

FOR INFORMATION

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DEVELOPMENTAL DISABILITIES AND POSITIVE CONTRIBUTIONS TO PARENTAL EXPERIENCE: «THE OTHER STORY» (pp.157-172)

Stéphane Morin and Carl Lacharité

Being a father or a mother of a child with a developmental disability represents a considerable challenge. Understanding the adaptation of those parents is an important issue from a scientific and clinical perspective. Frequently, researchers have interpreted the experience of those parents within theoretical frameworks of pathology. Consequently, there is considerable scientific documentation about the negative consequences of this experience on parents and families of those children. However, contemporary research has confirmed the presence of positive contributions on parenting experience, related to the presence of a child with a developmental disability. The purpose of this article is to present a review of what we know about those positive contributions on parental experience. From a scientific and clinical point of view, it also reflects on the important role of perception of positive contributions on parental adaptation.

SELF-REGULATION : ACCESS TO AUTODETERMINATION OF MENTALLY RETARDED ADULTS? (pp.173-186)

Marie-Claire Haelewyck and Nathalie Nader-Grosbois

For several decades, both researchers and professionals as well as parents have underlined a significant finality in the accompaniment of life projects of adults with mental retardation: autodetermination. How should the process of self-determination contribute to the development of autodetermination? This article proposes a conceptual approach of self-regulation, especially for adults with mental retardation, and also a methodological approach based on evaluation; both are useful for researchers and professionals who want to initiate action-based research about self-regulation.

THE TEACHING OF CONVERSATION SKILLS TO CHILDREN WITH AUTISM (pp.187-200)

Geneviève Roby and Georgette Goupil

This paper presents different teaching methods related to the development of children with autism. These methods are based on theory of mind, visual tools, modelling, peer support, role play-

ing, and are illustrated by multiple examples. These methods are analysed in regard to their efficiency. This literature review suggests that further research is needed in this field.

LEARNING A BOARD GAME AS A CHILD WITH AUTISM (pp. 201-216)

Annie Paquet, Jacques Forget and Normand Giroux

Children with autism have difficulties with play skills, especially with symbolic play abilities as reported in the literature. Few researchers have been involved in the study of board games. The present research was designed to document the impact of a board game learning programme on attention, application of rules and social interactions of a high-functioning child with autism. Results suggest that the programme led to a good acquisition of the game's rules. An improvement of social interaction and attention was also observed.

JUDICIAL RECOURSE OF AUTISTIC PEOPLE SEEKING RECOGNITION OF THEIR RIGHTS IN THE PUBLIC HEALTH CARE AND EDUCATION SERVICE OF QUEBEC AND CANADA (pp. 217-234)

Carole Sénéchal, Normand Giroux and Jacques Forget

The Charter of Rights and Freedoms in both Canada and Quebec embodies the rights of autistic persons, so why do we need to rely on courts to ensure that they are respected? This article takes up this issue. Concerted efforts made by both authorities and interveners should be sufficient to obtain the readjustments and educational services required to secure the social and scholastic integration of autistic children, but this however is not necessarily the case. A possible explanation might be found in the results of a study on judiciary proceedings to laws outlining the rights of autistic persons, in the fields of education and healthcare. It also includes conditions within which detailed application should be made, or at least provide straight-forward regulations. There should also be less dependence on interpretations made by those in charge of applying them. In addition, the complaint procedures should be less complex and translated into administrative operations, thus assuring that courts are not the only means of handling disputes. Litigation procedures should be accelerated so that autistic children could benefit from the exercising of their rights before they become too old. More particularly, it would be better if authorities and interveners were to assure better collaboration so that each child could benefit from a single, integrated service and education plan, which involves also the parents.

THE «ON OUR OWN TOGETHER II» PROJECT: AT THE DAWN OF A NEW ERA (pp. 235-245)

Ann-Louise Davidson

In the context of a community insertion and housing project for adults with intellectual disabilities, which was hosted at a local University residence in May and June 2004, seven doctoral students participated in an action-based research. The purpose of the study was to provide fourteen young adults the opportunity to experience living away from parents for two months to see what it is like. Four specific issues, everyday problem solving, overconfident personality, telephone use, and television viewing, were targeted by the researchers for this project. This paper reconstructs a narration of the lived through experience, by providing an analysis of the specific targeted issues, and a synthesis of the experience which provides implications for a follow-up of the project.