

Educational Modalities and Supports for People with Severe Intellectual Disabilities, Minority Diseases and Complex Communication Needs

Marina Calleja-Reina, María Sotillo^{*1}, Antonio Javier Zurita², M^a Luisa Luque³

^{*1} Universidad Autónoma de Madrid, Spain

^{2,3} Universidad de Málaga, Spain

Abstract

Inclusive education involves transforming educational cultures, policies and practices to minimize barriers to the presence, learning and participation of all people. Schools should seek a fully inclusive response also to people with severe intellectual disabilities (DIS), people with minority diseases (ENMI) and people with complex communication needs (NCC).

The objectives of this work are to know the educational modality in which people from these groups are and the type of intervention they receive.

We developed an online survey. We obtained 32 responses from family members of people with DIS, ENMI and NCC (between 3 and 21 years of age). Family members reported that 40.6% were in early childhood education (3 to 5 years), 31.3% in primary education (6 to 12 years) and 28.1% in secondary education and above (12 to 21 years). Twenty-five percent of the people are in fully inclusion mode (regular school with support), 18.8% are in partial inclusion (regular classroom and support classroom), and 34.4% are in specific classrooms, separated from their peers. The remaining 21.8% receive no educational attention.

Family members report that 56.3% receive communication and language care at the educational center and 59.4% receive learning therapies at their educational center. Parents report that 46.9% also receive private speech therapy outside their school.

The results are discussed in terms of inclusion policies for people with severe educational support needs.

Keywords: cognitive impairment, educational support needs; inclusive education; minimally verbal; rare diseases