

ECPVI BUDAPEST

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Social participation from adolescence to young adulthood:  
results from an accelerated longitudinal research from 1996  
through 2016



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WHO WAS YOUR ROLEMODEL?



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## WHY DO WE NEED RESEARCH?



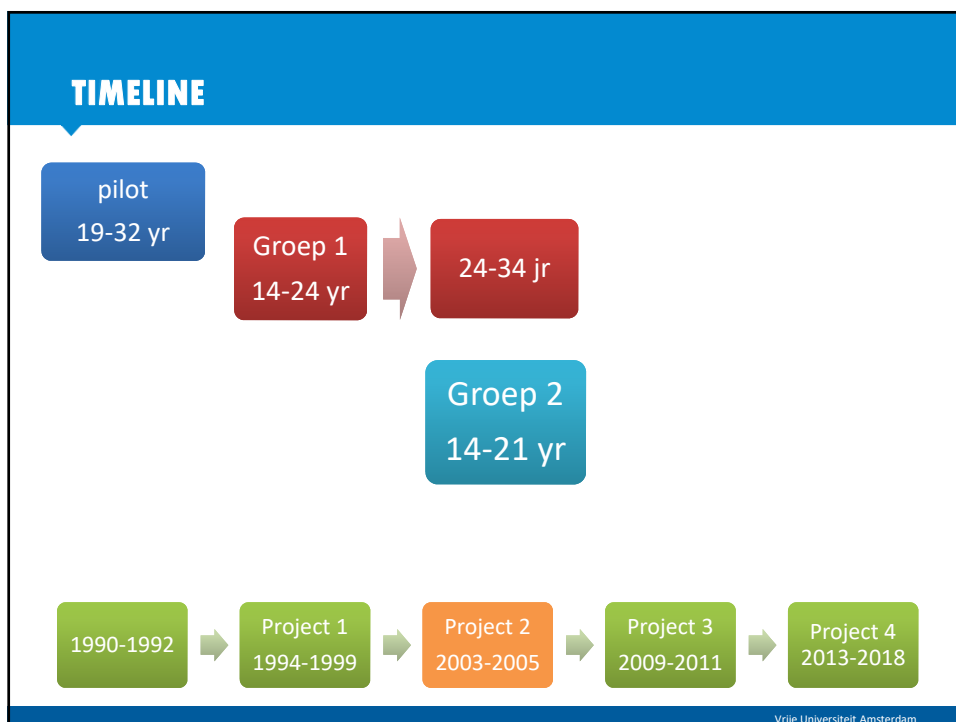
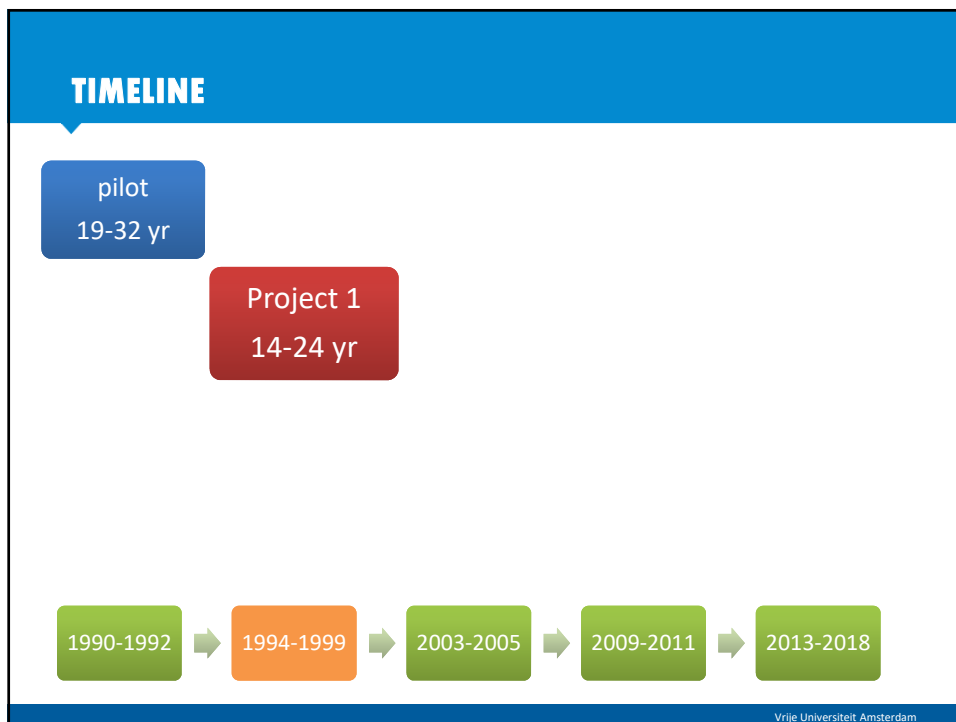
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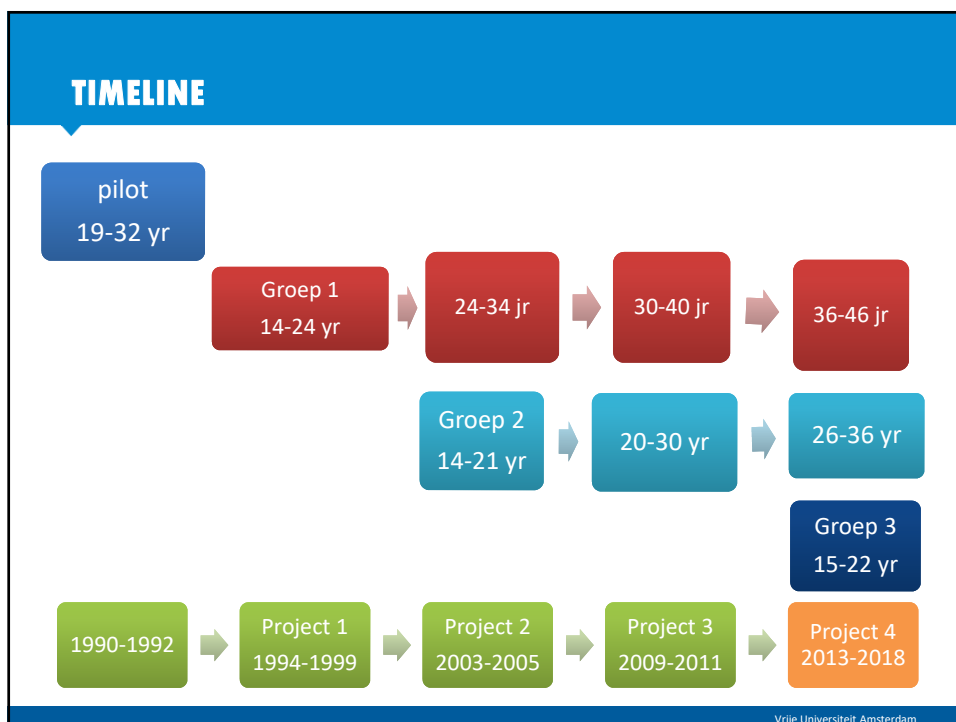
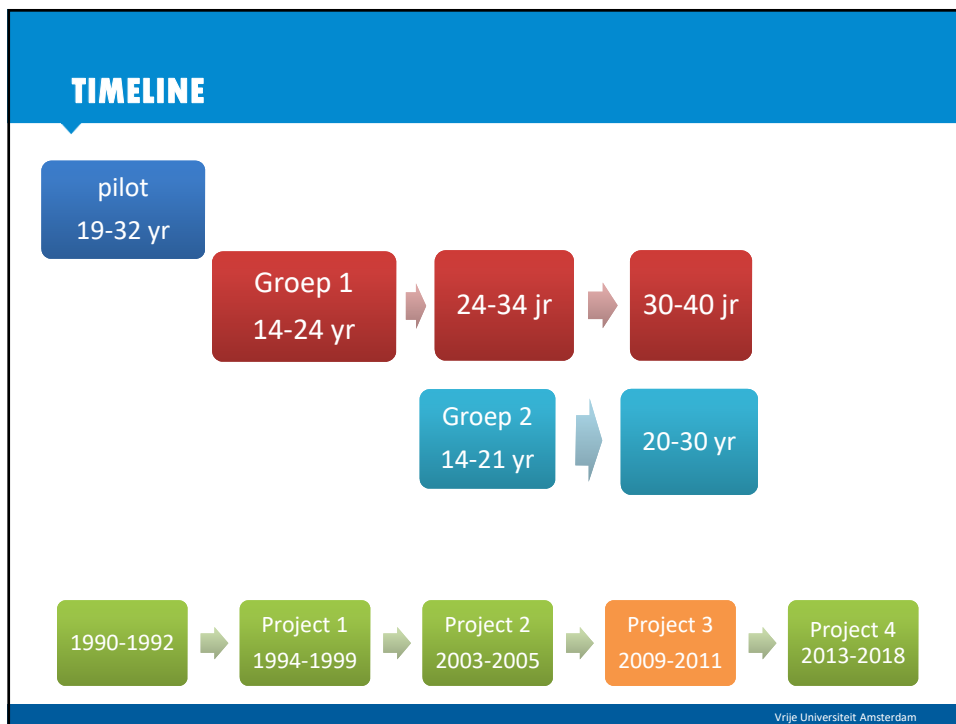
## TIMELINE IN 25 YEARS: ACCELERATED LONGITUDINAL RESEARCH

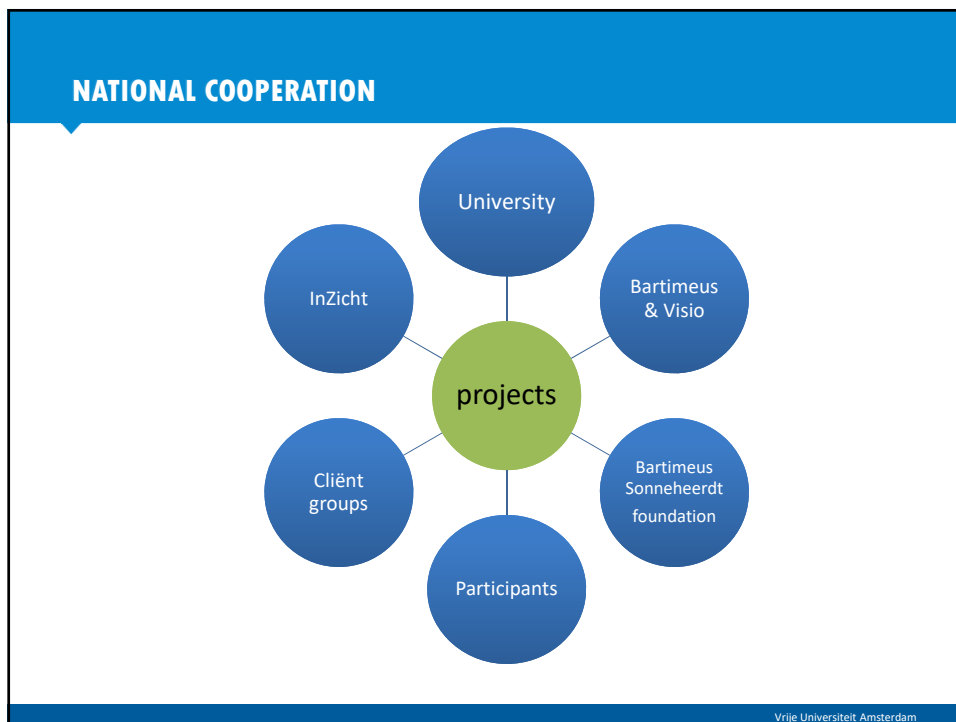
pilot  
19-32 yr



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### RESULTS

**DO IT NOW.**

**SOMETIMES 'LATER'  
BECOMES 'NEVER'**

Publications and hand-outs of presentations download:

<http://helios.www.psy.vu.nl/verderkijken>  
&  
[www.mentorsupport.nl](http://www.mentorsupport.nl)

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### SOCIAL PARTICIPATION ON 3 DOMAINS: RISKS

Education and jobs: lower degree compared with cognitive abilities; higher unemployment, lower diversity/variety in work experience

Relations: smaller and less diverse social networks, delayed romantic competences and more (unwanted) singles, doubts on all relational competences

Leisure activities: less frequent membership of all kind of clubs, more time spend alone, more time spend in smaller groups, less time outside the home

Note: higher risks are not caused at all times by the person with a impairment or caused by the consequences of having less eyesight

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### TRANSITION: ADOLESCENCE → YOUNG ADULTHOOD

1. Autonomy
2. Identity
3. Changing role parents
4. A lot of exiting "first times" -- or not... (remain behind)
5. Changes in social networks (school ends, siblings move out, friends are going to leave their parents, causing less visits to their places/parents as well etc.)



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## DIFFERENCES- DIVERSITY



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## LOOK FURTHER.....



Nick Vujcic: No Arms, No Legs, No Worries!



Isa-Bella Leclair



Evelyn Glennie: percussion player (deaf)

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## IS IT TRUE?



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## PERSON FIRST LANGUAGE

[stop labeling](#)

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## FUTURE: IDEAS FOR IMPROVEMENTS

More....

1. Self-determination

2. Fun/joy, modern and  
knowledge experts

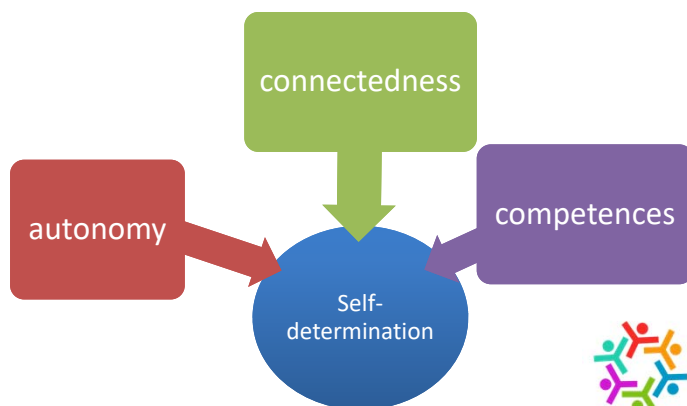
3. Enriched environment

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## ACTIONS → CHILD/ YOUTH

Self-determination theory (Deci & Ryan, 2000)

Intrinsic motivation to proactively shape your own life and be successful is achieved by stimulating self-determination through fulfillment of three basic psychological needs.



Mentor Support

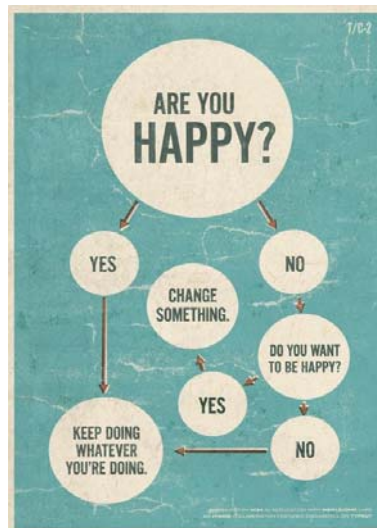
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## YOUTH IN CANADA

Canada-CNIB (Deborah Gold , 2015)  
15 – 30 year old persons VI: hardly in support organisations, although they struggle.

Project “Paths to change”: focusgroups

- Lighten up, more joy, hope
- Provide inclusive environments
- Use more rolemodels
- Focus on knowlegde AND attitudes



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## PROJECT VUMC AMSTERDAM: SUPPORT NEEDS

(ARTICLE VAN LEEUWEN, RAINEY, KEF, VAN RENS & VAN NISPEN, 2015)

1. Online questionnaire on support needs of young adults VI
2. Wishes for content or form of support

- Use more often social media and new technology: apps, online support/e-health
- They would like to have one central support worker/coach
- No long procedures for simple questions
- More contact and more sharing of experiences with peers with VI

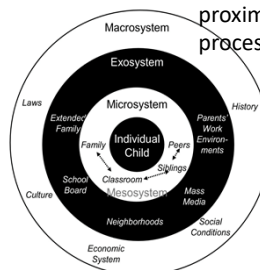


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## ENRICHED SOCIAL CONTEXT

1. A lot of pedagogical theories are based on the relevance of the social context
2. One of the results of my longitudinal research is the large variation in outcomes on several concepts within the group youth and young adults who all have a visual impairment
3. We have to take other personal and especially social context factors into account in our attitude, diagnostic procedures, advices, treatments and policy.

Bronfenbrenner:  
proximal and distal  
processes

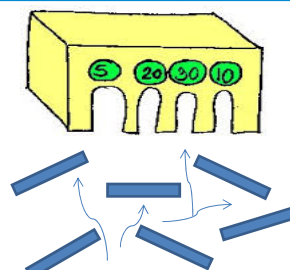


Zone of proximal  
development  
Lev Vygotski



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## COPE WITH STRUGGLE IN SIGHTED WORLD: ENRICHED SOCIAL ENVIRONMENT



start

How can we make an environment enriched?

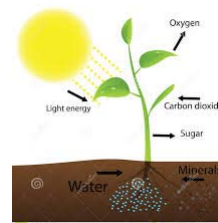
- \* Listen to each individual person (responsiveness)
- \* Ask questions (don't be afraid for certain topics)
- \* Act as much as possible as with a "normal" adolescent
- \* Then, add the adjustments or special requirements

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## ENRICHED ENVIRONMENT

What do we need to do (more or better):

- *Systematically* and *prior to* transition-phases taking into account the environment
- Include *multiple* social contexts (family, peers, society)
- *Connections* with other organisations
- *Tailoring*: for personal differences, demographic characteristics, diversity
- Start *early* with steps towards society, social participation, competences (10 years old)
- Elastic!



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## KÖSZÖNÖM THANK YOU BEDANKT

Working together was necessary and special! Thanks to all who participated and financed.

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