**EXPLORING A GOOD LIFE WITH PEOPLE WITH AN INTELLECTUAL DISABILITY USING PARTICIPATORY AUDIO/VISUAL METHODS**

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**Objectives:** The overarching purpose of my research was to explore the perspectives of people labelled with an intellectual disability (PLWID) on a good life and to create and share knowledge about the conditions that make it possible for PLWID to articulate their vision. The research was situated within the sociohistorical context of the province of Ontario. My main research questions were: 1) What is a good life from the perspectives of PLWID who use various forms of augmentative and alternative forms of communication (AAC) and, what can we learn from past advocacy efforts? What are the possibilities and limitations offered by participatory audio/visual methods for enabling PLWID to articulate their vision of a good life?

**Methods:** To explore these research questions, I used participatory audio/visual methods and combined approaches from supported decision-making (SDM) to facilitate thinking about and communicating ideas about a good life. A total of five adults identifying as having an intellectual or developmental disability and as facing significant daily barriers to communication took part in the study. A total of nine family members, support workers and friends also took part in the study at various stages and in different capacities. A visual representation of a quality of life framework linked to the Convention on the rights of persons with disabilities (Verdugo et al. 2012) served as a springboard to explore a good life with participants.

**Results:** Collaboratively, a total of 34 video vignettes were produced revealing that participants value participation (arts and sports) and relationships (family and friends). These results also reveal that individualized supports to facilitate thinking, choosing and communicating ideas about the good, are necessary for meaningful participation in research and for exercising autonomy.

**Discussion/Conclusions:** The findings of this research indicate the need to continue exploring methodological approaches that facilitate the participation of people with intellectual disabilities and others who face barriers to communication and cognition in research. The research documents how participatory audio/visual methods in combination with strategies drawn from supported decision-making provided practical assistance to people with intellectual disabilities when thinking about and communicating their ideas of the good. At an individual level, cognitive and communicative assistance that is tailored to each participant is a necessary condition for meaningful participation. At a societal level, this research also suggests that deep structural changes are needed to enable the direct participation of people with intellectual disabilities in the design, implementation and evaluation of supports and services meant to enable their full participation. A few possibilities are explored.

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