & Verdugo (2017)

Different initiatives are taken for SWSEND who are reaching adulthood. Transition services are intended for promoting personal autonomy and social inclusion. These services are available for students aged 16 years old with completed compulsory basic education in special school settings or those aged 16 without completed compulsory education but whose support needs can be appropriately addressed and met in these programs. Programs are organized in two years, which may extend depending of student's educational achievement and the availability of employment opportunities (Navas, Gómez, & Verdugo, 2017).

Academic training preparing for working with people with disabilities

The origins and some representatives. All the historical facts aforementioned summarize the beginning of the studies on special education as approach for meeting the needs of SWSEND. Especially important is the creation of the *National Institute of Special Education* in 1975 which established the basis and principles of special education in Spain. Apart from this, it is necessary to highlight the vital

trajectories of the two main forerunners of special education field in Spain: María Soriano Llorente and Carmen Gayarre.

María Soriano Llorente (1900–1996), who was an elementary and middle-school teacher and the director of the *Central School for the Abnormal* since 1923, was one of the forerunners in the scientific study of disability and special education in Spain. She travelled to foreign countries where she received instruction on the newest scientific approaches, and she also participated in different scientific associations and international forums (Fernández-Santamaría, 2011), applying that knowledge and leading the changes in the special education field in Spain. The first legal document that addresses the education of students with ID was the *Law on Elementary Education* in 1945 (Scheerenberger, 1984).

Carmen Gayarre (1900–1996) was another pioneer of special education in Spain. She created different Schools and she was also interested in the transition processes, leading the creation of different workshops towards transition to adulthood in Spain (Fernández-Santamaría, 2011).

Current professional training. There are specific undergraduate programs to become a pre-elementary or elementary teacher. Pre-elementary teachers don't necessarily require to have an undergraduate degree, but they must complete a professional training education program. However, in the case of those professionals specifically working with SWSSEND in specific services as early intervention programs, they are often required to have a master's degree or specific and specialized training (Navas, Gómez, & Verdugo, 2017). According to the Spanish *Ministry of Education, Culture and Sport*, the aforementioned undergraduate programs are four years (*European Higher Education Area*). Education programs for pre-elementary and elementary teachers are organized in a way in which pedagogical and practical training are provided at the same time as courses in specific subjects. The consecutive model (i.e., pedagogical and practical training follow the education training) is more common for secondary teachers (Navas, Gómez, & Verdugo, 2017).

Due to the nature of Spanish educational system, there is not a specific undergraduate program for training teachers specialist in special education. Special education teacher or therapeutic pedagogy teacher is a specialization within the broader undergraduate on education. However, the education of SWSSEND is not only a matter of teachers, it involves a wide variety of professionals. Thus, in addition to teachers licensed or certified to teach in special education settings, the related-personnel team involved in the education of SWSSEND may vary depending of the nature of the school (ordinary or special) and student's intensity of support needs. However, this team usually includes: physiotherapist, speech and language therapist, psychologist, pedagogue, psychopedagogue, and social worker (Navas, Gómez, & Verdugo, 2017).

In the case of teachers providing supports to SWSSEND, all teachers, no matter if they are specialist in special education or not, are required to complete between 250 and 300 hours of activities every six years pertaining lifelong learning and

professional development. This requisite is essential if they want any promotion or salary increase. The content of the professionals' development programs and activities is mandated and specified by regional education authorities (Navas, Gómez, & Verdugo, 2017).

Faculties and specialties. Currently, special education doesn't exist as an own undergraduate program. There are only two undergraduate programs for future pre-elementary and elementary teachers who will provide educational supports and services to SWSSEND: pre-elementary education undergraduate program and elementary education undergraduate program²⁴.

Thereby, as a part of these two undergraduate programs, in-training teachers who are interested in working and providing supports to SWSSEND must choose different optional courses and create an itinerary which will allow them to get the special education mention. Teacher candidates must pass a competitive examination to get a job within public educational system, either general setting or special one. Secondary teachers don't need to have a specialized training for meeting the needs of SWSSEND. However, as part of their requirement, they must pass a master's degree called *University Master on Secondary Education* where they can take different ECTS addressing attention to diversity measures and procedures (Navas, Gómez, & Verdugo, 2017).

There are different options of specialized training within master's degree programs in Spain regarding how to properly address the needs of SWSSEND under an inclusive perspective. In this regard, the *Service on Information about Disability* (SID in Spanish) has developed a dossier where shows more than 100 master's degree programs pertaining disability²⁵, with a total of 16 official master's degree programs in the academic year 2016–2017 pertaining education of SWSSEND (see table 3).

Disability studies as a field of study or specialization. In Spain, *Disability Studies* are understood as an interdisciplinary field and have the recognition of scientific study. Next section gives an accurate overview of this field at *University of Salamanca*. The *Institute on Community Integration*, interdisciplinary institute for promoting research aimed at improving quality of life of individuals with disability, is the main value in the *Disability Studies* field in Spain, as well as the first and only research institute entirely dedicated to the interdisciplinary and scientific study of disability.

Apart from the aforementioned *INICO*, there are different universities that undertake *Disability Studies*, like the *University of Murcia* with the *Center on Disability Studies and Personal Autonomy promotion*, which promotes research and advocates for personal autonomy in individuals with disabilities²⁶. However,

²⁴ <https://www.educacion.gob.es/notasdecorte/busquedaSimple.action>

²⁵ <http://sid.usal.es/formacion.aspx>

²⁶ <http://www.um.es/web/dipap/>.

Table 3. Master's degree addressing education of SWSSEND.

Master's Degree Program Title	Province	Region	University
<i>Advances studies on learning difficulties</i>	Salamanca	Castile and Leon	University of Salamanca
<i>Inclusive education and society</i>	Burgos	Castile and Leon	University of Burgos
<i>Special Education Master</i>	Almeria	Andalusia	University of Almeria
<i>Special Education Master</i>	Huelva	Andalusia	University of Huelva
<i>Special Educational Needs and Attention to Diversity in Schools</i>	Seville	Andalusia	University of Seville
<i>Educational Psychology. Advances on Psychoeducational Intervention and Special Educational Needs</i>	Seville	Andalusia	University of Seville
<i>Attention to Diversity in Inclusive Education</i>	Gerona	Catalonia	University of Gerona
<i>Educational and Psychological Intervention</i>	Navarra	Navarra	University of Navarra
<i>Special Education</i>	Valencia	Valencia	University of Valencia
<i>Cognitive Neurosciencie and Specific Educational Support Needs</i>	Valencia	Valencia	University of Valencia University of La Laguna
<i>Educational Psychology: Development and Learning</i>	La Coruña	Galicia	University of Santiago de Compostela
<i>Specific Educational Support Needs</i>	Pontevedra	Galicia	University of Vigo
<i>Learning Difficulties and Cognitive Processes</i>	Pontevedra	Galicia	University of Vigo
<i>Educational Intervention and Innovation</i>	La Rioja	La Rioja	University of La Rioja
<i>Special Educational Needs</i>	Vizcaya	Basque Country	University of Deusto
<i>Socioeducational Intervention and Research</i>	Principality of Asturias	Principality of Asturias	University of Oviedo
<i>Educational and Social Inclusion and Exclusion Processes: Policies, Programs, and Practices</i>	Murcia	Murcia	University of Murcia

Source: self-elaboration. Only official masters. On-line masters excluded.

due to its tradition and the vast number of research lines, R&D projects conducted, and the numerous activities developed for promoting the inclusion of individuals with disabilities, the present chapter gives an in-depth analysis on the *Disability Studies at University of Salamanca*, specifically at the *INICO*.

Disability studies at University of Salamanca. The Institute on Community Integration

The history of the University of Salamanca and the present day. The *University of Salamanca* was created in 1218 and along with *Paris*, *Oxford*, and *Bologna* universities is one of the oldest universities in the world, and is the only Spanish university which has maintained its activity through the centuries. The *University of Salamanca* met a great period of expansion throughout the XV and XVI centuries. Many of the American universities (within Spanish Empire) were created following the same statutes than *University of Salamanca*. More than the 70% of the universities created in the XV, XVI, and XVII centuries considered the *University of Salamanca* as their alma mater. In these years, the *University of Salamanca's* prestige was worldwide and started to gather students from different parts from Spain, Europe, and even America. According to the number of students, at the end of the XIV century, more than 500 students were enrolled. This number increased up to 2,500 students in the XV century, 6,500 students in the XVI century, and decreased in the XVIII to 2,000. Since the 90's of the XX century, the University has a stable number of 30,000 enrolled students more or less²⁷.

In the *University of Salamanca* there have been many faculties and specialties addressing the needs of SWSSEND. This issue and the current situation of the educational system providing support to SWSSEND, as well as the training that must receive teachers, have already been addressed during the chapter. Thus, it is necessary to put the focus on the recent history of the university regarding the *Disability Studies* as a scientific field. The first *Cathedra* specifically dedicated to the scientific study on disability was created in the year 2002 at the *University of Salamanca*. The *Cathedra* was created mainly based on the studies and researches conducted by the *Institute on Community Integration*. Next section provides an in-depth analysis of the conceptual framework of the disability studies in Spain, as well as the *Institute on Community Integration's* scientific activities and contributions for both the research and applied work with individuals with disabilities and their families with the aim of promoting the quality of life of individuals with disability of any kind in different settings, including the social, health, and educational services, where SWSSEND interact and develop.

²⁷ <http://www.usal.es/node/941>.

Characteristics of the Disability Studies in University of Salamanca. The Institute on Community Integration. The interdisciplinary and scientific study of disability in Spain assumes the most advanced paradigms and models in the international framework: the biopsychosocial approach, based on the *World Health Organization's* (WHO) International Classification of Functioning, Disability and Health (ICF); a strengths-based approach regarding the capability of the person; a personalistic approach that considers the active role of the person, its needs and its wanting; the supports paradigm for bridging the gap between personal capabilities and environmental demands; and the rights perspective assumed by the *United Nations' Convention*. Especially important is the Quality of Life (QoL) framework, which is considered the framework for the provision of supports that improve the functioning of individuals with disability and leads the achievement of their personal desired outcomes and enjoy their rights. The QoL is the framework for detecting the needs of individuals with disability (microsystem), the needs of organizations providing supports (mesosystem), and the needs of public policies (macrosystem). Spain has not only assumed this perspectives, the country has also done important contributions in the development of those approaches, especially in the field of QoL (Schalock & Verdugo, 2002, 2007, 2012a, 2012b).

The first and only University Institute on the scientific study about disability in Spain is the *Institute on Community Integration* (hereafter INICO). This institute was created in 1996 and is composed by interdisciplinary professionals that lead activities linked to training, research and counseling in the field of disability with the aim of easing and enhancing the QoL and self-determination of people living at social disadvantages in different contexts and throughout their life cycle. Its scientific activity has been compiled recently due to its 20th anniversary. Table 4 summarizes the main scientific achievements by *INICO* on its 20 years:

Table 4. Scientific activities of the *Institute* on in terms of outputs.

Kind of scientific activity	Number of activities	% of total activity
Scientific publications (articles, books, handbooks, chapters)	1295	31.98 %
Contributions to scientific conferences and congresses (presentations, roundtables, communications, etc.).	1825	45.06%
Research Projects	542	13.38%
End-of-Master thesis	333	8.22%
PhD Thesis	55	1.36%

Source: self-elaboration based on *INICO's* webpage²⁸.

²⁸ <http://inico.usal.es/432/el-inico/20-aniversario-del-inico-1996-2016.aspx>.

Currently, the *Institute* has a total of 55 members working in different universities in Spain and in other countries. The main research lines held at *INICO* are:

- Environment, participation, and QoL.
- Autism and severe disabilities
- QoL, supports, and self-determination.
- Inclusive education.
- Employment inclusion, supported employment, and social policies.
- Health, mental health, and disability.
- Transition to adulthood, employment, and QoL.
- Demography and disability.
- Technology and disability.
- Others.

Of the total of the scientific production within *INICO*, research projects, scientific contributions to congresses, and publications can be organized according to the research lines aforementioned. Figures 2 to 4 systematically organize and summarize this information according to the topics described:

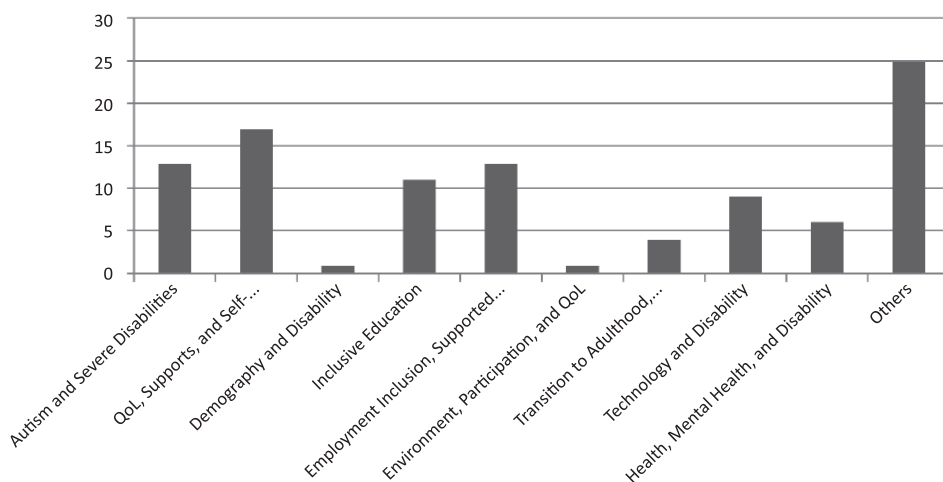


Figure 2. Research Projects in percentages (1996–2016)

Source: self-elaboration.

Perhaps the most ambitious project developed by the *INICO* has been the creation of the *Service on Information about Disability* (*SID* in Spanish) in 1999. The *SID*, which was jointly created by the *Ministry of Health, Social Services and Equality* and the *INICO*, is a public internet portal that is aimed at professionals, politicians, and developers and managers of public policies. This service has three main functions: acquire, systematize, and spread information on disability.

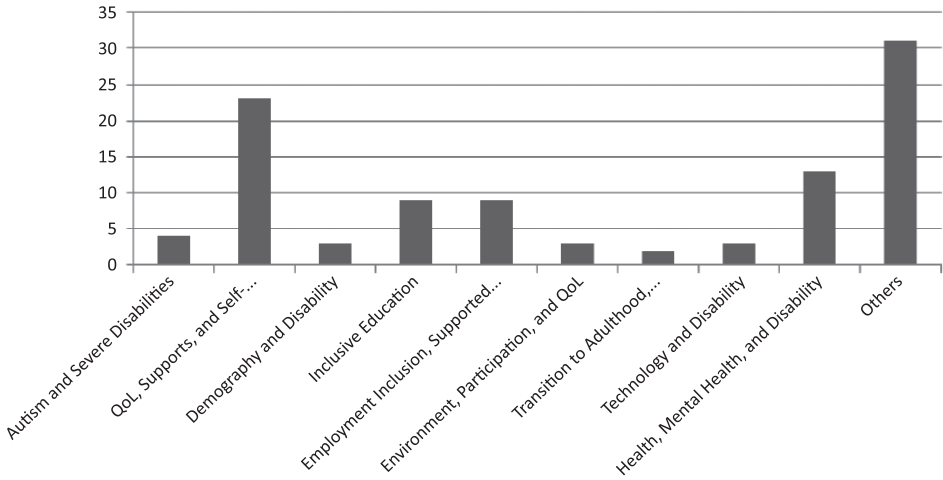


Figure 3. Scientific publications in percentages (1996–2016)
Source: self-elaboration.

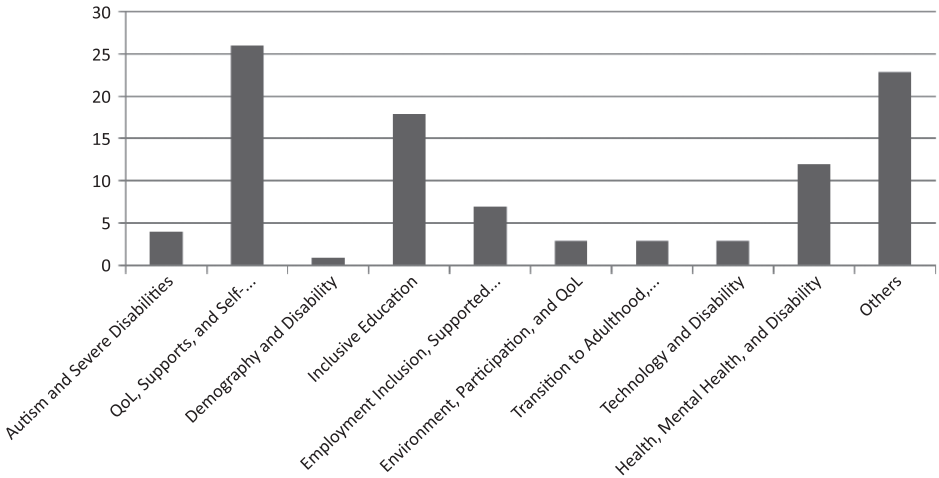


Figure 4. Contributions to Congresses in percentages (1996–2016)
Source: self-elaboration.

The *INICO* also carries out a total of three master’s degree programs for training future professionals who are interested on providing supports to people with disabilities of any kind, at any age, including SWSSEND. These programs, which will be deeply discussed later, are:

- *Master on Integration of People with Disability-Quality of Life.* This is a professional master’s degree aimed at direct-practice professionals working at organizations providing supports in the educational, social, or health services.

- *University Master on Research in Disability*. The master's degree is mainly focus on the development of advanced research skills, and also prepares students for doing the PhD.
- *Master on Integration of People with Disability-Iberoamerican Program*. The master's degree is similar to the first one, but co-developed between INICO and other organizations from different countries in South America.

Two main aspects must be addressed when specifying the characteristics that *Disability Studies* has as a scientific discipline in Spain: ongoing and updating learning for professionals and the scientific journals. Apart from the master's degree programs, *INICO* organizes different activities for the ongoing training and lifelong learning of professionals working with people with disabilities, including those working with SWSSEND. For example, *INICO* organizes every three years the *International Congress on the Scientific Research on Disability* since 2005, and specifically talking about the development of good practices in the field of education of SWSSEND, *INICO* co-develops yearly alongside the *Cultural Exchange Association from Uruguay* (AICU in Spanish) the international congress on inclusive education since 1999, where different professionals actively join in this knowledge-sharing experience²⁹. More programs and activities are developed, but they will be described later due to their impact and benefit in the life of individuals with disabilities. Finally, different scientific journals are dedicated to the scientific study of disability in Spain. These journals are: *Revista Española sobre Discapacidad* (Spanish Journal on Disability); *Siglo Cero. Revista Española sobre Discapacidad Intelectual* (Zero Century: Spanish Journal on Intellectual Disability); and *Autonomía Personal* (Personal Autonomy). All of them are based on an interdisciplinary understanding of disability.

General information about the program and the characteristics of the graduate profile. As has been described, three main master's degree programs are carried out by *INICO*. In this section, basic information about the programs and the plans for training future professionals are presented.

The very first master's degree that systematically started to train future professionals for working with individuals with disabilities of any kind was the *Master on Integration of People with Disability-Quality of Life*. This master's degree was co-created by *INICO* and *Plena Inclusión*, a confederation of organizations that act in benefit of people with disability and their families in different areas like education, health, citizenship, employment, or rights, which final aim is to improve the QoL of individuals with disabilities and their families. This master's degree program saw the light more than 25 years ago and is aimed at improving direct-practice professionals' abilities in their direct work with these individuals for improving their QoL.

²⁹ <http://inico.usal.es/c122/formacion-continua-periodica-discapacidad.aspx>.

The program targets interdisciplinary training and is aimed at people with a different training that habilitates them for working with individuals with disabilities of any kind. As general pre-requisites for accessing the master's degree program, it is necessary to have a degree title within the "Social and Juridical Sciences", like Pedagogy, Psychopedagogy, Sociology, Social Work, Teacher, Especial Education Teacher, or Social Education; or within the "Health Sciences", specially Psychology, Occupational Therapy, Nursery, and Physiotherapy.

This master's degree is a two-year program that started in 1991 and is currently on its 25th promotion and is mainly interested in the development of practical and professional skills, and also addresses a scientific vision of research understood as the natural and logic steps for the development and assessment of evaluation and intervention programs that are intended for improving the QoL of people with disabilities.

It is important to highlight the shared nature of this program. As has been aforementioned, this master's degree is co-developed by *INICO* and *Plena Inclusión*. Thus, about a 25–30% of the students joining this program are continuing their studies (after their degree), and the 75–70% of the students are in-service professionals working within *Plena Inclusión Confederation* that keep on with their training as an ongoing activity for learning the latest scientifically-based approaches for a better understanding of disability, support needs, inclusion, rights, and QoL of individuals with disability. The program admits a total of 40 students per promotion, and the fact that students and professionals share their work and space is already important for knowledge and experiences sharing.

As a general overview, based and starting from an interdisciplinary perspective, the theory-practical specialized training that this master's degree program offers, aims at (a) preparing different professionals in the knowledge, abilities, and attitudes that are necessary for working with individuals with disabilities of any kind, (b) training in the development of innovation and ongoing quality improvement of the services providing supports to people with disabilities, and (c) developing management tasks and coordination of interdisciplinary teams. The specific aims are especially directed to the competencies of future professionals working with individuals with disabilities:

- a) Professionals have and apply the most important knowledge towards disability, in order to identify and differentiate the individualized needs of each person; (professionals) know the main action's guidelines in different kind of services and with different kind of deficiencies; as well as (professionals) are able to properly channel in each moment the rehabilitation process of a person in a given moment.
- b) Professionals know how to conduct research within disability field and are able to plan, implement and assess the necessary rehabilitator processes for each

person with disability, under an interdisciplinary approach and synergic collaboration with others.

- c) Professionals may have management and direction abilities regarding centers, programs, and services aimed at population with disabilities of any kind.
- d) Professionals manifest and know how to promote positive attitudes towards people with disabilities of any kind, so that they assume a personal and professional commitment to defend and improve the situation of these individuals, by assuming a leadership role as community agents.

Both the general and the specific aims are addressed using different methodologies of education, which combines the traditional lessons, with practices, seminars, information and communication technologies, and visits to centers that actually provide supports to individuals with disabilities. Specifically, the training includes different modules:

1. First Academic Year:

1. Module A: Conceptual and Introductory Issues (6 ECTS). Main topics to study and work within the first module:

- 1. Rights, conceptual fundamentals of disability, and functional assessment.
- 2. Social policy and legal and welfare aspects.
- 3. QoL.
- 4. Ethics and disability.

2. Module B: People with ID I (9 ECTS).

- 1. Concept, classification, and system of supports.
- 2. Social adaptation skills assessment.
- 3. Interpersonal relationships and emotional wellbeing.
- 4. QoL assessment.
- 5. Personal development, individualized programs, and practical skills.
- 6. Sexuality and disability.
- 7. Good Practices: Plena Inclusión framework.

3. Module C: Support Services (9 ECTS).

- 1. Self-determination.
- 2. Person-Centered Planning. Facilitators' roles.
- 3. Early intervention and stimulation.
- 4. Education for all.
- 5. Living, residence, and day services.
- 6. Families' attention.
- 7. Good Practices: Plena Inclusión framework.

4. Module D: Professionals' Skills and Competencies (6 ECTS).

- 1. Work-team abilities.
- 2. Attitudes towards individuals with disability.

3. Organizational and professional competencies.
4. Documentary sources within disability studies.
5. Information and communication technologies.

5. Module E: External Practices I (10 ECTS). Students must visit and have training in the direct practice with people with disability in different organizations providing supports to those individuals. Because of the master's degree program is co-developed, the practical training of students takes place mainly within *Plena Inclusión Confederation's* entities, although students are free to establish any agreement with any organization they consider relevant, as long as the mission and vision of the entity is aligned with the master's degree purposes and with the improvement of the QoL of individuals with disability. Practices are supervised closely by master's degree staff and a tutor is assigned while student is in-training within the designed organization. Once the training is finished, student must develop a memory of their training period which will be evaluated both by the tutor and the master's degree program staff.

2. Second Academic Year:

1. Module F: People with ID II (5 ECTS).

1. Extensive and pervasive support needs.
2. Autism and other development disorders.
3. Rare syndromes related to ID and supports.
4. Aging.
5. Mental health issues and concerns.
6. Positive behavior support.
7. Leisure activities and disability.

2. Module G: Employment Integration (5 ECTS).

1. Employment integration and supported employment.
2. Professional guidance and training.
3. Good Practices: Plena Inclusión framework.

3. Module H: ID and other Disabilities (5 ECTS).

1. Rehabilitation Psychology.
2. People with Cerebral Palsy.
3. People with hearing disability and with ID; and people with visual disability and ID.
4. Universal design (and universal design for learning) and cognitive accessibility.

4. Module I: Management, Organization, and Program Assessment (5 ECTS).

1. Programs' assessment based on the QoL Model.

2. Organizational development and bases. The Plena Inclusión project. People policies. Key for changing.
3. Quality on the third sector.
4. Direction and direction efficiency.

5. Module J: External Practices II (10 ECTS).

3. Ongoing Activity since the beginning of the program: End-of-Master's degree Dissertation (30 ECTS). All students attending the program must develop a research project based on the contents that are being worked during the whole program. Projects are related to different areas, taking into account the multifaceted nature of the program: inclusive education, social services, physiotherapy, organizational change and transformation towards QoL model, and so on.

Due to the importance and impact of *INICO* in Ibero-American context, this Master has also an online version called *Master on Integration of People with Disability-Ibero-American Program* which is on its 9th edition. It shares the general aim, the specific aims, as well as the contents, and is targeted at iberoamerican professionals developing their work with individuals with disability in different countries of South America and Caribe.

Finally, as was previously appointed, research training for future researchers is also really important for the development of models, as well as data-based and research-based practices. Thus, the *INICO* yearly develops the *University Master on Research in Disability* created in 2011, and aimed at providing a specialized training and improving the research abilities of future professionals in the field of disabilities allowing them to access to the latest paradigms and current trends in scientific research in the field of disability.

This master's degree is aimed at training professionals in the areas of research and practices within the disability field, by developing abilities, competencies, strategies and specialized attitudes that lead students to assess, guide, and provide supports in the educational, social, and cultural environments of individuals with disabilities of any kind at every community setting. This training allows students to: (a) do assessments, interventions, and support planning; and (b) develop innovative research practices pertaining disability studies, putting the accent in the QoL promotion, self-determination, supports, and participation in the community under a right-based approaches aligned with the *United Nations' Convention on the Rights of Individuals with disabilities*.

This program is also aimed at the same professionals than the previous ones. Regarding the training of professionals, as shown in table 5, the specialized training is more oriented to the development of research skills for addressing the aims described:

Table 5. University Master on Research in Disability's training program

Module	Content	Semester		ECTS
		First	Second	
<i>M1: Research methodology (10.5 ECTS)</i>	Information resources for research	X		3
	Methodology for the design and development of scientific works	X		1.5
	Tests construction (Psychometry)	X		3
	Qualitative research methodology	X		3
<i>M2: People with disability (10 ECTS)</i>	ID and supports	X		2
	Assessment and treatment in autistic spectrum disorders	X		3
	Research and intervention in cerebral palsy	X		1.5
	People with visual disability	X		1.5
	People with hearing disability	X		1
	Person-Centered Planning	X		1
<i>M3: Inclusive education (9 ECTS)</i>	Inclusion within educational system	X		6
	Developing inclusive educational centers		X	3
<i>M4: QoL and Self-determination (4 ECTS)</i>	Research in QoL		X	2.5
	Research in Self-determination		X	1.5
<i>M5: Environment and participation (6 ECTS)</i>	Transition to adulthood		X	1.5
	Supported employment		X	1
	Employment QoL		X	2
	Environment and social participation		X	1.5
<i>M6: Habilitation and health (5.5 ECTS)</i>	Functional abilities' habilitation		X	3
	Assessment and psychological intervention in people with chronic pain: fibromyalgia		X	1.5
	Bio-psycho-social health of caregivers of people living in dependent situations		X	1
<i>M7: Research in mental health</i>	Research in mental health (optative*)		X	3
<i>M8: Early intervention and stimulation</i>	Early intervention and stimulation (optative*)		X	3
<i>End-of-Master's degree Dissertation (12 ECTS)</i>	End-of-Master's degree Dissertation	X	X	12
<i>Total (ECTS)</i>				60

* Students must choose one of the two optative offered. Source: self-elaboration based on University of Salamanca and INICO information about the master's degree in their websites³⁰.

³⁰ http://www.usal.es/node/57859/plan_estudios.

Finally, the other main training program within disability studies was the *PhD Program on Advances in research on Disability*, which was absorbed by the PhD on Psychology due to political decisions within University of Salamanca back to the academic year 2014/2015. This program offered a wide and diversified training aimed at the knowledge of disability nature, as well as promoting the research skills and improving treatment and intervention programs' efficacy.

The PhD Program arose as the answer to the need of training more specialized researchers that would assume the responsibility of developing researches focused on the characteristics and needs of individuals with disabilities of any kind. Graduated students are trained following a very specialized profile, which main domains are: (a) the knowledge of the current challenges of the research pertaining characteristics, biological grounds, and intervention ways in the different manifestations disability may have, (b) current problems related to the impact that disability has in the immediate context of the person, as well as the intervention ways, problems and challenges concerning educational attention and social and employment integration of people with disability, (c) the study and knowledge about the social exclusion phenomenon, and, finally, (d) in-depth training on the latest research methodology in the disability area.

Within this PhD, all the training skills used to have a theory-practical character, aimed at strengthening a technical and applied knowledge for the developing of researches. The technic training was compensated with different practical activities, intended for PhD students so that they could apply their dissertations and researches in the practical and professional life³¹.

Previous academic experience and prognosis. All the mentioned master's programs have strong tradition within *University of Salamanca*. For example, for the next academic year 2017/2018, the program *Master on Integration of People with Disability-Quality of Life* has been positively informed by the *University of Salamanca*, and next year will start its 26th promotion³². This program has always been qualified in good ranks among master's degree programs aimed at training future professionals providing supports to individuals with disabilities, winning the 2013 award as the best master's degree program within the category "Family and Integration"³³ in Spain.

More detailed data can be provided in relation to this master's degree. According to the memories about *INICO's* activity (i.e., both academic and scientific), in total, 455 professionals have been trained in this master's degree program ($M = 35$ students per promotion) who have applied the acquired knowledge for transforming organizations working and providing supports to individuals

³¹ <http://inico.usal.es/c143/formaci%C3%B3n-doctorado.aspx>.

³² <http://inico.usal.es/c147/master-propio.aspx>.

³³ <http://sid.usal.es/idos/F1/ACT47272/250MASTER2013.pdf>.

with disability. Thus, in the last years, more than the 50% of professionals who have been trained in the program have reached responsibility positions within their organizations as managers and directors, actively acting in services and organizations' transformation processes towards the QoL framework applied at organizational level³⁴.

About prognosis, the program is stable and the new promotion has been positively informed and next year is starting.

University activities undertaken for the benefit of people with disabilities.

Many activities have been promoted and accomplished by *INICO* for the benefit of people with disabilities of any kind, especially ID. Most of the activities developed by *INICO* within the *University of Salamanca* overlap with each other, due to the multifaceted nature of the activities developed. However, as a didactic presentation, different activities can be described: (a) research outcomes that impact in the life of individuals with disability, (b) guides for practitioners and families of people with disability, (c) programs and experiences for promoting the inclusion of individuals with disabilities within society, (d) counseling to foreign countries' ministries for the development of inclusive education, (e) collaboration and scientific guidance to organizations that act in benefit of individuals with different kind of disabilities, especially ID (and others, like traumatic brain injury or cerebral palsy) (f) ongoing training programs for professionals, and (g) activities for promoting the normalization, inclusion, and recognition of people with disability in the mainstream community.

Researches outcomes that impact in the life of individuals with disability. As a result of different researches, *INICO* has developed different assessment tool based on the most important constructs pertaining disability nowadays, such as: support needs, QoL or self-determination. The aim of developing tools is to provide professionals a reliable and valid framework which they may use as a starting point when working with individuals with disabilities, organizations, and communities, for both detecting the needs in those system's levels, as well as for meeting those needs. Thus, by conducting research activities, the *Institute* can improve community's, organization's, and individual's outcomes, acting at different levels of the system. Table 6 summarizes some of the developed tools and their aim.

More scales are being developed (and many others have already been published), but the table only summarizes the scales aimed at population with disability and organizations providing supports to individuals with disabilities that are free and accessible (other scales are developed under international treaties and are not for free). All the presented tools can impact within the social, health, and educational services, as well as in the different levels of the system.

³⁴ <http://inico.usal.es/c44/el-inico.aspx>.

Table 6. Assessment tools based on scientific models for the development of evidence-based practices

Tool	Population	Aim
<i>Kidslife Scale</i> (Gómez et al., 2016)	Children, adolescents, and young adults with ID	QoL assessment
<i>ARC-INICO Scale</i> (Verdugo et al., 2014)	Children and adolescents with intellectual and/or developmental disability	Subjective self-determination assessment
<i>Organizational's Efficiency and Efficacy Handbook</i> (Schalock et al., 2015)	Organizations providing supports of individuals with ID	Help organizations providing supports to be more effective, efficient, and sustainable
<i>INICO-FEAPS Scale</i> (Verdugo, Gómez, Arias, Santamaría, Clavero, & Tamarit, 2013)	Adults with intellectual and/or developmental disabilities (above 18 or above 16 when working)	QoL assessment under an integral approach (i.e., both objective and subjective assessment)
<i>San Martín Scale</i> (Verdugo, Gómez, et al., 2014)	Adults with multiple and significant disabilities (above 18 years old or above 16 when out of educational system)	Objective QoL assessment
<i>Family Quality of Life Scale</i> (Verdugo, Rodríguez, & Sainz, 2012)	Families of individuals with disability	Family QoL assessment

Source: self-elaboration. All information at INICO webpage³⁵.

Guides for practitioners and families of people with disability. The Institute has also developed guides for practitioners and families aimed at providing an updated framework for the understanding of the needs of individuals with disabilities as well as for the provision of the proper supports. Some of the remarkable guides developed by the institute have been: (a) the guide for teachers working with students with disabilities, called “*Apreciamos las diferencias: orientaciones didácticas y metodológicas para trabajar sobre la discapacidad en educación primaria* [We appreciate differences: didactic and methodological guidelines for working and addressing disability within primary education]” (Verdugo, González, & Calvo, 2003); (b) the “*Guía de ayuda en la programación educativa para alumnos con discapacidades graves y múltiples* [Guide for helping in the lesson planning for students with severe and multiple disabilities]” (González, Canal, & Centro Obregón, 2008); and (c) the family guide “*Un niño con autismo en la familia: guía básica para familias que han recibido un diagnostico de autismo para su hijo o hija* [A child with autism in

³⁵ <http://inico.usal.es/c135/coleccion-herramientas.aspx>.

the family: basic guide for families who have received an autism diagnose for their son or daughter]” (Bohórquez et al., 2008). The two first guides are aimed specifically at professionals, so that they can promote the inclusion of students with disability addressing the attitudes and other components closely linked to them (Verdugo, Gómez, & Calvo, 2003), and develop individualized lesson planning related to the needs of students with pervasive and extended support needs (González, Canal, & Centro Obregón, 2008). The last guide is aimed at families so that they can manage the initial impact which diagnose has, and the guide also provides resources and information on the needs in the different areas of their children’s development and also in the different services providing supports to children with autism in the social, educational, and health services (Bohórquez et al., 2008).

Programs and experiences. Two of the newest programs developed by *INICO* and directly aimed at promoting the social inclusion and participation of people with intellectual and/or developmental disabilities are the programs: *PRACTICAPACES* and *YOTUEL*.

The *PRACTICAPACES* program started in 2016 and is defined as an employment practices program aimed at people with intellectual and/or developmental disabilities. It was developed jointly by *University of Salamanca* (Faculty of Psychology) and the *INICO*. The program is focused on the practical training of people with intellectual and/or developmental disability in employment issues based on the supported employment. Students from Occupational Therapy and the *University Master on Research in Disability* closely participate in this program’s development. Table 7 summarizes the purpose, aims, and targeted population of the program:

The program would not have been possible without the active collaboration and participation of direct-practice organizations that act in Salamanca, like *Ariadna*

Table 7. Purpose, aims, and target population of *PRACTICAPACES* program

Purposes	Aims	Targeted Population
Improving the access possibilities to ordinary employment settings in individuals with intellectual and/or developmental disability	To develop job experiences within ordinary settings for people with intellectual and/or developmental disability	People with intellectual and/or developmental disability
Increasing the employment access opportunities for Occupational Therapy and University Master on Research in Disability students through professional practices	To develop professional practices for students from Occupational Therapy and the University Master on Research in Disability	Occupational Therapy and University Master on Research in Disability students

Source: self-elaboration.

Association, Asprodes Association, Down Salamanca Association, and Insolamis Association. This gives an example on the links established between INICO and the different organizations providing supports to individuals with disability. The program and its results have been shared in the *INICO's* social media. Result of its impact are freely available on *INICO* webpage³⁶.

Based on the direct collaboration with the aforementioned organizations providing supports to individuals with intellectual and/or developmental disability, *INICO* and *University of Salamanca* also have developed the *YOTUEL* Program. This program is aimed at the development of participation, contact, and knowledge about people with intellectual and/or developmental disability, under inclusive approaches, by developing shared leisure activities. All students from university community are invited to actively join the program. More information about the program is available on *INICO* webpage³⁷.

Counseling activities. The *INICO* as also actively collaborated with foreign countries' governments, in the development of research for the promotion of inclusive education. This has been the case of Costa Rica³⁸ and Ecuador³⁹.

Collaboration and scientific guidance with organizations that act in benefit of individuals with disability. In Spain, different organizations have asked *INICO* to develop researches for the updating and data collection pertaining the needs and current status to certain group of people with disability. *Plena Inclusión* asked *INICO* to develop a research related to the rights and QoL of individuals with ID with extensive and pervasive support needs. This initiative was co-funded by *Plena Inclusión, Spanish Royal Board on Disability* (see annex), and the *Ministry of Health, Social Services, and Equality* of Spain. As a result, an executive report has been recently published addressing deeply this issue (Verdugo & Navas, 2016). Currently, the latest research that has been asked *INICO* to develop is a report on the characteristics, health state, and access to socio-sanitary services in aging individuals with ID. This research has been funded by the *Ministry of Economy and Competitiveness*.

Ongoing training programs for professionals. As has already been described, *INICO* develops different training programs. Apart from the postgraduate programs, *INICO* organizes every three years the *International Congress on the Scientific Research on Disability* since 1995. The last *Congress* took place in 2015 and it was composed by 242 scientific activities, including: 3 plenary conferences,

³⁶ <http://inico.usal.es/431/programas-servicios/-practicapaces-programa-de-practicas-laborales-para-personas-con-discapacidad-intelectual-o-del-desarrollo.aspx>.

³⁷ <http://inico.usal.es/458/programas-servicios/-yotuel-programa-de-actividades-compartidas.aspx>.

³⁸ <http://inico.usal.es/integra-contenidos-inico.aspx?num=34#a5>.

³⁹ <http://inico.usal.es/integra-contenidos-inico.aspx?num=34#a6>.

1 scientific session, 1 colloquium about humor and disability, 7 roundtables, 30 symposium, 30 communication tables (120 presentations), and 72 posters. It gathered more than 500 people, from interdisciplinary fields and from different countries in Europe and America⁴⁰. Next year 2018 coterminous with the 800th anniversary of the *University of Salamanca*, the city of Salamanca is holding the *X International Congress on the Scientific Research on Disability*⁴¹. The *INICO* has also established its own interdisciplinary and collaborative network of research between Spain and Ibero-America regarding the field of disability. Thus, the *Ibero-American Network on Research on Quality of Life* (REDICABI in Spanish) was created in 2012 with the aims of: spreading the QoL model developed by Schalock and Verdugo (2002, 2007, 2012a, 2012b), promoting organizational change, and spreading and adapting different tools for QoL assessment in different countries⁴². Other programs are the Transversal Competencies program⁴³ (for people with disabilities that are unemployed) and the Employment Trainer program⁴⁴.

Activities promoting the normalization and inclusion of people with disabilities. Last but not least, there are initiatives conducted for improving the normalization and inclusion of people with disabilities of any kind within their mainstream community. Thus, since 2003 *INICO* with the collaboration of *North Group Foundation* started a photography contest which aim is to show people with disability within ordinary and daily life. The contest seeks to sensitize society through photography, showing a normalized and integrated view of people with disability. Thereby it focuses on everyday life showing people with disability in their day to day. In addition, the contest also rewards especially the best image that relates disability and university, with the same normalizing and integrating nature⁴⁵. Image 1 shows the winner of the 12th Contest in 2014:

Discussion. Present work has provided a general overview of the organization of *Disability Studies* as a scientific, recognized, and well-defined field of study within Spanish context. Although the starting point in the provision of supports towards individuals with disabilities was mainly conducted in the educational system (it was the main interest of special education), today is clear the necessity of addressing the needs and providing the supports not only within educational system but also in the social and health services. The key concepts regarding the *Disability Studies* field in Spain are the *WHO* framework, the

⁴⁰ <http://inico.usal.es/c52/jornadasdiscapacidad.aspx>.

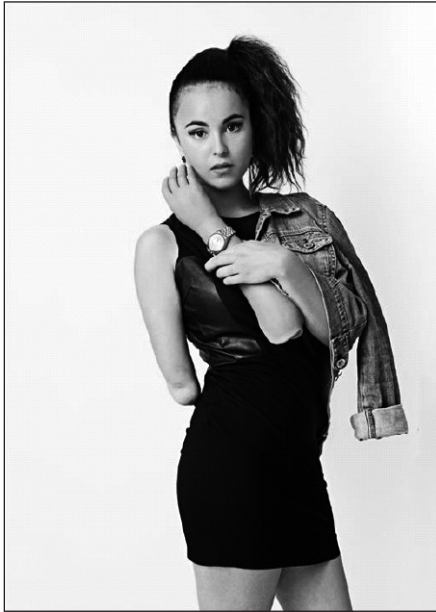
⁴¹ <http://jornadas-inico.usal.es/>.

⁴² <http://inico.usal.es/c152/rivicabi.aspx>.

⁴³ <http://inico.usal.es/c158/Competencias%20Transversales.aspx>.

⁴⁴ <http://inico.usal.es/c167/Preparadores%20Laborales.aspx>.

⁴⁵ <http://inico.usal.es/c157/concurso-fotografia.aspx>.



Title: The New Sexy

Author: Elisa Pullara (2014).

Awarded with the first place in the 12th edition of *INICO-North Group Foundation's* "People with Disability in the daily life" photography contest.

Image 1. The new sexy. Winner of the 12th edition of INICO-North Group Foundation's "People with Disability in the daily life" photography contest.

positive psychology and the strengths-based approach regarding the capability of the person and not only their limitations, the personalistic approach that considers the active role of the person, its needs and wanting, the supports paradigm for bridging the gap between personal capabilities and environmental demands, the rights perspective assumed by the *United Nations' Convention*, and the QoL framework.

Current situation in Spain regarding this field makes necessary to change the focus from the quantity to the quality of the training that professionals working with individuals with disability have. Thus, as future lines of research within this field, it is necessary to systematically organize and compare the training received by professionals in the different training programs, to see if there is still a lack of updating with the newest key constructs. This is important because proper training is the first step for overcoming the repeating structures (and problems) that some programs and traditions have created (especially in the field of special education and education). However, having research-based constructs for the developing of training programs, will shed lights on the establishment of evidence-based practices in no matter which environments (i.e., social, educational, or health services), but with a clear goal: guaranteeing the rights of individuals with disabilities and improving their QoL within their community.

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Annex

Selected acts of law

- **Real Decreto 334/1985, de 6 de marzo, de ordenación de la Educación Especial.** <https://www.boe.es/boe/dias/1985/03/16/pdfs/A06917-06920.pdf>
- **Ley Orgánica 2/2006, de 3 de mayo, de Educación.** <https://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf>
- **Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.** <http://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf>

- **Real Decreto Legislativo 1/2013, de 29 de noviembre, por el que se aprueba el Texto Refundido de la Ley General de derechos de las personas con discapacidad y de su inclusión social.** <http://www.boe.es/boe/dias/2013/12/03/pdfs/BOE-A-2013-12632.pdf>
- **Ley 39/2006, de 14 de diciembre, de Promoción de la Autonomía Personal y Atención a las personas en situación de dependencia.** <https://www.boe.es/buscar/pdf/2006/BOE-A-2006-21990-consolidado.pdf>

List of selected national institutions working for people with disabilities.

- **Plena Inclusión.** Webpage of Plena Inclusión (established in 1964), a confederation of organizations that act in benefit of people with disability and their families in different areas like education, health, citizenship, employment, or rights, which final aim is to improve the quality of life of individuals with disabilities and their families. <http://www.plenainclusion.org/>
- **ONCE (National Organization of Spanish blind people, *Organización Nacional de Ciegos Españoles*, in Spanish).** Spanish organization (established in 1938) which aim is to facilitate and support, through specialized social services, the personal autonomy and social and employment inclusion of people with visual disability and blindness. <http://www.once.es/new>. ONCE created its foundation in 1988 (Foundation ONCE <http://www.fundacion-once.es/>) for enhancing the inclusion of individuals with different disabilities different from visual one, through employment, training and different programs aimed at removing physical and sensory barriers; and the ONCE Foundation for Latin America (FOAL <http://www.foal.es/>), for helping people with visual disability in the region.
- **CNSE (State's Confederation of Deaf People, *Confederación Estatal de Personas Sordas*, in Spanish).** The CNSE (established in 1936) is a NGO which fights for ensuring equal opportunities for people with hearing disability, through the development of policies aimed at suppressing barriers. <http://www.cnse.es/index.php>
- **FIAPAS (Spanish Confederation of Families of Deaf People, *Confederación Española de Familias de Personas Sordas*, in Spanish).** FIAPAS (established in 1978) is a national confederation composed by 46 organizations which aim is the representation and defense of the rights and global interests of individuals with hearing disability and their families, both at national and international level, before the Society, Administrations, and other Institutions, integrating and promoting with this aim the action of the Autonomous Federations and the Associations of Parents of Deaf People. <http://www.fiapas.es/FIAPAS/index.html>
- **Spaish Mental Health Confederation** (previously named FEAFES, *Federación de Asociaciones de Familiares y Personas con Enfermedad*

Mental, in Spanish). This confederation (established in 1983) has the aim of improving the quality of life of people with mental illness and their families as well as defending their rights and representing the associative movement. <https://consaludmental.org/>

- **COCEMFE (Spanish Confederation of People with Physical and Organic Disability)**, *Confederación Española de Personas con Discapacidad Física y Orgánica*, in Spanish). COCEMFE (established in 1980) is a NGO aimed at grouping, strengthening, training, and coordinating all the efforts and activities of all the entities (+1600) which work in favor of people with organic and physical disabilities and are aimed at defending their rights and improving their quality of life. <http://www.cocemfe.es/portal/>
- **RPD, (Royal Board on Disability)**, *Real Patronato sobre Discapacidad*, in Spanish). The RPD (established in 2000) is an autonomous organism attached to the Spanish Ministry of Health, Social Services, and Equality, which mission is (a) to promote the deficiencies prevention, the rehabilitation, and the social insertion of people with disability; (b) to facilitate the exchange and collaboration among different public administrations, as well as in between public administrations and the private sector, both at national and international level; (c) to give support to organisms, entities, specialists, and promoters in areas of studies, research and development, information, documentation, and training; and (d) to emit technical advices and recommendations in areas related to disability. <http://www.rpd.es/>
- **CERMI (Spanish Committee on Legal Representatives of People with Disability)**, *Comité Español de Representantes de Personas con Discapacidad*, in Spanish). The CERMI (funded in 1997) is the platform of representation, defense, and action in benefit of Spanish citizens with disability (more than 3.8 million). www.cermi.es/
- **Other (research and information)**
 - **INICO (Institute on Community Integration)**, *Instituto Universitario de Integración en la Comunidad*, in Spanish). The INICO (created in 1996) is composed by interdisciplinary professionals that lead activities linked to training, research, and counseling in the field of disability with the aim of easing and enhancing the QoL and self-determination of people living at social disadvantages in different contexts and throughout their life cycle. <http://inico.usal.es/>
 - **Spanish Network on Information and Documentation on Disability:**
 - **SID (Service on Information about Disability)**, *Servicio de Información sobre Discapacidad*, in Spanish). The SID (1999) is a public internet portal that is aimed at professionals, politicians, and developers and managers of public policies. This service has three main functions: acquire, systematize, and spread information on disability. <http://sid.usal.es/default.aspx>
 - **CEDD (Spanish Center on Documentation about Disability)**, *Centro Español de Documentación sobre Discapacidad*, in Spanish). The CEDD is

a Service that the RPD offers to public and private entities, professionals, and any other person interested in the disability field. It systematically collects and catalogues the relevant scientific literature as well as the documents edited by the international organisms, public administrations, and third sector entities in the disability field. <http://www.cedd.net/>

- **OEDD (State's Observatory on Disability, *Observatorio Estatal de la Discapacidad*, in Spanish).** OEDD is a technic instrument from the General Administration of the State (related to the Ministry of Health, Social Services and Equality, General Direction of Policies in Support of Disability and the RPD) which collects, systematizes, updates, generates, and disseminates information related to the disability field so that individuals with disability and other citizens, public administrations, universities, and the third sector can access to it. <http://observatoriodeladiscapacidad.info/>.

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