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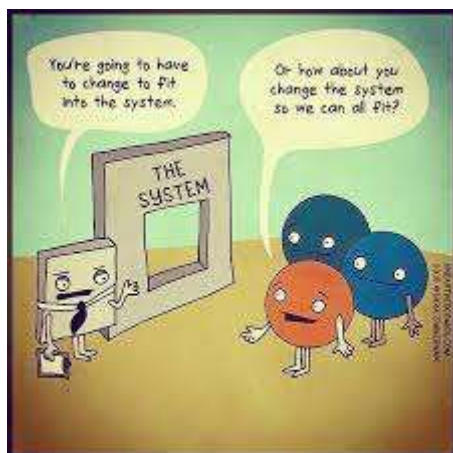
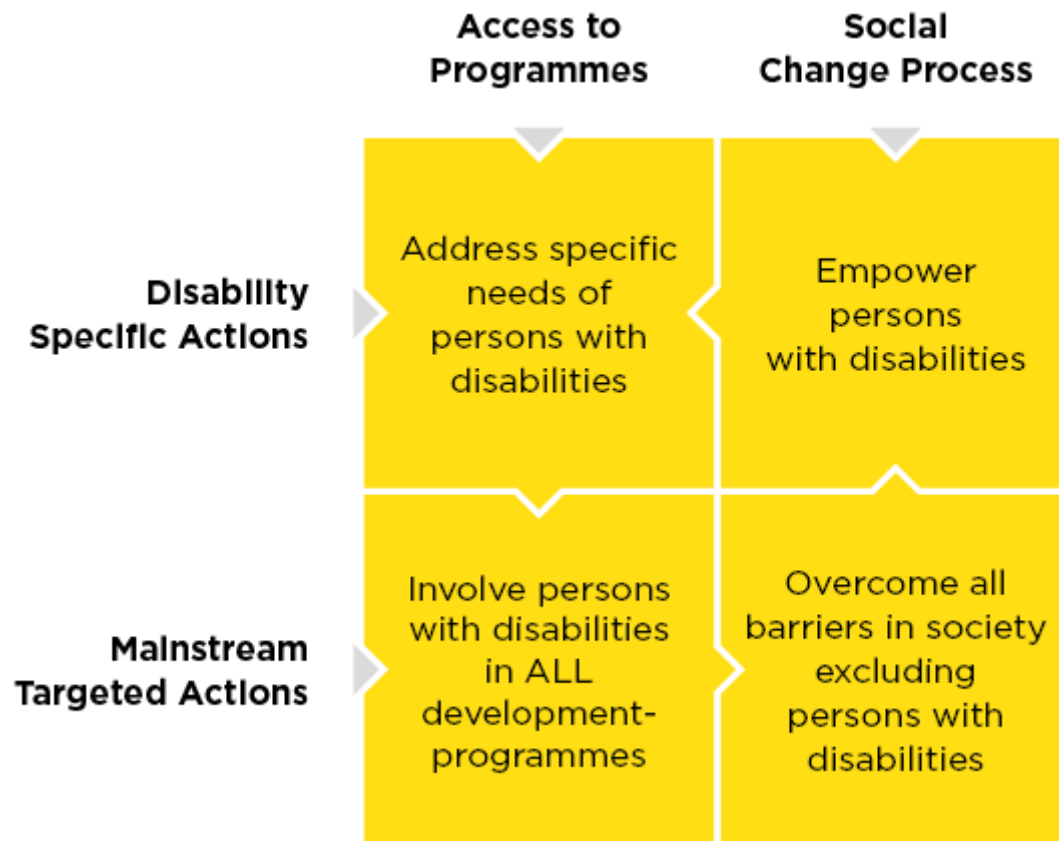
MODULE 1: ENGLISH FOR SPECIFIC PURPOSES (SPECIAL NEEDS AND DISABILITY)

LESSON 5

TRENDS AND CHANGES

Words and Phrases	Transcription	Definition	<u>Translate into your own language</u>
overwhelmed	/,əʊvə(r)'welm/	to affect someone's emotions in a very powerful way	
look like	/lʊk laɪk /	used to say what something is like	
challenge	/'tʃæləndʒ/	a call or summons to engage in any contest, as of skill, strength, etc.	
lead	/li:d/	to go before or with to show the way; conduct or escort	
life expectancy	/laɪf ɪk'spektənsi /	the length of time that someone is likely to live	
emergence	/ɪ'mɜ:(r)dʒ(ə)ns/	the process of appearing or becoming recognized	
a paradigm shift	/'pærədaim ʃɪft /	a basic change in ideas or methods	
shortcomings	/'ʃɔ:(r)t, kʌmɪŋ/	a fault or problem that makes someone or something less effective	
agile	/'ædʒaɪl/	able to think quickly, solve problems, and have new ideas	
climb	/klaɪm/	to use your hands and feet to move up, over, down, or across something	
go up	/gəʊ ʌp /	to increase	
grow	/grəʊ/	if children or animals grow, they become taller or larger	
increase	/ɪn'kri:s/	to become larger in amount or number	
jump	/dʒʌmp/	to move your body off the ground using your legs	

rise	/raɪz/	to move upwards or to a higher position	
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More than meets the eye: invisible disability

I need time. This is about accessibility. You need to give me time to think. Time to understand. Time to respond. Time to have a back and forth conversation. Time to put things together. TIME. It's one of our biggest accessibility issues.¹

What is invisible disability?

A word about language

In general the terms 'impairment' and 'disabled people' are preferred by disabled people.

But **Invisible Disability** is a term coined by those affected so we use this term to reflect that.

To define invisible disability in simple terms [it] is a physical, mental or neurological condition that limits a person's movements, senses, or activities that is invisible to the onlooker.²

Invisible disability can include conditions such as ADHD and ASD (Autistic Spectrum Disorder); chronic pain and illness; mental illness; cognitive dysfunction or learning difficulties. Consistent data on invisible disability in NZ is thin on the ground - partly because of definitions and partly people's unwillingness to disclose due to stigma. Nearly three quarters of people with a severe disability do not use assistive devices.³ Of the over 22,000 disabled people with higher support needs³ almost all have 'invisible disability'. This is the tip of the iceberg, but this issue clearly impacts on someone's ability to access quality recreation opportunities.

The right to participate

Article 30 of the UNCRPD enshrines the right to participate in cultural life, recreation, leisure and sport.



Figure 1 Learn Active <https://learnactive.co.nz/>

Disability and wellbeing

Those self-reporting a disability are almost twice as likely to have low personal wellbeing. This can be because of anxiety and depression, lack of access to resources and other factors not directly associated with the person's impairment. Poverty is another barrier to participation - more than two thirds of disabled people in NZ live on an income of below \$30,000 per annum, almost half of disabled youth are not earning or learning, and disabled children are particularly impacted.

Participation in recreation




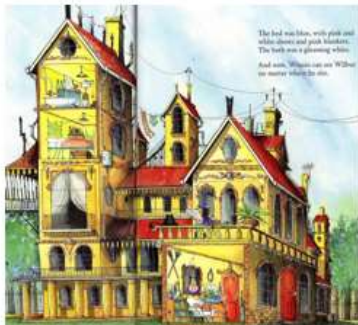
There is no specific data on the participation rates of people with invisible disabilities, but the Active NZ survey data tells us that low socio-economic status has the greatest negative impact on participation in recreation and sport.

The value of recreation

The myriad benefits of participation in recreation run the spectrum from improved mental and physical health (including a lowered risk of life-threatening conditions and increased longevity) to better social connectedness and active citizenship. Regular participation has the potential to change lives.

Barriers to participation

Learning or communication difficulties and low mental wellbeing are the two major barriers to participation or enjoyment in Sport NZ's Disability Active Recreation and Sport Survey.

Story summary cards	<i>Winnie the Witch</i> read aloud	Social model cards
<p>Winnie cannot see Wilbur's black fur in her black house. Winnie sits on Wilbur and trips over him.</p>	<p>Read the first four double-page spreads.</p> 	<p>Most people think people with disabilities are a problem.</p>
<p>Winnie decides to change Wilbur into a bright green cat. She does not ask Wilbur if he wants to be green.</p>	<p>Read from the fifth double-page spread to: <i>And she could see him when he slept on the bed.</i></p> 	<p>Most people try to change people with disabilities or differences.</p>
<p>Wilbur is still a problem, since Winnie can't see him when he goes outside in the grass. She trips over Wilbur again. She now changes Wilbur into a multi-coloured cat.</p> <p>Wilbur is unhappy as he knows he looks ridiculous. He climbs to the top of the tallest tree to hide and stays there all day and all night. The birds laugh at him.</p>	<p>Read from: <i>...so Winnie put him outside.</i></p> <p>to: <i>He stayed at the top of the tree all day and all night</i></p> 	<p>Disabled people do not want to be changed. They want to be themselves and take part in everyday activities. The wrong change can lead to people being treated disrespectfully. The right change can make sure everyone is treated equally and respected.</p>
<p>Winnie loves Wilbur and doesn't like to see him so miserable. She changes him back to a black cat. She then changes her house from black to a multi-coloured house.</p> <p>Winnie and Wilbur can now both live happily in the colourful house.</p>	<p>Read from: <i>Next morning... to the end of the story.</i></p> 	<p>Positive changes can remove barriers for everybody. It is better to change our environment and attitudes rather than try to change people with differences.</p>

DISABILITY IS A SOCIAL CONSTRUCT

THE MORE YOU EXPLORE DISABILITY AND HOW SOCIETY TREATS DISABLED PEOPLE, THE MORE YOU BEGIN TO SEE THAT DISABILITY IS NOTHING MORE THAN A SOCIAL CONSTRUCT.

DEFINITION OF DISABILITY

dictionary.com's definition of disability is "lack of adequate power, strength, or physical or mental ability; incapacity." This implies that it's not society that's broken, it's the disabled person.

MEDIA AND DISABILITY

Not every disabled person has a visible disability. Just because a character's story is not about disability doesn't mean they aren't disabled. Ignoring these aspects of their character only serves to further the idea that disability is bad and should be forgotten, and should only be brought up to inspire us.

WHEN IS A DISABILITY NOT A DISABILITY?

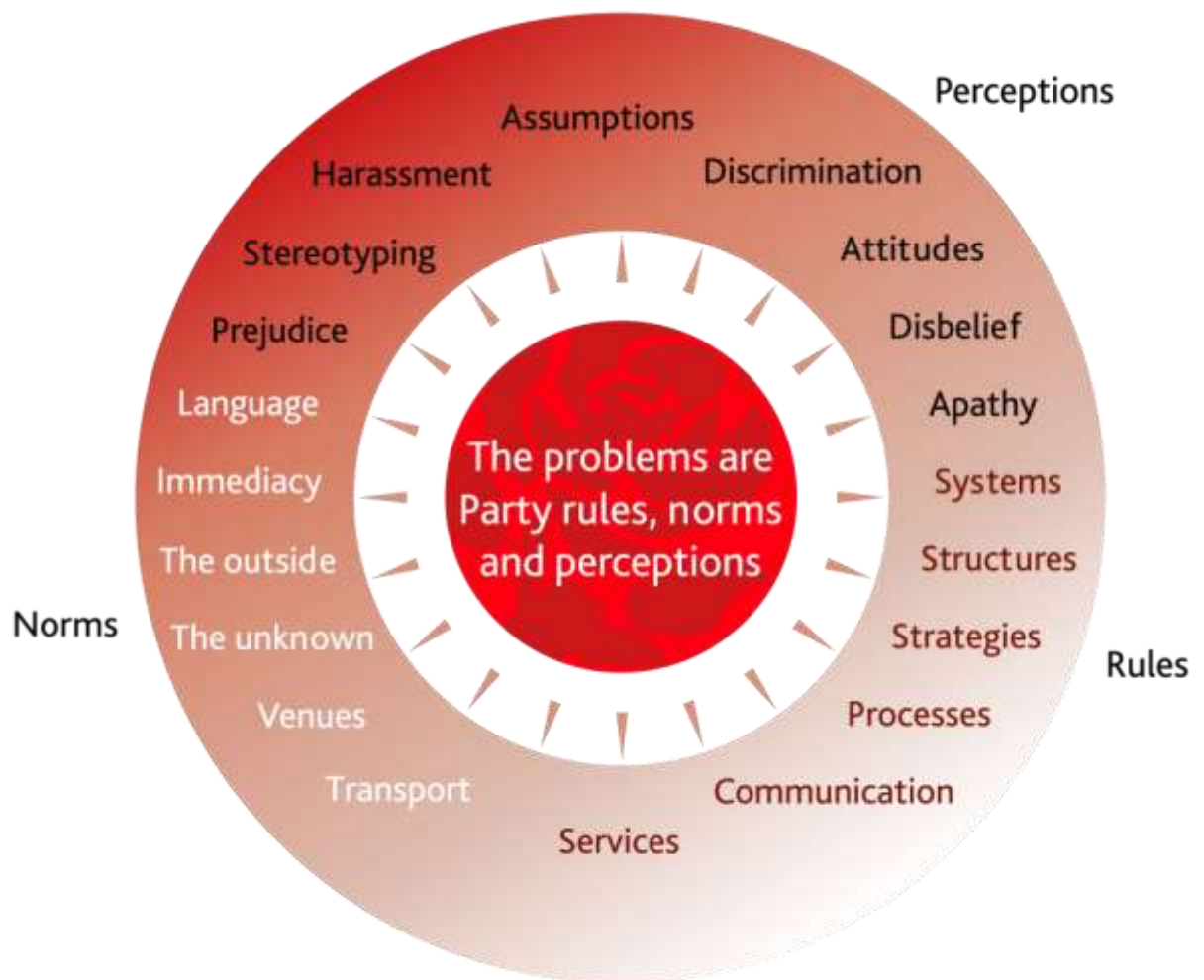
There are certain disabilities that are so low cost and/or low maintenance to accommodate that society has moved past the need to classify it as disabled.

WHY DISABILITY IS A SOCIAL CONSTRUCT

Disability is a social construct because the barriers are manufactured. If nobody could climb a flight of stairs we would have no choice but to make changes to our buildings. When the world becomes accessible for everyone with a certain disability, like how glasses are easily obtained to fix poor vision, the term disability shifts meaning.

DISABLED PEOPLE ARE THE LARGEST MINORITY, AND WE WILL CONTINUE TO BE UNTIL WE STOP SEEING DISABILITY AS THE INDIVIDUAL'S PROBLEM AND NOT SOCIETIE'S.

The Social Model of Disability and the Labour Party



Using the Social Model of Disability we see the exclusion disabled members face is caused by the way the Party is run and organised.

Nonverbal Learning Disabilities:

What You're Seeing in Your Preschooler

Signs of nonverbal learning disabilities (NVLD) often don't show up until grade school or middle school. But they can appear as early as preschool. Noticing the signs early is a great first step to getting your child the help he needs.

Asks a Lot of Questions

At home:

Your child constantly asks you questions—to the point of making you crazy.

At school:

Your child relies on teachers for information instead of talking to other students.

The issue:

Kids with NVLD have trouble connecting with other kids, so most of what they learn is from adults.

Talks Like a Mini-Grownup

At home:

Your child is quick to pick up on phrases you use and repeat them in conversation.

At school:

The teacher says your child is like a "little professor" because of his advanced use of verbal language.

The issue:

Kids with NVLD have strong verbal and listening skills. But these skills can hide their poor interpersonal skills.

Doesn't Like to Explore

At home:

Instead of picking up an object and looking at it, your child asks you what it is and how it works.

At school:

Your child watches other kids play with toys rather than seeing for himself how the toys work.

The issue:

Kids with NVLD may be reluctant to explore their physical environment.

Seems Clumsy

At home:

Your child spills things at mealtime and has trouble dressing himself.

At school:

Your child struggles to use scissors and draw with crayons.

The issue:

Kids with NVLD can have trouble with motor coordination.

Understood

for learning & attention issues

For more tips and resources, go to understood.org

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www.playingwithwords365.com

Reference:

1. <https://www.google.com/search>