

2. Session plan: Understanding disability

| <i>Volunteer</i> |
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| Learning objectives |
| By the end of the session participants shall be able to: <ul style="list-style-type: none">• Explain the meaning of disability.• Give examples of disabilities.• Identify common causes of disability.• List types of disabilities. |
| Time allocated |
| <ul style="list-style-type: none">• 60 minutes. |
| Resources needed |
| <ul style="list-style-type: none">• A1 poster of the ICF• A3 posters of the three ICF areas: body structure / activities / participation• Two examples to add to the chart at the start of the activity• Flipchart paper and markers• Blank cards for activity |
| Preparation |
| Familiarise with: <ul style="list-style-type: none">• Understanding disability session plan and content. Write: <ul style="list-style-type: none">• Flipcharts of the text within each of the boxes headed Write on BOARD in advance of the session to help the flow. Cut: <ul style="list-style-type: none">• A supply of A4 coloured card into strips to use for the activity – 4 strips per card. Print: <ul style="list-style-type: none">• Examples to add to the chart at the start of the activity from the session resources folder or end of the session plan. (Or develop your own). |
| Trainer's notes: |
| <i>This is one of the foundation modules of the training package on which other modules will build. It is designed to ensure that all participants understand the definition of disability as defined in the ICF.</i> |

2.1 Introduction (5 minutes)

Volunteer

Write on BOARD:

Understanding disability learning objectives:

- Explain the meaning of disability
- Give examples of disabilities
- Identify common causes of disability
- List types of disabilities

Introduce the session.

Explain: This session is on 'Understanding disability'. The way that disability is defined and viewed has changed over time. Persons with disabilities themselves have played a great part in this and continue to do so. This session looks at the changing face of disability, as well as some of the causes and types of disabilities.

Read out the learning objectives from the board.

2.2 How do we define disability? (40 minutes)

Volunteer

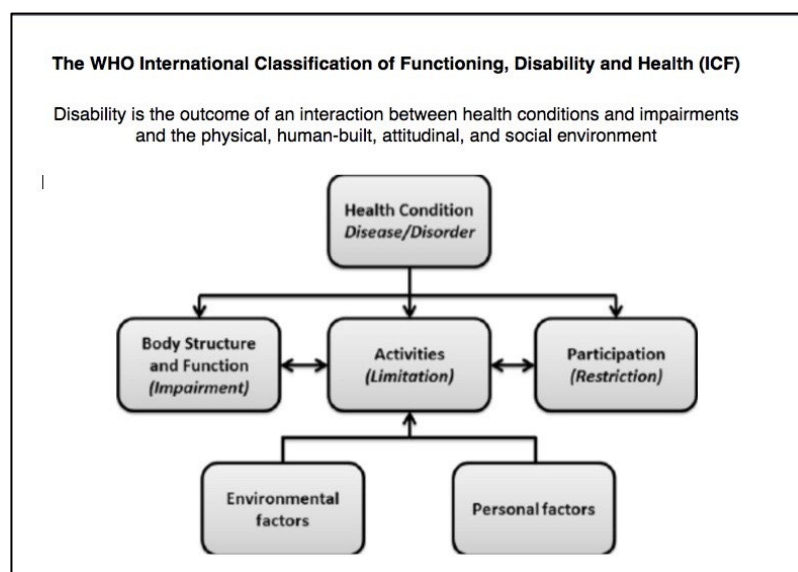
Ask a few questions to get participants to think about what they know about disability such as:

- What comes to your mind when you hear about disability?
- When you think about a person you know with a disability, what are they able to do/not to do on their own?

Acknowledge responses.

Pin up the International Classification of Health (ICF) poster. (The poster can stay up throughout the training).

Highlight the ICF diagram in the Participant Manual.



Ask: Can anybody try to define disability? Has anybody received training on disability – do you remember what definition for disability you were given at the training?

Acknowledge responses.

Read out the definition of disability (according to the ICF) from the poster:

The International Classification of Health – developed by the World Health Organization (WHO) describes disability as: *The outcome of an interaction between health conditions and impairments and the physical, human-built, attitudinal, and social environment.*

Explain:

- The ICF is named as it is because it focuses on health and functioning – rather than disability.
- It is a framework that looks at functioning and disability related to a health condition within the context of the individual’s activities and participation in everyday life.
- The ICF measures function of the person in society regardless of the reason for the impairment. It looks at (point at the relevant areas of the poster):
 - *body functions and structures*
 - *activities* (tasks or actions carried out by an individual)
 - *participation* (involvement of the individual in society, or in daily living).
- Activities and participation describe what a person with a health disorder does or can do, or does not do. This does not depend on the individual alone but also on the social, physical and attitudinal environment in which the individual lives. In other words, it is an interaction between a person’s health condition and their environment.

| Activity: The ICF | |
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| Groups | Divide participants into groups of four and give each group 3 blank cards. |
| Instructions | <p>Pin each of the three ICF heading posters (Body structure and function, Activities, and Function) at the top of a blank flipchart sheet and ask people to come close to the sheets as you explain the activity (<i>Note: If posters are not available, print headings from the end of the session plan or write directly on the flipchart</i>).</p> <p>Give the two pre-prepared examples (printed or copied from the end of the session plan, or alternative ones) and pin them on the wall under the relevant headings while explaining:</p> <p>For a 30 year old man who loses a leg in an accident, his balance and walking ability would change – that’s his body function. He might not be able to climb a ladder any more – that is an activity limitation. And he may not therefore be able to do the same job if for example he was a builder who needed to climb ladders. That’s a participation limitation.</p> <p>For an eight year old girl born with a visual impairment – that’s a body function of not being able to see. An activity limitation would be that she cannot read printed materials. A participation limitation related to this would be that she could not read school books.</p> <p>Ask each group to think about persons with disabilities that they know and to consider them in relation to their limitations in terms of their body structure, activities and participation.</p> <p>Each group to choose one person they have discussed and to list their limitations in relation to the three areas on three pieces of card to pin to the relevant flipcharts.</p> <p>Note: this activity can also be done as one group around the board.</p> |
| Monitor | Check to ensure each group has understood the activity and is working on the correct situation as allocated. |

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| Time | Allow 15 minutes for the groups to discuss the topic. Allow 10 minutes for feedback (Total 25 minutes). |
| Feedback | Ask each group to pin their examples to the flipchart as they read them out to the other groups. |

Explain (while pointing to the areas of the poster) that in summary:

- the body structures and functions look at the person's functions in relation to their body
- the activity limitations look at their function in relation to their function as an individual
- the participation restrictions look at their function in relation to their society
- the environmental factors look at the wider physical social and attitudinal context: where they live and how they are treated
- the personal factors look at issues such as their age and gender.

By looking at these different areas, the ICF provides a common language to measure the impact of an impairment, rather than just looking at, for example, the medical aspects of it.

Explain: when we think about a person's disability we need to be considering all of these aspects, and when we are working with others to increase their understanding of disability, we need to help them to understand these aspects too. That includes persons with disabilities, their families, and all members of the community.

Ask if there are any questions.

2.3 How many people have disabilities? (10 minutes)

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Ask: Do you know any statistics on disability such as how many people out of 100 have a disability?
Acknowledge responses.

Explain: The World Health Organization (WHO) estimates that persons with disabilities represent approximately 15% of any population: that's 15 out of every 100 people. But official census figures in Africa and elsewhere are usually much lower. Such under-reporting is common in many countries.

Write on BOARD:

WHO – 15 people out of every 100 people

Ask: why do you think some adults and children with disabilities are not recorded in official figures such as a government door to door census that collects information on all of the population every few years?

Acknowledge responses.

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| Possible answers – add any that are not mentioned |
| <ul style="list-style-type: none"> • <i>Family members with disabilities may be hidden inside the home and not counted in a census.</i> • <i>Information on family members with disabilities may not be presented during a census.</i> • <i>Head of households do not admit to the disability on a census form.</i> • <i>How disability is defined in census forms limits the scope of data that is captured.</i> • <i>Lack of capacity for identifying non-physical disabilities.</i> |

2.4 Causes and types of disability (5 minutes)

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Explain: Disability may be:

- **Congenital** – a disability that a person is born with
- **Acquired** – for example as a result of a virus, disease or injury

Write on BOARD:

Congenital – born with
Acquired – virus, disease, injury

Ask: can you give any examples of a congenital disability?

Ask: can you give any examples of an acquired disability?

Possible answers – there are also many others in each category

- *Congenital: such as a club foot, spina bifida, deafblindness, cerebral palsy or Down's syndrome.*
- *Acquired: poliomyelitis, paralysis (paraplegia, quadriplegia, hemiplegia), amputation from an accident or disease, or a mental health issue.*

Summarise:

- When we understand more about the causes and types of disabilities we are better able to support persons with disabilities.
- It is important that we understand the definition of disability in terms of the ICF.
- When we are supporting persons with disabilities we need to look at how they function in society in terms of their **body functions**, the **activities** they can do, and their **participation** in society, and what we can do to maximise their health and inclusion.

Ask if anyone would like to comment on something new that they learnt in this session.

Allow 2-3 comments.

Close the session.

Two examples to pin on wall for the activity. Use these or develop your own:

Man who loses a leg in an accident:
balance and walking ability changed

Cannot climb a ladder

Cannot do job as builder

Girl born with a visual impairment:
cannot see

Cannot read written materials

Cannot use school books

Body Structure and Function *(Impairment)*

Activities *(Limited)*

Participation *(Restriction)*

