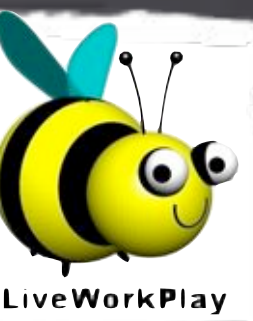


Masking Tape, ICT and Intellectual Disability

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Local context

- The Ontario government has closed 13 institutions since 1970 and plans to close the 3 remaining institutions by March 30 2008.
- In Ottawa, there are 10 000 families waiting to rent geared-to-income housing.
- The public housing corporation estimates maintenance and renovation backlogs at 600\$ million.
- This means that for people with intellectual disabilities (ID), the waiting time to get a place to live will be indefinite.



- LiveWorkPlay (LWP), an Ottawa based non-profit organization, serves over 50 people with ID and their families.
- Two successful pilot projects were conducted in 2003 and 2004.
- LWP is dedicated to find housing and work placements for their clients.

Previous studies say...

- ID is also a social construction that leads to learned helplessness (Wehmeyer & N. Bolding, 2008).
- People with ID and their families often live in denial because of various aspects of the label (Finlay & Lyons, 2005).
- Happy people are active and keep busy, spend time socializing, are productive in meaningful work, modulate their expectations and aspirations, are positive thinkers, are present-oriented, work on having healthy personalities, are outgoing and worry very little. Happiness is a skill that can be learnt and mastered (Fordyce, 1997; Ryff, 1989).
- Technology has the potential to improve the life of human beings.
- With the proper assistance, people with ID can successfully integrate to society (Davidson, 2004).

Objectives

- Identify the “real” problems adults with ID are experiencing while going through a community and residential integration process.
- Provide means to help them in terms of problem-solving and technology integration in the context of a collaborative action research in which participants could be involved in the collection, the analysis and the interpretation of data.

Research Questions

- What use of ICT can solve problems experienced by people with ID during their process of residential integration?
- To what extent can this group learn from the research process?
- Can adults with ID follow a problem-solving process on their own?

Most useful methods

- ✓ Activity Mapping
- ✓ Socratic Wheel
- ✓ Stakeholder Identification
- ✓ Listing
- ✓ Sorting
- ✓ Rating
- ✓ Ranking

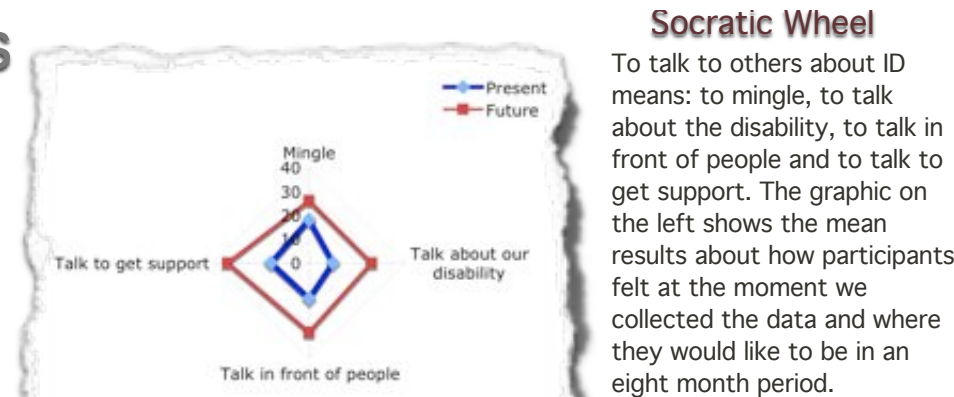
Participants

- 10 adults with ID going through a community and residential integration process.
- Participants acted as full co-researchers on an 8 month project.



Outcomes

- We identified two problems:
 - ✦ Frustrations about not being able to explain what it means to be intellectually disabled.
 - ✦ Dissatisfactions about sticking only to volunteer work.
- We formulated answers to the following questions:
 - ✦ Why is it so hard to talk about our intellectual disability?
 - ✦ What do we need to do to get paid jobs and keep them?
- We learned how to make optimal use of several digital technologies, such as:
 - ✦ mobile phones, voice recorders, digital cameras, computer softwares, Facebook and Skype.
- We created a series of ten self-advocacy videos in which each participant was voicing something important.



Listing & brainstorming

Name of the disability	Speech and language	Attention deficit disorder	Reading disability	Chromosomal disorder	Cerebral palsy
Examples	Receptive disorder Articulation disorder Expressive disorder	Slow learner Hard time keeping on task Troubles in math, in writing, in spelling		22q deletion syndrome	
Causes					
Effects	Makes it hard to explain to people	Take time (causes other effects)		It shows (on face is different)	It affects walking My eyes are not working together (ocular motor dyspraxia)

What we are to do to keep our jobs	Keeping your cool	Keeping clean	Being discreet	Being honest	Helping the customer	Setting an alarm clock	Having an alarm clock	Having washrooms clean	Saying you're interested and your word to your job right
Ian	2	4	3	9	5	6	7	1	8
Ryan	3	4	2	1	6	7	8	5	9
Kyle	3	2	7	1	5	4	6	9	8
Kathryn	1	3	2	4	5	8	6	9	7
Sarah	1	3	2	6	5	4	7	9	8
John	2	1	8	7	3	5	4	9	6
Total	12	17	24	28	29	34	38	42	46

Rating

How to modify tools to meet co-researchers' needs

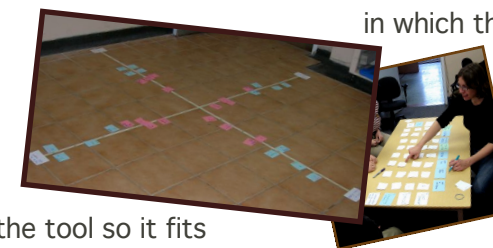
Use the physical space to let them voice their concerns



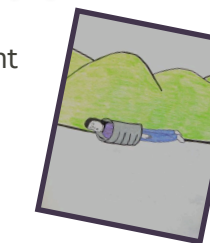
Use colours



Adapt the tool so it fits their comprehension level



Situate the research in an environment in which they're comfortable



Let them draw what they can't put into words



The study in their words

- We sure love our masking tape!
- We all had a chance to have our say.
- Our problems can't get solved easily, but we're working on it.
- We make it up as we go. That's what problem-solving is.
- Doing research is not that hard. We just have to take it step-by-step.

Conclusions

- This case-study was not a panacea for people with ID. However, this research produced a shift in control and ownership of information.
- With the help of a researcher, participants identified their own problems and figured them out with words they could understand.

People with ID would benefit from ...

- Research that addresses the problems they are experiencing.
- Choosing which research questions the study should focus on.
- Collaborating in the data collection process, the analysis and the interpretation of main findings.
- Interacting with people who can help them discover means for problem-solving.
- Using technology to give them a voice they don't have.
- Exploiting technologies they can access, including simple tools they can manipulate, such as masking tape.
- Gaining self-confidence and self-esteem in the process.