The disabled children’s perspective in research, institutional practices and everyday life

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The overall description for Self-Organised Symposium:
Quite often disabled children have been left out of studies and also out of decision-making in their everyday life. In institutions, professional viewpoints are typically found to guide the planning of child’s care, education and support. Yet children with disabilities have the same right to be heard and to participate as other children in every field of their life. In addition, studies have shown, that disabled children have a lot to say (with words or with other communication methods) if the adults only listen and enable the child to be heard.

In this symposium, we focus on disabled children’s own perspective in research, institutional practices and everyday life. We discuss how to ask the child’s consent / assent for participating in research and how children and their parents see the participation in child’s everyday life. We also examine how the child’s perspective is utilized in drafting of pedagogical documents in early childhood education and care context.

*Keywords: disability, participation, disabled children, children's rights, child perspective*