



*Research Ethics for All:
Accessible Research Ethics Education for
Community Research Partners*

Literature Review References

- Baumer, N. T., Becker, M. L., Capone, G. T., Egan, K., Fortea, J., Handen, B. L., Head, E., Hendrix, J. E., Litovsky, R. Y., Strydom, A., Tapia, I. E., & Rafii, M. S. (2022). Conducting clinical trials in persons with Down syndrome: summary from the NIH INCLUDE Down syndrome clinical trials readiness working group. *Journal of Neurodevelopmental Disorders, 14*(22). <https://doi.org/10.1186/s11689-022-09435-z>
- Boahen, G. (2015). Researching the Mental Capacity Act 2005: Reflections on governance, field relationships, and ethics with an adult who did not consent. *Ethics and Social Welfare, 9*(4), 375-389. <https://doi.org/10.1080/17496535.2015.1072571>
- Boettcher, N., Duque, C., & Lashewicz, B. M. (2022). Negotiating research participant consent with, for and by adults with developmental disabilities in interaction with their third-party consent providers. *International Journal of Qualitative Methods, 21*, 1-15. <https://doi.org/10.1177/16094069211054941>
- Bowler, J. E., & Rai, D. (2016). Letter from Bristol. *The National Medical Journal of India, 29*(4), 238-239.
- Boxall, K., & Ralph, S. (2009). Research ethics and the use of visual images in research with people with intellectual disability. *Journal of Intellectual & Developmental Disability, 34*(1), 45-54. <https://doi.org/10.1080/13668250802688306>
- Boxall, K., & Ralph, S. (2010). Research ethics committees and the benefits of involving people with profound and multiple learning disabilities in research. *British Journal of Learning Disabilities, 39*(3), 173-180. <https://doi.org/10.1111/j.1468-3156.2010.00645.x>
- Calveley, J. (2012). Including adults with intellectual disabilities who lack capacity to consent in research. *Nursing Ethics, 19*(4), 558-567. <https://doi.org/10.1177/0969733011426818>
- Carey, E., & Griffiths, C. (2017). Recruitment and consent of adults with intellectual disabilities in a classic grounded theory research study: ethical and methodological considerations. *Disability & Society, 32*(2), 193-212. <https://doi.org/10.1080/09687599.2017.1281793>

- Cascio, M. A., Weiss, J. A., Racine, E., & the Autism Research Ethics Task Force. (2020). Person-oriented ethics for autism research: Creating best practices through engagement with autism and autistic communities. *Autism*, 24(7), 1676–1690.
<https://doi.org/10.1177/1362361320918763>
- Cascio, M. A., Weiss, J. A., & Racine, E. (2021). Empowerment in decision-making for autistic people in research. *Disability & Society*, 36(1), 100–144.
<https://doi.org/10.1080/09687599.2020.1712189>
- Cithambaram, K., Duffy, M., & Courtney, E. (2019). End-of-life care research on people with intellectual disabilities: Challenges for proactive inclusion in an Irish context. *British Journal of Learning Disabilities*, 47(2), 70–76. <https://doi.org/10.1111/bld.12260>
- Clement, T., & Bigby, C. (2013). Ethical challenges in researching in group homes for people with severe learning difficulties: shifting the balance of power. *Disability & Society*, 28(4), 486–499. <https://doi.org/10.1080/09687599.2012.711245>
- Conroy, N. E., McDonald, K. E., Olick, R. S., & The Project ETHICS Expert Panel Members. (2021). A survey study of the attitudes and experiences of adults with intellectual disability regarding participation in research. *Journal of Intellectual Disability Research*, 65(10), 941–948.
<https://doi.org/10.1111/jir.12877>
- Cook, T., & Inglis, P. (2012). Participatory research with men with learning disability: informed consent. *Tizard Learning Disability Review*, 17(2), 92–101.
<https://doi.org/10.1108/13595471211218875>
- Coons, K. D., & Watson, S. L. (2013). Conducting research with individuals who have intellectual disabilities: Ethical and practical implications for qualitative research. *Journal on Developmental Disabilities*, 19(2), 14–24. <https://www.proquest.com/scholarly-journals/conducting-research-with-individuals-who-have/docview/1460847872/se-2>
- Crook, B., Tomlins, R., Bancroft, A., & Ogi, L. (2015). “So often they do not get recruited”: Exploring service user and staff perspectives on participation in learning disability research and the barriers that inhibit it. *British Journal of Learning Disabilities*, 44(2), 130–137.
<https://doi.org/10.1111/bld.12120>
- Daley, T. C., Singhal, N., & Krishnamurthy, V. (2013). Ethical considerations in conducting research on autism spectrum disorders in low and middle income countries. *Journal of Autism and Developmental Disorders*, 43(9), 2002–2014. <https://doi.org/10.1007/s10803-012-1750-2>
- Dorozenko, K. P., Bishop, B. J., & Roberts, L. D. (2016). Fumblings and faux pas: Reflections on attempting to engage in participatory research with people with an intellectual disability. *Journal of Intellectual & Developmental Disability*, 41(3), 197–208.
<https://doi.org/10.3109/13668250.2016.1175551>
- Dowse, L. (2009). ‘It’s like being in a zoo.’ Researching with people with intellectual disability. *Journal of Research in Special Educational Needs*, 9(3), 141–153.
<https://doi.org/10.1111/j.1471-3802.2009.01131.x>

- Drozd, M., Chadwick, D., & Jester, R. (2021). Successful strategies for including adults with intellectual disabilities in research studies that use interpretative phenomenological analysis. *Nurse Researcher*, 29(3), 34–41. <https://doi.org/10.7748/nr.2021.e1778>
- Earle, S., Ledger, S., Tilley, E., Walmsley, J., Chapman, R., & Townson, L. (2020). A critical reflection on accessing women with learning disabilities to participate in research about sensitive subjects through organisational partnerships. *British Journal of Learning Disabilities*, 48(2), 162–169. <https://doi.org/10.1111/bld.12314>
- Feudtner, C., & Brosco, J. P. (2011). Do people with intellectual disability require special human subjects research protections? The interplay of history, ethics, and policy. *Developmental Disabilities Research Reviews*, 17(1), 52–56. <https://doi.org/10.1002/ddrr.139>
- Fudge Schormans, A., Wilton, R., & Marquis, N. (2019). Building collaboration in the co-production of knowledge with people with intellectual disabilities about their everyday use of city space. *Area*, 51(3), 415–422. <https://doi.org/10.1111/area.12492>
- Furberg, R. D., Ortiz, A. M., Moultrie, R. R., Raspa, M., Wheeler, A. C., McCormack, L. A., & Bailey, D. B. (2018). A digital decision support tool to enhance decisional capacity for clinical trial consent: Design and development. *JMIR Research Protocols*, 7(6): e10525. <https://doi.org/10.2196/10525>
- Gjermestad, A., Luteberget, L., Midjo, T., & Witsø, A. E. (2019). Preparing a dialogue conference together with persons with intellectual disabilities. *Nordic Social Work Research*, 10(4), 343–355. <https://doi.org/10.1080/2156857X.2019.1602558>
- Gjertsen, H. (2019). People with intellectual disabilities can speak for themselves! A methodological discussion of using people with mild and moderate intellectual disabilities as participants in living conditions studies. *Scandinavian Journal of Disability Research*, 21(1), 141–149. <https://doi.org/10.16993/sjdr.615>
- Haines, D. (2017). Ethical considerations in qualitative case study research recruiting participants with profound intellectual disabilities. *Research Ethics*, 13(3–4), 219–232. <https://doi.org/10.1177/1747016117711971>
- Hall, S. A. (2013). Including people with intellectual disabilities in qualitative research. *Journal of Ethnographic & Qualitative Research*, 7(3), 128–142.
- Hamilton, J., Ingham, B., McKinnon, I., Parr, J. R., Tam, L. Y.-C., & Le Couteur, A. (2017). Mental capacity to consent to research? Experiences of consenting adults with intellectual disabilities and/or autism to research. *British Journal of Learning Disabilities*, 45(4), 230–237. <https://doi.org/10.1111/bld.12198>
- Hart, S. M., Pascucci, M., Sood, S., & Barrett, E. M. (2020). Value, vulnerability and voice: An integrative review on research assent. *British Journal of Learning Disabilities*, 48(2), 154–161. <https://doi.org/10.1111/bld.12309>

- Herron, D., Priest, H. M., & Read, S. (2015). Working alongside older people with a learning disability: informing and shaping research design. *British Journal of Learning Disabilities*, 43(4), 261–269. <https://doi.org/10.1111/bld.12147>
- Hills, K. J., Clapton, J., Dorsett, P., & Andersen, K. (2020). Conducting research with people with nonverbal autism: An inclusive methodological approach. *Journal of Social Inclusion*, 11(1), 5-23. <https://doi.org/10.36251/josi.162>
- Ho, P., Downs, J., Bulsara, C., Patman, S., & Hill, A.-M. (2018). Addressing challenges in gaining informed consent for a research study investigating falls in people with intellectual disability. *British Journal of Learning Disabilities*, 46(2), 92–100. <https://doi.org/10.1111/bld.12217>
- Hopkins, R., McGrath, J., Hogan, B., Skehan, P., & Acheson, L. (2022). In response to “‘Ethno...graphy?!? I can’t even say it’: Co-designing training for ethnographic research for people with learning disabilities and carers.” *British Journal of Learning Disabilities*, 50(1), 61-65. <https://doi.org/10.1111/bld.12452>
- Horner-Johnson, W., & Bailey, D. (2013). Assessing understanding and obtaining consent from adults with intellectual disabilities for a health promotion study. *Journal of Policy and Practice in Intellectual Disabilities*, 10(3), 260-265. <https://doi.org/10.1111/jppi.12048>
- Inglis, P., & Cook, T. (2011). Ten top tips for effectively involving people with a learning disability in research. *Journal of Learning Disabilities and Offending Behaviour*, 2(2), 98–104. <https://doi.org/10.1108/20420921111152441>
- Irvine, A. (2010). Conducting qualitative research with individuals with developmental disabilities: Methodological and ethical considerations. *Developmental Disabilities Bulletin*, 38(1–2), 21–34.
- Jepson, M. (2015). Applying the Mental Capacity Act to research with people with learning disabilities. *British Journal of Learning Disabilities*, 43(2), 128–134. <https://doi.org/10.1111/bld.12122>
- Johnson, H., Douglas, J., Bigby, C., & Iacono, T. (2011). The challenges and benefits of using participant observation to understand the social interaction of adults with intellectual disabilities. *Augmentative and Alternative Communication*, 27(4), 267–278. <https://doi.org/10.3109/07434618.2011.587831>
- Kaley, A., Hatton, C., & Milligan, C. (2019). More than words: The use of video in ethnographic research with People with intellectual disabilities. *Qualitative Health Research*, 29(7), 931–943. <https://doi.org/10.1177/1049732318811704>
- Kidney, C. A., & McDonald, K. E. (2014). A toolkit for accessible and respectful engagement in research. *Disability & Society*, 29(7), 1013–1030. <https://doi.org/10.1080/09687599.2014.902357>

- Kuri, E., & Fudge Schormans, A. (2022). Pivotal care practices: Care ethics in inclusive arts-based research with people labelled/with intellectual disability during the COVID-19 pandemic. *The Arts in Psychotherapy, 80*, 101920. <https://doi.org/10.1016/j.aip.2022.101920>
- Maes, B., Nijs, S., Vandesande, S., Van Keer, I., Arthur-Kelly, M., Dind, J., Goldbart, J., Petitpierre, G., & Van der Putten, A. (2021). Looking back, looking forward: Methodological challenges and future directions in research on persons with profound intellectual and multiple disabilities. *Journal of Applied Research in Intellectual Disabilities, 34*(1), 250–262. <https://doi.org/10.1111/jar.12803>
- Manning, C. (2009). ‘My memory’s back!’ Inclusive learning disability research using ethics, oral history and digital storytelling. *British Journal of Learning Disabilities, 38*(3), 160–167. <https://doi.org/10.1111/j.1468-3156.2009.00567.x>
- Marshall, K., & Tilley, L. (2013). Life stories, intellectual disability, cultural heritage and ethics: Dilemmas in researching and (re)presenting accounts from the Scottish Highlands. *Ethics and Social Welfare, 7*(4), 400–409. <https://doi.org/10.1080/17496535.2013.842304>
- Marshall, Z. (2012). Navigating risks and professional roles: research with lesbian, gay, bisexual, trans, and queer young people with intellectual disabilities. *Journal of Empirical Research on Human Research Ethics, 7*(4), 20–33. <https://doi.org/10.1525/jer.2012.7.4.20>
- McClimens, A., & Allmark, P. (2011). A problem with inclusion in learning disability research. *Nursing Ethics, 18*(5), 633–639. <https://doi.org/10.1177/0969733011404588>
- Mcclimens, A., & Evans, J. (2013). Credit where it’s due: clients’ contribution to academic research. *Learning Disability Practice, 16*(7), 26–28. <https://doi.org/10.7748/ldp2013.09.16.7.26.e1474>
- McCormack, L. A., Wylie, A., Moultrie, R., Furberg, R. D., Wheeler, A. C., Treiman, K., Bailey, D. B., & Raspa, M. (2019). Supporting informed clinical trial decisions: Results from a randomized controlled trial evaluating a digital decision support tool for those with intellectual disability. *PloS One, 14*(10), 1-21. <https://doi.org/10.1371/journal.pone.0223801>
- McDonald, K. E., Conroy, N. E., Olick, R. S., & The Project ETHICS Expert Panel. (2017). What’s the harm? Harms in research with adults with intellectual disability. *American Journal on Intellectual and Developmental Disabilities, 122*(1), 78–92. <https://doi.org/10.1352/1944-7558-122.1.78>
- McDonald, K. E. (2012). “We want respect”: adults with intellectual and developmental disabilities address respect in research. *American Journal on Intellectual and Developmental Disabilities, 117*(4), 263–274. <https://doi.org/10.1352/1944-7558-117.4.263>
- McDonald, K. E., Conroy, N. E., Kim, C. I., LoBraico, E. J., Prather, E. M., & Olick, R. S. (2016). Is safety in the eye of the beholder? Safeguards in research with adults with intellectual disability. *Journal of Empirical Research on Human Research Ethics, 11*(5), 424–438. <https://doi.org/10.1177/1556264616651182>

- McDonald, K. E., Conroy, N. E., Olick, R. S., & the Project ETHICS Expert Panel. (2016). Is it worth it? Benefits in research with adults with intellectual disability. *Intellectual and Developmental Disabilities*, 54(6), 440–453. <https://doi.org/10.1352/1934-9556-54.6.440>
- McDonald, K. E., Conroy, N. E., Olick, R. S., & Project ETHICS Expert Panel. (2018). A quantitative study of attitudes toward the research participation of adults with intellectual disability: Do stakeholders agree? *Disability and Health Journal*, 11(3), 345–350. <https://doi.org/10.1016/j.dhjo.2017.12.004>
- McDonald, K. E., Gibbons, C., Conroy, N., & Olick, R. S. (2022). Facilitating the inclusion of adults with intellectual disability as direct respondents in research: Strategies for fostering trust, respect, accessibility and engagement. *Journal of Applied Research in Intellectual Disabilities*, 35(1), 170–178. <https://doi.org/10.1111/jar.12936>
- McDonald, K. E., & Kidney, C. A. (2012). What is right? Ethics in intellectual disabilities research. *Journal of Policy and Practice in Intellectual Disabilities*, 9(1), 27–39. <https://doi.org/10.1111/j.1741-1130.2011.00319.x>
- McDonald, K. E., Kidney, C. A., Nelms, S. L., Parker, M. R., Kimmel, A., & Keys, C. B. (2009). Including adults with intellectual disabilities in research: Scientists' perceptions of risks and protections. *Journal of Policy and Practice in Intellectual Disabilities*, 6(4), 244–252. <https://doi.org/10.1111/j.1741-1130.2009.00225.x>
- McDonald, K. E., Kidney, C. A., & Patka, M. (2013). “You need to let your voice be heard”: research participants' views on research. *Journal of Intellectual Disability Research*, 57(3), 216–225. <https://doi.org/10.1111/j.1365-2788.2011.01527.x>
- McDonald, K. E., & Raymaker, D. M. (2013). Paradigm shifts in disability and health: Toward more ethical public health research. *American Journal of Public Health*, 103(12), 2165–2173. <https://doi.org/10.2105/AJPH.2013.301286>
- McDonald, K. E., Schwartz, N. M., Gibbons, C. M., & Olick, R. S. (2015). “You can't be cold and scientific”: Community views on ethical issues in intellectual disability research. *Journal of Empirical Research on Human Research Ethics*, 10(2), 196–208. <https://doi.org/10.1177/1556264615575512>
- McDonald, K., & Patka, M. (2012). “There is no black or white”: Scientific community views on ethics in intellectual and developmental disability research. *Journal of Policy and Practice in Intellectual Disabilities*, 9(3), 206–214. <https://doi.org/10.1111/j.1741-1130.2012.00348.x>
- Mietola, R., Miettinen, S., & Vehmas, S. (2017). Voiceless subjects? Research ethics and persons with profound intellectual disabilities. *International Journal of Social Research Methodology*, 20(3), 263–274. <https://doi.org/10.1080/13645579.2017.1287872>
- Mulhall, P., Taggart, L., Coates, V., & McAloon, T. (2020). Using a Delphi survey to gain an international consensus on the challenges of conducting trials with adults with intellectual disabilities. *Clinical Trials*, 17(2), 138–146. <https://doi.org/10.1177/1740774519887168>

- Mulhall, P., Taggart, L., McAloon, T., & Coates, V. (2021). Challenges to conducting randomised controlled trials with adults with intellectual disabilities: Experiences of international experts. *Journal of Applied Research in Intellectual Disabilities*, 34(3), 891–904. <https://doi.org/10.1111/jar.12838>
- Nicolaidis, C., Raymaker, D., Kapp, S. K., Baggs, A., Ashkenazy, E., McDonald, K., Weiner, M., Maslak, J., Hunter, M., & Joyce, A. (2019). The AASPIRE practice-based guidelines for the inclusion of autistic adults in research as co-researchers and study participants. *Autism: The International Journal of Research and Practice*, 23(8), 2007–2019. <https://doi.org/10.1177/1362361319830523>
- Northway, R., Howarth, J., & Evans, L. (2015). Participatory research, people with intellectual disabilities and ethical approval: making reasonable adjustments to enable participation. *Journal of Clinical Nursing*, 24(3–4), 573–581. <https://doi.org/10.1111/jocn.12702>
- Nosan, G., Bertok, S., Vesel, S., Yntema, H. G., & Paro-Panjan, D. (2014). Correspondence. *Croatian Medical Journal*, 55(1), 78. <https://doi.org/10.3325/cmj.2014.55.78a>
- Østby, M. (2020). Recruitment of research participants with intellectual disability in a Norwegian context – a response to Williams. *European Journal of Special Needs Education*, 35(1), 21–22. <https://doi.org/10.1080/08856257.2019.1687559>
- Peuravaara, K. (2014). Reflections on collaborative research: to what extent and on whose terms? *Scandinavian Journal of Disability Research*, 17(3), 272–283. <https://doi.org/10.1080/15017419.2013.859178>
- Post, S. G., Pomeroy, J., Keirns, C., Cover, V. I., & Dorn, M. L. (2017). A grassroots community dialogue on the ethics of the care of people with autism and their families: The Stony Brook Guidelines. *HEC Forum*, 29(2), 93–126. <https://doi.org/10.1007/s10730-017-9320-9>
- Riggs, N. R., Hepburn, S. L., Pinks, M. E., & Fidler, D. J. (2022). A prevention science approach to promoting health and quality of life for individuals with intellectual and developmental disabilities. *Infant and Child Development*, 31(1), e2278. <https://doi.org/10.1002/icd.2278>
- Robotham, D., & Hassiotis, A. (2009). Randomised controlled trials in learning disabilities: a review of participant experiences. *Advances in Mental Health and Learning Disabilities*, 3(1), 42–46. <https://doi.org/10.1108/17530180200900008>
- Robotham, D., King, M., Canagasabay, A., Inchley-Mort, S., & Hassiotis, A. (2011). Social validity of randomised controlled trials in health services research and intellectual disabilities: a qualitative exploration of stakeholder views. *Trials*, 12, 144. <https://doi.org/10.1186/1745-6215-12-144>
- Sammet Moring, N., Parish, S. L., Mitra, M., & Alterio, N. A. (2019). After disclosure: A research protocol to respond to disclosures of abuse and sexual violence in research with adults with intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 16(4), 254–263. <https://doi.org/10.1111/jppi.12292>

- Snipstad, Ø. I. M. (2022). Concerns regarding the use of the vulnerability concept in research on people with intellectual disability. *British Journal of Learning Disabilities*, 50(1), 107–114. <https://doi.org/10.1111/bld.12366>
- Strnadová, I., & Walmsley, J. (2018). 5004 - Peer-reviewed articles on inclusive research: Do co-researchers with intellectual disabilities have a voice? *Journal of Applied Research in Intellectual Disabilities*, 31(1), 132–141. <https://doi.org/10.1111/jar.12378>
- Sutton, B. (2021). “I like you being here”: To understand and be understood through illustration. *HAU: Journal of Ethnographic Theory*, 11(2), 675–692. <https://doi.org/10.1086/717106>
- Swaine, J., Parish, S. L., Luken, K., & Atkins, L. (2011). Recruitment and consent of women with intellectual disabilities in a randomised control trial of a health promotion intervention. *Journal of Intellectual Disability Research*, 55(5), 474–483. <https://doi.org/10.1111/j.1365-2788.2011.01399.x>
- Taua, C., Neville, C., & Hepworth, J. (2014). Research participation by people with intellectual disability and mental health issues: an examination of the processes of consent. *International Journal of Mental Health Nursing*, 23(6), 513–524. <https://doi.org/10.1111/inm.12079>
- Tilley, E., Strnadová, I., Ledger, S., Walmsley, J., Loblinzk, J., Christian, P. A., & Arnold, Z. J. (2021). ‘Working together is like a partnership of entangled knowledge’: exploring the sensitivities of doing participatory data analysis with people with learning disabilities. *International Journal of Social Research Methodology*, 24(5), 567–579. <https://doi.org/10.1080/13645579.2020.1857970>
- Tuffrey-Wijne, I., & Butler, G. (2010). Co-researching with people with learning disabilities: an experience of involvement in qualitative data analysis. *Health Expectations*, 13(2), 174–184. <https://doi.org/10.1111/j.1369-7625.2009.00576.x>
- Wagner, L., Frisch, M., Turner-Brown, L., Andrews, S., Edwards, A., Moultrie, R., Alvarez Rivas, A., Wheeler, A., & Raspa, M. (2020). Preferences for the research use of electronic health records among young adults with fragile X syndrome or autism spectrum disorder. *Disability and Health Journal*, 13(4), 100927. <https://doi.org/10.1016/j.dhjo.2020.100927>
- Watchman, K. (2016). Investigating the lived experience of people with down syndrome with dementia: Overcoming methodological and ethical challenges. *Journal of Policy and Practice in Intellectual Disabilities*, 13(2), 190–198. <https://doi.org/10.1111/jppi.12167>
- Van der Weele, S., & Bredewold, F. (2021). Shadowing as a qualitative research method for intellectual disability research: Opportunities and challenges. *Journal of Intellectual & Developmental Disability*, 46(4), 340-350. <https://doi.org/10.3109/13668250.2021.1873752>
- Weksler-Derri, D., Shwed, U., & Davidovitch, N. (2019). Ethical challenges in participatory research with autistic adults in Israel. *Journal of Empirical Research on Human Research Ethics*, 14(5), 447–451. <https://doi.org/10.1177/1556264619858524>

Citation: McDonald, K. & Schwartz, A. (2023). RE4A ACCESS: *Research Ethics for All: Accessible Research Ethics Education for Community Research Partners*. Syracuse University, Massachusetts General Hospital Institute of Health Professions, Institute on Disability: University of New Hampshire. www.re4all.org

© 2023 Syracuse University, Massachusetts General Hospital Institute of Health Professions, Institute on Disability: University of New Hampshire. All rights reserved.