INCLUDED IN TRAINING AND WORK

KEY QUESTIONS FROM TUESDAY'S 'SPEED RESEARCH' EXERCISE

- What came up in your group's 'speed research' that was **surprising**?

- What did you feel was the single **most important** message?

- What did you feel **uncertain** about?

STIGMA, DISCLOSURE AND REASONABLE ACCOMODATIONS

STIGMA:

Definition

An attribute that is deeply discrediting and that reduces the bearer from a whole and usual person to a tainted, discounted one (Goffman 1963, p. 3).

A group of people points out at one person and excludes the person with this act.

SELF-DISCLOSURE

Self-disclosure is a process of communication by which one person reveals information about himself or herself to another. The information can be descriptive or evaluative, and can include thoughts, feelings, aspirations, goals, failures, successes, fears, and dreams, as well as one's likes, dislikes, and favorites. (Ignatius, E. & Kokkonen,M. (2007)).

Self-disclosure ≠ Self-description

Self-disclosure
- has an element of risk
- information shared might affect others perceptions and acceptance of you as a person
- however, the benefits far outweigh the risks

Self-description

Disclosure of non threatening information
eg. Age, address, place of work

REASONABLE ACCOMODATIONS

- Description / definition

Reasonable accommodations are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate. (U.S. Department of Education, 2007). Broad categories of accomodations include changes to ensure equal opportunities.

IMPACT of STIGMA ON INCLUSION

- Impact on inclusion (summary)*

- Impact on good outcomes for people with disabilities (summary)*

* Reference all claims whenever possible

ANTI-STIGMA PRACTICES:

- Passing laws and legal sanctions
  - legislating against discrimination
- Persuasion and education
- Improve public attitudes

- Influencing editors of newspapers, magazines etc. to use non-stigmatising headlines and/or write in a non-stigmatising way (e.g. do not use psycho-killer headlines).

ANTI-STIGMA PRACTICES:

Anti-stigma campaigns:

Samen Sterk Zonder Stigma (NL)

Sayce 2003:

- It is helpful to know that disabled people contribute in the mainstream, as well as sometimes having unique experiences that others lack. The combination helps replace the 'negative loading' attached to a label of mental illness (Link & Phelan, 2001) with a neutral one. Replacing negative loading only with positive loading jeopardises credibility. The public realises that living with a psychiatric impairment is not always a positive experience.

(versus)

- Active promotion of positive stories

ANTI-STIGMA PRACTICES:

"We must seriously consider the power we exert when we label individuals as disabled."
(Tonette S. Rocco)

- Supporting individuals to improve their self-esteem
- Replacing cultural stereotypes
- Music, Video

ANTI-STIGMA: GOOD PRACTICES

Een **Mensenzoo** is een "dierentuin van mensentypes" waar vooroordelen over zijn. De homo, de dakloze, de verslaafde, de ggz-cliënt, het domme blondje. Door met deze types het gesprek aan te gaan kun je er achter komen of de ideeën (vooroordelen) die je over een type mens hebt, wel kloppen. (o.a. Gedaan door STIP GGz Arnhem/MEE Gelderse Poort).

Spel 'Een Steekje Los?'

SELF DISCLOSURE PROCESS

There are many decisions that go into the process of self-disclosure. We have many types of information we can disclose, but we have to determine whether or not we will proceed with disclosure by considering the situation and the potential risks. Then we must decide when, where, and how to disclose. Since all these decisions will affect our relationships, we will examine each one in turn (Derlaga & Berg, 2013).

[NAME OF POLICY OR PRACTICE] IMPACT

- Impact on inclusion (summary)*

- Impact on good outcomes for people with disabilities (summary)*

* Reference all claims whenever possible

[NAME OF POLICY OR PRACTICE] – EVIDENCE BASE

- Literature /research evidence*
- Research gaps?

Always highlight the quality and applicability of existing evidence:

- *Is it a case study, small study or large study? Prioritise data from well-designed research over case studies.*

- *How long did the study last – if there is a claim for outcomes, was it long enough to see whether impacts were long-lasting? Prioritise studies where impact has been robustly investigated.*

- *Does the solution need to be culturally validated for use in different settings?*

[NAME OF POLICY OR PRACTICE] – ADDITIONAL INFORMATION

- Is it applicable to all people with disabilities or for sub-groups?
- What changes would be needed to address issues of intersectional barriers to participation (race, gender, ethnicity, religion, socioeconomic status?)
- What changes might be needed with different work/education groups, in different settings etc.?

REFERENCES

- Goffman E. (1963) Stigma: Notes on the Management of Soiled Identity. Prentice-Hall. Enalewood Cliffs. NJ.

- Lynch, R. T. and Gussel, L. (1996), Disclosure and Self-Advocacy Regarding Disability-Related Needs: Strategies to Maximize Integration in Postsecondary Education. Journal of Counseling & Development, 74: 352–357. doi:10.1002/j.1556-6676.1996.tb01879.x

- Chelune, G.J. (1979). Self-disclosure. Origins, Patterns, and Implications of Openness in Interpersonal Relationships. San Francisco: Jossey-Bass. Derlega, V J, Metts, S, Petronio, S. & Margulis, S. T. (1993). Self-disclosure. In C. Hendrick and S. Hendrick (Series Ed.) Sage Series on Close Relationships. Newbury Park: Sage. Gadbow, N. F., & DuBois, D. A. (1998).

- Hesitating to disclose: Adults students with invisible disabilities and their experiences with understanding and articulating disability In S.J. Levine (Ed), Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education (157-163). East Lansing, MI: Michigan State University

- Brown, R.I., Brown, P.M., Bayer, M.B., (1994). A quality of life model: new challenges arising from a six year study. In: Goode, D. (Ed.), Quality of Life For Persons With Disabilities. Cambridge, Brookline Books, pp. 39–56

- Link, B. G., & Phelan, J. C. (2001). Conceptualizing stigma. *Annual review of Sociology*, *27*(1), 363-385.

- Ignatius, E.; Kokkonen,M. (2007). "Factors contributing to verbal self-disclosure". *Nordic Psychology*. **59** (4): 362–391. doi:10.1027/1901-2276.59.4.362.
- Derlaga, V. J., & Berg, J. H. (Eds.). (2013). *Self-disclosure: Theory, research, and therapy*. Springer Science & Business Media.

STIGMA AND DISCRIMINATION 1

Link & Phelan (2001)
argues that 'stigma' is a useful overarching concept, which incorporates 'discrimination' as one of four components:
- distinguishing between and labelling human differences;
- linking the labelled persons to undesirable characteristics;
- separating 'them' (the labelled persons) from 'us', culminating in
- status loss and discrimination that lead to unequal outcomes or life chances.

STIGMA AND DISCRIMINATION 2

The concept of 'stigma' has met with certain challenges: in terms of the clarity of the concept (Link & Phelan, 2001), and the risk of individualising a significant social and political phenomenon. At worst, this means focusing only on the process
of labelling and the individual's reaction to being 'marked'. Solutions may focus on
individual cognitive treatment, leaving the wider forces that drive discrimination untouched (Sayce, 1998).
'Discrimination', unlike 'stigma', places attention firmly on the individual and collective perpetrators of unjust treatment. Solutions focus on reducing the power to
discriminate.

MENTORING/ SUPPORTIVE AND DETAILED FEEDBACK

- mentoring is defined as a time-limited goal-orientated relationship that supports both personal and vocational learning and development. Essentially an experienced person provides, within a trusting atmosphere, non-judgemental guidance and support to another (less experienced) person through a variety of methods including role modelling, guidance and problem solving (Western, 2012).

- OR

- Mentoring is a dynamic, reciprocal, long-term, formal or informal relationship that focuses on personal and /or professional development. A mentor is a sounding board and guide. Mentors provide perspectives, resources and ask thought-provoking questions. In the ideal mentoring relationship, mentors and mentees learn and teach each other. (Brown et al, 2010)

THEORETICAL FRAMEWORKS

- Persistent problems in developing mentoring theory (Boseman and Feeney, 2007)
- Not enough demarcation from coaching – training – socialization -....
- ?? Deci and Ryan, 2000

[MENTORING AND IMPACT]

and mentoring environments. Mentoring roles include   of mentoring relevant to postsecondary education.

Table 1

Sample Types of Mentoring

One-on-One	Group	Community-based	Electronic	Peer
Face-to-face meetings, telephone conversations, letters, email, chat rooms, social networking, text messaging, or other activity providing direct contact.	A Mentor works with more than one mentee at the same time.	Located in a community-based situation, such as a volunteer setting like a Senior Citizen's Recreational Center.	Bulletin boards, listservs, discussion groups.	Two people of equal status, and similar situations, who share many common characteristics and experiences, for example, individuals with disabilities in a work or educational setting.

MENTORING AND FEEDBACK – EVIDENCE BASE

- Case study / project based
- Mentoring seems successful at first impression: zie Maaike, nog eentje

[MENTORING] – ADDITIONAL INFORMATION

- Is it applicable to all people with disabilities or for sub-groups?
- ➔ Mentoring and persons with disabilities (not enough research yet)
- ➔ Extra attention for : non-verbal / persons with intellectual disabilities /…
- What changes would be needed to address issues of intersectional barriers to participation (race, gender, ethnicity, religion, socioeconomic status?)
- What changes might be needed with different work/education groups, in different settings etc.?

MENTORING - REFERENCES

- Add full bibliographic information here about all literature referenced

BELONGING: INTEGRATION INTO SCHOOL OR WORK GROUP

BELONGING – INTEGRATION INTO STUDENT OR STAFF GROUP

What it is:

- Feeling that you fit in / others feeling that you fit in
  - Don't have to be the same – not 'assimilated' but accepted
- Feeling that you are an active participant of the group
- Feeling that you contribute, and your contribution is valued by others
- Recognition of individual differences
- Access needs are understood and accommodated to maximise participation

What it isn't:

- Not the same as just being in the same place
- Low expectations, lack of opportunity
- May not be truly possible if not hired or admitted on same terms as others

BELONGING – INTEGRATION INTO STUDENT OR STAFF GROUP - IMPACT

Impact on inclusion (summary)*

- Not feeling accepted has negative individual impact
- Some people may exclude themselves—learned helplessness, self-stigma, low self-esteem
- Miss out on skills and talents of PWDs

Impact on good outcomes for people with disabilities (summary)*

- PWDs are free to contribute because their ideas are heard and wanted
- Builds realistic expectations and realistic self-esteem
- Personal development, greater opportunities to uncover and develop your potential (Schippers, 2010)
- Organisational development – contributes to better programmes /companies (Campbell, 2009)
- Sustainability of work—not the first to be let go
- Possibility of transforming the adult education programme or workplace (van Hove et al., tk; Mayo, tk)

* Reference all claims whenever possible

BELONGING– EVIDENCE BASE

Literature /research evidence*

- UN CRPD 2006
- WHO / World Bank 2011
- Goodley 2005 – employment opportunities
- Diverse teams in organisations – benefits of and downsides of
- Women in male-dominated / ethnic minorities in US – moving into new fields (Nussbaum)

Research gaps?

- Impact on employees without disability?

Always highlight the quality and applicability of existing evidence:

- *Is it a case study, small study or large study? Prioritise data from well-designed research over case studies.*
- *How long did the study last – if there is a claim for outcomes, was it long enough to see whether impacts were long-lasting? Prioritise studies where impact has been robustly investigated.*
- *Consider whether the barrier may have greater impact in some work/education settings than others, in different cultures, for women or men, etc.*

BELONGING - RESPONSES

Solutions / protective factors*:

- Participatory Action / Participatory Action Research in adult education workplaces (WRR, 2017)
- Positive examples for employers and coworkers / co-students, education leaders and PWDs (Lunch and Lunch, tk)
- Diversity awareness at high levels and within the group itself
- Building social capital in the school/workplace (Requena, tk)
- Public acknowledgement of schools and workplaces that are inclusive

Characteristics of inclusive schools and workplaces:

- Barriers eliminated to the greatest extent possible (Ward and Baker, 2005; Zolna, Sanford, Sabata and Goldtthwaite, 2007)
- Someone who sees your capability and believes in you – public positive feedback
- Positive atmosphere for trying and failing and trying again
- Contributions of PWDs are publicly acknowledged

Use research about other disadvantaged groups as a basis to explore belonging and what contributes to it..

Issues in multiculturalism.

BELONGING – ADDITIONAL INFORMATION

- Is it applicable to all people with disabilities or for sub-groups?
  - Almost always yes… with room for choice. We need more research on this.
- What changes would be needed to address issues of intersectional barriers to participation (race, gender, ethnicity, religion, socioeconomic status?)
  - Policy responses may need to be more complex to take these issues into account. Overall diversity policy response.
- What changes might be needed with different work/education groups, in different settings etc.?
  - Obviously policies need to suit the setting: awareness raising, etc. should be specific.

BELONGING - REFERENCES

- Campbell, Fiona (2009) Contours of Abelism

- Grech, S. and Soldatic, K. [eds.] (2016) *Disability in the Global South: The Critical Handbook*. Tk: Springer.

- Lunch and Lunch (tk) *Inzicht in Participatpry Video: Een Handbook voor de Praktjk*.

- Martin and Cobigo (2011) Definitions matter in understanding social inclusion, Jornal of Policy and Practice in Intellectual Disabilities, 8(4): 276-282.

- Mayo, Peter (tk) *Gramsci, Freire and Adult Education: Possibilities for Transformative Action*

- Nussbaum, Martha various

- Geert Van Hove, Elisabeth De Schauwer, Katrien De Munck, Ruth Cnockaert, Stephanie Claus, Alice Schippers & Sigried Lievens – 'Disclosure and the Double Bind Processes of Students with Disabilities in Institutions for Higher Education: Disability Studies Going from Studying Processes of 'Disablism' to the Study of Wider Processes of 'Ableism''

- Ward and Baker ((2005) Disabilities and impairments: Strategies for workplace integration, *Behavioural Sciences in the Law*, 23: 143-160.

- Olna, J.S., Sanford, J., Sabata, D. amd Goldthwaite, J. (2007) Review of accommodation strategies in the workplace for persons with mobility and dexterity impairments: Application to criteria for universal design, *Technology and Disability*, 19: pp. 189-198.

- Requena (tk) Social capital, Quality of Life and satisfaction in the workplace, Online at: https://link.springer.com/article/10.1023%2FA%3A1021923520951?LI=true

- Schippers, Alice (2010) @'Medicsche Anthropolie, tk.

- WRR (2017) *Weten is Nog Geen Doen*, https://www.wrr.nl/publicaties/rapporten/2017/04/24/weten_is_nog_geen_doen
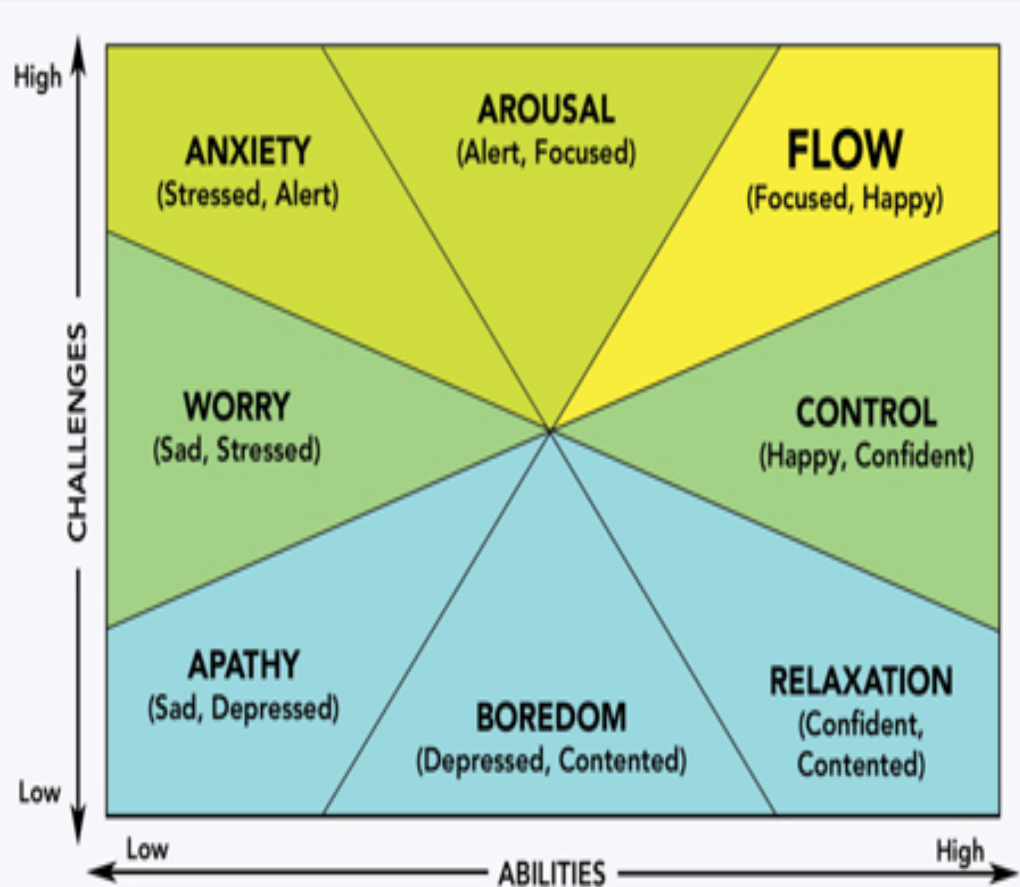
STRESS AT SCHOOL OR WORK

Description / definition(s):

- Stress-a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.

- Eustress-this is literally the "good stress" that associated with positive feelings and health benefits(Li and Li,2016).

- Distress-Negative stress

[STRESS AT SCHOOL OR WORK]

Mihály Csíkszentmihályi's model of flow as related to challenge and ability.

[STRESS AT SCHOOL OR WORK] - IMPACT

- Impact on inclusion (summary)*
1. Low productivity
2. Exclusion
3. Loss of school hours

- Impact on good outcomes for people with disabilities (summary)*

1. Absenteeism
2. Burnout
3. Low turnover

(Mutkins et al,201)

[STRESS AT SCHOOL OR WORK] – EVIDENCE BASE

- Literature /research evidence*

1. Autonomy reduces distress(van Ruysseveldt et al 2011)

2. Self determination theory(Deci and Ryan,2008)

- Research gaps?

1. Lack of reinterpretation of knowledge in the field in light of "'positive psychology"

Examples : underestimated schooling and employment

[STRESS AT SCHOOL OR WORK] - RESPONSES

- Solutions / protective factors*:
    1. Golden triangle of Happiness(Cummins,2016)
    2. Specific work accommodations promote employment in persons with physical disability(Nevala et al,2015)
    3. Organize workload and increased autonomy (low levels of work with moderate autonomy) (van Ruysseveldt et al 2011)
    - Potential
    - Research gaps?

[NAME OF POLICY OR PRACTICE] – ADDITIONAL INFORMATION

[STRESS AT SCHOOL OR WORK] - REFERENCES

- Csikszentmihalyi, M. (1996). *Flow and the psychology of discovery and invention*. New York: Harper Collins.

- Li, C. T., Cao, J., & Li, T. M. (2016, September). Eustress or distress: an empirical study of perceived stress in everyday college life. In *Proceedings of the 2016 ACM International Joint Conference on Pervasive and Ubiquitous Computing: Adjunct* (pp. 1209-1217). ACM.

- van Ruysseveldt, J., & van Dijke, M. (2011). When are workload and workplace learning opportunities related in a curvilinear manner? The moderating role of autonomy. *Journal of Vocational Behavior*, *79*(2), 470-483.

- Mutkins, E., Brown, R. F., & Thorsteinsson, E. B. (2011). Stress, depression, workplace and social supports and burnout in intellectual disability support staff. *Journal of Intellectual Disability Research*, *55*(5), 500-510.

[STRESS AT SCHOOL OR WORK] - REFERENCES

- Cummins R. The golden triangle of happiness: Essential resources for a happy life. Journal of Intellectual Disability Research. 2016 Jul 1;60(7):624.

- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian psychology/Psychologie canadienne*, *49*(3), 182.

- Nevala, N., Pehkonen, I., Koskela, I., Ruusuvuori, J., & Anttila, H. (2015). Workplace accommodation among persons with disabilities: a systematic review of its effectiveness and barriers or facilitators. *Journal of occupational rehabilitation*, *25*(2), 432-448.