

**HANDICAP
INTERNATIONAL**

IRAQ 2015

DISABILITY INCLUSION IN CHILD FRIENDLY SPACES



**Danielle Richard
Inclusion Technical Advisor
HANDICAP INTERNATIONAL IRAQ**

SUMMARY

I. UNDERSTANDING DISABILITY	2
A. What is Disability?	2
B. Disability Creation Process	2
C. What is Impairment?	3
D. Terminology	3
II. TIPS ON SUPPORTING PERSONS WITH DISABILITIES	4
III. DISABILITY INCLUSION	7
A. Inclusion- What does it mean?	7
B. Inclusion: Key Principles	7
C. Why an Inclusive Approach?	8
D. Potential Barriers Faced by Children with Disabilities	8
IV. GENERAL GUIDELINES FOR INCLUSION IN CHILD FRIENDLY SPACES	8
E. Inclusive Child Friendly Spaces	10
F. Supporting Children with Disabilities in Child Friendly Spaces	11



I. UNDERSTANDING DISABILITY

A. What is Disability?

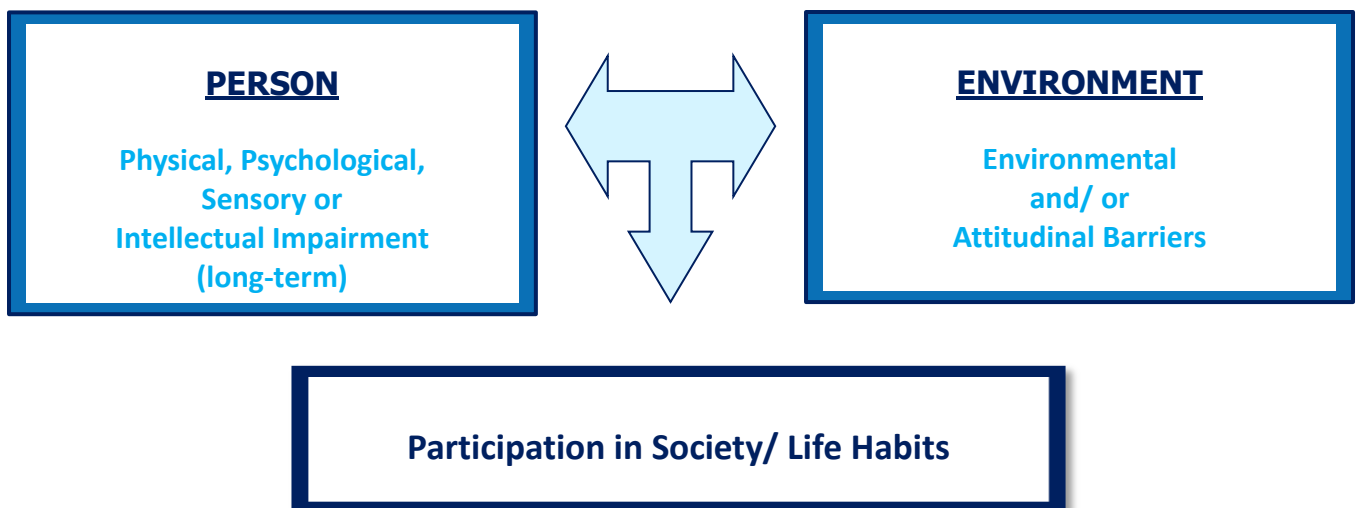
UN Convention on the Rights of Persons with Disabilities:

*'Disability is an **evolving** concept, and that disability results from the **interaction** between persons with impairments and attitudinal and environmental barriers that hinders full and effective participation in society on an equal basis with others'*

Article 1 of the Convention states:

*'Persons with disabilities **include** 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.'*

B. Disability Creation Process



The result of the **interaction** between **Personal factors** and **Environmental Factors** will influence the person's capacity to participate in society/ life habits. Only the analysis of these two factors will determine if a person is in a disability/vulnerability situation or not.

TWO KEY FACTORS TO CONSIDER: **PERSON** + **ENVIRONMENT**

Disability should not be considered as a personal attribute and limited to impairment, but as a **situation** which results from the **interaction** between the **person** and his/her **environment**.



C. What is Impairment?

Any loss or abnormality of psychological, physiological, or anatomical structure or function, whether temporary or permanent.

Difference between Impairment and Disability

➤ Impairment

Impairment is one component of disability and refers to the partial or complete loss of a limb, organ or other body structure as well as mental functions, whether temporary or permanent. (World Health Organization)

➤ Disability

When someone is restricted or cannot perform an activity because of the negative impact of their environment and/or their personal abilities.



D. Terminology

The language that we use to describe people with disabilities is directly related to how we think about them and in turn how they perceive themselves. It is important to think about what the words we use really mean; if we use discriminatory or derogatory language then this reinforces our own and other people discriminatory ideas about people with disabilities.




DON'T	DO
➤ A handicapped person, the disabled	➤ A person with a disability
➤ A normal person, people living normal lives	➤ A person without a disability
➤ A crippled, physically challenged, infirm	➤ A person with a physical disability
➤ The blind	➤ A person with low vision / A person who is blind/ A person with a visual impairment
➤ The deaf, the hard of hearing	➤ A person who is hard of hearing ➤ A person who is deaf
➤ Mentally retarded, mentally challenged	➤ A person with an intellectual disability
➤ Insane, lunatic, mentally sick, mentally imbalanced, mad person, mentally ill person, psycho, crazy people	➤ A person with a mental health problem





II. TIPS ON SUPPORTING PERSONS WITH DISABILITIES

TYPE OF IMPAIRMENT	DESCRIPTION	HOW TO SUPPORT PERSONS WITH DISABILITIES
<p>Physical</p> 	<ul style="list-style-type: none"> ➤ Any reduction or inability to use one or more body parts, or the loss of one or more body parts ➤ From birth or caused by injury or disease ➤ Mainly related to problems with musculoskeletal or neurological systems ➤ <i>Examples</i> – broken bones, hemiplegia, brain injury, spinal cord injury, paralysis, amputation 	<ul style="list-style-type: none"> ❖ Identify the most accessible route to your building or meet them in a place easy for them to reach ❖ Make your building accessible if possible (ground floor, large space for wheelchair, toilet) ❖ Observe if person is in pain and needs position change ❖ Sit at person's level if in they use wheelchair ❖ Do not move or touch the person's assistive / mobility device (e.g. wheelchair) unless you ask first
<p>Intellectual</p> 	<ul style="list-style-type: none"> ➤ Difficulty in understanding and a limitation in the speed of mental functions in terms of comprehension, knowledge and perception ➤ Affects person's ability to learn, their memory, attention, communication, social and professional autonomy, emotional stability and behavior ➤ Refers to below average intellectual function which may result in the person requiring supervision in performance of activities of daily living ➤ The abilities or persons with intellectual disabilities can range greatly from one person to another 	<ul style="list-style-type: none"> ❖ Interact with person directly, do not ignore them ❖ Break down information into small easy to understand sections ❖ If necessary, involve a family member to better understand the child's likes/dislikes and patterns ❖ Provide information in writing and with pictures



TYPE OF IMPAIRMENT	DESCRIPTION	HOW TO SUPPORT PERSONS WITH DISABILITIES
<p>Psychosocial</p> 	<ul style="list-style-type: none"> ➤ Related to psychological distress, regardless of the cause (migration, natural disaster, poverty, homelessness, unemployment, etc.) ➤ Affects the social life of those in psychological distress (disabilities in terms of language or behaviour) ➤ Affects their social skills and their ability to take care of themselves 	<ul style="list-style-type: none"> ❖ <i>Fear of safety/new people</i>: propose a meeting with a family member / friend present ❖ <i>Space issues</i> (claustrophobia): show them the nearest exit or meeting outside, make sure to not stand/sit too close to them if this is uncomfortable ❖ <i>Angry/upset feelings</i>: find productive ways to accommodate these feelings in a way that is comfortable for you ❖ <i>Fear of getting lost</i>: meet them in a location they know and then accompany them to new places
<p>Mental</p> 	<ul style="list-style-type: none"> ➤ Mental problem related to emotions ➤ Associated with chronic and serious mental disorders: schizophrenia, bipolar mood disorders, borderline personality disorders, major depressive disorders, anxiety, post-traumatic stress disorder ➤ Most persons with mental impairments have average or above average intelligence 	<ul style="list-style-type: none"> ❖ Consider using known games, songs, dances and home-made toys ❖ Provide structure to the day and to the activities ❖ Teach and practice relaxation methods ❖ Give instructions using clear language ❖ Play sports, perform plays and songs ❖ Read instructions using clear language ❖ Read stories or play simple games
<p>Sensory (Vision)</p> 	<ul style="list-style-type: none"> ➤ Can be partial or total vision loss ➤ Can be from birth or later (illness or injury) ➤ People will have different functional abilities depending on when their problems started 	<ul style="list-style-type: none"> ❖ Identify yourself before you make physical contact with them ❖ Make sure the environment is quiet when talking to a person who is blind ❖ Explain what is going on around them: give specific non-visual information ❖ Explain how people are feeling/responding as they cannot see people's expressions ❖ Prevent encounters with obstacles ❖ Don't shout or speak loudly



TYPE OF IMPAIRMENT	DESCRIPTION	HOW TO SUPPORT PERSONS WITH DISABILITIES
<p style="text-align: center;">Sensory (Hearing & Communication)</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 20px;">   </div>	<ul style="list-style-type: none"> ➤ Can be partial or total hearing loss ➤ Can be from birth or later (illness or injury) ➤ People will have different functional abilities depending on the type, reason of their impairment and on time when their problems started 	<p style="text-align: center;"><i>How to understand a person with communication difficulties</i></p> <ul style="list-style-type: none"> ❖ Use your facial expression (frown and shake head, smile and nod head) to communicate what you understand ❖ Learn which sounds mean what (which are happy, angry, sad sounds) ❖ Ask to repeat. Ask to follow them where they'd like to go ❖ Ask to draw a picture or to write down what they want to communicate <p style="text-align: center;"><i>How to speak/communicate</i></p> <ul style="list-style-type: none"> ❖ Use gestures/pictures or a communication board ❖ Face people when you talk to them so they can see your lips ❖ Speak slowly and exaggerate your lip movements so that the person can see the words being spoken <p style="text-align: center;"><i>Assisting a person with inabilities to speak</i></p> <ul style="list-style-type: none"> ❖ Be patient ❖ Give the person a notebook and pen ❖ A bell or a whistle could be used to call for help to call for help in case of need



III. DISABILITY INCLUSION

A. Inclusion- What does it mean?

Inclusion means a **rights-based approach** to community programming, aiming to ensure **vulnerable persons, including persons with disabilities**, have **equal access** to basic services and a voice in the development and implementation of those services.

“Inclusive” means including **ALL children** who are excluded from school and/or other recreational and learning activities. Being inclusive **does include children with disabilities** such as children who have difficulties in seeing or hearing, who cannot walk, or who are slower to learn.

Being inclusive also means to **NOT see people with disabilities as a separate group** and to ensure that vulnerable people have the **same access to services and programs** as the rest of the population.



B. Inclusion: Key Principles

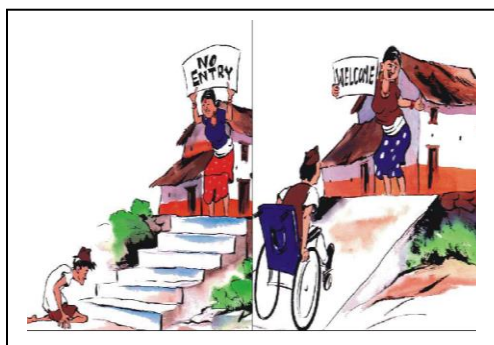
1. Ensure that **ALL children** including children with disabilities **have access** to services and activities. (ex. child friendly spaces)
2. **Identify children** that are not systematically attending your activities (mobile identification points)
3. **Eliminate barriers** and **facilitate access** to services and activities
4. Vulnerable children and children with disabilities should be in a **non- discriminatory environment**



C. Why an Inclusive Approach?

- **Decreases the impact** and motivates the return to normalcy
- **Reduces psychological impact** (excluded and unaccompanied children, children who lost their support system)
- **Enhances social participation** of the most vulnerable children and sensitizes others to be more accepting and supportive

D. Potential Barriers Faced by Children with Disabilities



- **ENVIRONMENTAL/ PHYSICAL** Barriers (Accessibility)
- **ATTITUDINAL** Barriers of facilitators, parents, other children, etc.
- **COMMUNICATION** Barriers
- **INSTITUTIONAL** Barriers (policies, laws, systems)

IV. GENERAL GUIDELINES FOR INCLUSION IN CHILD FRIENDLY SPACES

AWARENESS & ADVOCACY Through Community Outreach

Community Outreach is an important first step for inclusion to get children from their home to the Child Friendly Space

How?

- Partner with local organizations or groups of persons and children with disabilities
- Conduct community awareness sessions in the community and advocate for vulnerable children to attend the CFS with parents, community members, etc.
- Make home visits to inform and encourage vulnerable children and their families/ caregivers to attend CFS



PARTICIPATION

- **Consult** children with disabilities and their caregivers to encourage their participation in planning and decision-making and learn how to better include them

'Nothing about us without us'
(People with disabilities know best what they need)

- **Eliminate barriers** and **facilitate access** to services and activities (e.g. physical accessibility, communication, sensitization, etc)

ACCESSIBILITY

PHYSICAL ACCESSIBILITY

- How to **REACH, ENTER** and **USE** the Child Friendly Space
 - ✓ **Construct buildings using Universal Design** to ensure standards of accessibility (e.g. 90 cm wide doors)
 - ✓ **Make temporary and existing areas accessible:**
 - Avoid / remove obstacles (tent ropes, holes, ...)
 - Ensure accessible and flat pathways of at least 90 cm wide
 - Avoid steps: ramps are better
 - Install handrails where terrain is uneven or near stairs/ ramps
 - Accessible WASH facilities
 - Accessible classroom and CFS spaces

COMMUNICATION

- How to **UNDERSTAND** instructions and information
 - ✓ At least 2 forms of communication: visual, verbal, auditory,..
 - ✓ Adapt message so all children can understand
 - ✓ Signage / Orientation with symbols for guiding children
 - ✓ Large print on signs to mark classrooms, toilets, etc.



E. Inclusive Child Friendly Spaces

The main objective of an Inclusive Child Friendly Spaces is to support and facilitate the inclusion of most vulnerable children and children with disabilities in an emergency context through recreational activities, in an environment tailored to the needs of ALL children

General Guidelines

- Identify children who are not participating in the CFS and determine the reasons why they are not participating
- Advocate with parents/ caregivers and community for the inclusion of children with disabilities in the CFS activities
- Improve physical accessibility of the CFS
- Use appropriate communication channels
- Consider how all children, including those with disabilities, will participate in activities
- Plan ways to modify/ adapt the activity for children with disabilities or find different ways to include them
- Focus on the child's strengths and build on these strengths
- Sensitize ALL children to promote acceptance
- Establish a buddy system for peer support
- Dance, theater, music, art, storytelling, pottery, football, basketball are all activities children with disabilities can participate in
- Provide structured breaks to allow children to move and socialize



F. Supporting Children with Disabilities in Child Friendly Spaces

Type of Impairment

How to be Inclusive in Child Friendly Spaces

PHYSICAL



- ❖ Ask the child how he or she can take part in the activity
- ❖ Ensure the child has the appropriate mobility devices and ensure they have enough space to use it
- ❖ Consider proximity of the classroom to the toilets
- ❖ Provide adapted materials so children with disabilities feel comfortable while playing
- ❖ Be creative to find adapted positions
- ❖ Propose activities for all children with the same conditions that some children with reduced mobility:
 - ✓ Games with ball sitting on the ground
 - ✓ Role Playing where all children can use only one hand

Examples on how to adapt activities:

- ✓ For a child with limited use of their hands, they could use their mouth to make a picture or their feet to kick a ball
- ✓ For a child with a weak grasp, you could make the handle of a paintbrush bigger by wrapping tape around it or strapping it to the child's hand
- ✓ For a child who is unable to jump, they could turn the rope for the other students in a skipping game
- ✓ For a child using crutches, they could play soccer kicking the ball with the crutch
- ✓ For a child in a wheelchair, they could be the match referee for a basketball game



INTELLECTUAL



- ❖ Encourage support from parents or siblings during sessions
- ❖ Use clear language; speak slowly and clearly
- ❖ Use pictures, written communication and other means of communication as needed
- ❖ Allow the child enough time to complete a task
- ❖ Consider alternate teaching methods: learning through songs, dance, plays, etc.

SENSORY



Visual Impairments

- ❖ Use bright colored marking or change of textures for important features or to mark change of surfaces
- ❖ Use tactile and auditory cues
- ❖ Read out written instructions
- ❖ Use large text documents
- ❖ Make use of technology on computers and phone to enlarge the text fonts
- ❖ Consider Braille or audio information
- ❖ On their first visit to the CFS, guide the child around the CFS to show them where different activities and where objects in the room are located
- ❖ Keep activities and objects in the same place. If you must move objects or activities in the CFS, make sure to inform the child






















Example of toys that can be used for children with visual disabilities:

- ✓ Balls with bells inside
- ✓ Brightly colored balls
- ✓ Toys with different smells
- ✓ Toys/ balls with different textures/ fabrics
- ✓ Talking toys, or soft instruments
- ✓ Musical instruments

Hearing Impairments



- ❖ Consider a sign language interpreter, visual information, written information
- ❖ Face the child and speak slowly for lip reading
- ❖ Choose games that don't require verbal instructions
- ❖ Perform theatre plays where they can have a role
- ❖ Use picture boards

 I want	 I see	 thank you
 drink	 biscuit	 apple
 coke	 crisps	 banana
 book	 sand	 bricks
 pens	 farm	 puzzle
 shoe	 jumper	 trousers
 coat	 sock	 hat



Communication

- ❖ Use at least two means of communication
- ❖ Large print on signs to mark classrooms, toilets, etc.
- ❖ Consider a classroom layout and positioning of students in the classroom to optimize interaction with the facilitator and peers

Key points when interacting with children with disabilities:

- Don't talk to a child with a disability through a third person
- Never use "disabled or handicapped" as a phrase such as "The disabled are...", better to use "Children with disability"
- Don't define a child with a disability by their disability (e.g. "The amputee", "The blind"), use "child with amputation, child with difficulty seeing"
- Be patient with children with disabilities and do not treat them as if they will not understand
- Consider the child and their family as the best experts regarding their disability/injury; always ask the child with a disability for advice on how best to meet their needs
- Don't assume a child's capacities by their appearance

Other Considerations:

- Make schedules of activities and involve the children in making the schedule
- Movement breaks: allow children to move, especially during long sitting activities
- Focus on the strengths and interests of the child