

Supporting People with Disabilities in Sport & Physical Activity

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Overview

- About Cara.
- Current context & structures in Ireland
- Understanding Disability & Inclusion
- Challenges to Participation
- Key Inclusion Considerations
- Support tools.
- Q&A.

About Cara

Vision

“Putting disability sport and inclusive physical activity at the heart of our nation”

Key Goals

1. Strategic **Leadership** and **Support**
2. **Advocacy** and **Awareness**
3. Enhance **Quality** participation opportunities.



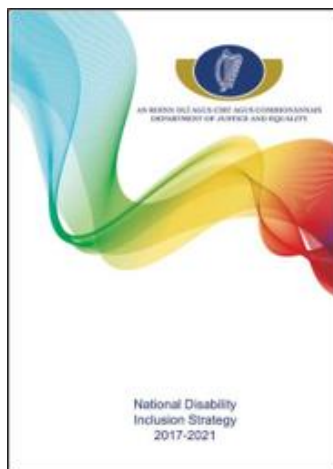
Current Context in Ireland

- **645,000 People** in Ireland have a Disability, **13.5%** of the population.
- Individuals with a disability are **far less likely to participate** in sport, volunteer for sport, be a sports club member or attend a sporting event than those without a disability.
- **33% of people with a Disability** in Ireland participate in Sport & Physical Activity regularly, compared to **50% of the general population**.
- Those with a disability are **less likely to be members of a sports club** with much lower membership of all different types of sports clubs.
- **High level of drop out in late teenage/early adulthood age groups.**

Current Structure in Ireland

- Full National Network of **Sport Inclusion Disability Officers** in LSPs.
- Long-term investment delivered by Sport Ireland into sector in line with **National Sports Policy 2018-2027**.
- Strong **National Disability Sport NGB** structures.
- **Increased focus on Inclusion** for mainstream NGBs
- **National Disability Inclusion Training Framework** in place to support Coaches & Volunteers.
- Progress driven by **policy, culture, funding and evidence based programmes**.

Policies & Frameworks



Disability

A temporary or permanent impairment of functionality

Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions (WHO)

Physical

Intellectual

Sensory

Inclusion

Defined as...

‘the **practice** or **policy** of providing **equal access** to **opportunities** and **resources** for people who might otherwise be **excluded** or **marginalised**, such as persons with a disability and members of other minority groups.’



Key Challenges to Participation

Attitudinal

- Understanding peoples ability
- Lack of knowledge
- Fear of the unknown
- Unfriendly/unwelcoming coaches

Access

- Transport system
- Facilities
- Programmes
- Equipment

Structural

- Lack of trained personnel
- Lack of organised opportunities
- Lack of early childhood experiences
- Low incomes/low employment

Personal

- Lead sedentary/inactive lifestyles
- Do not see themselves as being 'sporty'
- Lack of confidence
- Low self esteem/poor body image
- Lack of role models

Key tips to support Inclusion

- General Considerations
- Physical Disabilities
- Intellectual Disabilities
- Sensory Disabilities (Visual & Hearing)

Inclusion – Areas to consider...

- Policies

- drive actions within the organisation
- a statement of intent which can be referred to when guiding the organisation

- Places

- facilities, amenities and environment
- geographical scope which enable inclusive practice

- People

- individuals who embrace the philosophy, processes and policies of inclusion
- the most valuable asset to the organisation

Inclusion – Areas to consider...

- Programmes
 - the mechanisms that create the changes in an organisation
 - design inclusive programmes – offer programmes that are inclusive and inviting and needs appropriate.
- Promotion
 - raises awareness of the inclusive ideology and activities of the organisation and can range from advertising, promotional campaign, social media etc.

Physical Disabilities

- Focus on the **ability** of the person
- Consider **additional support** required
- Discuss any **possible adaptations** required:
TREE
- Consider the **functionality** of the person.
- **Respect** the person's mobility aids.
- Understand that the person may prefer to take part in the activity not using **mobility aids**.
- Avoid **language** like Wheelchair Bound – Wheelchair User is better.

Intellectual Disabilities

- Level of support will vary for each person depending on their level: **mild, moderate, & severe/profound.**
- Organisation is key: **routine & familiarity**
- Plan for and allow **additional time**
- **Break tasks** into smaller parts and build up
- Use clear **instructions and language**
- Use **demonstration & visual cues**
- Regularly check for and ensure **understanding**



Sensory Disabilities - Visual

- Consider that the **level of sight** will vary from person to person, time of day, and environment
- **Orientate** individuals in unfamiliar surroundings
- Keep floor space free of **obstacles**.
- Use the **person's name** to gain attention
- When **guiding/leading** offer your elbow and walk slightly ahead.
- Give as much **verbal feedback** as possible.



Sensory Disabilities - Hearing

- Develop a **simple sign system** to support communication.
- Avoid exaggerating your **lip movement**.
- **Face the person** directly to ensure they have your full attention.
- Provide **clear and concise** instructions.
- Check for an ensure **understanding**.
- Use **diagrams and video** to support instructions.
- Develop visual aids to **start and stop** activities safely.

Sport Inclusion Disability Charter



sport inclusion disability
charter

What people with disabilities are asking of your organisation

Openness
Be open to and understanding of all people with disabilities

People
Access training for our staff/volunteers to facilitate the inclusion of people with disabilities

Activities
Develop and deliver inclusive activities

Facilities
Review our facility/venues/equipment to make our organisation more accessible

Promotion
Promote the inclusive nature of our activities, in a variety of formats

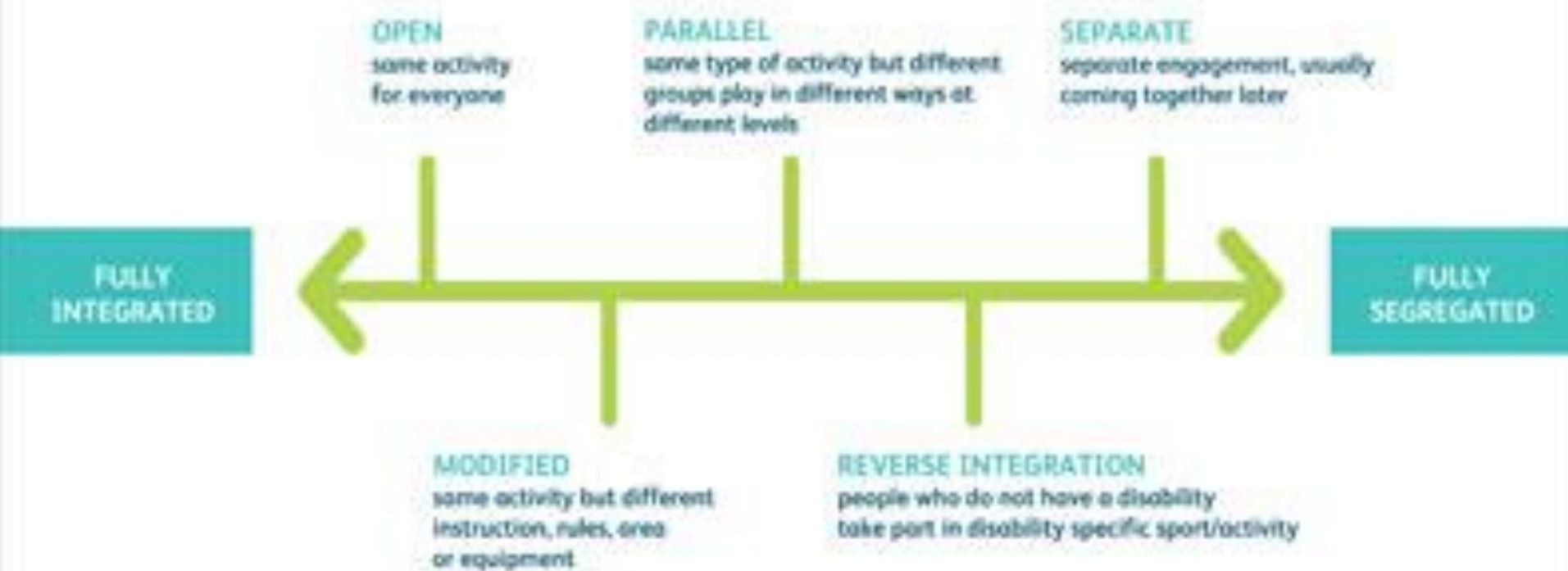
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 cairé na grúntas díomhaoin
the dormant accounts fund

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inclusion continuum

Adapted from Wainick (2011)



TREE Model



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Teaching/ Coaching Style:

you can adapt the way you communicate with the participants

Rules/Regulations:

you can simplify or change the rules and regulations to make your activities more inclusive

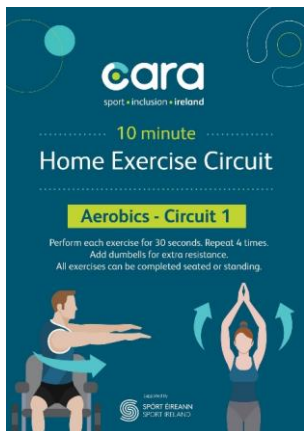
Equipment:

you can modify the equipment you use so that participants can access your activities

Environment:

you can adjust where the activities happen and how they are structured to accommodate all ability levels

Additional Resources



The journey to & impact of inclusion...





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Thank you.