

Understanding disability



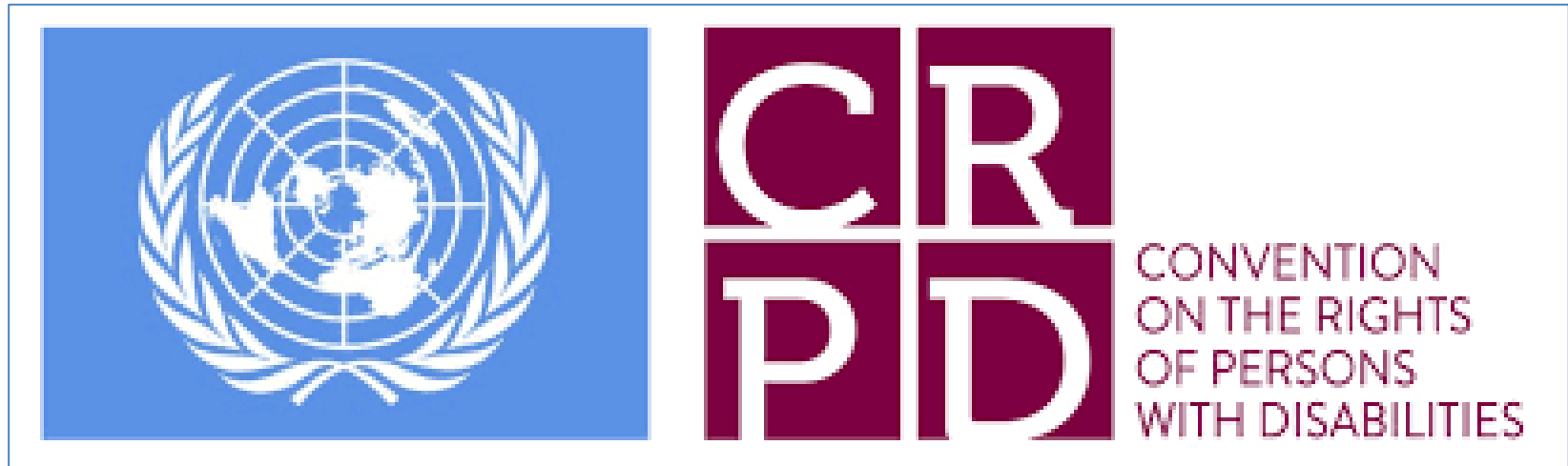
Understanding disability: 1

Understanding disability

Learning objectives

By the end of the session participants shall be able to:

- Define disability.
- Explain the meaning of disability as defined in the International Classification of Functioning (ICF).
- Describe the importance of early intervention.
- Explain how the census deals with disability.
- List the five models of disability.



- The United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) was adopted in 2006.
- Recognised as the most important international document relating to people with disabilities.
- Describes disability as an evolving concept.

UN CRPD

- Catalyst in shift from viewing persons with disabilities as objects of charity to persons with equal rights.

UN CRPD

- Describes persons with disabilities as:

including those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

National definition of disability

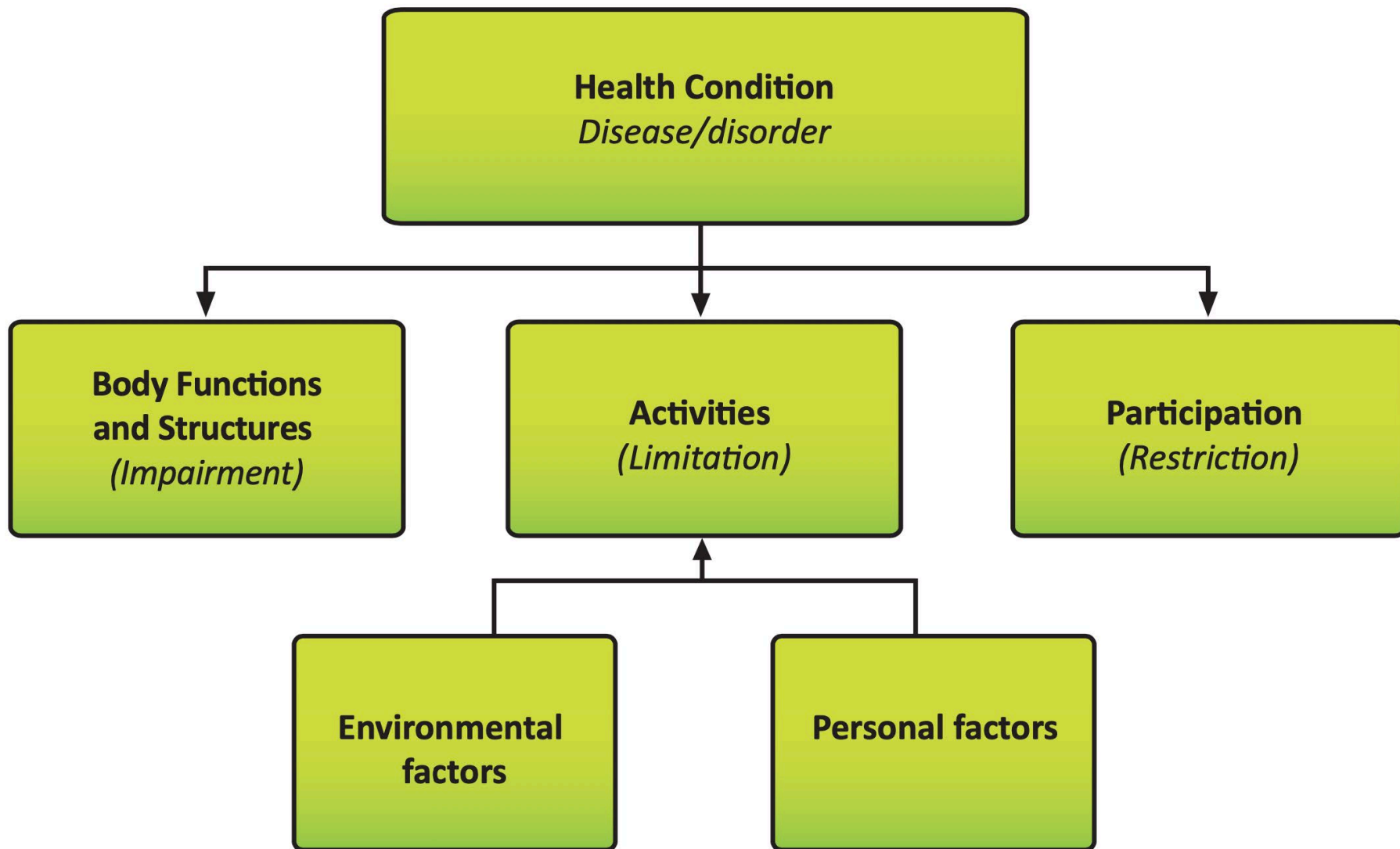
What does disability mean?

- The International Classification of Functioning, Disability and Health (ICF) defines disability as:
- The outcome of an interaction between health conditions and impairments and the physical, human-built, attitudinal, and social environment.

What does disability mean?

ICF takes into account functions in three areas:

- body functions and structures
- activities
- Participation.



Impairments

Congenital: e.g. club foot, spina bifida, deafblindness

Acquired: e.g. poliomyelitis, paralysis, bipolar disorder.

Most common causes of impairments globally include:

- chronic and other diseases
- injuries
- mental health impairment
- drug and alcohol abuse
- birth defects
- malnutrition, and
- HIV/AIDS and other communicable diseases.

Early Intervention

- Early childhood defined as 0-8 years.
- Monitoring children against usual milestones can identify children with disabilities.
- Critical time to ensure access to interventions for children with disabilities.

Data on disability

According to WHO/World Bank (2011), 15% of any population are persons with disabilities:

- all ages, all impairments
- congenital or acquired
- visible or invisible
- with or without pain.

National Census data

WHO estimate compared to national census

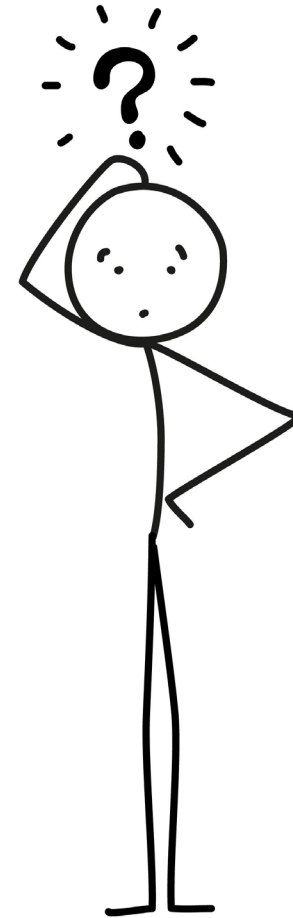
National census questions

Washington short set of questions

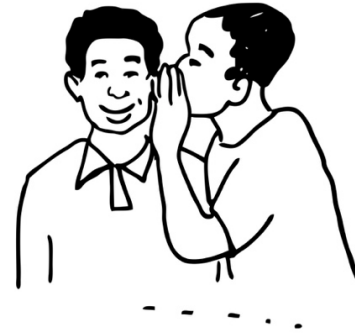
1. Do you have difficulty seeing, even if wearing glasses?
2. Do you have difficulty hearing, even if using a hearing aid?
3. Do you have difficulty walking or climbing steps?
4. Do you have difficulty remembering or concentrating?
5. Do you have difficulty with self-care such as washing all over or dressing?
6. Do you have difficulty communicating, for example understanding or being understood?

Data on disability

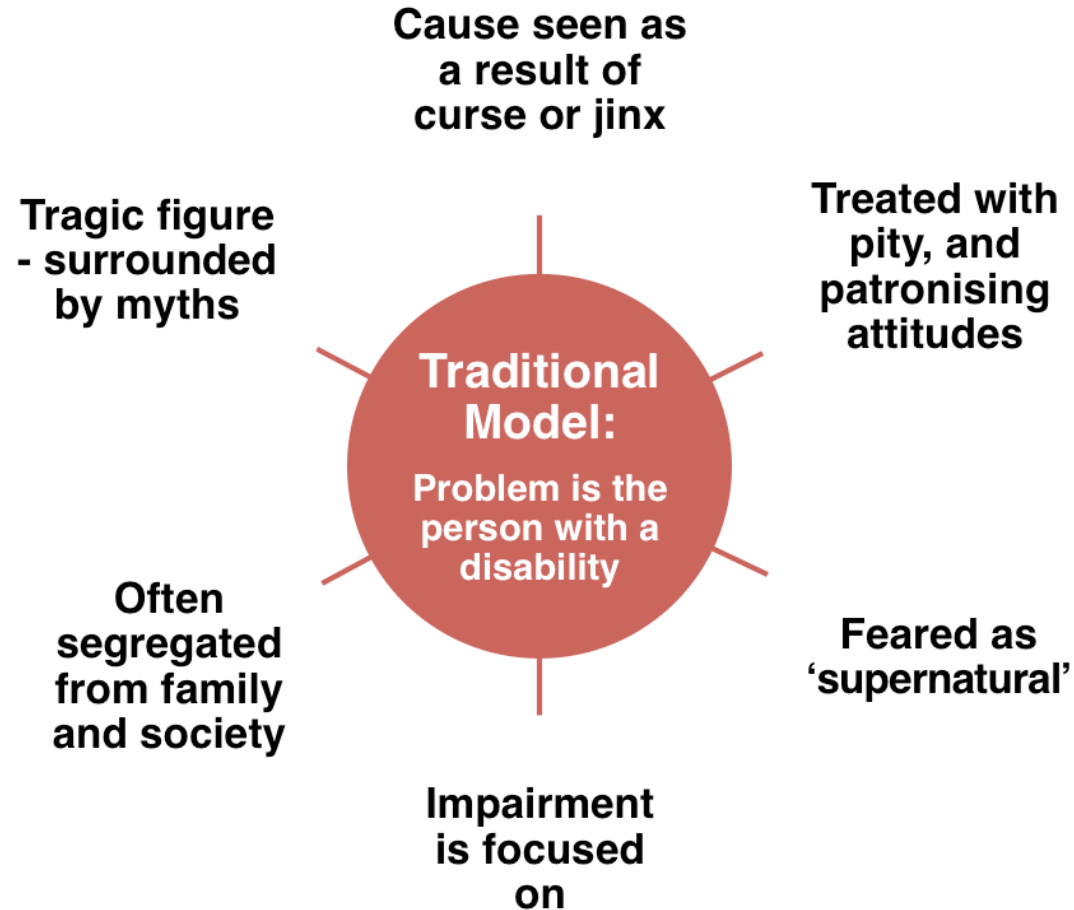
- Census or survey?

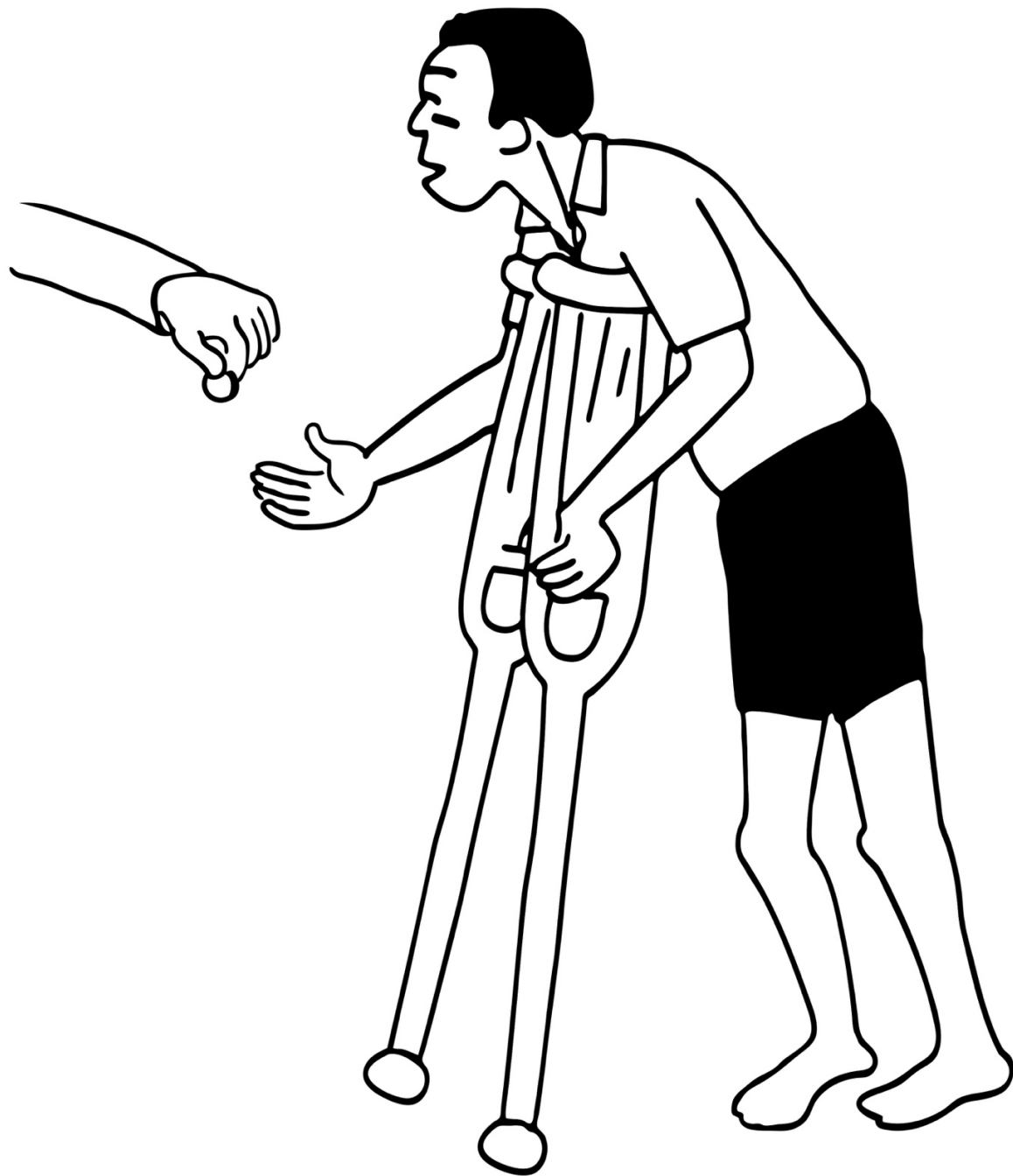


Models of disability



Traditional model



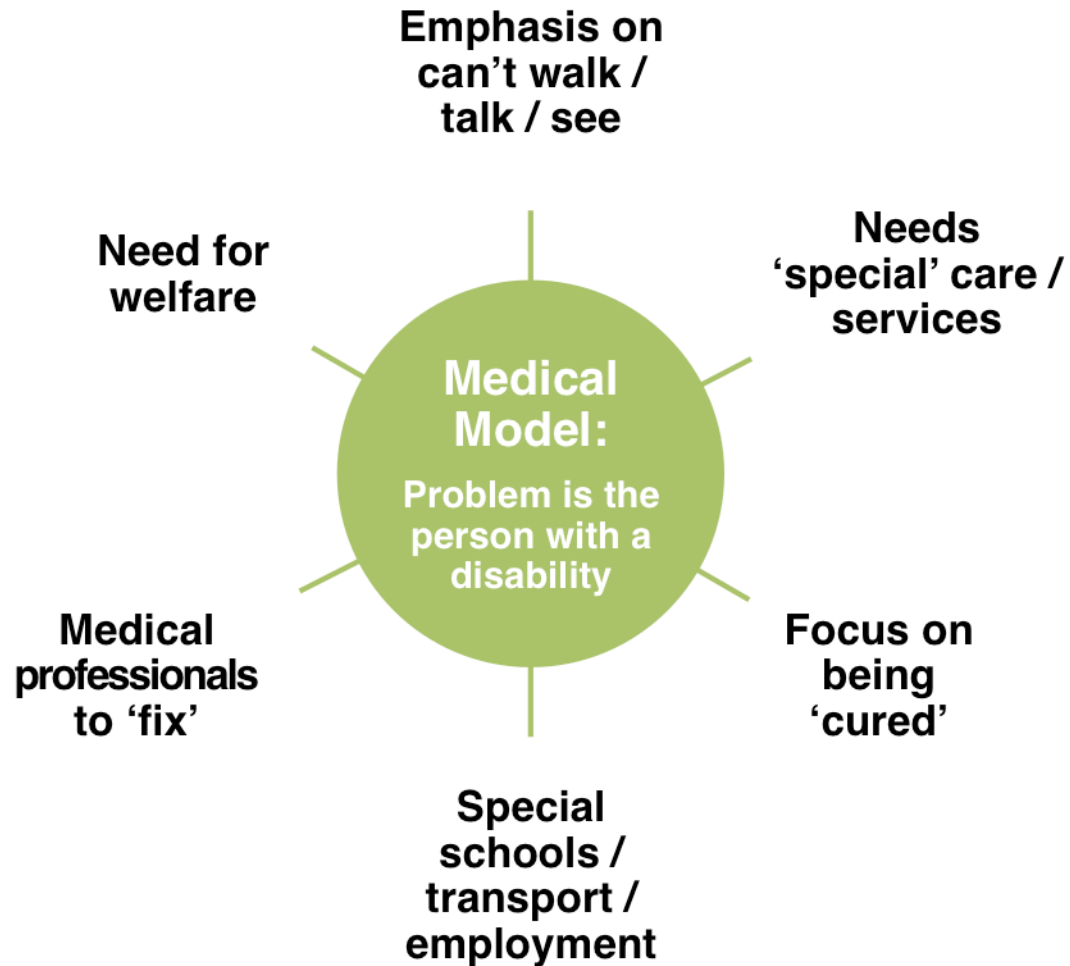


Charity model

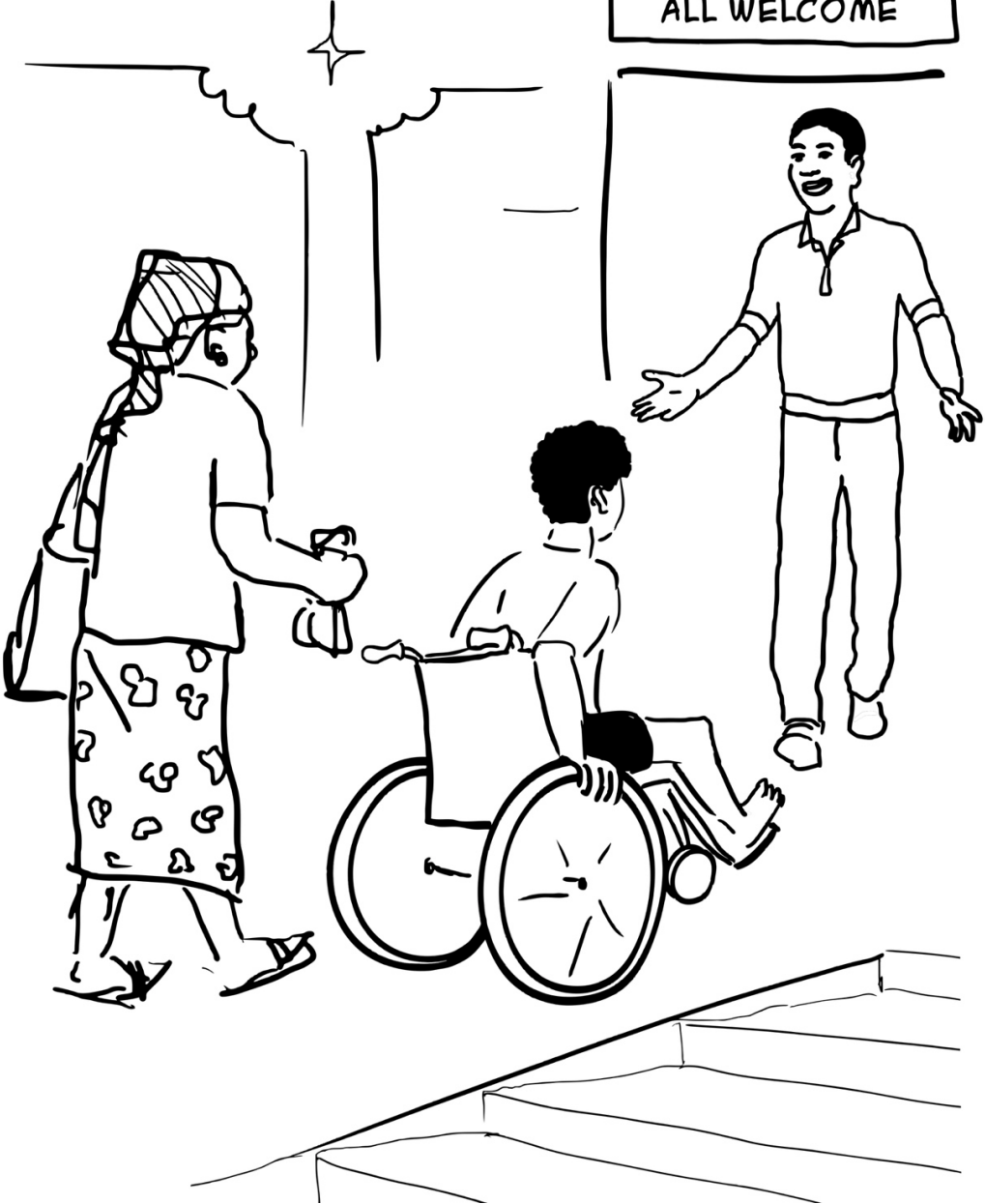




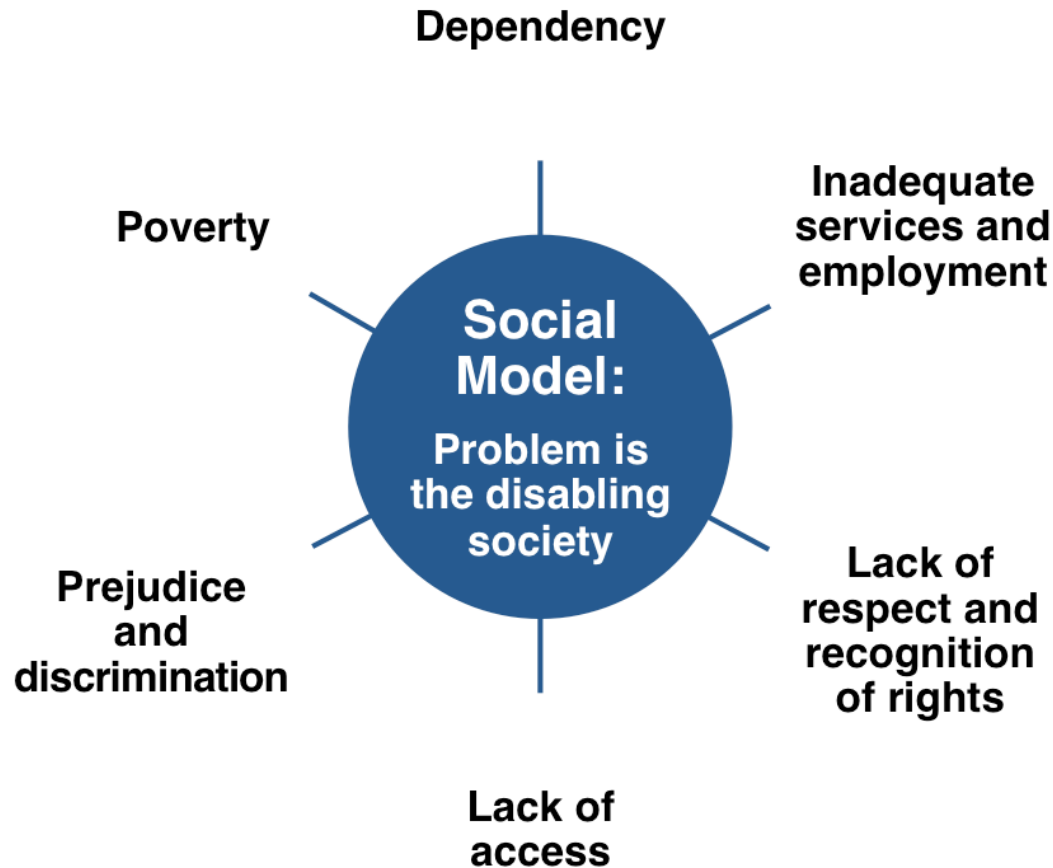
Medical model

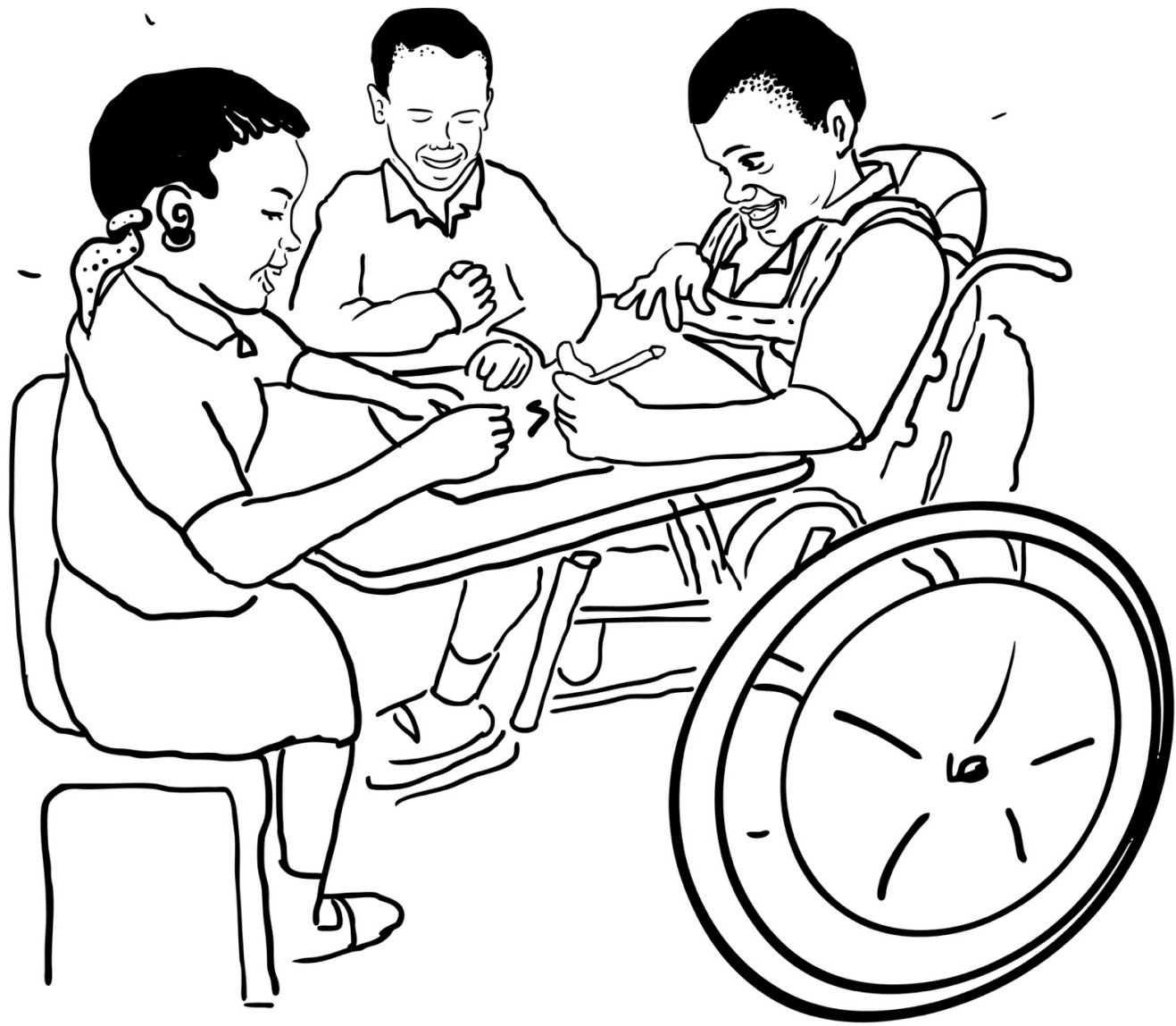


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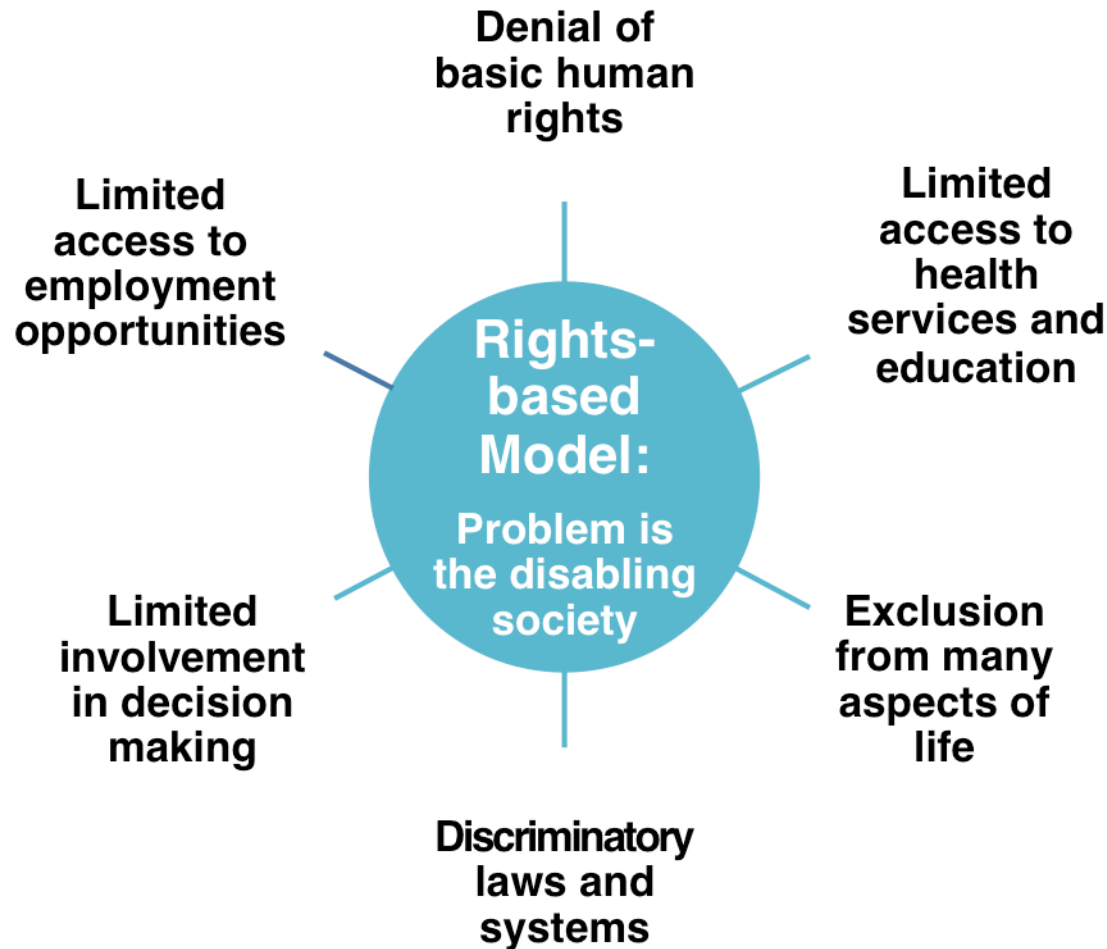


Social model





Rights-based model



- Does the rights-based model reject medical treatment?



- Does the rights-based model reject charitable acts?



Activity

- Read your Handout giving a situation and the typical examples shown for each of the models of disability.
- In your group, prepare a short role play to convey just **two** of the different models.

Summary

- Models represent a progression over time.
- The place of persons with disabilities has changed from that of being pitied and worthy of charity to becoming empowered with the same rights as others.
- This training package promotes the rights-based model - the only model towards which we should all be working.



**Community Based
Inclusive Development**