

# Sports Inclusion

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# Outline

Barriers to participation for students with disabilities

Students with a disability in UCD

Creating an inclusive environment

Good communication

Disability awareness

Accessible materials

Inviting and reacting to disclosure

Student Voices

Scenario based discussion



# Barriers to Participation include:

Negative school experiences

Low expectations from teachers, family & peers

Lack of information and expertise

Lack of access to facilities & programmes

Transport difficulties

Untrained staff and lack of accessible facilities



# UCD Students with Disabilities in 2015/16

Specific Learning Difficulty – 546.

Mental Health Condition – 159

Significant On-going Illness – 153.

ADD/ADHD – 86

Physical Disability – 80

Dyspraxia – 75

Hearing Impairment – 61

Autistic Spectrum Disorder – 53

Neurological Condition – 40

Visual Impairment - 19

Other - 17



# Create an Inclusive Environment



Make everyone feel welcome.

Provide opportunities to mix and meet the others.

Create a positive and friendly environment so students will feel like they belong and will want to come back.

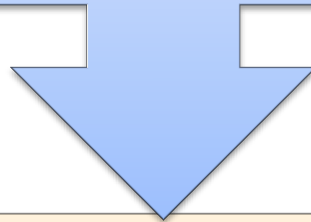
# Start with an Inclusive Committee

Try and make your committee as inclusive as possible by including a range of age, gender and experience levels. Consider asking members with a disability to join the committee and to help you to make your club as inclusive as possible.



# Universal Design

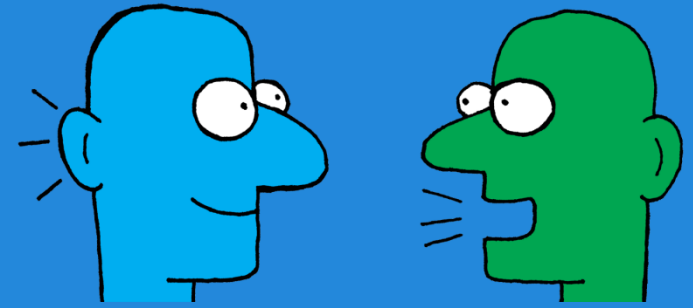
Having an awareness that UCD will be accessed by a diverse group of students with varying levels of skill and ability.



Clubs should be designed to meet the needs of the greatest number of users, making costly and time consuming adaptations unnecessary.



# Good Communication



Generally, you should communicate with people with disabilities in the same way as everyone else.

Be mindful not to patronise someone by simplifying your language or over-praising e.g. Fair play to you for giving it a go!

Do not use medical labels e.g. a person has epilepsy rather than the person is epileptic.

Avoid emotional or sensational language e.g. a person has a disability rather than a person is “suffering from...”.

Emphasise the persons abilities not their limitations e.g. Say ‘wheelchair user’ rather than ‘wheelchair bound’.





# Just Ask?

Don't make assumptions about what a student can/can't do.

Most students with disabilities will be able to participate fully with little or no adaptations.

Don't be afraid to ask how you can help.

Students are experts in their own disabilities and will know what works for them.



# Reasonable Accommodations

People with disabilities are legally entitled to Reasonable Accommodations.

A Reasonable Accommodation is anything that helps to alleviate a substantial disadvantage.



# Tips on Providing Reasonable Accommodations

Take requests seriously and act promptly.

Be open-minded.

Always keep personal information confidential.

Be flexible and take a common sense approach.

Do all you possibly can to ensure that the student has full access to the services provided.



# Autistic Spectrum Disorder/ASD

May avoid eye contact and look disinterested.

May interpret things literally and have difficulty understanding jokes/sarcasm.

May find change difficult e.g changes to times and venues.

May lack social skills and may find it difficult to mix with others.

May not be aware if they are perceived by others to talk too much or ask too many questions.

May have poor motor skills.



# Autistic Spectrum Disorders/ASD

Use clear simple language and provide clear instructions.

Communicate changes to training schedules/venues clearly and ensure everyone has understood.

Encourage students to become part of the team even if they are slow to mix with others.

Be tolerant of different personalities and if a student is disruptive during a training session arrange with them a time that suits better to chat and ask questions.



# Visual Impairments

Greet the person by saying your name.

Talk directly to the person and not their companion.

Provide all documentation in accessible formats.

Always ask if a person if they require assistance, don't presume.

Don't make assumptions about a person's level of sight.

Use bright colours to mark out training areas



# Hearing Impairments

Try to limit background noise if possible.

Make sure you are in front of or fairly close to the person when giving instructions.

Stand with your face to the light and avoid standing in front of bright windows.

Don't shout.

Speak clearly and at a normal pace.

Stop talking if you have to turn away.

Check that you have been understood.



# Physical Disabilities

Address the person and not their companion.

Be careful not to patronise or over praise the person for getting involved.

Don't pretend to have understood what a person has said.

Don't assume that the person needs help but do offer.





# Mental Health

Mental health is the most common health issue amongst young people.

Mental health difficulties often emerge in college.

Over a third of college students have elevated distress levels (My World Survey, 2012).



# College impact on student mental health

Moving away from home

Leaving friends and making new ones

Exam pressure

Personal relationships

Trying to fit in

Adjusting to new academic environment

Independence and responsibility



# Mental Health Difficulties

Promote positive mental health for all club members by creating a supportive, encouraging and positive environment.

Physical exercise can be particularly beneficial for people experiencing poor mental health.

Be supportive but do not take on a counselling role. Refer club members to appropriate support if necessary.

If you are concerned about a student's wellbeing you should raise this with the student.

Safe Talk training is offered by UCD Sport.



# Accessible Materials



Use Microsoft Word and plain text PowerPoint slides.

Avoid PDFs as they cannot be manipulated and are usually inaccessible.

Use a plain type font e.g. Arial, Comic Sans, or Calibri.

Use bold to highlight headings and key words. Avoid italics and underlining as they can be hard to read.

Use good colour contrast e.g. white on black.

When using images/videos ensure you also include captions/subtitles/plain text descriptions.



# Accessible Materials



Use a clear layout, minimise the number of links and avoid using screenshots.

Provide information in a variety of ways e.g. information in a graph should also be provided via audio description and plain text.

TIP: Microsoft Office provides an accessibility checker (File>Info>Check for Issues>Check Accessibility).



# Inviting Disclosure

All clubs should reassure those who would like to disclose information about their needs that this information will be treated with confidentiality and respect.

Often disclosure can be very difficult for students with 'hidden' disabilities so this encouragement is needed.

Provide a Statement of Inclusivity and include it in your promotional materials to make it clear that people with disabilities are welcome.



# Statement of Inclusivity - Sample

This Club strives to be a model of inclusion. We respect and value student diversity. We aim to provide and promote equal access and opportunity to all students regardless of disability, race, gender, sexuality or socio-economic status.

Students are encouraged to approach club officers to discuss their needs. Any information disclosed will be treated in the strictest of confidence.



# Reacting to Disclosure

Advise the student that support is available from Access & Lifelong Learning and follow-up in writing if possible.

Reassure student that information they have disclosed will remain confidential.

**CONFIDENTIAL**





# Student Voices

I was always advised until now never to go near water because of my epilepsy so I never went to the beach or a pool before.

There are so many things you can do with a little bit of creativity. Clubs are more than willing to help. There are no problems with volunteers or coaches. The problem now is to get people with disabilities who want to give things a go.



I didn't see myself as being able. I had no peers doing sport or physical exercise. There was one other student with a disability who didn't do anything either... only when I got involved and began to participate did I see the fun of it all.

It might be better if there is more than one student with a disability in a school. When another student in a wheelchair came to my school (who played wheelchair basketball for the Irish team) it gave me inspiration. He started a group in the school to show them how to adapt games for people with disabilities and this gave me confidence.



When I went to an integrated secondary school it was hard to be involved. Awareness was an issue. People told me I couldn't do certain things and so I had to work harder to prove that I could.

*One should be able to go along and ask staff for assistance and yet I feel uncomfortable. I don't know if this is just me.*

# Questions



# Contacts

## Contact Details

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James Joyce Library Building



# Scenario 1

You are leading an introductory training session for new members of your club. One of the new members has lots of questions and continually interrupts your instructions. You are finding it hard to keep track of where you are in the session.

What could you do to assist this student and ensure that the training is not ruined for everyone else?



## Scenario 2

You have noticed that a club member seems to be out of sorts. They have been attending training sessions sporadically and don't seem to be engaged in the training. You approach the student to ask if everything is ok. The student discloses that they are feeling really unhappy and hate their college course. They don't know how to tell their family that they might fail and feel utterly helpless.

What should you do to try and help the student?



## Scenario 3

You have noticed a new member at the training session. They seem to have come alone and are looking very worried and anxious. Half way through the training session you notice that the new person has disappeared.

What could you have done to try and encourage the student?





# Scenario 4

A student who plays on a team for UCD has missed a number of matches. You have met them to explain that they will no longer be on the team due to unreliability. The student becomes very upset and discloses that they have a mental health condition and some days find it very difficult to get out of bed in the morning. They go on to say that the team is the only thing that keeps them going and they don't know what they would do without it.

What should you do?

