Index

to healthcare during covid-19 disabilities taken during pandemic, 34–37 pandemic, 62–64	Access	measures devoted to children with
pandemic, 34–37 pandemic, 62–64		
to information and consultation ————————————————————————————————————	to information and consultation,	situation of children with special
46–47 student of children with special educational needs and with	*	
Accessibility, 18 disabilities in Hungary,		
Action Plan, 60, 63 61–62		
Advocacy organisations, 64 Civil Interest Network, 64		
in Hungary, 59–60 Co-production approaches, 19–20		· · · · · · · · · · · · · · · · · · ·
Alternative work, 105–106 Cognitive disability, 11, 13, 58, 87–88,		
Annual Population Survey (APS), 168 93, 98		
Asperger's Syndrome, 122–123 case study, 101–104		
Assets-based approaches, 19–20 COVID-19–infection control		
Autism, 122–123, 169–170, 173–174 measures in Norway, 100–101		
Autism spectrum disorder (ASD), 5, results, 104–107		•
120 welfare services in Norway, 99–100	- · · · · · · · · · · · · · · · · · · ·	
case study, 124–127 Cognitive disabled people, main		
disability welfare policy and system difficulties faced by, 87–89		
of social assistance for Commitment to Barrier-Free Europe,		
people with autism in 14–19		
Poland, 120–124 Committee on the Rights of Persons		
expert discourse, 129–135 with Disabilities, 17		
pre-pandemic challenges of Communities of practices, 4–5, 24		
individuals with ASD public sociology between, 2–4		
through lens of epistemic Community context, living conditions		
communities, 127–129 in, 43–46		
study objectives and methods, access to support, 43–45		*
125–127 family carers, 45–46		
Consultation, access to, 46–47		
Breaching experiment, 81 Convention on the Rights of Persons	Breaching experiment, 81	
with Disabilities (CRPD), 2,		
Cardiovascular diseases, 58 98	Cardiovascular diseases, 58	
Care Act 2014, 169, 172–173 Coronavirus Act 2020, 172–173	Care Act 2014, 169, 172–173	Coronavirus Act 2020, 172–173
Challenging Behaviour Foundation, County Pedagogical Services, 61		
173–174 Covid Act 2020, 180	173–174	Covid Act 2020, 180
Children, 37, 120 COVID-19, 2, 142	Children, 37, 120	COVID-19, 2, 142
laws and guidelines related to access to healthcare during, 34–37		access to healthcare during, 34-37
children with special access to information and	children with special	access to information and
educational needs, 60–61 consultation, 46–47	educational needs, 60-61	consultation, 46-47

case study, 81-83	Creative Quarantine, 64–65
characteristics of sample, 83	Curing machine, 22–23
consequences on social practices	_
and rights regarding work	Daily centres, 80–81
participation, 108–109	Daily services, 84
crisis, 143	activities, 81–82
daily services during phase 1 and	during phase 1 and phase 2 of
phase 2 of pandemic, 83–87	pandemic, 83–87
education, 37–39	Death rates in institutions for people
employment, 39-40	with disabilities, 42–43
health system, 2	Deinstitutionalisation, 20–21
infection control measures in	Department of Health and Social Care
Norway, 100–101	(DHSC), 168, 173–174
living conditions in community	Diabetes, 58
context, 43–46	Digital education
living conditions in residential	change in families, 72–73
institutions, 40–43	change in needs and difficulties of
main difficulties faced by families	children, 71–72
and cognitive disabled	changes in working routines, 71
people, 87–89	effect of digital education on
methodological notes, 33	children's development, 70
national policy and data, 78–81	help from governmental level, 74
pandemic, 2–3, 79, 124, 168, 172	innovations and creative solutions,
pandemic management, 22–23	73–74
pandemic regime, 26	for persons with disabilities in
presentation, 81–82	special needs educators'
research questions and methods,	perspective, 71–74
82–83	therapeutic activities under
results, 83–92	restrictions in parents'
rules and information, 157	perspective of persons with
sanitary regime, 190-191	disabilities, 70–71
sanitary regime and role of	Digital skills, 159–160
knowledge, 21–25	Disabilities studies, 4, 10–11, 19–20, 26
sanitary surveillance regime,	approach, 4-5, 9, 79, 189-190
22, 189	COVID-19 Sanitary Regime and
self-advocacy during, 33–34	Role of Knowledge, 21–25
social and healthcare professionals'	implementing welfare disability
challenges, 89–92	policies during COVID-19
surveillance regime, 19–26	surveillance regime, 25–26
surveillance regime, implementing	perspective and welfare disability
welfare disability policies	policies, 19–21
during, 25–26	Disability, 3, 10, 19
surveillance regime and reforms in	assessment process, 120–121
welfare disability policy,	complexity and innovation in
190–194	international debate, 10–13
virus, 58	in Europe in pandemic time, 10–19

European policy framework, 14–19	Epistemic community, 4, 24–25,
measuring, 13–14	194–195
organisations, 33	pre-pandemic challenges of
percentage of people receiving	individuals with ASD
social/disability benefits in	through lens of, 127-129
population, 12	public sociology between, 2-4
policy systems, 82	Equality Act 2010, 168–169
situation of children with special	Europe, definition, data and policy in,
educational needs and with	10–19
disabilities in Hungary,	European Commission, 17-18, 33
61–62	European context, 14
theoretical background, 19-26	European Convention on Human
Disability Laws in Hungary, 59-60	Rights (ECHR), 98,
Disability Rights Commission,	173–174
168–169	European Platform of Self-Advocates
Disability Studies in Education (DSE),	(EPSA), 31–32
19–20	European policy framework,
Disability welfare policy, 26	14–19
and system of social assistance for	European Union (EU), 14-15
people with autism in	rights, 18
Poland, 120–124	Strategy, 19
Discrimination in access to healthcare,	Exclusion rate, 15
35–36	Expenditure, 80–81
Document studies, 103	Expert discourse, 129–135
	experience of individuals with ASD
E-learning, 129–131	and families during
Economic, Social and Cultural Rights	pandemic, 129–133
(ESC), 98	support system during pandemic,
Education (see also Digital education),	133–135
2, 37, 39	
reopening of schools, 38-39	Familiarisation, 191–193
school at home, 37–38	Family/families
Education, health and care plans (EHC	allowance, 62
plans), 173	caregivers, 125
Education and Health Care Plan	carers, 45–46
(EHCP), 183–184	contribution allowance, 62
Educational sector, 183–184	and health and social services in
Egységes Gyógypedagagogiai	Italy, 80–81
Módszertani Intézmény	main difficulties faced by, 87–89
(EGYMI), 61	members, 146
Elderly parents, taking care	support, 146
of, 161	Fear, 158
Embodied Health Movements, 24	Focus groups, 148,
Emotional reunion, 161	157, 163
Employment, 39–40	Free schoolbooks, 62
England, 168	Freedom, 161–162

Fundamental Rights Agency, 33	results of questionnaire survey, 66-67
Fundamental Rights Report 2021, 2	welfare disability policy in
	Hungary, 59–64
Gatekeeping, 147	Hungarian legal context, 5
General Practitioner (GP), 168	
Global COVID-19 Disability Rights	Implementation of European disability
Monitor report, 21	policies, 25–26
Google documents, 146	In-depth analysis, 4
Government, 22	Inclusion, 159–160
Governmentality, 9, 22	Inclusion Europe, 31–32
	Inclusive education, 19–20
Health and social care sector, 181–183	Individual Educational and
Health and Social Services in Italy,	Therapeutic Program
families and, 80–81	(IPET), 121–122
Health services devoted to cognitive	Infection control measures, 101
disabled people in Italy	Information, 162
case study, 81–83	access to, 46-47
characteristics of sample, 83	Informed consent, 148
daily services during phase 1 and	Innovation in international debate,
phase 2 of pandemic, 83–87	10–13
main difficulties faced by families	Institutionalisation, 191–193
and cognitive disabled	Institutions for people with disabilities,
people, 87–89	40–42
national policy and data, 78-81	Intellectual disabilities, 11, 13, 32–33,
presentation, 81–82	35, 43, 142
research questions and methods,	analysis and policy on support
82–83	services for people with
results, 83–92	intellectual disabilities and
results, 83–92 social and healthcare professionals'	intellectual disabilities and families, 145–146
results, 83–92 social and healthcare professionals' challenges, 89–92	intellectual disabilities and families, 145–146 concern with pandemic, 152
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information,
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID-	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID-	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain,
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment,	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic,
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92 Home, school at, 37–38	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic, 157–158
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic, 157–158 fear, 158
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92 Home, school at, 37–38 Home-schooling, 37 Human rights, 98	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic, 157–158 fear, 158 focus group results, 157–163
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92 Home, school at, 37–38 Home-schooling, 37 Human rights, 98 Human Rights Act, 173–174	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic, 157–158 fear, 158 focus group results, 157–163 freedom, 161–162
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92 Home, school at, 37–38 Home-schooling, 37 Human rights, 98 Human Rights Act, 173–174 Hungarian case study	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic, 157–158 fear, 158 focus group results, 157–163 freedom, 161–162 future, 162–163
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92 Home, school at, 37–38 Home-schooling, 37 Human rights, 98 Human Rights Act, 173–174 Hungarian case study case description, 66–74	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic, 157–158 fear, 158 focus group results, 157–163 freedom, 161–162 future, 162–163 high awareness of safety measures
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92 Home, school at, 37–38 Home-schooling, 37 Human rights, 98 Human Rights Act, 173–174 Hungarian case study case description, 66–74 research design and methodological	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic, 157–158 fear, 158 focus group results, 157–163 freedom, 161–162 future, 162–163 high awareness of safety measures and case statistics, 158
results, 83–92 social and healthcare professionals' challenges, 89–92 Healthcare, 2 access to healthcare during COVID- 19 pandemic, 34–37 discrimination in access to, 35–36 lack of protective equipment, 36–37 professionals challenges, 89–92 Home, school at, 37–38 Home-schooling, 37 Human rights, 98 Human Rights Act, 173–174 Hungarian case study case description, 66–74	intellectual disabilities and families, 145–146 concern with pandemic, 152 COVID-19 rules and information, 157 data on people with intellectual disabilities in Spain, 144–145 digital skills and inclusion, 159–160 emotional reunion, 161 experiences during pandemic, 157–158 fear, 158 focus group results, 157–163 freedom, 161–162 future, 162–163 high awareness of safety measures

interruption of routine, 153–154 isolation and loneliness, 160–161 lockdown companionship, 160 methodology with research questions, 146–149 partners, 159 public transport, 156–157 sports, 162 staying in touch, 159 support, 159 survey results, 151–157	affected mental health of persons with disabilities in parents' perspective, 69–70 companionship, 160 daily activities of children before and during restrictions, 68 daily amount of physical activity of children before and during restrictions, 67 mental health status and social behaviour of children before
taking care of elderly parents, 161	and during restrictions, 69
welfare policy for people with	of work and vocational activities,
disabilities in Spain,	104–105
142–144	Loneliness, 160–161
well-being, 154–155	
International Classification of	Meal allowance, 62
Functioning, Disability and	Media channels, 33
Health (ICF), 10–11	Medical model, 10, 100
International debate, complexity and	Mediterranean familistic Italian
innovation in, 10–13	welfare system, 78
International framework, 13	Mental disability, 11–13
Interviews, 103–104	Mental Health Act 1983, 169
Isolation, 160–161	Mental health of persons with
Italian case studies, 5	disabilities in parents'
Italian Constitution, 78	perspective, lockdown
Italian national context, 81	affected, 69–70
Italy families and health and social	Mental Health Questionnaire (MHQ), 65–66
services in, 80–81	Ministry for Health, 145
lockdown, 82	Municipalities, 85
lockdowii, 62	wumerpanties, 85
Journal articles, 33	Naczelna Izba Kontroli (NIK), 122 National Core Curriculum (NCC),
Kindergarten allowance, 62	60–61
Knowledge, COVID-19 sanitary	National data, 78–81
regime and role of, 21–25	families and health and social services in Italy, 80–81
Leading by example process, 19	and laws, 78–80
Learning difficulties, 11–13	National Disability Programme, 60
Learning disability, 168–169, 173–174	National Health Service (NHS), 168
Learning Disability England, 173–174	National Human Rights Institution
Lockdown, 99	(NIM), 108
affected daily activities of persons	National Institute for Health Research (NIHR), 173–174
with disabilities in parents' perspective, 67–69	(NIHK), 173–174 National Laws, 78–80
DC13DCC11VE, U/-U2	1 1 au 0 1 au 5, 70 – 0 U

National policy, 78–81	Persons with disability, 13, 15–16
Network process, 78	digital education and therapeutic
Neurodiversity, 11–13	activities under restrictions
Nonprobability sampling, 147	in parents' perspective of,
Norwegian Corona Commission	70-71
(NOU), 105	digital education for persons with
Norwegian disability policy, 100	disabilities in special needs
Norwegian lockdown, 98	educators' perspective,
- · · · · · · · · · · · · · · · · · · ·	71–74
Obesity, 58	failure of welfare services disposing
Occupational therapy, 36	process for and with,
Office for National Statistics (ONS),	193–194
168	lockdown affected daily activities of
Online education, 64	persons with disabilities in
Online services, 2	parents' perspective, 67–69
The state of the s	
Organisation, 174–175	Physiotherapy, 36, 59
impact of pandemic on work, 175–179	Piedmont, 81
	healthcare professionals, 84–85
Overprotection, 191–193	social services, 84
5 1 : 22 24 454 455	Plena Inclusión Madrid, 148
Pandemic, 23–24, 174–175	Policy documents review,
context, 1–2	172–174
experience of individuals with ASD	Policy Innovation and Evaluation
and families during,	Research Unit (PIRU),
129–133	173–174
measures devoted to children with	Private services, 91
disabilities taken during,	Protective equipment, lack of, 36–37
62–64	Psycho-emotional disablism, 20–21
pandemic-induced social distance,	Public Education Act, 61–62
58	Public Health Emergency of
pandemic-induced social isolation,	International Concern
58	(PHEIC), 168
rules, 4–5	Public Health England (PHE), 168
scenario, 36	Public Opinion Research Center
situation, 59	(CBOS), 123–124
support system during, 133–135	Public sociology
Participatory research project, 146–147	between community of practices
Partners, 159	and epistemic community,
People with disabilities	2–4
death rates in institutions for,	supporting new epistemic
42–43	community, 194–195
institutions for, 40–42	Public transport, 156–157
Personal budgets approaches,	transport, 100 107
19–20	Qualitative study, 82, 170
Personal home care, 44	Quality Protect programme,
Personal support, 44	168–169
1 010011a1 support, TT	100 107

Questionnaire survey characteristics of respondents, 66–67 digital education and therapeutic activities under restrictions in parents' perspective of persons with disabilities, 70–71	Semi-residential services, 79 Semi-structured interviews, 170 Simons Powering Autism Research for Knowledge study (SPARK study), 124–125 Social professionals challenges, 89–92 Social services, 85
digital education for persons with	case study, 81–83
disabilities in special needs	characteristics of sample, 83
educators' perspective,	daily services during phase 1 and phase 2 of pandemic, 83–87
lockdown affected daily activities of	families and health and social
persons with disabilities in	services in Italy,
parents' perspective, 67–69	80–81
lockdown affected mental health of	main difficulties faced by families
persons with disabilities in	and cognitive disabled
parents' perspective, 69–70	people, 87–89
results of, 66–67	national policy and data, 78–81
Rapid Response Plan (Plan de	presentation, 81–82
Choque), 144	research questions and methods,
Regular child protection allowance, 62	82–83
Relational model, 100	results, 83–92
Research Design and Methodological	social and healthcare professionals'
Choices, 65–66	challenges, 89–92
Research methods, 102–104	Sociology, 2
Residential institutions	Spain, 142–143
death rates in institutions for people	data on people with intellectual
with disabilities, 42–43	disabilities in, 144–145
institutions for people with	welfare policy for people with
disabilities, 40–42	disabilities in, 142–144
living conditions in, 40–43	Spanish case study, 190–191
Residential services, 79	Special Educational Needs (SEN), 59,
Respondents, characteristics of, 66–67	64
Royal Decree-Law 33/2020, 143-144	Special Educational Needs and
Sanitary ragima 100 101	Disabilities (SENDs), 173 Special Educational Needs
Sanitary regime, 190–191 Schools	•
20110010	Coordinator (SENCO), 179
at home, 37–38	Special needs educators, 61
reopening of, 38–39 Segregation, 191–193	digital education for persons with disabilities in, 71–74
Self-advocacy	Speech therapy, 36
organisations, 33–34	Sports, 162
during pandemic, 33–34	Srodowiskowy dom samopomocy
Self-advocates, 31–34	(SDS), 121–122

Support system during pandemic, measures devoted to children with 133-135 disabilities taken during Surveillance concept, 23 pandemic, 62-64 situation of children with special Teaching-learning process, 64 educational needs and with Teenager, 129 disabilities in Hungary. Template analysis, 170–172 61 - 62Welfare policy, 13-14, 22, 142, 168 Therapies, 36 analysis of key experts' interviews, Third Sector of Social Action, 143–144 Typically developing children (TD 174–179 children), 120 context, 179-181 data analysis, 170 data collection, 169-170 Union of Physically Disabled People Against Segregation findings, 181 (UPIAS), 10-11 limitations, 185 United Kingdom (UK), 168 methods, 169-170 Convention, 13–15, 21 organisation, 174–175 Convention for the Rights of pandemic, 174–175 Persons with Disabilities, 26, impact of pandemic on work organisation, Special Rapporteur, 40 175-179 United Nations Convention on the results, 172-181 Rights of Persons with situation before pandemic, Disabilities (UN CRPD), 168-169 Welfare services in Norway, 99-100 13, 32, 190, 194 Well-being, 154–155 Virtual communities of practices, 24 WhatsApp, 146 Work, 98–99 Welfare disability policy (see also facilitating work participation Disability welfare policy), through innovative solutions, 105–106 190 facilitation of work participation COVID-19 surveillance regime and reforms in. 190-194 through individual disability laws and advocacy assessments, 110–112 organisations in Hungary, life and regular day activities after 59-60 re-opening, 106-107 disability studies perspective and, life before and during pandemic, 19 - 21101-102 in Hungary, 59-64 as measure of individual rights, implementing welfare disability 109-110 policies during COVID-19 Working from home, 105–106 surveillance regime, 25-26 World Health Organization (WHO), laws and guidelines related to 11, 14, 168, 173–174 children with special educational needs, 60-61 YouTube, 146