

**PUBLIC SELECTION BASED ON QUALIFICATIONS AND INTERVIEW FOR THE AWARDING OF NO. 8 EXPERIENCED GRANTS LASTING 36 MONTHS AND NO. 2 EARLY STAGE GRANTS LASTING 12 MONTHS FOR CONDUCTING RESEARCH PURSUANT TO ART. 22 OF LAW NO. 240/2010 AT THE DEPARTMENT WITHIN THE RESEARCH PROGRAMME CALLED "STARS SUPPORTING TALENTED RESEARCHER" - ACTION 1 FOR THE YEAR 2019-2021 - 1<sup>a</sup> TRANCHE - TYPE A - (CUP: F56C18000670001)**

*announced with decree of the Chancellor Rep. no. 126/2019 of 28.02.2019 and posted on the official registry of the University on 28.02.2019*

## **CODE N. 1**

### **RESEARCH PROJECT**

#### **"Self-determination and disability in adulthood. From the participatory case study to a pedagogical model of intervention"**

**Research structure:** Department of Human and social sciences

**Duration of the grant:** 36 months

**Scientific Area:** 11 – History, philosophy, pedagogy and psychology

**Academic recruitment field:** 11/D2 – Methodologies of teaching, special education and educational research

**Academic discipline:** M-PED/03 Methodologies of teaching and special education

**Scientific Director:** Prof. Serenella BESIO

Born within the psychological studies (Deci Ryan 1985), the construct of self-determination (SD) concerns the person's capacity to be a primary causal agent in his life by making choices without external influences or interferences (Wehmeyer 1992) and has become, in the context of disability studies, a crucial variable of the Quality of Life models (Brown Bayer 1989; Shalock 1991; Felce Perry 1995). The construct, however, opens some critical issues in cases of persons with Intellectual Disability (ID) and Autism Spectrum Disorders characterized by low levels of personal autonomy and self-awareness. Nevertheless, even the increase in life expectancy and the number of adults with DI, there has been no renewed interest by the scientific community on theoretical models and operational proposals, nor greater awareness on the part of social and health services. related.

Today to design for the adult with ID means to question the principle of SD (eg: the delicate and never definitive balance between the right external support and the personal growth, promoting forms of active aging) clarifying the changes to be implemented in the organization of social and health services and the logics that should inform supports/interventions. If the Italian Legislator was a precursor in terms inclusive culture (eg: L. 112/2016, L. 6/2004) indicating the need to achieve/maintain the maximum possible freedom of choice independently and to continuously explore the potential of each individuals, the practices to be implemented still require a robust epistemological-pedagogical framework and consistent operational proposals.

The present project, based on a participatory research-training model that involves local stakeholders, has the following objectives:

1. to carry out a scientific literature review on construct of SD within disability studies and its use in the field of educational planning for adult with ID;
2. to analyze the practices of social and health services for adult with ID in Lombardy (Rsd, Sfa, Cdd, Css, etc.), in particular on the interpretations of SD related to educational actions and intervention strategies;
3. to elaborate a pedagogical model capable of orienting the services in the concrete application of the principle of SD. It will inspire: a) the drafting of Guidelines addressed to operators/service managers and validated through their direct involvement in an intermediate phase; b) the creation of an intervention tool for individual/community educational planning.