

Persons with Disabilities, Inclusion and Career Guidance

Laura Nota
University of Padova
Italy

Abstract

Disability was traditionally considered as something a person has, such as a disease, a negative trait, or a deficit. In the last few years the conviction has become more popular that it is more correct and productive to refer to an ecological-behavioural view (Soresi, Nota & Wehmayer, 2011). The World Health Organization has played an important role in changing the way disability is understood through the International Classification of Functioning (ICF; WHO, 2001). Thus, emphasis has been placed on what people with impairments can actually do, on their levels of participation, their real community inclusion, their quality of life (Lawthom & Goodley, 2005; Nota, Soresi, & Perry, 2006; Schalock & Verdugo, 2002; Soresi, 2007). The inclusion of individuals with disabilities requires consideration of the type and level of participation in relation to the phase of a person's life: school inclusion is obviously related to child development and adolescence and work inclusion to adult life (Nota & Soresi, 2004; Soresi & Nota, 2007). Vocational guidance is the essential premise for any project of work inclusion. An analysis should be done of the wishes, professional expectations and strengths of persons with disabilities, and support should be given to their decisional process (Soresi, Nota, Ferrari & Solberg, 2008; Soresi, Nota, Ferrari, & Sgaramella, in press).

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