

Inclusion of People with Functional Diversity (Disability) in Activities, Programmes and Services for Young People



Articles

AGUADO, A.L., FLÓREZ, M.A. y ALCEDO M.A. (2004). **Programa de cambios de actitudes ante la discapacidad**. *Psicothema*, 4, 667-673

https://sid.usal.es/idocs/F8/ART11148/programa_cambio_actitudes_discapacidad.pdf

Research has shown that attitudes towards people with disabilities have not been and are not predominantly positive. This situation raises the desirability and urgency of launching awareness campaigns and structured interventions with the aim of promoting changes in such attitudes. To this end, the attitude change programme presented in this article has been carried out. In order to evaluate the changes achieved and their maintenance over time, we have used, in pre- and post-test measures, the Scale for the Evaluation of Terms Associated with Disability - EVT (Aguado and Alcedo, 1999). A sample of 83 children from the first and second year of ESO, between 12 and 15 years of age, was selected, 23 were assigned to the experimental group and

the remaining 60 to the control group. The techniques used were direct and indirect information, contact and experience and information on technical aids in seven sessions with guided discussion lasting approximately one hour a week. A three-year follow-up has also been carried out. The results suggest that the treatment is effective and sustained over time, albeit with fluctuations.

DÍAZ DOMÍNGUEZ, P., 2021. **Una revisión a la especial vulnerabilidad del menor con discapacidad.** Revista Española de Discapacidad (REDIS), vol. 9, no. 1, pp. 59-73. ISSN 2340-5104. <https://dialnet.unirioja.es/download/articulo/7993821.pdf>

ELKARTEAN, 2021. **Mujer y discapacidad. Por iguales derechos y no discriminación de las mujeres y niñas con discapacidad física = Emakumea eta desgaitasuna. Desgaitasuna duten emakume eta neskatoen eskubide-bedintasunaren eta diskriminaziorik ezaren alde.** Elkartean Argitalpenak.
<https://elkartean.org/pdf/berdintasun-gida-emakumea-eta-desgaitasuna.pdf>

ETXEBARRIA, Y., y PÉREZ F. **Lo que necesitamos de las relaciones**

Imagine the human body and think of the substances and elements it needs to function properly and to be healthy. Of all of them, vitamins are compounds that fulfil important functions for the organism but, despite being essential for life, cannot be synthesised by the body itself; thus, people need external supplies of them (from outside), through a balanced intake of natural foods and the sun. Something similar to the need for vitamins occurs with the need for relationships between people: in order to survive and, above all, to live with a good level of emotional health, satisfaction and happiness, human beings need to "provide" ourselves with certain "vitamins" through the relationships we establish with each other. We will call those emotional needs of all people that we cannot satisfy ourselves, RELATIONAL NEEDS.

<https://www.deusto.es/cs/Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobheadername1=Expires&blobheadername2=content-type&blobheadername3=MDT-Type&blobheadername4=Content-Disposition&blobheadervalue1=Thu%2C+10+Dec+2020+16%3A00%3A00+GMT&blobheadervalue2=application%2Fpdf&blobheadervalue3=abinary%3Bcharset%3DUTF-8&blobheadervalue4=inline%3Bfilename%3D%22Yarima+y+Feli+Lo+que+necesitamos+en+la+relacion.pdf%22&blobkey=id&blobtable=MungoBlobs&blobwhere=1344426042237&ssbinary=true>

FANTOVA, F. (2000). **Trabajar con las familias de las personas con discapacidades.** Siglo Cero, 192, 33-49

In this text we present some approaches and proposals about intervention with families of people with disabilities. We start from our professional work, which has been developed, to a large extent, within the framework of the associative movement in favour of people with mental deficiency and other disabilities in Spain and Latin America. From this experience, elaborated and contrasted, we wish to make a contribution to the reflection that, in the associative movement and the scientific community, is being developed around the work with the families of people with disabilities.

<http://ardilladigital.com/DOCUMENTOS/CALIDAD%20DE%20VIDA/FAMILIA/Trabajar%20con%20las%20familias%20de%20las%20personas%20con%20discapacidades%20-%20F%20Fondo%20-%20articulo.pdf>

FUNDACIÓN CERMI MUJERES, 2021a. **Guía para el acceso a la salud y a la atención sanitaria de las mujeres y niñas con discapacidad**. Fundación Cermi Mujeres.

<https://www.consaludmental.org/publicaciones/Guia-acceso-salud-atencion-sanitaria-mujer-discapacidad.pdf>

FUNDACIÓN CERMI MUJERES, 2021b. **La violencia sexual en las mujeres con discapacidad intelectual**. Madrid: Cinca. Generosidad, género y discapacidad, 15. ISBN 978-84-18433-27-6.

https://www.cermi.es/sites/default/files/docs/colecciones/La%20violencia%20sexual%20en%20las%20mujeres%20con%20discapacidad%20intelectual_0.pdf

FUNDACIÓN UNIVERSIA, 2021. **Universidad y discapacidad. V Estudio sobre el grado de inclusión del sistema universitario español respecto de la realidad de las personas con discapacidad**. Fundación Universia.

https://www.fundacionuniversia.net/content/dam/fundacionuniversia/pdf/estudios/V_Estudio_Universidad_y_Discapacidad_2019_20.pdf

MARTÍNEZ GALIANA, M., GOMARIZ VICENTE, M.A. y CASCALES MARTÍNEZ, A., 2021.

Creencias de los estudiantes de Educación Secundaria Obligatoria sobre la diversidad funcional. *Educatio siglo XXI: Revista de la Facultad de Educación*, vol. 39, no. 1, pp. 349-374. ISSN 1989-466X, 1699-2105.

<https://revistas.um.es/educatio/article/view/469331/301951>

NEGRI CORTÉS, M.I. y LEIVA OLIVENCIA, J.J., 2021. **Actitudes y concepciones socioeducativas hacia jóvenes con diversidad funcional intelectual en el contexto escolar andaluz**. *Revista Electrónica Educare*, vol. 25, no. 3, pp. 1-19. ISSN 1409-4258.

<https://dialnet.unirioja.es/descarga/articulo/8033307.pdf>

RAMÍREZ SALAZAR, D.A., SOTO OSSA, P.A., RUGELES LÓPEZ, M.T., LUGO AGUDELO, L.H. y VALENCIA, C.A., 2021. **Propuesta didáctica con enfoque ecológico e interdisciplinar. Una apuesta por la educación superior inclusiva.** Siglo Cero: Revista Española sobre Discapacidad Intelectual, vol. 52, no. 3, pp. 163-184. ISSN 0210-1696.
<https://revistas.usal.es/index.php/0210-1696/article/view/scero2021523163184/26516>

ROMAÑACH, J. y LOBATO M. (2005). **Diversidad funcional, nuevo término para la lucha por la dignidad en la diversidad del ser humano.** Foro Internacional sobre comunicación e discapacidades, 1, 321-330. http://forovidaindependiente.org/wp-content/uploads/diversidad_funcional.pdf

The purpose of this article is to justify the introduction of the term "functional diversity" to replace other terms with pejorative semantics such as "disability", "handicap", etc. It is used from the beginning because the authors are convinced of its validity.

Books



Por 4 esquinitas de nada (Jerome Builler)

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

Little Square wants to play at his friends' house, but he won't go through the door because - the door is round like his friends! "We'll have to cut the corners off!", the little round ones tell him. Oh no," says Little Square, "It would hurt too much!" What can we do? Little Square is different. He will never be round. A book about friendship, difference and exclusion with a very original graphic proposal.

El cazo de Lorenzo
Isabelle Carrier



Editorial Juventud

El cazo de Lorenzo (Isabelle Carrier)

With simple words and tender and amusing illustrations, the author recreates the everyday life of a different child: his difficulties, his qualities, the obstacles he has to face. Lorenzo's dipper fills a void, it touches the reader, whatever his age. But what is most striking is the simplicity of the drawing and the concept.

A metaphorical tale to talk about differences to the youngest children. It is about the overcoming of a child with difficulties

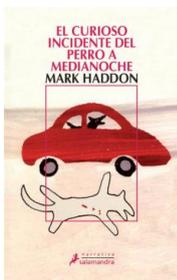
to cope with everyday life.

Book recommended by FEAPS (Spanish Confederation of Organisations for People with Intellectual Disabilities).



El libro negro de los colores (Menena Cottin/Rosana Faria)

Tomás cannot see colours. In this all-black picture book for children, Tomás invites us to discover how to use our other senses to recognise things and how to read the Braille alphabet. The illustrations are raised slightly off the page so that readers can feel them with their fingers.



El curioso incidente del perro a medianoche (Mark Haddon).

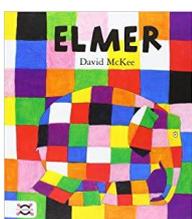
Novela sobre un chico con Síndrome de Asperger)

At fifteen, Christopher knows the capitals of every country in the world, can explain the theory of relativity and recite prime numbers up to 7,507, but he struggles to relate to other human beings. He likes lists, diagrams and the truth, but hates yellow, brown and physical contact. Although he has never gone beyond the corner shop alone, the night a neighbour's dog is found with a pitchfork through it, Christopher decides to start looking for the culprit. Emulating his admired Sherlock Holmes - the model detective obsessed with analysing the facts - his investigations will lead him to question the common sense of the adults around him and to uncover some family secrets that will turn his orderly and safe world upside down.



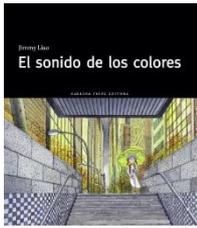
Titiriteroen Ipuinak. Urtxintza Eskola

Listening, reading and vision book in sign language, in Braille. 8 stories written by 8 significant people from Basque culture. Interculturality, coeducation, inclusion and Basque as the axis, a series of stories with values aimed at children and educators.



Elmer: El elefante de colores (David McKee)

Elmer is a colourful elephant, different from other elephants. Although it may seem hard to believe, he is an elephant of a thousand colours: green, blue, white, pink, yellow... Impressive, isn't it?



El sonido de los colores (Jimmy Liao)

The girl who wanders aimlessly through the city's underground is not really blind: her guardian angel has left her, but she has been given the gift of seeing sounds and smells, a new world of perceptions, where there is room for dead-end mazes, elephants parading at a slow pace, birds singing in secret gardens. The beauty of this universe, however, is impregnated with melancholy because it is a world of solitude. And in solitude the blind girl searches for the faint flicker of light. Jimmy Liao is full of fantasy in this bittersweet story, which begins in shades of grey and then bursts into a torrent of colour and imagination.

Mi HERMANA LOLA



Texto: Angels Ponce
Ilustraciones: Miguel Gallardo

Mi hermana Lola (Angels Ponce)

My sister Lola is an electronic document that has just been published by the Spanish Confederation of Organisations in favour of people with Intellectual or Developmental Disabilities, FEAPS, which surprises us again with a new story dedicated to the brothers or sisters of children with an intellectual disability. The main character of the story is Javier, a 10 year old boy, who talks about intellectual disability through his relationship with his sister Lola.

Guides



Guía contra el acoso escolar por razón de discapacidad (CERMI)

<https://www.cermi.es/es/actualidad/novedades/gu%C3%ADa-contra-el-acoso-escolar-por-raz%C3%B3n-de-discapacidad>

The Spanish Committee of Representatives of People with Disabilities (CERMI), with the support of the Ministry of Health, Social Services and Equality, has published a guide to prevent bullying on grounds of disability, which it makes available to the educational community, with the aim of identifying, preventing and tackling this form of violence.



Guía Diversidad sin barreras. (Diputación Foral de Bizkaia. Consejo de la Juventud de Euskadi)

<https://egk.eus/wp-content/uploads/2017/09/Diversidad-sin-barreras.pdf>

In 2017, the Basque Youth Council (EGK), together with the Provincial Council of Bizkaia, presented the guide Diversity without barriers to socialise the subject of Functional Diversity and offer a resource for educators in non-formal education. What does the guide offer? On the one hand, a theoretical framework to ground ourselves in the subject; and, on the other hand, a practical part that includes useful day-to-day tips that we should take into account when talking to people with Functional Diversity. Knowing the importance of the role of educators, there is also a section on their day-to-day work. Pointing out the skills needed to cope with the situations that arise and explaining how to manage them in order to respond to the needs of each situation. In addition, at the end of the guide, several resources have been highlighted to deal with the subject in an interesting way (documentaries, short films, books...), as well as a directory of the associations in the area.

Guía de comunicación y trato inclusivo

Delegación del Rector para la Diversidad e Inclusión
Universidad Complutense de Madrid



EDICIONES
COMPLUTENSE

Guía de comunicación y trato inclusivo.

Universidad Complutense de Madrid

ISBN: 978-84-669-3736-8

The guide provides basic information and keys to make an empathetic and inclusive use of language in institutional, academic and personal communications, thinking about the groups of sexual diversity and gender identity, ethnic and socio-cultural diversity, and disability, functional diversity and specific learning difficulties. Keys to prioritise a discourse based on the recognition of diversity so that all people feel included and welcome in the university community. Keys to foster a relationship that highlights the value of each person, the recognition of their identities and their rights to equality and inclusion. In short, the guide aims to be a useful tool to promote coexistence in the university that transcends to society.

VICTORIA PÉREZ DE GUZMÁN • TERESA TERRÓN CARO (Eds.)

Educación para construir sociedades más inclusivas Retos y claves de futuro



Educación para construir sociedades más inclusivas. Retos y claves de futuro

Victoria Pérez de Guzmán, Teresa Terrón Caro (Eds.).

ISBN 978-84-277-2854-7

Moving towards inclusive education requires taking the reality of the environment as a starting point, being clear about where education is heading and creating suitable environments. This work is the result of the efforts of a university collective with great knowledge and experience in the fields addressed. It faces the challenge of responding to the social and educational challenge posed by society, which requires a more comprehensive and humane academic preparation capable of facing an increasingly complex reality. It brings us closer to understanding that one of the greatest challenges for the education system is to understand and promote policies and practices of inclusion that allow all students to have the same possibility of achieving fundamental learning. Education plays a fundamental role in achieving a committed citizenship. A social construction that generates sustainable value is necessary to develop the capacity for innovation and

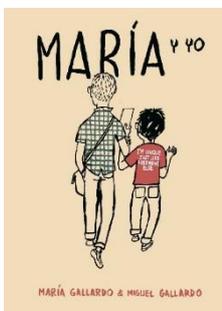
knowledge transfer that is required at this time. We must work through education to build societies that are more inclusive, egalitarian and committed to diversity, in the broadest sense of the term, at a global, regional, national and local level.

Films / Short films



Intocable

Philippe, a millionaire aristocrat who has become a quadriplegic after a paragliding accident, hires Driss, an immigrant from a shanty town who has just been released from prison, as a home carer. Although, at first sight, he doesn't seem the most suitable person, the two of them end up managing to bring together Vivaldi and Earth Wind and Fire, eloquence and hilarity, suits and tracksuits. Two opposing worlds that, little by little, come together to forge a friendship that is as crazy, funny and solid as it is unexpected, a unique relationship that sparks fly.



María y yo

The documentary delves into autism through the relationship between the cartoonist Miguel Gallardo and his 14-year-old daughter María. Both travel to Gran Canaria to spend their holidays at a resort. Drawing has become a good means of communication for both of them, but problems of coexistence are sometimes unavoidable.



Cuerdas

Maria's routine at school is altered by the arrival of a very special boy. They soon become inseparable friends.

The film, full of nuances, tells a tender story of friendship between two very special children, but it is also a work that speaks of values and illusions and that is capable of captivating the spectator from the moment the first frame appears on the

screen and the first musical note is heard until the final acknowledgements.



El regalo

This beautiful short film tells the story of a boy who was always locked up at home, absorbed in his world and playing video games, until his mother gives him a surprise and gives him a small puppy. The boy rejects it on several occasions, until the dog manages to get his attention and they start playing together.



Ben X

Ben bears the cross of being the odd one out in his class, the favourite for the pranks and cruelties of the school bullies. Ben's intelligence is superior to the rest of his classmates, but he is also withdrawn, exacerbatingly shy... to the point where he seems to border on autistic. His life at school is hell, but when he gets home to the refuge of his room, he sits down in front of the computer and emerges as Ben, lord and master of the favourite online game of millions of teenagers, including those who torment him on a daily basis. Through this game Ben manages to stay alive, to stop being a victim and become a hero.

Links

Plena Inclusión Euskadi (FEVAS): <https://fevas.org/>

FEVAS Plena Inclusion Euskadi brings together family associations in the Basque Autonomous Community that provide services to people with intellectual or developmental disabilities and their families. FEVAS Plena Inclusion Euskadi works to achieve a society with a high level of social justice and quality of life in which people with intellectual or developmental disabilities are full citizens.

Cognitive accessibility

Cooperativa Altavoz. Madrid: <http://altavozcooperativa.org/>

Altavoz Cooperativa is the first self-employment project run by people with intellectual disabilities in Spain. We are a group of professionals with unique abilities, ideal for removing cognitive and attitudinal barriers. We add value as a group, forming a team with diverse experts. We have designed a work methodology where the focus is on people and their abilities. We want to serve as a model for other people like us... with enthusiasm, hard work, professionalism and passion.

Plena Inclusión Madrid: <https://www.plenainclusion.org/>

Plena Inclusión is the organisation that represents people with intellectual or developmental disabilities in Spain. For more than 50 years, we have been contributing to the full inclusion of these people and their families in society. We defend the rights and promote the quality of life of each person with intellectual or developmental disabilities and their families. We fight for a fairer and more caring society.

Lectura Fácil, Irakurketa erraza Euskadi: <https://lecturafacileuskadi.net/>

Lectura Fácil Euskadi-Irakurketa Erraza arises from the awareness of an often neglected public: people with reading or reading comprehension difficulties. This is a large group, which can reach up to 30% of the population, who need specific materials in order to be able to enjoy reading, have access to culture and the right to information. Based on the principle of reading democracy and social integration through reading, Easy Reading (LF) is a way to enrich the quality of life of these people. And as this factor has an impact on everyone's life, it brings added value to society in general. Easy Reading is therefore a way of offering reading, audiovisual and multimedia materials that have been created with special care so that they can be read and understood by people with reading and/or comprehension difficulties.