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Project DITEAM12

Diverse and Inclusive teams for children under 12

Understanding disability



Understanding disability

Aims

- Explore the myths and realities of disability
- Understand the meaning of disability, impairment and factors affecting the lived experiences of disabled people;
- Understand the application of models and frameworks of disability in relation to physical activity and sport.

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Learning Outcomes

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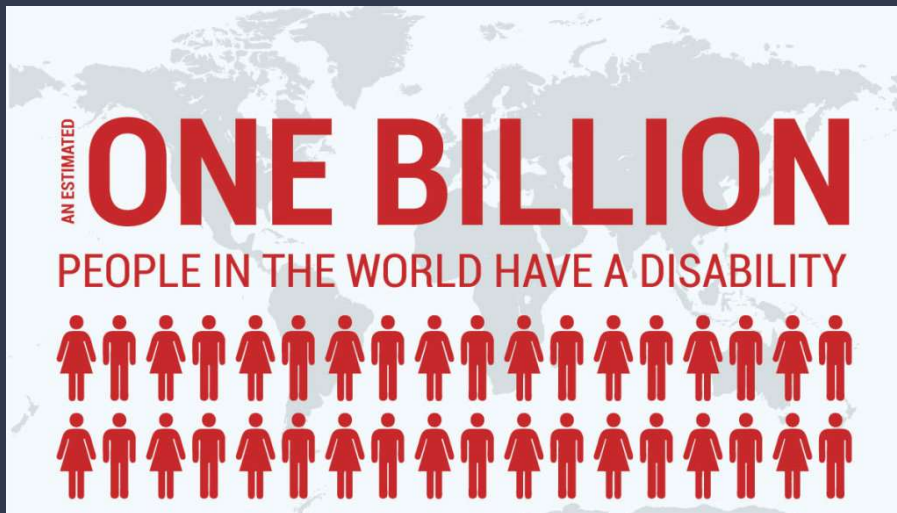
Learners will:

- have an understanding of basic issues associated with disability;
- understand how these issues have implications for physical activity and sport and their contribution towards the creation of a fair society for all.



Understanding disability

Numbers



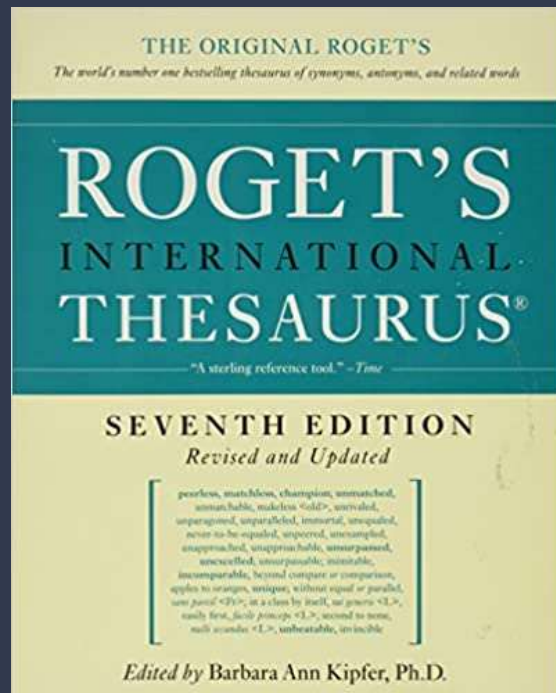
- It is estimated that there are 1 billion disabled people in the world – just less than one in seven of every human being on the planet.
- In most developed countries, between 15-20% of the population have impairments.
- The prevalence of impairments and their severity increases with age.

Understanding disability Words



- The terminology of disability and impairment varies around the world.
- ‘Disabled people’ or ‘people with disabilities’?
- Practical solutions:
 - use the expressions favoured where YOU are
 - avoid unhelpful negative stereotypes
 - **USE PEOPLE’S NAMES!**

Understanding disability Definitions



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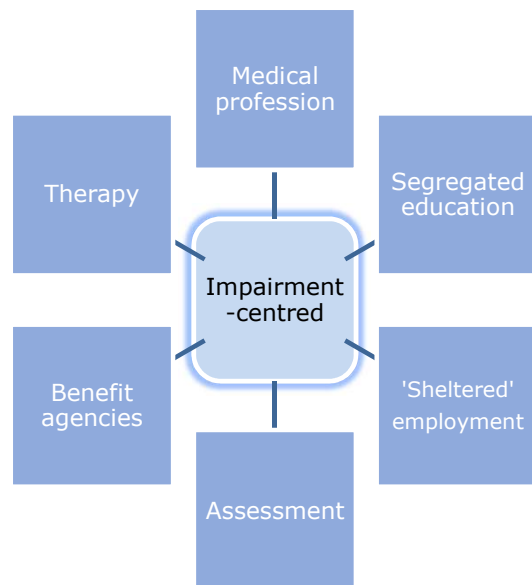
Exercise

What does the word 'disability' mean to you? Brainstorm and list all the words you know.

- What is it that 'disables' people? Is it their impairments – or other factors?
- **Medical model of disability**
people disabled by their impairments
- **Social model of disability**
people disabled by societal factors, such as environment, attitudes, barriers to opportunity



Models of disability





Interpretation

'In our view it is society which disables physically impaired people. Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society.'

Union of the Physically Impaired Against Segregation (UPIAS)

1976

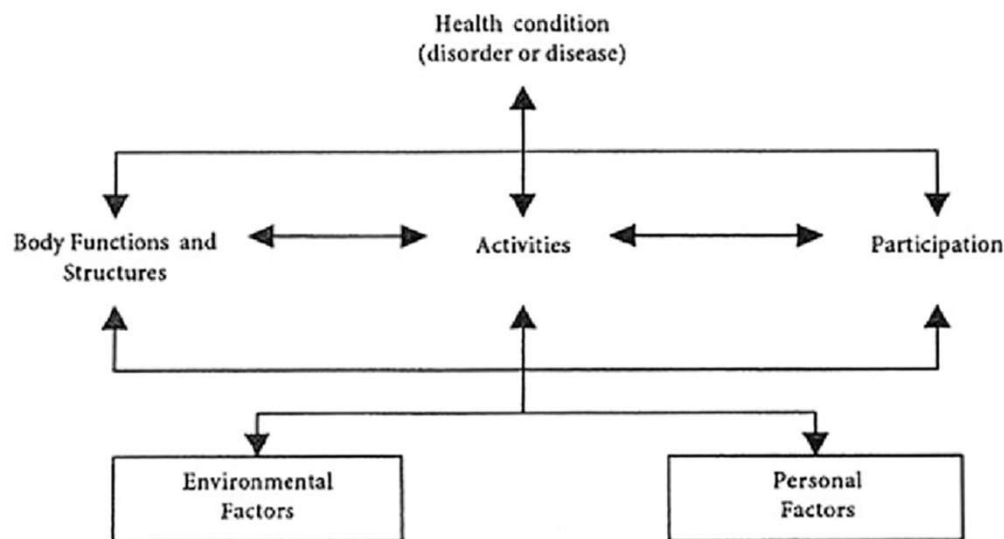
' ... disability should be viewed neither as purely medical nor as purely social: persons with disabilities can often experience problems arising from their health condition. A balanced approach is needed, giving appropriate weight to the different aspects of disability.'

World Health Organisation (WHO)

2011



International Classification of Functioning, Disability & Health (ICF)

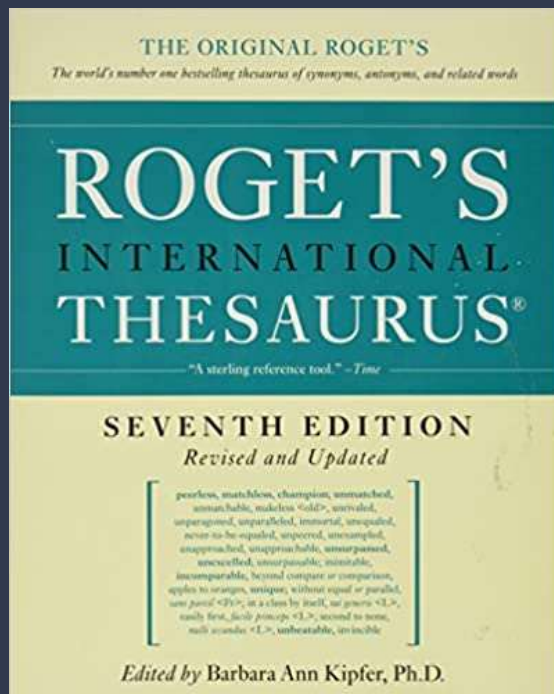


World Health Organisation

The ICF says:

- There are a range of different factors affecting the lives of people who have impairments.
- The effect of an impairment on any individual depends upon the different influences of these factors.
- For example, a person who has a mobility impairment could function effectively in a postal sorting office but less so as a postman.

Summarising definition



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The definition of disability can be seen in this way:

- **Impairment** – is what the person has – physical, sensory or intellectual, or a medical condition (like multiple sclerosis).
- **Disability** – is the disabling effect of societal barriers (for example, attitudes, lack of opportunity) together with other environmental, personal and health factors.
- NOTE: impairments do not necessarily indicate poor health. Many people have impairments but are not 'ill', in pain or in a reduced health situation.



The Sport Model



- Classification or grouping of athletes is a common feature of almost all sport; for example, age, gender or weight divisions.
- In disability sport, in order to classify or categorise athletes and provide a structure for competition, the focus is on their functional ability.
- Athletes are grouped in functional 'bands' (classification groups) in order to compete against peers of similar functional ability.

The Sport Model



***Special
Olympics***

- Other disability sport programmes use other methods of grouping athletes for competition.
- For example, in **Special Olympics**, competitors are grouped in performance bands (called 'divisioning'); for example, all those taking the same or similar time to complete 100m track will race together.



The start point



Vector stock

- If we apply a social model or ICF approach to physical activity, then this places the focus not upon the disabled person but on the teacher, coach, parent or volunteer.
- The emphasis on the **actions** of the teacher, coach, parent or volunteer and not on **reactions** to whatever impairment a person presents.



Exercise: what you can control

When working with disabled children and adults in sport, over which of the factors opposite do you have control, and over which do you have less or no control?

Group organisation	Analysis
Communication	Confidence
The impairment	Adapted equipment
Planning	Observation
Knowledge	Enthusiasm
Leadership	Disability knowledge

The start point

You have control over almost *all* of these factors!

In fact, the only factor over which you have no control is the person's impairment.

Everything else is in your power.

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- You can learn how to modify and adapt equipment or use regular equipment differently.
- You try to find out about all your athletes' idiosyncrasies and differences – this includes their impairments and the implications for sport and physical activity.
- Your confidence will improve with time and experience.



The start point



Vector stock

- Therefore, as a teacher, coach, parent or volunteer concentrate on the things over which you have control and do not worry so much about those aspects over which you do not have control.
- This is the start point: what **you** can do and not what an individual cannot do.



Sources/references

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- Life Opportunities Survey 2009-2012 / Census 2011
- Sport England (2016). 'Mapping Disability: the facts – A statistical review of disabled people in England'
- World Health Organisation, [International Classification of Functioning, Disability and Health \(ICF\) \(who.int\)](http://www.who.int/classifications/icf/)
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- [Union of the Physically Impaired Against Segregation \(UPIAS\) \(1976\). 'Fundamental Principles' \(booklet\)](#)