

## Disability

## INVITED ADDRESS

449KA

**Disability in the Global South and the silence of psychology***Leslie Swartz Stellenbosch University, South Africa*

Psychology, along with medicine, has a long history of engaging with disability, and not always to the advantage of people with disabilities. Psychologists and psychological ideas were closely intertwined with the eugenics movement and with the intertwining of ideas about race with ideas about human imperfection and perfectability. Psychology as a discipline continues to be at the forefront of work about disability – specific interventions around intellectual disability and other impairment groups, for example. On the other hand, despite concerns in community psychology with issues of social exclusion on the grounds of race, gender, sexual orientation and so on, psychology has remained relatively silent about these issues as they apply to disability exclusion and its interfaces with other forms of exclusion. In this presentation I argue that if we as psychologists concerned with the Global South are concerned about decoloniality and with social justice, we cannot continue to view disability as a specialised concern. On the contrary, disability issues are central to understanding many other forms of social exclusion.

## ORAL PRESENTATION

7904

**Self-realization specificities among people with disabilities***Tatyana Opekina (1), Natalia Shipova (1) 1. Kostroma State University, Russia*

The society has faced a growing demand for successful, self-sufficient, and adaptive individuals, which makes a phenomenon of self-actualization a research object of particular academic interest. A. Maslow, E. Fromm, G. Allport and others consider self-actualization a human value in their works. Many scholars suggest that activity limitations and mental health problems of people with non-normative development may hinder their self-realization. The scope of the study is determined by the relevance to identify and study the specificities of self-actualization among people with non-normative development by contrast to those with the normative one. Research methodology: The Multidimensional Questionnaire of Personality's Self-Realization (S. Koudinov); The Oxford Happiness Questionnaire (OHI, Argyle et al., 1989). The sample consists of two groups: normative and

non-normative development ( $M=21.7$ ). The data showed that positive mental and emotional state is prevalent in the non-normative development group ( $p=.03$ ). We obtained higher indices on the social obstacle parameter from disabled respondents ( $M=10.5$  compared to  $M=4$ ), while those on the personal obstacle parameter are similar in the both groups ( $M=15$ ;  $M=14.8$ ). The possible explanation lies in stereotypes prevalent in Russian society. These results may basically indicate that disabled respondents seek to compensate their limitations to prove their self-worth. When determining the level of happiness, we observed higher mean values in the non-normative development group ( $M=43.9$  compared to  $M=39.9$ ). A lack of statistical difference may be explained by respondents' successful adaptation and self-actualization in an area they access to. Thus, we confirmed the hypothesis that disabled people are distinguished from their non-disabled peers by a number of self-actualisation specificities. \*The reported study was funded by Grants Council of the President of the Russian Federation according to the research project № MK-6263.2021.2.

3444

**Inward disorder pattern and self-concept features among adolescents with visual and hearing impairment***Tatiana Adeeva (1), Svetlana Khazova (1), Inna Tikhonova (1), Ulyana Sevastyanova (1) Kostroma State University, Russia*

The reported study was funded by RFBR according to the research project № 19-013-00768A The Department of Humanities. This research explored to the definition of the phenomenon of the inward disorder pattern (IDP) of people with disabilities, its specificity, place and role in the structure of the Self-concept. IDP is considered a complex integrative construct that affects Self-concept development and is significant for an individual's successful social adaptation. The sample consisted of 24 adolescents with visual impairments, 19 adolescents with hearing impairments. The average age is 13. Research methods: the technique «The study of self-concept» by E. Pearce, D. Harris (adaptation by A. M. Prihozhan, 2003); the conversation technique «The Study of Internal Disorder Pattern» (Adeeva 2019). Adolescents with hearing impairment have a very high level of self-esteem, insufficient level of criticality. They consider their behavior socially correct and approved, consider themselves happy, appreciate their external attractiveness, rate themselves as sociable and popular among peers. Indicators of self-confidence have a very high level. However, a high level of anxiety indicates their distress. Thus, the Self-concept of adolescents with hearing impairment is

characterized by infantilism, tension. Adolescents with visual impairments also have a high level of self-attitude, but there is a more critical attitude towards themselves. The components of the IDP of adolescents with visual impairment are more complete compared to adolescents with hearing impairment. Children characterize physical sensations, better know the causes of the disorder, determine the limitations associated with the visual impairment. IDP specificities in the physical, cognitive, motivational components based on a disorder form are identified. Specificities of IDP can be determined not only by a disorder form but by the ratio of its components as well. The peculiarities of the inward disorder pattern are related to the specifics of the Self-concept.

3426

**Illness perception of adolescents with uncontrolled type 1 diabetes mellitus***Elmari Deacon (1), Schvaugn Lesage (2), Esme Van Rensburg (2), David Segal (2) 1. South Africa; 2. North-West University, South Africa*

Objective: Adolescence have been identified as a challenging period in the management of diabetes as it entails physical changes and social demands which influence the adolescents adherence to diabetes management care plans. This study explored the illness perception among adolescents living with uncontrolled type 1 diabetes (T1D) and how these perceptions influenced management of T1D. Method: A qualitative, explorative design with semi-structured interviews was followed. A non-random purposive sampling method was utilised. The illness perception among eight adolescents, ages 12–18 years, with uncontrolled T1D were analysed through thematic analysis. Results: Four major themes were generated, namely (1) management of T1D is challenging, (2) perception of T1D is negative, (3) management of T1D is motivated by fear, and (4) living with T1D leads to a sense of being different. Adolescents with uncontrolled T1D believe that T1D is difficult to manage leading to a largely negative perception of the disease. Conclusion: This study demonstrated that adolescents with uncontrolled T1D assume the belief that it is difficult to manage, which is internalised as personal failure, leading to largely negative perception of the illness. This study contributes to the body of literature on adolescents who have found adhering to management protocols challenging, which may give additional insights into the practical application of such research and assist in designing successful interventions.

3421

**Young adult women's meaning making of living with type 1 diabetes**

**Elmari Deacon (1), Sylvia Kruger (2), Esmé Van Rensburg (2), David Segal (2)**  
 1. South Africa; 2. North-West University, South Africa

Objective: Managing type 1 diabetes, especially during young adulthood, is a complex process. Type 1 diabetes is primarily researched as a medical condition, and an examination of the subjective experience thereof is neglected. The study aimed to explore young women's meaning making of living with type 1 diabetes, with the hope of informing clinical practice and improving support to people with diabetes. Design: Interpretative phenomenological analysis (IPA) enabled the in-depth exploration of participants' personal meaning making of living with type 1 diabetes. Main outcome measures: Six female participants between the ages of 18 and 25 were recruited from the Centre for Diabetes and Endocrinology, participating in in-depth, semi-structured interviews, lasting approximately 45 minutes. The interviews were audio recorded, transcribed, and analysed using the principles of IPA. Results: The findings of the IPA analysis are considered against the background of existing literature on meaning making. Three superordinate themes emerged: (1) the process of reappraising a life with diabetes; (2) the development of diabetes as a lifestyle; and (3) meanings made. Conclusion: The findings of the study indicate that meaning has a significant impact on peoples' adjustment to living with diabetes. It is concluded that optimal care in diabetes services should incorporate a holistic approach.

1249

### Perception of parents and children with disabilities about barriers to inclusive education

**Renu Bala Updesh Kaur Sarvodaya Kanya Vidyalaya, India**

This paper presents the perception of parents and children with disabilities with regard to the barriers that prevent inclusive education from being implemented in Haryana State, India. The sample comprised 56 parents and 28 children with disabilities selected from 28 government primary schools of four districts. A self-developed perception scale, containing 30 items, divided into three sections namely perception towards physical barriers, perception towards administrative barriers and perception towards attitudinal barriers, was administered. The score value for each item of the scale was calculated and item rating was assigned. Out of the three types of barrier, the administrative barriers were ranked at the top both by parents and children with disabilities. Among 30 factors, 'lack of encouragement by the head teacher to use technology in the classroom' and 'the appointment norms of special teachers' were perceived as the highest barriers to the implementation of inclusive education. It is recommended to remove the barriers to make

inclusive education a successful practice. The study has its implications for the policymakers, parents, school administrators, media personnel, rehabilitation professionals and children with disabilities.

517

### College life challenges for students with autism spectrum

**Adriana S. Ginanjar Universitas Indonesia, Indonesia**

Life as college students is very different compared to that during high school. College students are required to be more independent in studying and doing college assignments, to be able to make friends with new people from various backgrounds, to adapt to learning method, and to balance among academic activities, organizational activities, family time and free time. This drastic change caused many problems especially for students with special needs, such as individuals with autism spectrum (AS). Individuals with AS have special characteristics, such as difficulties in communication and self-expression, a deficit in social interaction, sensory processing problems, restricted behavior and interest, and difficulties in adapting to change. They also have high anxiety and may have a panic attack when faced with difficult problems. The purpose of this qualitative study was to obtain in-depth information about the problems faced by colleges students with AS. Data in this study was obtained from interviews with 6 college students who came for counseling with academic and personal problems. The counseling process range from 2–10 sessions and the parents were also involved in counseling. The results of this study indicated that the difficulties faced by students with SA have started since the first day of the orientation period because they had to participate in activities that considered demeaning to them. They experienced intense negative emotions and very stressful during that period. There were a lot more difficulties and challenges as they involved in college life: (1) different class schedules every day, (2) different class members for different subjects made it difficult for them to make friends, (3) piled up assignments which caused high anxiety and failure to complete the tasks properly, (4) feelings of loneliness, isolation, and depression due to limited or no friend, (5) limited ability to seek help in overcoming their problems.

## POSTER PRESENTATION

6971

### The experience of counselling psychologist's first two weeks of internship

**Barry L. Viljoen South Africa**

The role of mental health services and more specifically psychological services within the physical rehabilitation context, within South

Africa, is still relatively new and uncharted. This territory, is one which has been reported to have been difficult to navigate for experienced psychotherapists, let alone therapists still in training. The study followed a case study design, utilizing a narrative framework, with the goal of exploring and understand the narrative of two counselling psychologist's during their first two weeks of their internship, placed at a physical rehabilitation hospital.

4489

### Factor structure of the reading and writing support needs scale for students in higher education

**Tomone Takahashi Shinshu University, Japan**

Objective: The Reading and Writing Support Needs Scale (RWSNS) is a 93-item self-report scale developed to evaluate difficulties in reading and writing experienced by Japanese students in higher education. The items were created with reported difficulties experienced by those with learning disabilities (LD). Thus, it is expected that high scores on the scale reflect unidentified LD among students in higher education. The scale is divided into 2 sections, current difficulties and those experienced during elementary school days. In addition, the items in the scale were classified in three subscales; reading, writing, and other academic skills (including memory, speaking, listening, attention, and math). Although the items were classified by their contents, underlying constructs have not been examined. Thus, the purpose of this study was to examine the factor structure of LD related difficulties. Methods: The RWSNS consisted of six subscales. Sufficient internal consistency and test-retest reliabilities were reported, and evidence for validity was reported through its correlations with reading and writing performance. Two hundred and eleven students (102 males and 109 females, mean age = 20.4, SD = 1.6) from a vocational school, universities, and graduate schools participated in this study. Results: The 44 items in the "current" section and 49 items in the "elementary school" section were analyzed separately. Eight factors were extracted from the "current" items and 9 factors were extracted from the "elementary school" items. The factors representing the same construct across both sections were "reading comprehension," "handwriting," "visual perception," and "memory and auditory attention." The items from both reading and writing subscales showed high factor loadings on visual perception factor. Conclusions: Factor analysis revealed that visual processing is one of the underlying constructs of LD related difficulties. This finding may be associated with Kanji characters, visually complicated logograph, in Japanese language.

4221

### Parents' work-related stress and burnout

**Maria A. Kyriotaki (1), Nikolaos Papanikolaou (2), George Kyriotakis (3)** 1. Greece; 2. University of Crete, Greece; 3. MD Anderson Cancer Center, United States of America

This pilot study explores work-related stress and burnout in parents with typically developing children and parents with special education needs children, and identifies differences between the two groups of parents, a novel contribution to the literature. Specifically, this study assesses parents' work related stress, its sources and consequences as well as burnout as experienced in parents' emotional, behavioral and cognitive domains. The sample consists of 30 parents of nursery and school aged typical developing children, and 30 parents of children with disabilities who attend special schools or inclusive classrooms. Parents' demographic information (e.g., gender, age) and their experiences of work related stress and burnout were collected by a structured questionnaire. The first part of the questionnaire consisted of demographic questions and the second part captured data using the ASSET (Cartwright & Cooper, 2003) and the Maslach Burnout Inventory (Maslach & Jackson, 1986). The findings show that parents of children with special educational needs experience higher levels of work related stress and occupational burnout compared to parents with typically developing children. There are differences between the two groups regarding work overload, physical health, psychological well-being and work-life balance. The findings emphasize the need to design and implement intervention programs to reduce stress and burnout and improve the quality of life for parents of children with and without special educational needs.

3099

### Research of psychological resources of people with disabilities

**Anna I. Ovdienko (1), Tatiana V. Tsyhanchuk (1)** 1. Borys Grinchenko Kyiv University, Ukraine

Problem of research: The ability to cope with difficult situations using one's own psychological resources is an important psychological problem. This is the key to maintaining psychological health and an effective way to overcome difficult life situations with minimal emotional and other losses. Some physical characteristics of people with disabilities give rise to differences of the perception in their psychological resources. Results: People with disabilities (spinal cord injuries) who underwent rehabilitation in an active rehabilitation camp were examined. Their results were compared with people without disabilities. Student's test was used in processing results. The main results are given below. There is no difference in

the level of general psychological resourcefulness between disabled and non-disabled people ( $p = .351$   $t = 0.258$   $n1 = 52$   $n2 = 69$ ). There is difference in the level of their psychological resourcefulness between disabled people who had active rehabilitation and who had not have such experience ( $p = .016$   $t = 3.053$   $n1 = 35$   $n2 = 33$ ). People who attended the Camp of active rehabilitation have a higher level of psychological resourcefulness than people who tried to cope by themselves. The difference is 8.1. Among active rehabilitation group were people who became leaders after the rehabilitation program. They helped others to cope with their disabilities. We also got the differences between leaders and just program participants ( $p = .036$   $t = 1.383$   $n1 = 11$   $n2 = 25$ ). Leaders had higher level of psychological resourcefulness than people who were only a member of the program. The difference is 4.3. Conclusions: Differences in the level of psychological resources between people with disabilities and people without disabilities have not been identified. The psychological rehabilitation program helps to increase psychological resources. People who became leaders had a higher level of psychological resources than ordinary participants of the program.

2740

### Societal stigma and paternal and maternal disciplinary actions with children with special needs

**Chun Bun Lam (1), Kevin Kien Hoa Chung (1)** 1. The Education University of Hong Kong, Hong Kong

Objectives: All children misbehave at times. Research indicates that parents' disciplinary actions towards their children's misbehaviors—such as using induction, verbal hostility, or physical coercion—have important implications for their children's long-term adjustment (Larzelere et al., 2013). Surprisingly little is known, however, about how the larger ecological context, such as societal stigma, may be linked to parents' disciplinary actions in families with children with special needs (Algood et al., 2013). The present study examined whether societal stigma was linked to parental disciplinary actions, and whether parental self-stigma and depressive symptoms mediated such links, in Chinese fathers and mothers of children with special needs. Methods: Cross-sectional, questionnaire data were collected from 173 mothers and 112 fathers of 186 children with special needs, including global developmental delay, autism spectrum disorder, and attention deficit and hyperactivity disorder, from 28 kindergartens in Hong Kong, China. Fathers and mothers separately rated their perceptions of societal stigma, self-stigma, depressive symptoms, and parenting behaviors. The children with special needs were 35–82 month old ( $M = 61.62$  months,  $SD = 10.10$ ), and 76% of them were boys. Results: Path analysis indicated that societal

stigma was linked to parental induction, verbal hostility, and physical coercion. Mediation analysis further indicated that self-stigma and depressive symptoms fully mediated the associations of societal stigma with verbal hostility and physical coercion. The model worked equally well in fathers ( $\chi^2 = 5.81$ , CFI = .98, SRMR = .04) and in mothers ( $\chi^2 = 21.74$ ,  $p < .01$ , CFI = .93, SRMR = .06). Conclusions: Findings highlighted the role of the larger ecological context in understanding fathers' and mothers' parenting of their children with special needs. Societal stigma, self-stigma, and depressive symptoms seemed to be particularly relevant to understanding why some parents resort to verbal hostility or physical coercion when dealing with their children's misbehaviors.

1867

### The effect of education on Japanese university students' understanding of developmental disabilities

**Yuji Okada** Tohoku University, Japan

Most of the Japanese university students do not have accurate knowledge on developmental disabilities, despite the fact that some students have developmental disabilities themselves. Providing opportunities to understand developmental disabilities for ordinary students is important in order to create supportive environments for students with disabilities. In this study, the author provided education directed at understanding developmental disabilities, and examined the changes in students' implicit and explicit attitudes toward disabilities using the paper-format Implicit Association Test (IAT) and a self-report questionnaire. Ninety-nine students participated in the research and completed the IAT and questionnaire. Education directed at understanding developmental disabilities consisted of three classes, in which basic knowledge and support regarding ASD, ADHD, and SLD were explained. To investigate the changes in students' attitudes toward developmental disabilities, the IAT and the questionnaire were conducted three times; before the education (pre), after the education (post), and one month and a half after the education (follow-up). With the paper-format IAT, participants were required to categorize stimulus words into "developmental disabilities or normal people" and "positive words or negative words". In order to measure students' explicit attitudes toward developmental disabilities, the semantic differential (SD) method was utilized. An ANOVA revealed that IAT scores decreased from pre to post, and scores of post and follow-up were at the same level. Regarding the SD method, factor analyses found "evaluation" factor and "activity" factor. ANOVAs showed that the score of the evaluation factor increased from pre to post, while the scores of post and follow-up were similar. Regarding the activity factor, no

change was detected. These findings imply that education directed at understanding developmental disabilities has a significant impact on encouraging positive changes in students' implicit and explicit attitudes toward developmental disabilities; furthermore, the effect of education was maintained for at least one month and a half post-education.

### 1855

#### Personal determinants of the development of paralympic athletes' hardiness

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Modern sport is the prerogative of not only healthy people, but also people with disabilities. Therefore, there is a growing interest and importance of research related to the study of personal resources that contribute to the successful adaptation and self-realization of Paralympic athletes. The aim of the study was to substantiate the personal determinants of the development of Paralympic athletes' hardiness, describe of their effective strategies to overcome the difficulties, develop psychological training aimed at the development of proactive strategies of behavior of people with disabilities. In the study, we relied on the social model, not the medical model of disability (S.J. Hanrahan, 2007), in which people with disabilities are considered as capable of development and self-realization. Such qualities as emotional intelligence, motivation and well-being were considered as personal determinants of hardiness. The study was conducted at the school of Adaptive sports in Yekaterinburg, Russia. The organization of the study provided for the collection of data both in the course of direct contact (questionnaire) and remotely in the form of an online survey. The study was conducted in accordance with ethical requirements and involved 36 Paralympic athletes. According to studies, 43% of Paralympic athletes have a high level of hardiness, 37% average and 20% low. It is revealed a significant relationship between the components of hardiness

(challenge, control, and commitment) with internal motivation ( $p < .01$ ), as well as the relationship between the level of development of hardiness and well-being ( $p < .01$ ), at the same time between hardiness and indicators of emotional intelligence, no reliable results were found. The data obtained during the study made it possible to develop case studies on typical coping strategies for Paralympic athletes. Further research is planned to take into account the gender and age characteristics of Paralympic athletes.

### 870

#### Factors associated with psychological distress among people with physical disabilities

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Objectives: Psychological distress among people with physical disabilities (PWP) might affect their physical morbidity, reduce their quality and duration of life, and increase their need for health care services. Therefore, it is essential to explore the factors that might affect psychological distress among PWP. The current study assesses the association between demographic factors (gender, education, and employment status), health-and disability-related factors (type of disability, visibility of the disability, disability duration, and self-rated health), and psychosocial factors (perceived discrimination and perceived social support), and psychological distress among PWP in Israel. Methods: The data were collected through structured questionnaires administered to a sample of 433 PWP. Results: The findings suggest negative associations between education, employment status, duration of disability, self-rated health, and perceived social support, and psychological distress among PWP. In addition, the findings indicate a positive association between perceived discrimination and psychological distress. No association was found between gender, type of disability, and visibility of the disability, and psychological distress. Conclusions: PWP who are unemployed, less educated, with a shorter duration of disability and

lower self-rated health, as well as those who feel more discriminated against and less social support, are more likely to experience higher levels of psychological distress. Therefore, it is important to raise PWP's awareness of their rights and of the social possibilities and services available to them, to provide them with mental help, to engage in extensive social activities aimed at providing resources to PWP, and to act to eliminate discrimination.

### 501

#### Cognitive-linguistic correlates of word reading in bilingual adolescents with dyslexia

**Kevin Kien Hoa Chung (1), Chun Bun Lam (1)** 1. Education University of Hong Kong, Hong Kong

The present study examined cognitive-linguistic correlates of word reading in Chinese adolescents with dyslexia learning English as a second language (L2). Ninety two Chinese-speaking adolescents at Grade 6 in Hong Kong participated in this study, 46 students with dyslexia and 46 typically developing students. They were matched on age, IQ and parents' education levels. All students were administered the assessment measures in both Chinese (L1) and English (L2): working memory, rapid automatized naming (RAN), phonological awareness, morphological awareness, and word reading at Grade 3 and Grade 6. Multivariate analysis indicated that compared to the typically developing peers, students with dyslexia showed weakness in working memory, rapid automatized naming, phonological awareness, vocabulary knowledge, and morphological awareness across the two grades. Predictive discriminate analysis also showed morphological awareness and RAN are strong correlates of reading difficulties in L1 and L2, but Chinese phonological awareness is not. These findings suggest reading difficulty co-occurrence in L1 and L2 and underscore the potential importance of morphological awareness and RAN for reading difficulties in both Chinese and English.