

NEED ANALYSIS QUESTIONNAIRE

Carla Sousa - Lusófona University, CICANT, Portugal (0000-0003-1036-963X)

Júlia Pereira - Lusófona University, CICANT, Portugal (0009-0003-9241-1981)

Cátia Casimiro - Lusófona University, CICANT; HEI-Lab, Portugal (0000-0002-5606-5474)

Context

This Need Analysis Questionnaire aims to gather perceptions about the needs for full labour inclusion of People with Intellectual Disability. Developed within the framework of the European project No Barriers to Employment (2022-1-SE01-KA220-ADU-000089826), it was designed to be applied to people with disabilities or others who work in the field of inclusion and whose experience allows them to understand and provide valuable self-perceptions on the topic explored. It is important to emphasise that it is part of a preparatory phase of a project focused on intervention, training and capacity building for professionals in the field, so its psychometric properties have not been systematically studied. Exploratory data from its online application in Italy, Portugal, Sweden, and Türkiye is presented in Chapter 2 of Part I of this book. As a final remark, the team would like to emphasise the importance of revisiting this and other instruments to develop versions of them in accessible language, which will encourage their cognitive accessibility and the participation of People with Intellectual Disability in the scientific research process (Casimiro et al., 2023; McDonald et al., 2023).

Cite as: Sousa, C., Pereira, J., & Casimiro, C. (2024). Appendix A - Need Analysis Questionnaire. In C. Sousa, J. Pereira, & C. Casimiro (Eds.), *No Barriers: Strategies and Best Practices for the Employment of Individuals with Intellectual Disability* (pp. 147-155). Edições Universitárias Lusófonas. <https://doi.org/10.24140/nobarriers.v1.p02.07>

Questionnaire Structure

1. Informed Consent and Data Protection

It is important that all procedures relating to informed consent are complied with, and that participants are informed of the plan for privacy and management of their data. The legal frameworks should be considered, including Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and/or all the others that are applicable.

2. Demographic Data

Optionally, the teams responsible for the needs analysis can ask about the characterisation of the people who answer the questionnaire, with a view to gaining an in-depth understanding of the data obtained. In the No Barriers to Employment (2022-1-SE01-KA220-ADU-000089826) project, we chose to collect the demographic variables we are now presenting.

2.1. Age: _____

2.2. Gender

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female
<input type="checkbox"/>	Non-binary
<input type="checkbox"/>	Prefer not to say

2.3. Country

	Portugal (PT)
	Sweden (SE)
	Italy (IT)
	Türkiye (TR)

2.4. Which of these groups do you best fit into?

	Staff from a NGO
	Trainer and/or Educator
	Teacher
	Health Professional and/or Therapist
	Other professional working in the field of Intellectual Disability
	Person with Intellectual Disability

3. Skills and teaching methods required in the vocational training of People with Intellectual Disability

For each question, please answer by selecting between one and three options, considering your opinions and perspectives.

3.1. What are the most important skills required in the vocational training of people with Intellectual Disability?

	Communication skills
	Problem-solving skills
	Social skills and interpersonal communication
	Technical and job-specific skills
	Time management and organisation skills
	Adaptive and self-care skills

3.2. What is the most suitable pedagogical approach in the vocational training of people with Intellectual Disability?

	Individualised instruction
	Hands-on training and experiential learning
	Visual and multimedia-based instruction
	Task analysis and structured teaching
	Peer-assisted learning and collaboration
	Adaptive and personalised learning plans

3.3. In your perspective, what are the biggest challenges people with Intellectual Disability face in training processes?

	Difficulties with attention span and focus
	Difficulty with abstract concepts
	Communication barriers
	Social isolation and interaction challenges
	Sensory sensitivities and overstimulation
	Unequal access to resources and support
	Stigma and discrimination from peers
	Lack of trained instructors and support personnel
	Transportation and accessibility issues
	Limited access to quality training programs

4. Reasonable accommodations in the employment context of People with Intellectual Disability

For each question, please answer by selecting between one and three options, considering your opinions and perspectives.

4.1. In your perspective, what are the main measures to ensure all individuals with Intellectual Disability have access to reasonable adaptations in their employment context?

	Legal protections and anti-discrimination laws
	Individualised accommodation assessments and plans
	Accessible workplace facilities and assistive technologies
	Regular training for employers and colleagues
	Inclusive hiring and promotion practices
	Flexible work arrangements and schedules
	Employee assistance programs and support networks
	Collaboration with disability advocacy organisations

4.2. In your opinion, what are the main challenges that people with Intellectual Disability face in accessing reasonable accommodations and assistive technologies in the work context?

	Lack of awareness and understanding among employers
	Financial constraints for providing assistive technologies
	Inadequate legal protections and enforcement
	Stigmatisation and bias in the workplace
	Limited availability of customised accommodations
	Communication barriers in requesting accommodations
	Insufficient training for employees and hr personnel
	Bureaucratic hurdles in the accommodation approval process

5. Recruitment Process

For each question, please answer by selecting between one and three options, considering your opinions and perspectives.

5.1. In your opinion, what are the main characteristics of an inclusive recruitment process for people with Intellectual Disability?

	Clear and accessible job descriptions and requirements
	Equal access to job postings and application procedures
	Customised application and interview accommodations
	Inclusive language and communication
	Diverse interview panels and training for interviewers
	Flexible work arrangements and supportive environment
	Anti-discrimination policies and training
	Collaboration with disability advocacy organisations
	Regular feedback and evaluation of the recruitment process
	Ongoing support and training for hired employees with intellectual disability

5.2. In your country, what are the main challenges that people with Intellectual Disability face in recruitment processes?

	Limited awareness and understanding of intellectual disability among employers
	Lack of inclusive hiring practices and accommodations
	Stigmatisation and bias in the hiring process
	Limited access to job opportunities and networking
	Insufficient support services for job seekers with intellectual disability
	Inadequate legal protections and enforcement against discrimination

5.3. In your opinion, what are your organisation's main training needs in order to become a more inclusive working environment for people with Intellectual Disability?

	Disability awareness training for all staff
	Training on reasonable accommodations and accessibility
	Effective communication strategies
	Inclusive leadership and management training
	Mental health and wellness support training
	Anti-discrimination and inclusion policies training
	Collaboration with disability advocacy organisations training
	Job coaching and support for employees with intellectual disability

6. Monitoring and evaluation process

For each question, please answer by selecting between one and three options, considering your opinions and perspectives.

6.1. In your opinion, what is the best strategy for assessing how inclusive an organisation's environment is?

	Employee surveys and feedback
	External audits and assessments by diversity and inclusion experts
	Inclusion metrics and key performance indicators (kpis) tracking
	Focus groups and inclusive workplace committees
	Benchmarking against industry standards and best practices

6.2. In your opinion, what is the best strategy for assessing the specific inclusion of employees with Intellectual Disability in an organisation's environment?

	Surveys and feedback from employees with intellectual disability
	Collaboration with disability advocacy organisations for assessments
	Inclusive focus groups and workshops involving these employees
	Performance reviews and career progression tracking
	Accessibility audits and accommodation assessments

7. Open understanding of perspectives and suggestions

As a way of studying, in a more exploratory way, issues relevant to the labour inclusion of People with Intellectual Disability, which were not addressed in the closed multiple-choice questions, an open-ended question was designed.

7.1. Is there any other comment, opinion, or suggestion you would like to share regarding the employability and inclusion of People with Intellectual Disability?

Acknowledgments

This questionnaire was developed in the scope of the No Barriers to Employment project (2022-1-SE01-KA220-ADU-000089826). The full results of the pilot application of the questionnaire are present in chapter 1.3. of this book – <https://doi.org/10.24140/nobarriers.v1.p01.03>.

References

- Casimiro, C., Sousa, C., Luz, F., Oliveira, J., & Loureiro, A. (2023). From Tokenism To Self-Determination: Ethical Considerations in Research with People with Intellectual Disabilities. Edições Universitárias Lusófonas. <https://doi.org/10.24140/gamein.02>
- McDonald, K. E., Schwartz, A. E., Feldman, M. F., Nelis, T., & Raymaker, D. M. (2023). A Call-In for Allyship and Anti-Ableism in Intellectual Disability Research. *American Journal on Intellectual and Developmental Disabilities*, 128(6), 398-410. <https://doi.org/10.1352/1944-7558-128.6.398>