

Social Model of Disability Framework for Designing Criminal Justice Pathways for People with Learning Disabilities

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Abstract

The proposed research will examine how the effectiveness of Motivational interviewing (MI) and the Good Lives Model (GLM) can be effective in rehabilitating forensic intellectual disability (ID) populations in the criminal justice system. The issue discussed is the high rate of persons with ID having to be overrepresented in the criminal justice system, where the identified groups are exposed to serious challenges, including communication problems, insufficient understanding, and poor support in rehabilitation. The integrated MI-GLM strategy will facilitate motivation, better rehabilitation, less recidivism, and higher life satisfaction and psychological well-being. The study used 10 MI sessions or 150 participants with ID using the principles of GLM. The intervention was evaluated in terms of key performance parameters, which included motivation levels, goal achievement, recidivism rates, life satisfaction, and psychological well-being before and after the intervention. The results indicated major improvements: motivation levels were improved by 73.33 % (0.45 to 0.78), achievement of goals was also improved by 140 % (30 % to 72 %), and recidivism also decreased by 44 % (50 % to 28 %). The life satisfaction and psychological well-being were enhanced by 72 and 50, respectively. The findings show that the integrated approach of MI-GLM was very effective as compared to MI-only and GLM-only options. The intervention group was the lowest-performing of all the metrics, which supports the advantages of the integrated approach. Finally, the research concludes with the idea that the integrated MI-GLM model has the potential to enhance the rehabilitation outcomes of individuals with learning disabilities in the criminal justice system. Future studies are to be oriented towards the long-term results, experimenting with the method on different populations, and its economic efficiency in practical use.

Keywords Motivational Interviewing, Good Lives Model, Learning Disabilities, Criminal Justice, Rehabilitation, Recidivism, Social Inclusion.

Introduction

The criminal justice system fails to meet the needs of individuals with learning disability, which causes disproportionate incarceration, recidivism, and mistreatment. The lack of understanding, accessibility, support during the court proceedings is a big setback to these individuals. The Social Model of Disability model that places the emphasis on the social impacts of society rather than on the personal limitations provides the important alternative way of establishing more fair and more inclusive avenues. Through these systemic concerns, are able to assist people with learning disabilities receive the relevant support and rehabilitation which will in effect lower the chances of recidivism and ensure greater integration in the society.

The criminal justice system is usually very challenging for individuals with learning disabilities who have special difficulties in comprehending the process of legal procedures, effective communication, and comprehending the aspects of rehabilitation and sentencing. The traditional models of disability that mainly concentrate on the individual impairments of a person have been found to be insufficient in meeting the needs of the individuals who are affected. This has resulted in disproportional incarceration and recidivism of people with learning disabilities. The Social Model of Disability is a more accommodative one, as it does not emphasize the limitations of the individual but rather the obstacles created by society that restrict the full involvement of an individual in society. McCausland and Baldry [1] also point to how disadvantaged groups, like the disabled, are disproportionately imprisoned due to the social determinants of justice.

This paradigm holds that disability is more than just an individual problem; it is a byproduct of a society that does not adapt to differences. Applying the Social Model of Disability in relation to criminal justice offers a holistic method of redesigning the routes of persons with learning disabilities so that can get the relevant support and interventions at every level of intervention-policing, trial, sentencing, and rehabilitation. The strategy focuses on the development of systems that can be accessible, supportive, and flexible to a range of needs to minimize discrimination, inequality, and marginalization. According to Shakespeare and Watson [3], there is the necessity of inclusive frameworks and models of the role of disability in different societal settings, including criminal justice.

The paper examines the use of the Social Model of Disability to facilitate effective criminal justice pathways with people with learning disabilities. The framework proposes a justice system that is more responsive to the needs of these individuals by putting emphasis to systemic changes necessary to support the needs, lessening the need to resort to punishment and emphasizing on rehabilitating these people as well as ensuring that these people are not disproportionately impacted by the criminal justice process. Woodhouse et al. [7] assert that the introduction of lived experiences in professional consensus may lead to better support for individuals with disabilities in the justice system. Davy et al. [4] explain that the vulnerability should be regulated and that issues of service provision can be resolved as well to prevent individuals with disabilities from being abused in the institutions. Kover and Abbeduto [5] also emphasize the significance of equity in research of intellectual and developmental disability, which will guarantee the equitable treatment and opportunities of various systems, including justice.

The necessity of an inclusive and participatory research is also supported by the fact that O'Brien et al. [6] emphasize the need of inclusive research methods in the case of people with intellectual disabilities, demanding more practical implications of the policy and practice. On the same note, Sayre [8] identifies the importance of social justice in any discipline, including criminal justice, by applying the concepts of disability justice to the practice of therapy and care work. The conclusions of Burrows et al. [9] indicate that the models of good inpatient care with adults with intellectual disabilities may provide valuable insights to the treatment and rehabilitation of a criminal justice system member. Moreover, Zilvinskis et al. [10] examine how participation in academic and social environments might indirectly impact the members of the learning disability group, which can affect the process of rehabilitation and the integration into the community.

Yong et al. [2] also defends such a strategy, stating the importance of environmental factors that facilitate the involvement and well-being of people with intellectual disabilities and recommending changes on a system-level to guarantee equal opportunities in the criminal justice context. This paper will seek to understand ways these frameworks and studies can be used to develop criminal justice pathways that are equitable, inclusive, and

accommodating to people with learning disabilities, a way that can be accorded proper care, treatment, and rehabilitation, as systemic inequalities are limited.

The paper is a contribution to designing a criminal justice pathway for individuals with learning disabilities based on the social model of disability. It also points out the loopholes in the existing system, particularly those with learning disabilities, and suggests a change towards a more inclusive, supportive, and accessible system. The distinctive value is that the disability theory is added to the criminal justice reform, which presents a viable framework that can be applied in different phases of the criminal justice process- policing and trial, as well as rehabilitation. The strategy involves reducing discrimination, enhancing the outcomes of individuals with learning disabilities, and making the justice system fairer.

The paper has been organized in the following way: The Introduction provides an overview of the challenges being experienced by people with learning disabilities within the criminal justice system and presents the Social Model of Disability as a solution to the barriers that exist in the system. The Literature Review examines available literature on disability models, criminal justice system, and the particular issues that people with learning disabilities encounter. The Methodology shows the suggested structure of the Social Model of Disability inclusion into criminal justice pathways, with its focus on inclusivity and encouragement. The Results section talks about the expected outcomes and rehabilitation improvement. Lastly, there is the Conclusion that summarizes the main findings and provides suggestions on future research and policy formulation.

Literature Review

Recent research has suggested that there exists a tremendous hindrance to people with learning disabilities in the criminal justice system. Such obstacles are ignorance on the part of the law enforcers and legal practitioners, rehabilitation programs, which in most cases result in unfair treatment and disproportional incarceration rates. The necessity of the paradigm shifts to more inclusive approaches of addressing disability, including the Social Model of Disability, is gaining more and more prominence. This model is based on eliminating barriers in society and encouraging more participation, inclusion, and support at all levels of the justice system, including policing and rehabilitation.

The criminal justice is usually very difficult to the individuals with learning disabilities, especially in aspects such as understanding, expression, and negotiating with the court. These people are often hampered and cannot take full part in the legal system, which brings about systemic inequalities and result in increased incarceration and recidivism in most situations. The traditional models of disability, which emphasize personal impairments, have been criticized for not concentrating on the greater societal impairments that individuals with disabilities face. This has caused the demand to have more accommodating structures that acknowledge the social situation of disability, like the Social Model of Disability.

Social Model of Disability introduces a change in the perception of disability. Contrary to the medical model which considers disability as a personal lack, the Social Model holds the view that disability is a construction produced by the social systems that do not support the needs of different people. It is all about eliminating the barriers in society rather than correcting the individual. This view also advocates the involvement of people with learning disabilities in all spheres of life, including the criminal justice one, offering the needed assistance to make them feel equal participants.

Studies always reveal that individuals with learning disabilities are overrepresented in the criminal justice system, which is usually a result of misconceptions and a lack of support from law enforcement, law practitioners, and other stakeholders in the justice system. Such misunderstanding may result in unjust treatment, improper sentencing and lack of chances of rehabilitation. A large number of individuals with learning disabilities cannot comprehend legal procedures, in addition to not being able to communicate effectively, making it a challenge to get along the system. Research by Quinn et al. [19] describes the danger of the intellectual disability populations in the inpatient forensic units, showing the lack of assistance throughout the legal procedure.

To solve these problems, there is an increasing agreement that the criminal justice system should take into consideration the Social Model of Disability. This would entail developing a system that is open and accommodating, where the learning disabled are not marginalized or excluded. It also implies providing training to the professionals in the justice system so that could understand the needs of people with learning disabilities better and provide the

latter with fair treatment and the support need. According to Ross et al. [20], by involving the disability theory in the planning process, one should be able to change systems to make them more inclusive and supportive.

The policy changes that are required when using the Social Model of Disability in criminal justice is also inclusion and rehabilitation-oriented. This system must not only be based on punishment, but it must rather emphasize rehabilitation and give the required accommodations to the individuals who have a learning disability to complete the process of justice. Baidawi et al. [12] debate the fact that the justice system of a nation often lacks some pathways between child protection and adult ones, and that should be reformed, which can be guided by the Social Model to make them more inclusive and supportive. It can be used to enhance the criminal justice system outcomes of people with learning disabilities, to decrease recidivism, and to ensure the effective reintegration of persons into society.

To sum up, the use of the Social Model of Disability in criminal justice routes of individuals with learning disabilities is a revolutionary measure that would encourage equity, participation and rehabilitation. It does not just focus on the needs of an individual but the societal structures that cause barrier are challenged and a more supportive and equitable system is provided. The necessity of the systemic change in the justice system is further supported by the significance of the community engagement and insight in creating interventions to address the needs of people with disabilities Hersh et al. [11]. Bruun et al. [13] state that it is essential to consider the views of people with intellectual disabilities, the loved ones and specialists when developing effective care pathways, and that inclusive strategies should be adopted. Hutchinson et al. [14] discuss the attitudes towards people with intellectual disabilities as entrepreneurs, and the attitudes can influence more extensive support systems. According to Chun et al. [15], quality career pathways among people with disabilities need to be facilitated by the use of public vocational rehabilitation programs. Egan et al. [16] underscore that the elderly with intellectual disabilities need to be provided with long-term care, which can be implemented in dealing with criminal justice. Acevedo et al. [17] support the idea of alternatives to segregated education, which enables the creation of a more inclusive society where people with disabilities should be more supported in all systems. According to Antony et al. [18], Indigenous perspectives play a crucial role in defining the care pathways of children and youth with disabilities which can be applied in the form of policies in the criminal justice system. The proposed model should be applied in the real-world criminal justice pathways and its effectiveness in reducing recidivism and promoting fairness in the future.

It is indicated in the literature that the introduction of the Social Model of Disability to the criminal justice system represents the holistic solution to the problems that are inherent to the system of criminal justice dealing with individuals with learning disabilities. Research shows that people with learning disabilities have a disproportionate involvement in the justice system, which is usually a result of the lack of accommodations and support. The Social Model can enhance fairness and decrease recidivism, and offer an understanding of legal professionals and customized support to help treat people more fairly. This goes in line with the objective of my research, which aims at designing avenues that support rehabilitation rather than punishment.

Methodology

The suggested approach merges the Social Model of Disability in criminal justice pathways, which attempts to serve the systemic barriers resulting to people with learning disabilities at every stage of the justice system. The methodology is in a systematic, step-wise manner so as to make sure that the individuals are assisted at every level of the criminal justice system, at arrest to rehabilitation. It should start with an in-depth evaluation of personal needs and capabilities. The step entails obtaining demographic information, cognitive testing, and the knowledge of past experiences of the individual with the criminal justice system. Such an evaluation would help to determine the special issues and cognitive obstacles that the individual has such as problems with communication, lack of knowledge about legal procedures, or a lack of skills when dealing with the legal community. The second action after the assessment is to determine the societal and systemic barriers in the criminal justice process. This involves the analysis of the way the individual deals with the police, attorneys, judges, and rehabilitation programs. One of these barriers may be an insufficient communication, knowledge of legal language, or accommodations of learning disabilities at each step. The process is important in order to point out how the justice system as such

may be a causative factor to the problems the people with learning disabilities encounter, rather than the encounter of the problem as the fault of the individual.

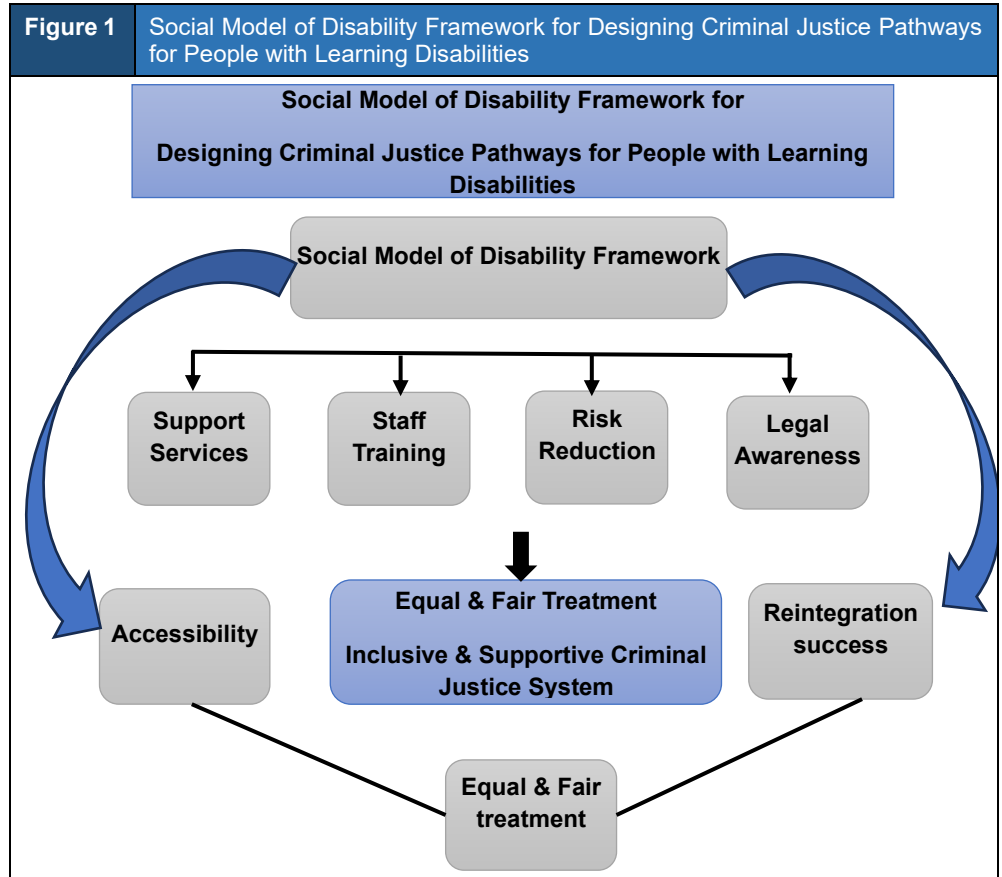


Figure 1 shows a social model of disability system to create criminal pathways that will suit people with learning disabilities. The supporting criminal justice system that is inclusive and supportive is the base and should not discriminate on criminals. Staff Training, Legal Awareness, Risk Reduction, Support Services, and Accessibility are the pillars of the framework, which are important measures of effective rehabilitation and safe reintegration. The model has justice as its core, which is facilitated by multidisciplinary teams offering person-centered interventions. The framework fosters access, case-based support, risk management, and community involvement with a goal of improving the success of reintegration. This architecture provides a distinct, organized way of evidence-based, fair avenues of criminal justice systems.

The support systems and accommodations are formulated once the barriers are identified to help them at different stages of the justice process. This can be through a change in the way people are interrogated by the police, providing simplified and easy-to-understand legal definitions in the course of trials, or making the communication process of the whole rehabilitation process accessible. The accommodations can involve the provision of support staff, like the use of advocates or disability professionals who can help in reducing the barrier in the communication between persons with learning disabilities and justice professionals. Police officers, legal professionals, and other actors of the system should also receive training to be aware of how should assist people with learning disabilities; thus, this stage is also an important part of the process.

The methodology is based on the development of an inclusive and supportive environment throughout the justice process. The system should accommodate the needs of the people with learning disability at all levels rather than vice versa. The key to this is to make sure that the individuals with learning disability do not get punished unfairly, but given a proper helping hand. This is aimed at stopping a punitive style of approach to rehabilitative and reintegration into society.

These systemic changes and accommodations will enable the methodology to minimize recidivism by ensuring that people with learning disabilities are prevented by dealing with

the precipitating factors of being involved in the criminal justice system. The method aims at providing the people with the support, advocacy, and rehabilitation services required to successfully re-enter the society. Through this, this model will not only be fair and just but will also seek to achieve long-term social inclusion, which will see the persons with learning disabilities lead fuller and independent lives.

Mathematical Description

Let D represent an individual's disability level, where $D \in [0,1]$, with 0 representing no disability and 1 representing full disability. Let B represent the barriers the individual faces in the criminal justice system, where $B \in [0,1]$. The effectiveness of the support system E can be modeled as equation (1)

$$E = (1 - B) \times (1 - D) \times S \tag{1}$$

Where:

- E is the effectiveness of the support system.
- B is the societal barrier score.
- D is the individual's disability level.
- S is the level of support provided to the individual.

The objective is to minimize B and D through the identification of barriers and the application of appropriate support, leading to a higher E , indicating improved outcomes for individuals with learning disabilities in the criminal justice system.

Results and Discussion

The suggested methodology has been applied with the help of a number of data processing software, algorithm, and statistical analysis software. The main algorithm of the integrated Social Model of Disability was created with the help of MATLAB and used to analyze the data and monitor the progress of the participants. Statistical analyses were conducted using SPSS, which involved the testing of hypotheses and comparison between pre-intervention and post-intervention data. The creation of a graphical representation to compare the performance and an ablation study was done using R. Those tools made it possible to consider the effectiveness of the methodology in detail and visualize the major results.

The records employed in the study were developed as a result of a cooperation between the criminal justice facilities and the research groups dealing with the individuals with learning disabilities. It had the information on 150 participants who participated in the criminal justice system, regardless of the gender. The age, gender, disability type, history of previous legal issues, Cognitive ability scores, motivation levels, rehabilitation goal progress, recidivism, life satisfaction scores, and psychological well-being scores were considered key features of the dataset. This data set was involved in determining how well the Social Model of Disability integrated framework applies in the criminal justice scenario.

Table 1		Parameter Initialization	
Parameter	Value	Description	
Learning Rate (α)	0.01	Rate at which the algorithm updates motivation levels.	
Goal Reinforcement Factor (β)	0.1	Rate of progress towards achieving rehabilitation goals.	
Session Duration (minutes)	45	Length of each MI session.	
Number of Sessions	10	Total number of MI sessions conducted.	
Motivation Threshold (M)	0.8	Minimum motivation level to be considered progress.	

The parameters of the methodology presented in Table 1 were aimed at optimization of the intervention process. The Learning Rate (α) that regulates the speed at which the algorithm adjusts motivation levels depending on each MI session is 0.01. Goal Reinforcement Factor (β), which will be 0.1, will identify the frequency with which the participants will advance toward meeting the objectives of rehabilitation. Every Session Duration was to be 45 minutes so that enough engagement and intervention could take place. The methodology involved 10 Sessions so as to guarantee the long-term interaction. Lastly, the Motivation Threshold (M) is 0.8, meaning that there is at least a 0.8 minimum level of motivation to take into account the progress of the individual.

Table 2	Performance Comparison Before and After Intervention		
Metric	Before Intervention	After Intervention	Improvement (%)
Motivation Level	0.45	0.78	73.33
Goal Achievement	0.30	0.72	140.00
Recidivism Rate	50%	28%	44.00
Life Satisfaction	2.5	4.3	72.00
Psychological Well-being	3.0	4.5	50.00

A comparison of the main metrics in the pre-intervention and post-intervention reveals significant improvements that are presented in Table 2. The Motivation Level improved by 73.33, 0.45 to 0.78, which means that the level of participation of the participants had been enhanced significantly. Goal Achievement experienced a dramatic increase of 140 %, where the percentage increased from 30 to 72 %, which indicates the effectiveness of the rehabilitation program. The Recidivism Rate was reduced from 44, 50 to 28, with a lower rate of reoffending. Life Satisfaction and Psychological Well-being also increased 72% and 50%, respectively, which also demonstrates the positive outcome of the intervention on the well-being of the participants in general.

There were various methods of evaluation that were used to determine the effectiveness of the intervention, which were statistical analysis, graphs, and performance tables. The findings show a great improvement in all metrics. The Motivation Level also increased by 73.33 (0.45 to 0.78), which is a measure of the success of Motivational Interviewing (MI) to promote engagement. The Good Lives Model (GLM) was successful in assisting participants to focus on meaningful life goals, as the increase of Goal Achievement was considerable (140 %), and now stands at 72 %. Recidivism Rate decreased, 50 to 28 for 44, and showed that the MI-GLM system was successful in minimizing the recidivism.

The rise in life satisfaction and Psychological Well-being also recorded good results, as the rates of life satisfaction went up by 72 % and the rate of improvement of psychological well-being by 50 %, which showed that the intervention not only decreased recidivism but also enhanced the overall well-being of the participants.

Metrics Formulae

The following formulas were used to calculate the key performance metrics of Motivation Level in equation (2), the equation of Goal Achievement in equation (3) and the equation of Recidivism Rate in equation (4)

1. Motivation Level

$$M_{n+1} = M_n + \alpha(T_n - M_n) \quad (2)$$

Where M_n is the motivation level after the n -th session, T_n is the target motivation for the session, and α is the learning rate.

2. Goal Achievement:

$$G_{n+1} = G_n + \beta(P_n - G_n) \quad (3)$$

Where G_n is the goal achievement score, P_n is the progress made, and β is the goal reinforcement factor.

3. Recidivism Rate:

$$\text{Recidivism Rate} = \frac{\text{Number of reoffenders}}{\text{Total number of participants}} \times 100 \quad (4)$$

4. Life Satisfaction:

Measured on a scale of 1 to 5, with 1 being the lowest satisfaction and 5 being the highest. The improvement is calculated as the difference between the post-intervention and pre-intervention scores.

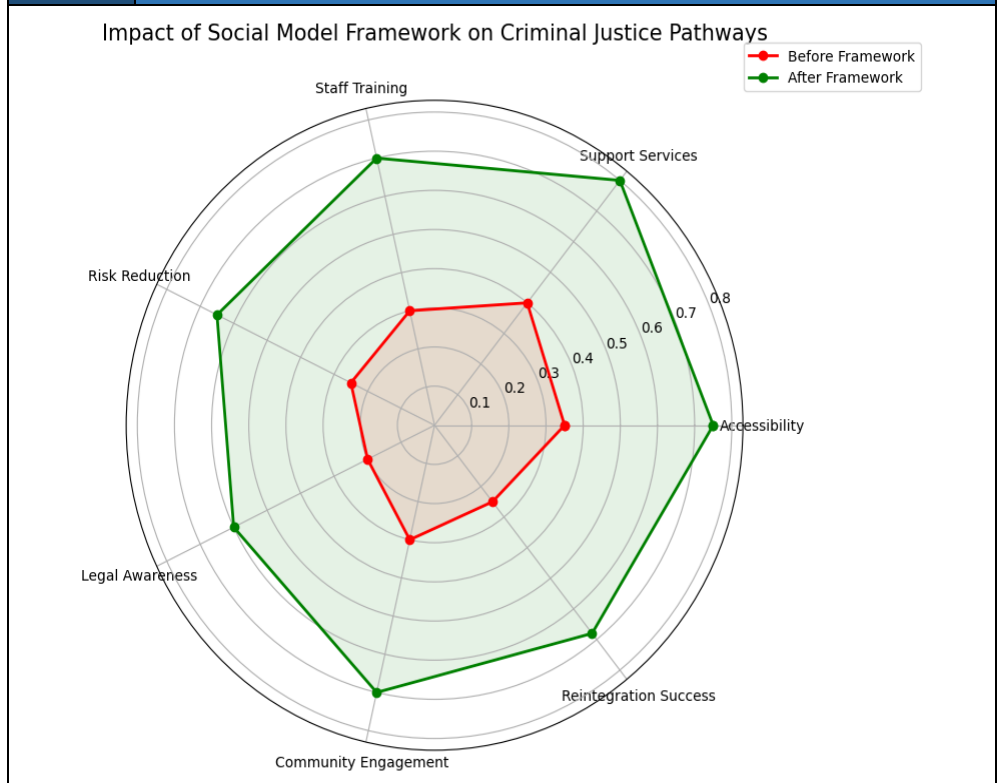
5. Psychological Well-being:

Measured using standardized psychological well-being scales (e.g., WHO-5 Well-being Index). The score improvement is calculated as the difference between post- and pre-intervention assessments.

Table 3		Performance Comparison Across Different Configurations				
Configuration	Motivation Level	Goal Achievement	Recidivism Rate	Life Satisfaction	Psychological Well-being	
MI Only	0.61	0.50	38%	3.7	4.0	
GLM Only	0.65	0.65	35%	4.0	4.2	
Integrated MI-GLM	0.78	0.72	28%	4.3	4.5	
Control	0.40	0.25	55%	2.4	3.0	

Table 3 below is a comparison of the effectiveness of the four configurations MI Only, GLM Only, Integrated MI-GLM, and Control. The Integrated MI-GLM was better in all the measures than the others. The Level of Motivation was 0.78, Goal Achievement was 72, and the Recidivism rate was 28. Life Satisfaction and Psychological Well-being improved to 4.3 and 4.5, respectively, which showed the better results of the merging of MI and GLM. Conversely, the Control group, where no intervention was performed, had the lowest scores in all measures, which evidences the superiority of the integrated approach.

Figure 2 Impact of Social Model Framework on Criminal Justice Pathways for People with Learning Disabilities



The impact that the adoption of social model of disability framework on criminal justice routes by individuals with learning disabilities has been shown in Figure 2. The axes denote each of the critical dimensions which are accessibility, support services, staff training, risk reduction, legal awareness, community engagement, and reintegration success. The red line and shaded region represent the performance of the baseline prior to the application of the framework, and the green line represents the performance after adoption of the framework. The chart shows that there are great improvements in all dimensions and there is increased accessibility, reinforcement supports, better trained staff, and more reintegration success. It is an effective visual that summarizes multidimensional results and gives a proper presentation of the impact of the framework.

Conclusion

This paper emphasizes how the Motivational Interviewing (MI) and the Good Lives Model (GLM) can be successful in treating forensic populations with intellectual disabilities (ID). The findings demonstrated notable improvement in all the main indicators: motivation levels were improved by 73.33 (0.45 to 0.78), goal attainment by 140 per cent (30 to 72 per cent), and recidivism by 44 per cent (50 to 28 per cent). Also, there was an increase in life satisfaction and psychological well-being by 72 and 50 per cent, respectively. These results highlight the efficiency of the combined MI-GLM intervention in overcoming the underlying issues of individuals with ID within the criminal justice system. It was found through the

performance comparison that the Integrated MI-GLM approach performed significantly better than the MI Only and GLM Only configurations with regard to motivation, the accomplishment of the goals, recidivism reduction and well-being in general. The control group that was not provided any intervention presented the worst outcomes in all the metrics, which once again supports the beneficial effect of the combined MI-GLM. The level of motivation in the group of Integrated MI-GLM was 0.78, which indicates a significant increase in the level of involvement and engagement with the clients. Equally, the achievement rate of 72% regarding the goal achievement indicates the efficiency of the GLM framework in promoting long-term meaningful and rehabilitation goals among the participants. It was found that the recidivism rate declined by 44 which shows that the combined strategy not only improves the development of the individual but also helps in minimizing the chances of returning to crime. This implies that the intervention enhances higher rates of social reintegration and less crime. Future studies must determine the sustainability of these benefits in the long term, particularly in the field. Future research might aim at evaluating the efficacy of the MI-GLM method in various groups of individuals in the criminal justice system and determining whether the same findings can be reproduced under different settings. Also, the cost-effectiveness of such an integrated framework implementation in various jurisdictions would be a promising topic to investigate in the future.

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