

The background of the slide is a light yellow-green color. It is decorated with numerous concentric circles drawn in green and red ink. These circles vary in size and are scattered across the slide, with some overlapping. The circles are drawn with a scribbled, hand-drawn style.

Raquel Alveirinho Correia
APPACDM de Castelo Branco
Universidade de Coimbra/
Universidade de Lisboa

Reflexões em torno da não institucionalização: abordagem na área da deficiência intelectual





Não

INSTITUCIONALIZAÇÃO

Estabelecimentos de grandes dimensões

Física e socialmente isoladas, segregadas e congregadas

Não tinham ou não lhes era permitido exercer o controlo sobre as suas vidas e decisões quotidianas

Despersonalização dos cuidados

Rigidez das rotinas

Tratamento em massa

Distanciamento staff/ usuários



**Não
INSTITUCIONALIZAÇÃO ???**



Imagem retirada de: <http://www.vitainternational.media/en/article/2016/03/14/the-myth-buster-on-independent-living/200/>

VIDA NA E EM COMUNIDADE!!!



Imagem retirada de *National Involvement Network* (2019). *Charter for Involvement*. ARC Scotland.

Vida em e na comunidade

- 📖 onde e com quem a pessoa **vive**
- 📖 se e onde a pessoa **trabalha**
- 📖 os **recursos financeiros** disponíveis para a pessoa
- 📖 o que a pessoa faz **durante o dia**
- 📖 as **relações** que a pessoa deseja ter e mantém com os outros
- 📖 quais os **interesses pessoais** da pessoa e com quem
- 📖 a **saúde** e o **bem-estar** (físico e emocional) da pessoa
- 📖 se, onde e com quem a pessoa tem práticas relacionadas com a sua **religião**
- 📖 o interesse e oportunidade em realizar **aprendizagens** e **crescimento pessoal**
- 📖 oportunidades e capacidade de uma pessoa para tomar **decisões informadas** e orientar a sua própria vida
- 📖 o **direito humano de assumir funções e responsabilidades como cidadão pleno** (por exemplo, vizinho, contribuinte, eleitor)





INCLUSÃO SOCIAL



ELSEVIER

Contents lists available at [ScienceDirect](#)

Research in Developmental Disabilities



Review article

Defining social inclusion of people with intellectual and developmental disabilities: An ecological model of social networks and community participation[☆]



Stacy Clifford Simplican^{a,b}, Geraldine Leader^{c,*}, John Kosciulek^{a,b},
Michael Leahy^{a,b}

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^c Department of Psychology, National University of Ireland, Galway, Ireland

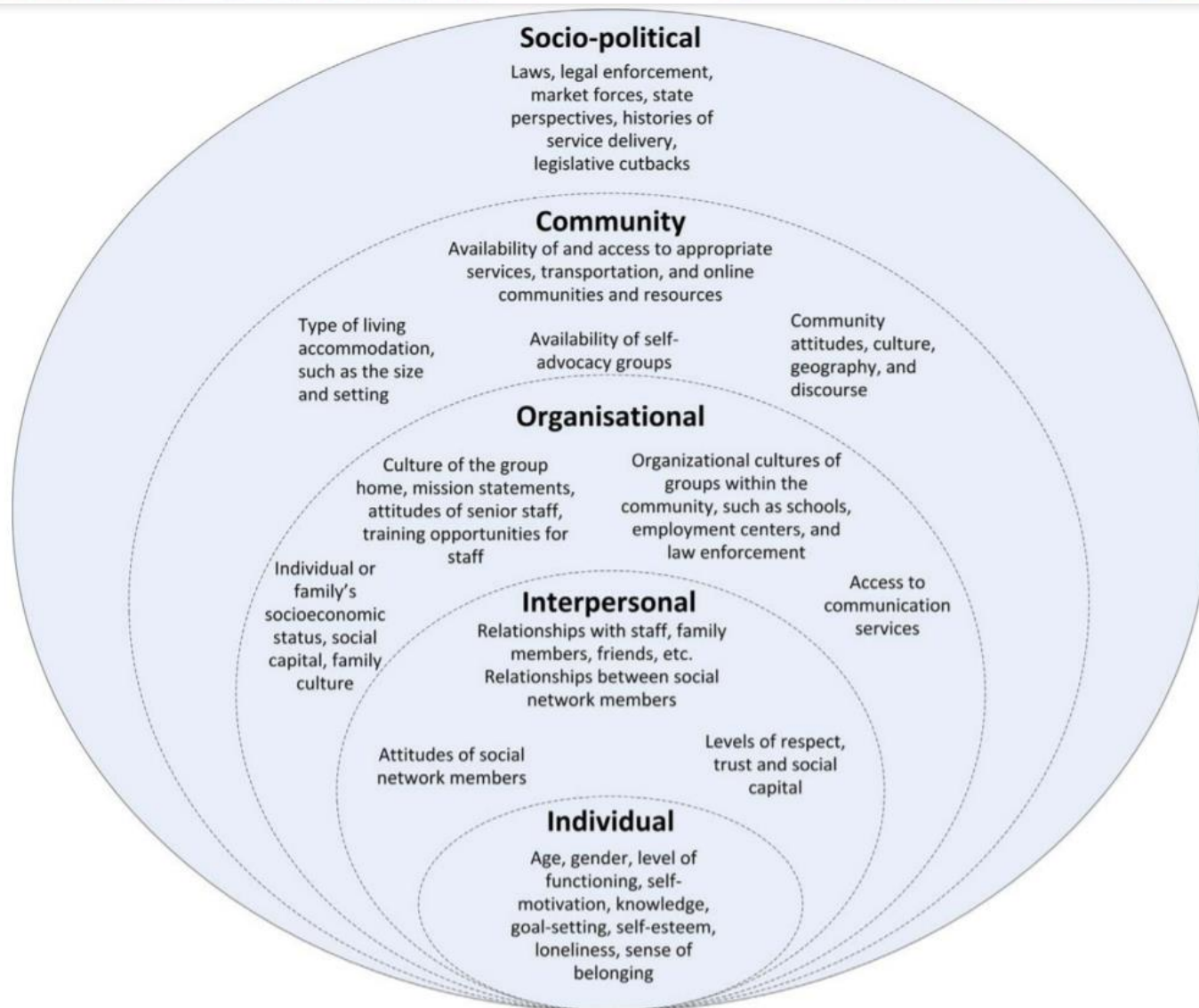


Simplican, S., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities: an ecological model of social networks and community participation. *Research in Developmental Disabilities*, 38, pp. 18-29.

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Dia Mundial do Autismo: Não nos excluam das nossas próprias histórias



2 abr 2021 09:00

Opinião

Saúde · Autismo · Mundo Novo

A opinião de



Sara Rocha

Em Portugal, o Dia Mundial do Autismo ainda não é muito conhecido. E, para ser sincera, a condição médica também não. A verdade é que, à medida que nos aproximamos desse dia, o nosso coração vai ficando, bocadinho a bocadinho, mais apertado e acelerado. Temos de nos preparar emocionalmente para o que vem aí.



PUB



Anúncios Google

Não exibir mais este anúncio

Anúncio? Por quê? ⓘ

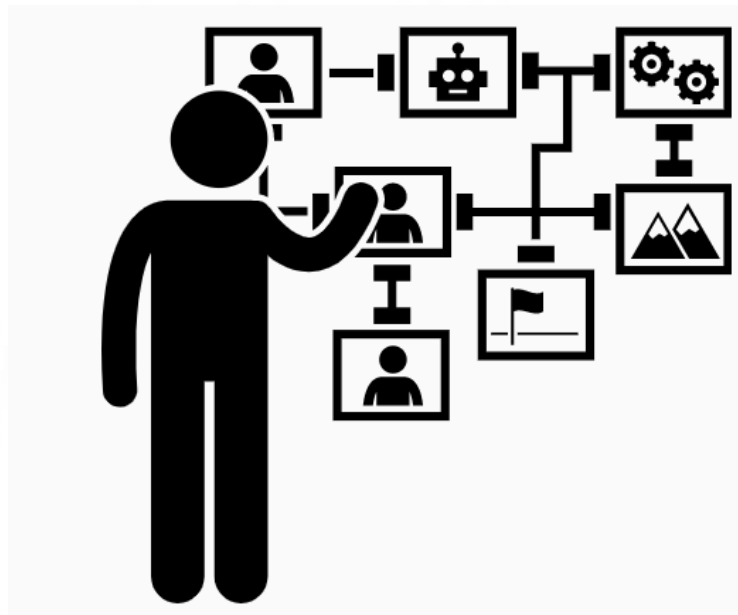


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Imagem retirada de *National Involvement Network* (2019). *Charter for Involvement*. ARC Scotland.

ESTUDOS DE INVESTIGAÇÃO INCLUSIVA





ORIGINAL ARTICLE

How we like to live when we have the chance

Marthese Deguara, Omar Jelassi, Brian Micallef and Anne-Marie Callus National Commission Persons with Disability, Bugeia Institute, Braille Street, Venera, SVR 1619, Malta (E-mail: amcallus@knpd.org)





ter ajuda de
outros para
fazer a
escolha

com a minha
família

sozinho

com o meu
professor

“Diferentes pessoas gostariam de viver em lugares diferentes.

Devemos poder escolher onde morar.

Como pessoas diferentes têm desejos diferentes, é importante que quem dirige as organizações para pessoas com DI fale connosco e deixe-nos decidir.”



com os
meus
melhores
amigos

num grupo
mais do que
12 pessoas
com
deficiência
intelectual

numa casa
com, no
máximo,
quatro
pessoas com
deficiência
intelectual

num local
central, com
uma boa
rede de
transportes

num
apartamento



CONCLUSÕES

“As pessoas com deficiência intelectual têm o direito de fazer as mesmas coisas que todas as outras pessoas.

Mas...

... também têm o direito de fazer coisas diferentes porque nem todos gostam das mesmas coisas.

Diferentes pessoas com deficiência intelectual têm preferências diferentes, em todos os aspectos da vida. Isso significa que devemos ser nós próprios a decidir.

É importante que as outras pessoas nos olhem de uma forma positiva. Não devem ter pena ou medo de nós ou ignorarem-nos.

Queremos fazer parte de nossa comunidade, e assim as outras pessoas vão conhecer-nos melhor e aprender que somos como todos os outros.”



ORIGINAL ARTICLE

Attitudes towards People with Disabilities – what do people with intellectual disabilities have to say?

Sandra Corr McEvoy and Emer Keenan, Prosper Fingal, Strand Street, Skerries, Dublin, Ireland (E-mail: sandracorr65@gmail.com)

Accessible summary

- This research aimed to find out how people with intellectual disabilities are treated by the public, from the viewpoint of people with intellectual disabilities.
- A total of seven focus groups were used to collect stories from 41 adults with intellectual disabilities attending one agency in Dublin.
- The stories were about how they have been treated in everyday life.
- The findings show that some people have been treated very well, but many other people have not been treated well.

Summary

Attitudes towards people with intellectual disabilities have traditionally been very negative, resulting in people with intellectual disabilities being treated badly by other. This claim was explored by conducting focus groups with adults who have an intellectual disability to find out about their everyday experiences in different places and using different services. Participants reported being treated well by some people and in some places, but being treated less favourably by other people and in other places. Being treated well happened in their home, in college, in work and in their services. People were treated less well when they were out and about, using public transport, in school or work.

Keywords *Communication, empowerment issues, learning (intellectual) disabilities, social interaction*

Significado da deficiência?



Pessoa com DI tratadas de forma justa e com respeito?



“Somos pessoas, não queremos que vejam apenas a deficiência, queremos que nos vejam tal como somos”

Getting involved in the community—What stops us? Findings from an inclusive research project

Fran Mooney¹ | Nazia Rafique¹ | Liz Tilly² 

Transportes

**Medo e
ansiedade**

**Limitações na
escolha e
controle**

**Riscos e
segurança
pessoal**



Imagem retirada de: <https://www.safeplaces.org.uk/>

'It's my life': Autonomy and people with intellectual disabilities

Kristín Björnsdóttir

University of Iceland, Iceland

Guðrún V Stefánsdóttir

University of Iceland, Iceland

Ástríður Stefánsdóttir

University of Iceland, Iceland



Journal of Intellectual Disabilities

2015, Vol. 19(1) 5–21

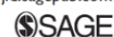
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DOI: 10.1177/1744629514564691

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**Percepções
acerca da
deficiência
intelectual**

**Acesso à
informação**

**Assistência
adequada**

What Things Make People with a Learning Disability Happy and Satisfied with Their Lives: An Inclusive Research Project

Anna Haigh*, Darren Lee†, Carl Shaw†, Michelle Hawthorne†, Stephen Chamberlain†, David W. Newman‡, Zara Clarke§ and Nigel Beail¶

*Cornwall Foundation Trust, University of Sheffield, Sheffield, UK; †Belong, Sheffield, UK; ‡Rotherham, Doncaster and South Humber Foundation Trust, Doncaster, UK; §Sheffield Health and Social Care Foundation Trust, Sheffield, UK; ¶South West Yorkshire Partnership NHS Foundation Trust, University of Sheffield, Sheffield, UK

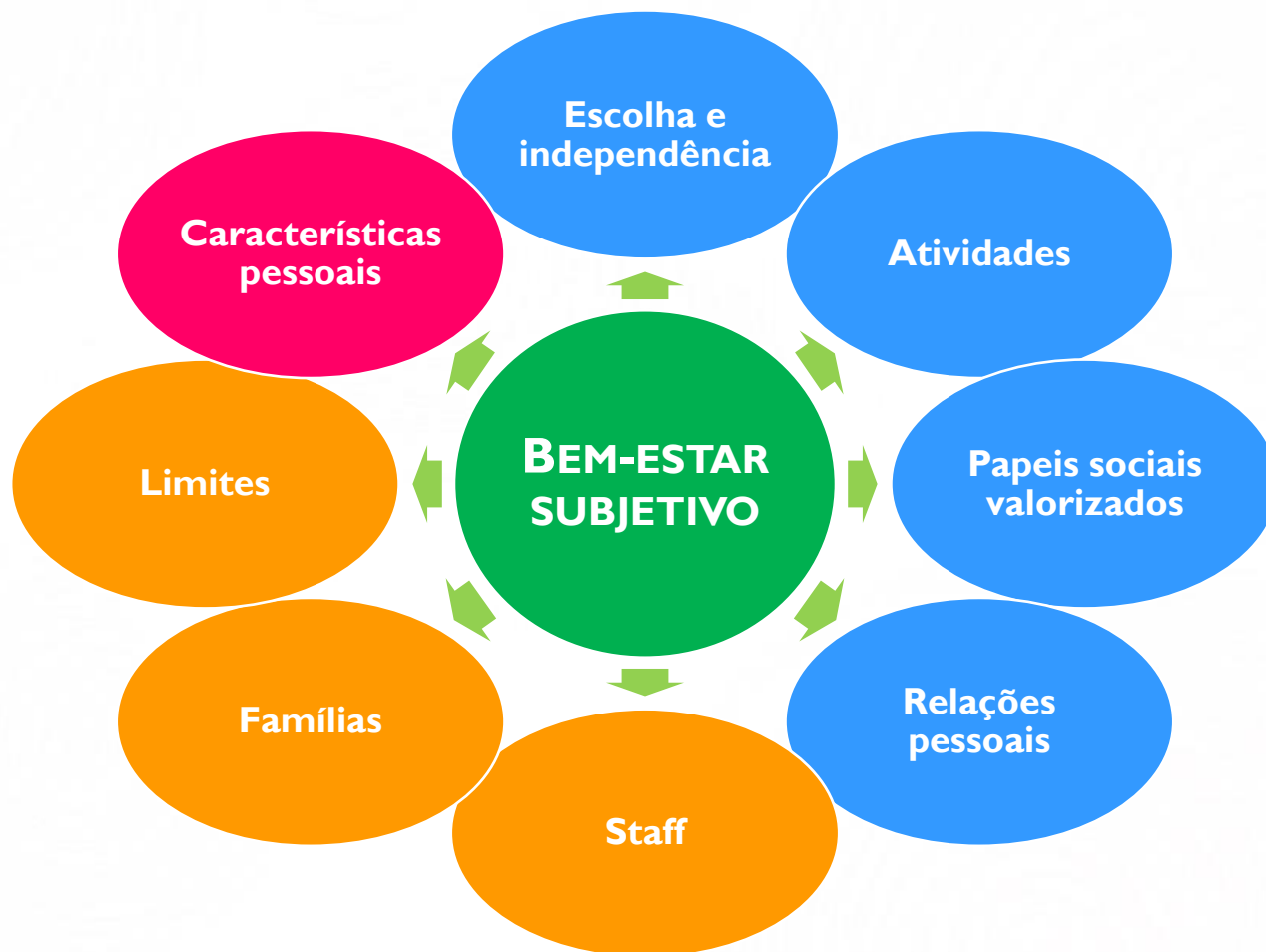










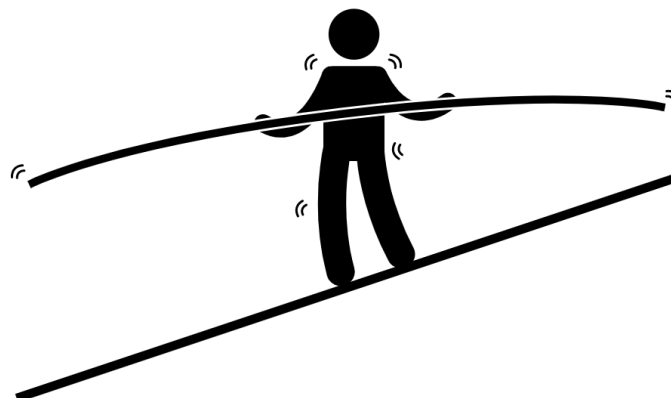
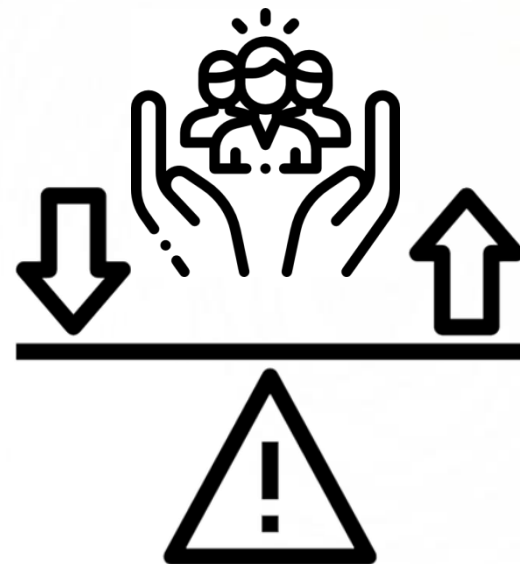
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Duty of care and autonomy: how support workers managed the tension between protecting service users from risk and promoting their independence in a specialist group home

R. Hawkins,¹ M. Redley² & A. J. Holland²

¹ *Leeds Institute of Health Sciences, University of Leeds, Leeds, UK*

² *Cambridge Intellectual and Developmental Disabilities Research Group, Section of Developmental Psychiatry, University of Cambridge, Cambridge, Cambridgeshire, UK*







... the dignity to take risks, fail, and learn
(Nye-Lengerman & Hewitt, 2019)





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