ANNOTATED BIBLIOGRAPHY

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Population: Adolescents with Intellectual Disabilities (ID)


The fourth chapter of this book gives an overview of what intellectual disabilities (ID) are, how they manifest in children, and interventions that are helpful for students in the home and in school. Because of the nature of the book, there are different references cited throughout the book. This book has also been updated as of last year, to keep information relevant. Specifically, legislation cited for definitions include the Individuals with Disabilities Education Act (IDEA) and the American Association for Intellectual and Developmental Disabilities (AAIDD). The purpose of this chapter is neither a research study nor position paper, but an overview of information that would be helpful for an educator to keep in mind when working with students with ID. Some included subtopics were the specific cognitive struggles ID brings, and being able to distinguish between intellectual functioning and adaptive behavior. What seems most prevalent to my learning about ID and advocating for individuals in the future would be understanding the characteristics of the disability, what the experience is like for a family of a child with ID, and what strengths can be seen. This will allow me as a counselor to see the student as holistically as possible, instead of just seeing a diagnosis or an IEP. It is harder to critique this material, since it is a textbook, and covers such a wide range of material. I gleaned so much information from this chapter that I do not know if I would have anything to change.


This study examined spirituality and social support, and how these supported mothers who had children with intellectual disabilities (ID). In the beginning of the article, there are two studies cited on each of the coping mechanisms, stating that spirituality “nearly always associated with an adaptive health outcome” (p. 3) and that social support can coincide with healthy family functioning. It also noted the bias against families of children with ID by professionals, with the association of being “higher stress families”. Three out of four studies were within the last 5 years, but some of the bias research is a little dated. The sample included 100 mothers of children with ID ages 7 to 15. Tools used were Spiritual Assessment Inventory (SAI), Social Support Appraisal Scale (SS-A) and Coping Response Inventory – Adult form, along with an interview. There is little information given that describes the women as far as their beliefs on spirituality or the quality of their support systems, but a significant correlation for both spirituality and social support and adaptive behaviors came through. From the interviews, the researchers observed a “crisis of belief” in most mothers when they first received the diagnosis of their child, which followed by a greater “quality in their relationship with God”. (p. 7). This study provides different resources to a family who is struggling with a diagnosis for
their child, which can create for them adaptive coping and allow the family to better support with child with ID. Family support is one of the crucial factors of success for a child’s performance, disability or no disability. I would have appreciated more information on the methodology of the research. It is not noted if the group of mothers were regional or national, as different regions of the country hold spirituality at different priority. I am also curious how these results would differ for fathers, or with both parents included in one study. However, I think the conclusions are relevant, backed up by other studies and make sense logically.


This study’s purpose was to examine the effect of supported employment intervention on whether transition-age youth with intellectual and developmental disabilities (IDD) obtained independent employment. In the first section of this article, the transition out of school for people with IDD is explained, and an overview of Supported Employment (SE) shows how that has been a support. It has also been collaborated with the State-Federal Vocational Rehabilitation Program (VR) to widen its scope to people with any sort of psychiatric or mental impairment. This article is supported with a lot of research, but the research does seem dated. This data was quantitative, and retrieved for the U.S. Department of Education RSA-911 database. The sample consisted of 23,298 people with IDD between the ages of 16 and 25 years old, with the majority having an intellectual disability, followed by autism. (4) The data first gathered subgroups of data and gave them a propensity score, which essentially estimated their likeliness to receive SE services. Then, these subgroups also factored in variables such as the severity of the disability and whether they received Social Security benefits, and gathered how many had received SE. Finally, the employment rates were shown for each group that contrasted employment rates in those that received SE versus those who did not. In all but 1 subgroup, people with IDD who received SE had a greater employment outcome between 11-21%. The data also showed that people with ID were more likely to receive SE than people with autism, cerebral palsy or a smaller developmental disability. The implications for this study show the importance of career support services in helping those with IDD transition into employment and more independent living. This was one of the biggest studies conducted on its topic, but even they admitted that they had “limited information on how severity of disability can effect these numbers” (p. 9). I found the research hard to decipher and oddly organized. It was unclear why receiving Social Security was a variable in the study, and the subgroup “tree” organization seemed more complicated than it needed to be. They had already disaggregated the data by ethnicity and gender in the methods section, and could have disaggregated that by the disability and/or severity, and potentially made the data much more simple to digest. The purpose of the article was specifically advocate for SE, however, this could have also been used to campaign for other supports, or to look at the factors that prevented those who received SE from gaining employment.

This study’s purpose was to examine the quality and amount of sexual education and support offered to adolescents with intellectual and developmental disabilities (IDD) in Australia. The literature in the first section of this article speaks to the lack of sexual education that is accessible and inclusive for students with IDD, and how poor experiences socially and/or sexually can be alienating for adolescents as they transition to adulthood. There is also survey research shown on how gender intersects in sexual education for adolescent girls with IDD, where they are more likely to be viewed as “sexual innocents”. The research is all within the past 10 years, however there is potential room for discrepancy since the majority of the research is from Australia. The sample included 17 staff from 3 agencies, on their experiences providing sexual education support to students with IDD. The data was collected through focus group interviews, to gain individual perspectives as well as seeing how participants reacted/interacted with others views. The interviews revealed a theme of the “reluctant counsellor”, observing a feeling of obligation to help the adolescents in this area, but out of fear that no one else will. It was also stated in each of the groups that the purpose of their agencies was employment/career support, and the “development of social and sexual skills, knowledge, and behaviour was not necessarily a formal expectation of the service” (p. 5).

Implications of this study include being able to educate adolescents with IDD on sexual health, in order to protect them from STD/STIs, along with emotional/social isolation from poor sexual experiences. There is clearly not enough research being done in this area on how to support them if we do not want to. Overall, the initial literature and the conclusion both speak to the fact that there is little information on the topic of sexual education that is accessible for people with disabilities, and so I cannot fault this article for the holes in information.


The purpose of this study was to show the barriers that prevent people with intellectual disabilities from being able to involved in their communities. The beginning establishes research on ID, and how community involvement is one of the key aspects of social inclusion that enhances their quality of life. There are at least 15 sources cited within the first couple of pages alone, and it seems that the conclusions are cohesive and that the topic has been searched thoroughly by Hall. The sample included 14 young adults with ID, and the questions explored their involvement with work, recreation and leisure activities. Four themes emerged in the findings: 1- vocational endeavours, 2- leisure pursuits, 3- social inclusions and 4-supports. Many of the participants worked part time jobs or volunteered, but struggled to find work they enjoyed. There were also limited opportunities to interact with coworkers and develop friendships for many. They reported feeling accepted and part of a community when others “initiated conversations with them”, “treated them with respect” and “treated them like other people their age” (p. 8) Transportation was the biggest hinderance for several of the people interviewed, as they received rides from service providers to go to work or volunteer. The implications for this study are wide, because the study involves many aspects of how people with ID relate to their community. The viewpoints given by the people in this study can help programs that run career skills groups to personalize their work more. It can also help peers of someone with ID to understand what makes them feel respected and included from their perspective. Overall, I think this study is helpful and current, and does a good job of bringing a wide range of personal experiences of people with ID. I appreciate that it looked into multiple aspects of community involvement, and sought out how these interviewees enjoyed their jobs, not just whether they had one or not.