

COGNITION & INCLUSION



BELIEF SYSTEM TOOLS FOR PROFESSIONALS

ENGLISH VERSION



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COGNITION & SOCIAL INCLUSION BELIEFS SCALE

My professional beliefs on Cognition and Intelligence, Inclusion, Quality of Life and Employment of adults with an intellectual disability

Instruction

The statements below refer to opinions you – as a professional - may have on intelligence, learning potential, quality of life, employment and the goals of support of adults with an intellectual disability. You are invited to indicate to what degree you agree with the 17 statements. Mark one of the boxes on the right that is representing in the best way your personal belief on what is stated in the item. In case you strongly agree, mark the right-most box; in case you strongly disagree, mark the left-most box. You also can express your opinion between these two extremes.

Scoring instructions

Items 1, 3, 5, 6, 8, 9, 12, 15, 16, 17 have a positive orientation and score

Strongly agree: 5 points

Agree: 4 points

Neither agree nor disagree: 3 points

Disagree: 2 points

Strongly disagree: 1 point

Items 2, 4, 7, 10, 11, 13 and 14 have a negative orientation and score in the opposite direction

Strongly agree: 1 point

Agree: 2 points

Neither agree nor disagree: 3 points

Disagree: 4 points

Strongly disagree: 5 point

The higher the sum of the scores, the more the professional beliefs are congruent with the concept of "beliefs on cognition and social inclusion of adults with an intellectual disability" as defined by this C&I-project.

Conclusions

My Cognition & Social Inclusion Beliefs	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
1. Adults with an intellectual disability can learn to self-regulate. Self-regulation refers to the person's competence to manage his own behavior and thinking processes and have control over his internal processes.					
2. Adults with an intellectual disability lack emotional self-control skills. Having Emotional Self-Control means staying clear-headed and calm, balancing one's impulses and feelings for the good of the group or mission.					
3. The best way to promote independence is to create opportunities for adults with an intellectual disability to live in society.					
4. Adults with an intellectual disability need continuous support at work.					
5. Adults with an intellectual disability can develop a professional identity.					
6. Adults with an intellectual disability can learn to adapt to changing situations.					
7. Adults with an intellectual disability need to do only simple and repetitive work tasks.					
8. Adults with an intellectual disability can fully participate in society.					
9. Adults with an intellectual disability can learn to adapt to unexpected situations.					
10. Adults with an intellectual disability always need help to solve problems.					
11. A protective environment promotes the learning of adults with an intellectual disability.					
12. Adults with an intellectual disability learn from mistakes.					
13. It is useless to work on the communication skills of adults with an intellectual disability.					
14. The quality of life of adults with an intellectual disability is different from people without an intellectual disability.					
15. Adults with an intellectual disability have the right to decide where to live.					
16. Adults with an intellectual disability can learn skills for independent living.					
17. Adults with an intellectual disability are capable of lifelong learning.					

MINDSET QUESTIONNAIRE – C. Dweck

My personal mindset

Instruction

All people have personal beliefs on their own way of thinking and learning, their potential to learn, the way they learn, etc... This tool helps you to reflect on these beliefs. Read each sentence below and mark the corresponding box that shows how much you agree with each sentence. There are no right or wrong answers.

While marking the box that represents your opinion in the best way, think about your intelligence and learning and not how people with an intellectual disability are thinking and learning.

Scoring instructions

Mean score of Items 1 3 5 7 : G-score =

Mean score of Items 2 4 6 8 : F-score =

Strongly agree: 5 points

Agree: 4 points

Neither agree nor disagree: 3 points

Disagree: 2 points

Strongly disagree: 1 point

The highest sum or mean score (G-score or F-score) gives an indication for the orientation of your own mindset. Is it rather a Growth mindset or rather a Fixed mindset as defined by C. Dweck and as adopted in this C&I-project.

Conclusions

My Personal Mindset	strongly disagree	disagree	neutral	agree	strongly agree
1. No matter how much intelligence you have, you can always change it a good deal.					
2. You can learn new things, but you cannot really change your basic level of intelligence.					
3. I like my work best when it makes me think hard.					
4. I like my work best when I can do it really well without too much trouble.					
5. I like work that I'll learn from even if I make a lot of mistakes.					
6. I like my work best when I can do it perfectly without any mistakes.					
7. When something is hard, it just makes me want to work more on it, not less.					
8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart.					

GENERAL SELF EFFICACY SCALE – Jerusalem & Schwarzer

My perceived general self-efficacy

Instruction

In this questionnaire, you will find 10 questions on how someone generally acts and thinks. This questionnaire gives you an idea on how you perceives yourself regarding coping and adaptation abilities in both daily activities and isolated stressful events. For each statement, give an indication of the degree you are agreeing by putting a cross in the box that is at this moment, most applicable to you.

Scoring instructions

Add up all scores.

Not at all true: 1 point

Hardly true: 2 points

Moderately true: 3 points

Exactly true: 4 points

The higher the score, the higher your perceived Self-Efficacy.

Conclusions

My General Self-Efficacy	Not at all true 1	Hardly true 2	Moderately true 3	Exactly true 4
1. I can always manage to solve difficult problems if I try hard enough				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal efficiently with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				
8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution				
10. I can usually handle whatever comes my way.				

SOCIAL PRESSURE SCALE – IVASS

The impact of the social and professional environment on my beliefs and job

Instruction

In this questionnaire, you will find 12 questions on what families, your colleagues and/or your organization believe what is important and/or what they expect from you. It happens that professionals are not aware of the influence that the social and professional environment may have on what you do and how you do your job. For each statement, give an indication of the degree you are agreeing by putting a cross in the box that is at this moment, most applicable to you.

Scoring instructions

No scores need to be calculated. This questionnaire helps you to reflect on the impact of beliefs, expectations,... of your environment on how you do your job.

Conclusions

My Perceived Social Pressure	strongly disagree	disagree	Neither agree nor disagree	agree	strongly agree
1. Families of adults with intellectual disability support actions to make them visible in society.					
2. Professionals promote the participation of adults with intellectual disability in the society.					
3. Families expect me to improve the self-determination skills of my clients.					
4. My colleagues believe that adults with intellectual disability are unable to learn during their life.					
5. My organization expect me to work the problem solving skills of my clients.					
6. Society prefers having adults with intellectual disability invisible.					
7. Families believe that professionals are a barrier for an autonomous functioning of the person.					
8. Family of adults with intellectual disability support them to live where they wish.					
9. My organization believes that adults with intellectual disability do not value having a job					
10. My colleagues believe that getting a job for adults with intellectual disability is irrelevant					
11. My organization believes that a protective environment prevents adults with intellectual disability from learning					
12. My organization believes that change depends on the person's decision to change					