

An Introduction to Inclusion

By John Sigurdsson, Halberg Lead Adviser





Halberg Foundation

Vision :

An inclusive New Zealand

Purpose:

To enhance the lives of physically disabled New Zealanders by enabling them to participate in sport and recreation



Session Objectives:

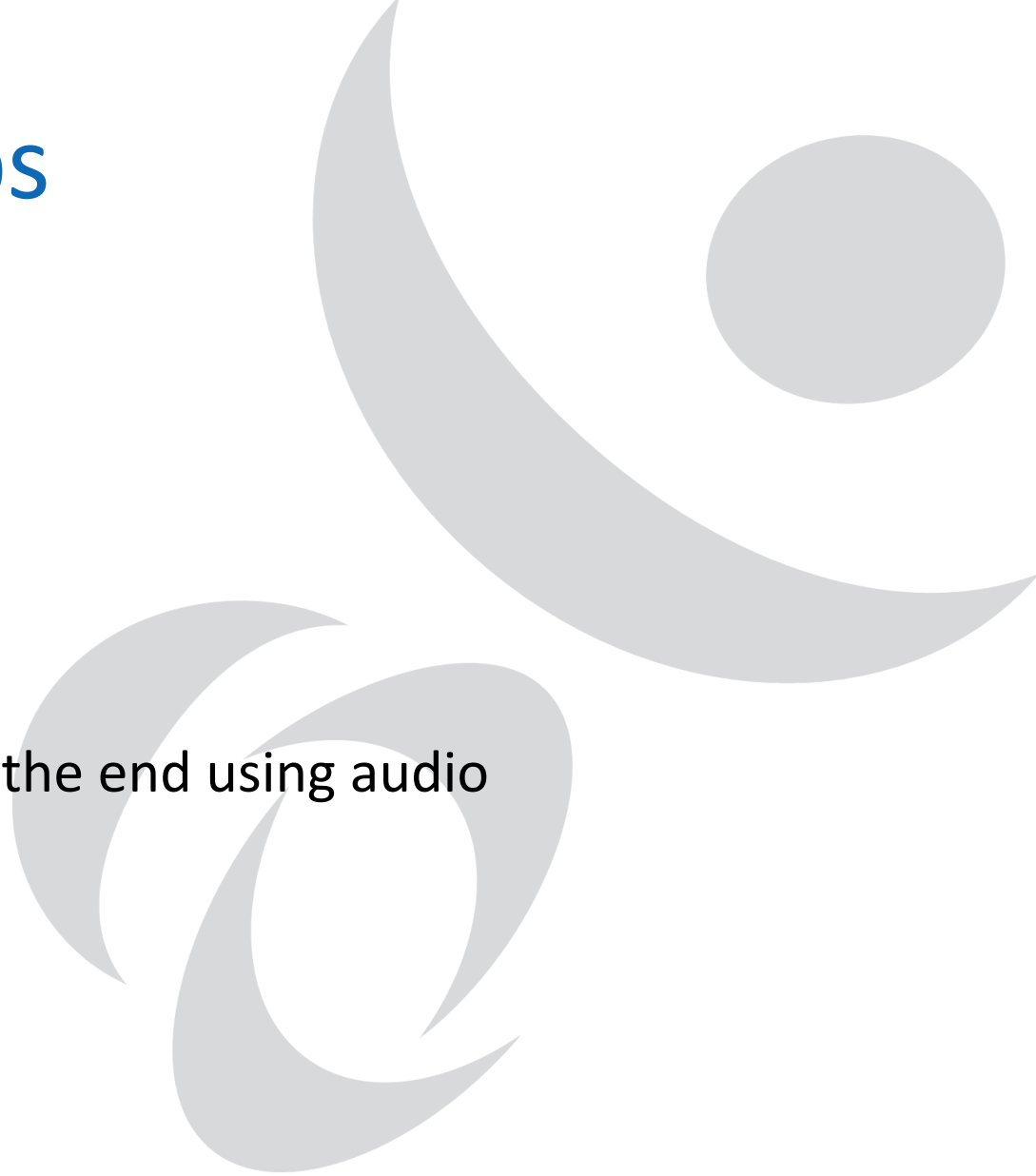
Understand:

- What the Halberg Foundation does
- Approaches to disability
- What inclusion is and how it looks in sport, physical activity, play and recreation
- Best practice approach to the inclusion of physically disabled young people



Zoom Tips

- Chat Function
- Poll Function
- Mute
- Video
- Questions on the chat function then a Q & A at the end using audio



How confident are you?



What do we do?

HALBERG
ACTIVITY FUND



WORK IN
SCHOOLS



HALBERG
INCLUSION
TRAINING

HALBERG
GAMES



EVENTS



Imagine this



What is Inclusion?

Halberg believes inclusion is being accepted, belonging, empowered, valued and actively participating within a group structure or activity.



Medical model vs Social model of Disability

Medical Model

Individuals are disabled, something is 'wrong' with their body or mind



Social Model

Individuals have impairments, they are disabled by society's structures and attitudes



Barriers to Inclusion

ATTITUDES

PHYSICAL BARRIERS

CURRICULUM

TEACHERS

FUNDING

EXPECTATIONS



STANDARD

MODIFIED

INCLUSION

ALTERNATIVE

EXCLUSIVE

S

T

E

P



Tennis Example

S

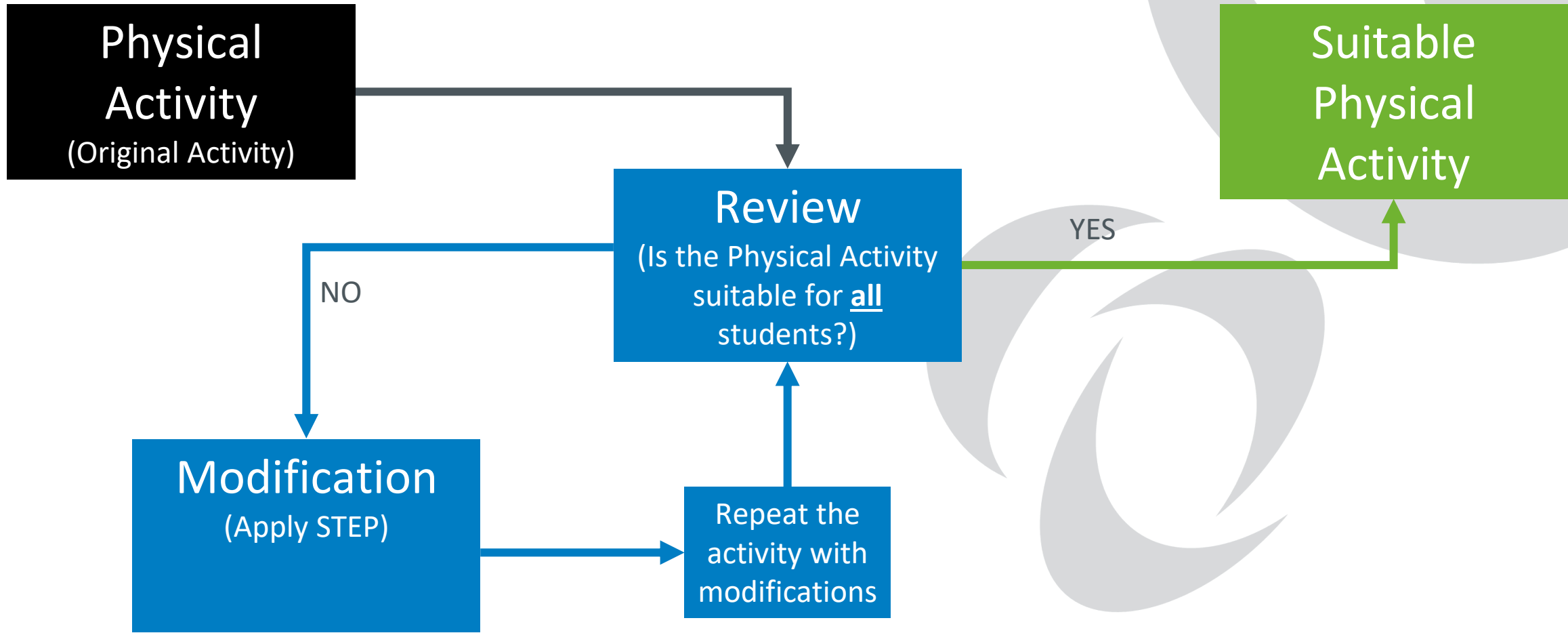
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Inclusion Process



SPORTS

FOOTBALL 	HOCKEY 	SWIMMING SPORTS 
CRICKET 	SOFTBALL 	ATHLETICS SPORTS 
VOLLEYBALL 	RUGBY 	CROSS COUNTRY 
BASKETBALL 	NETBALL 	TABLOID SPORTS 

STUDENTS

MARK	SOPHIA
MIKAERE	TANE
TIA	SAM

Communication Exercise



STYLE 1

In the style of stickman, draw a wheelchair racer going from the left of your screen to the right.



How did you do?



STEP 1

Start by drawing a square in the centre of your page

STEP 2

Divide your square into 4 small squares and draw a circle in the bottom left square touching the sides of the square. Then draw a circle within that bigger circle, half the size, but perfectly in the middle of the big circle

STEP 3

Now in the top right section of the top right square draw a circle the same size as the smaller circle you just drew. Also in the bottom right section of the bottom right square draw a circle the same size.

STYLE 2

STEP 4

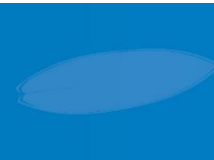
Now go to the top left square, put your pen on the top line, halfway across the smaller square. Draw a line from that point to the bottom of the circle in the top right square

STEP 5

Draw a rectangle from the top right circle to the big circle in the bottom left square. Make this rectangle 1cm wide

STEP 6

Put your pen on the point where the rectangle meets the big circle in the bottom left. From this point draw a line to the bottom right circle stopping when you hit the circle

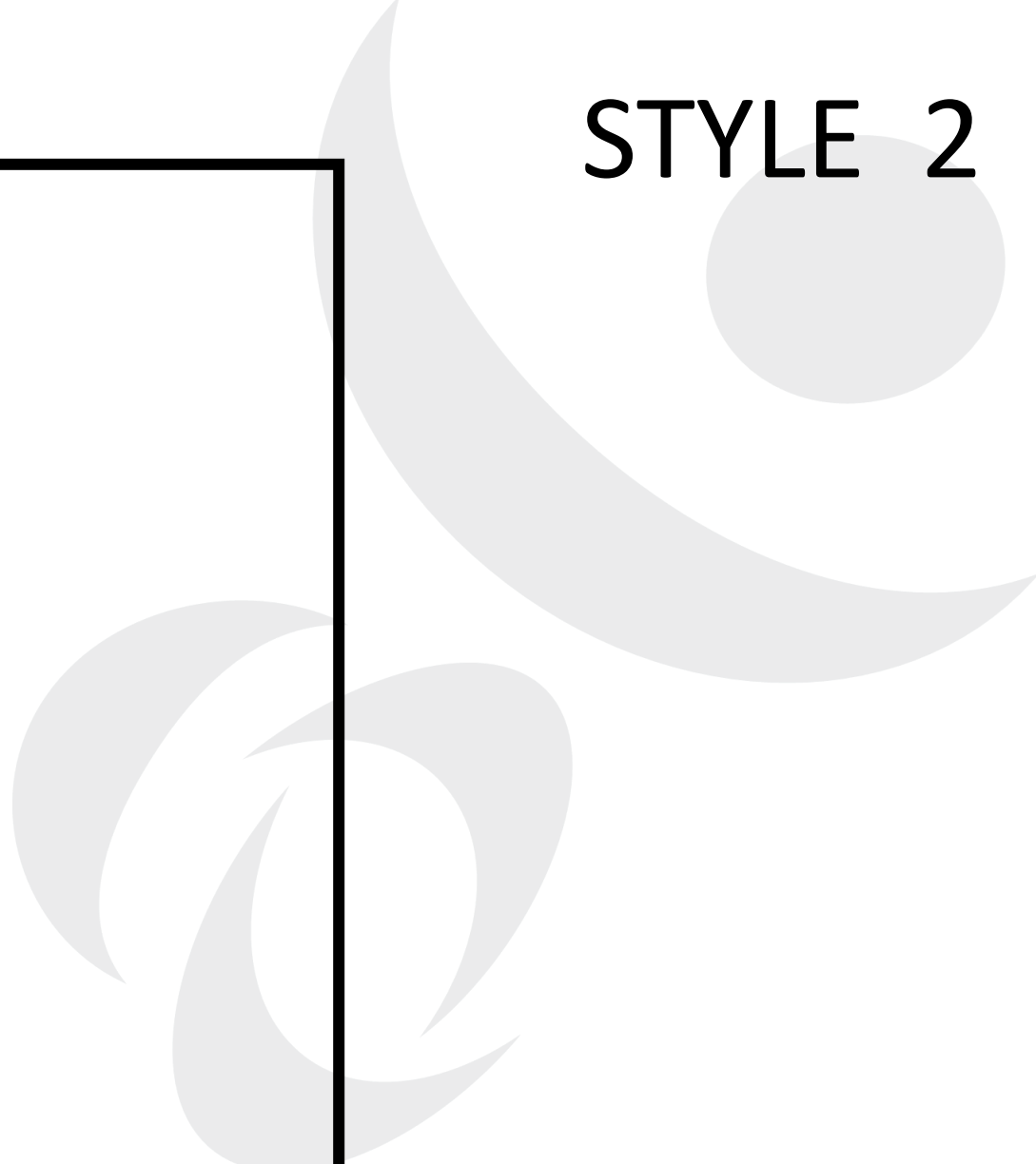


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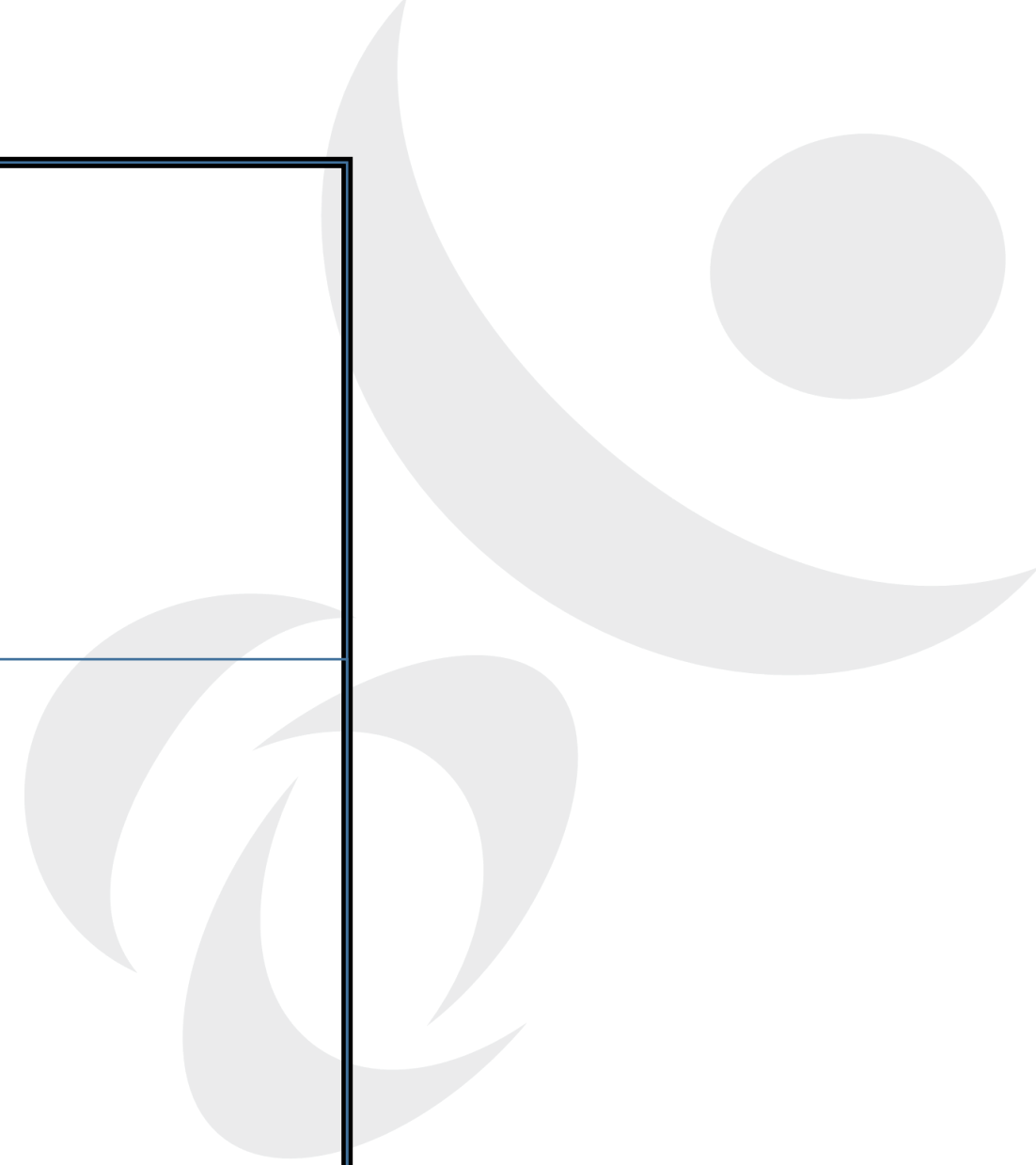
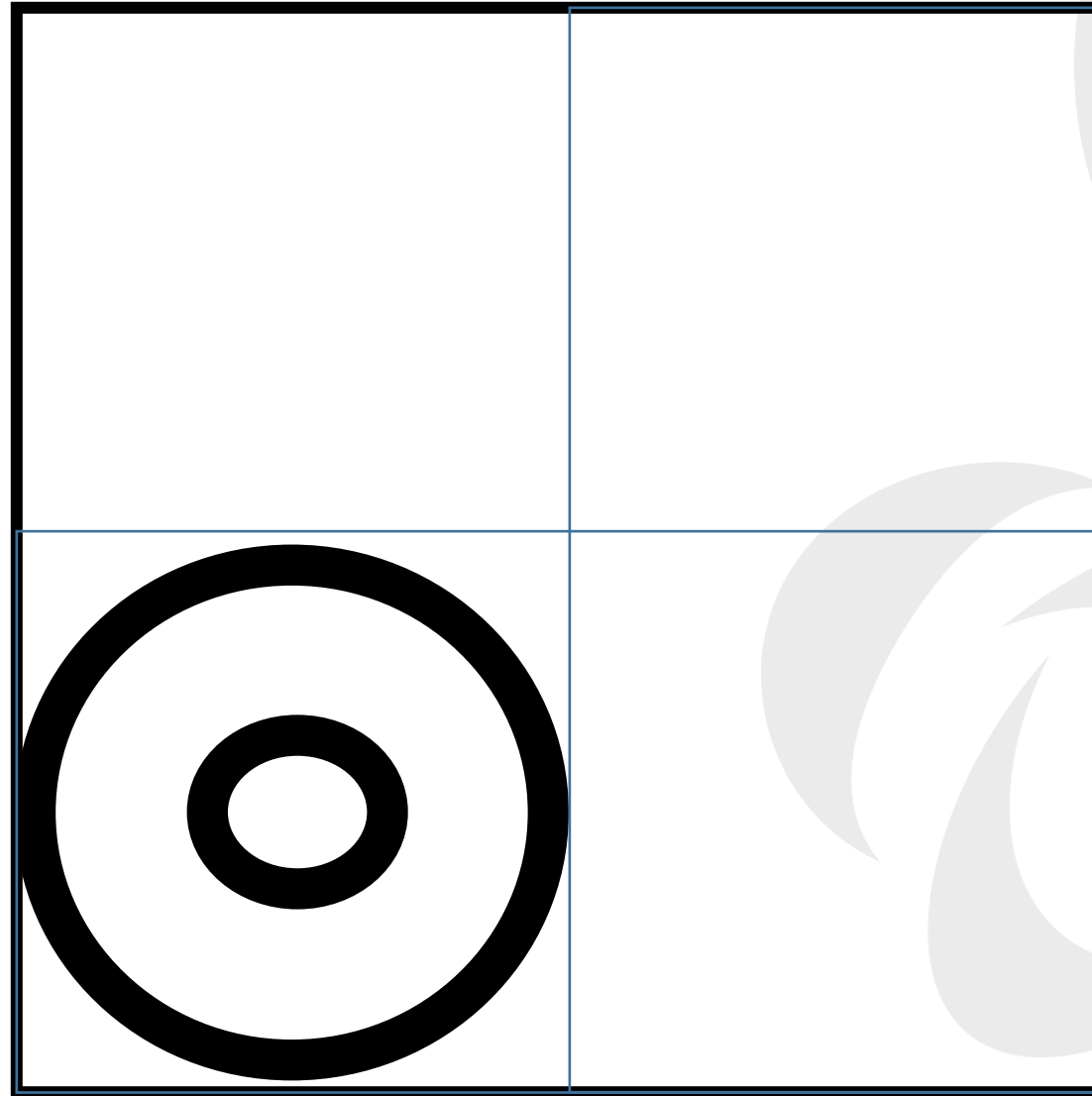


STYLE 2



STEP 2

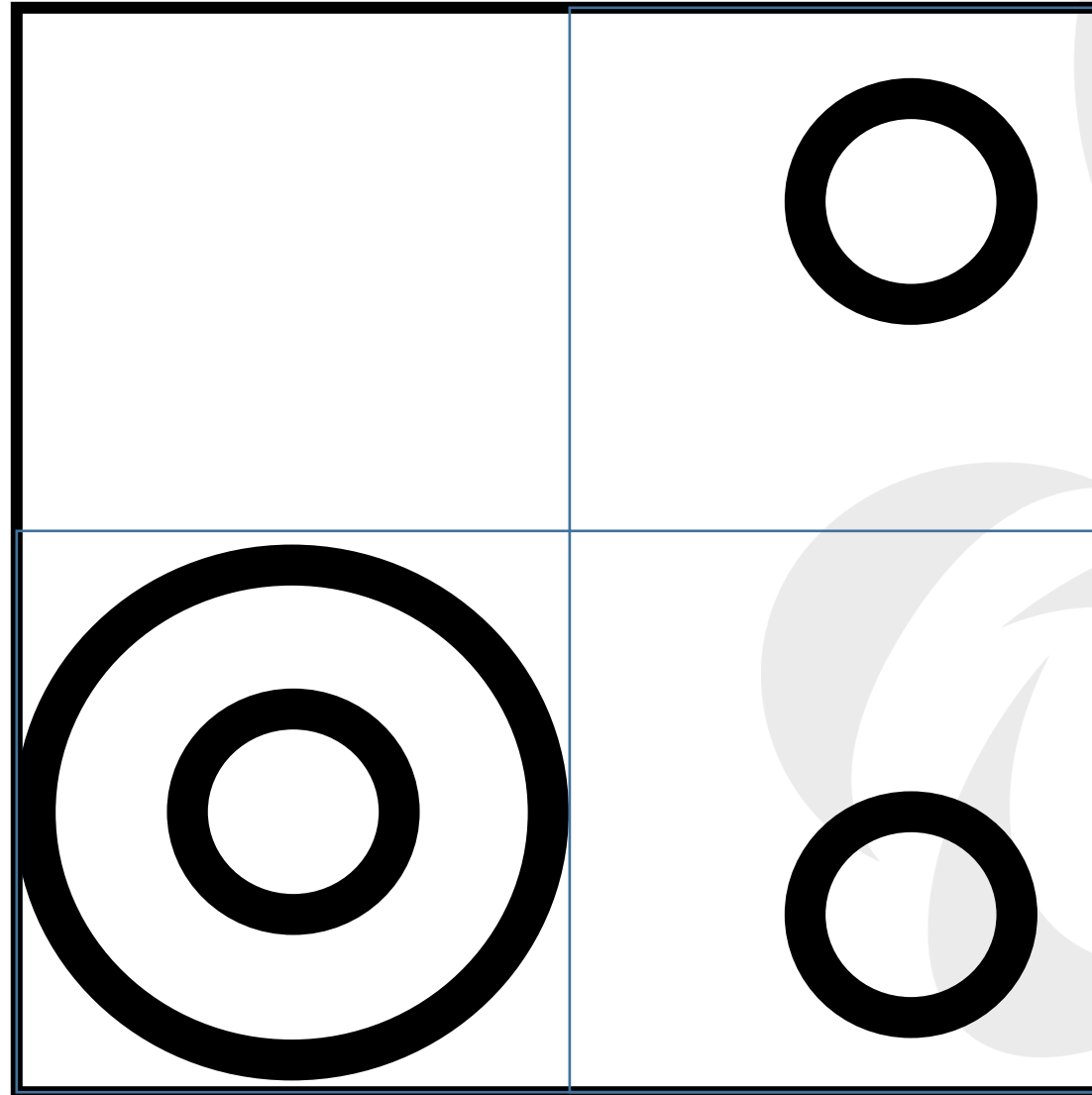
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STEP 3

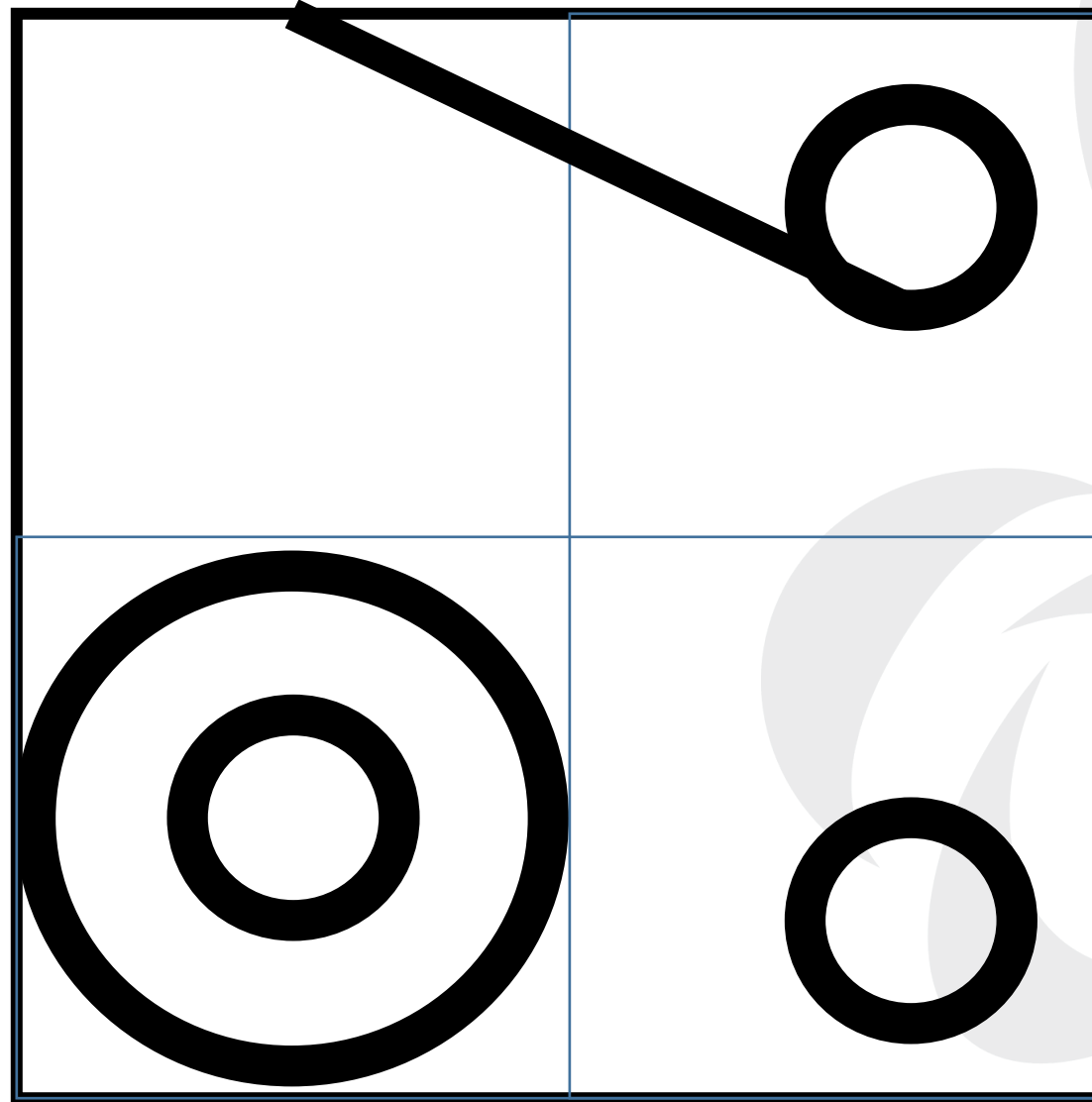
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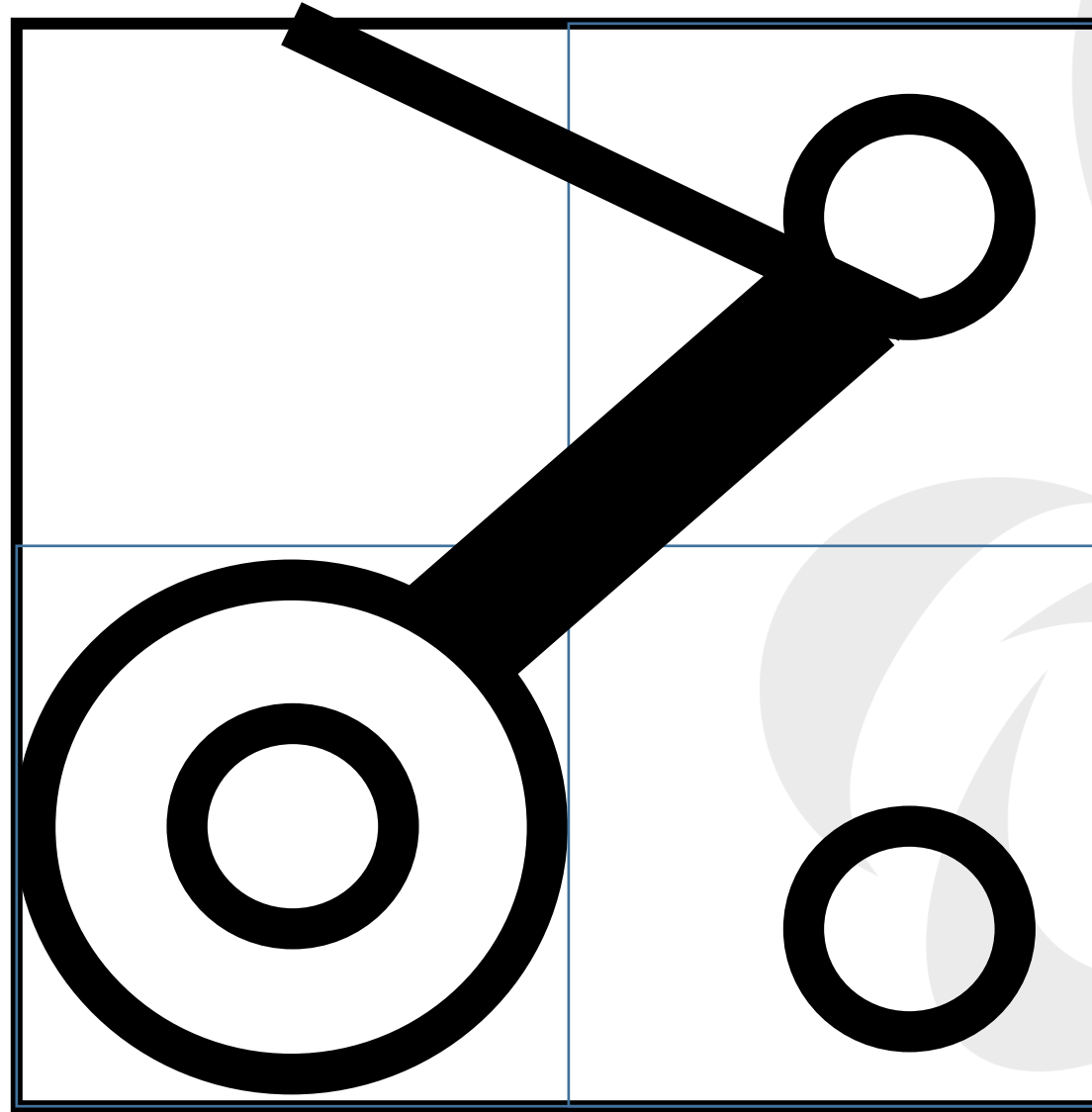
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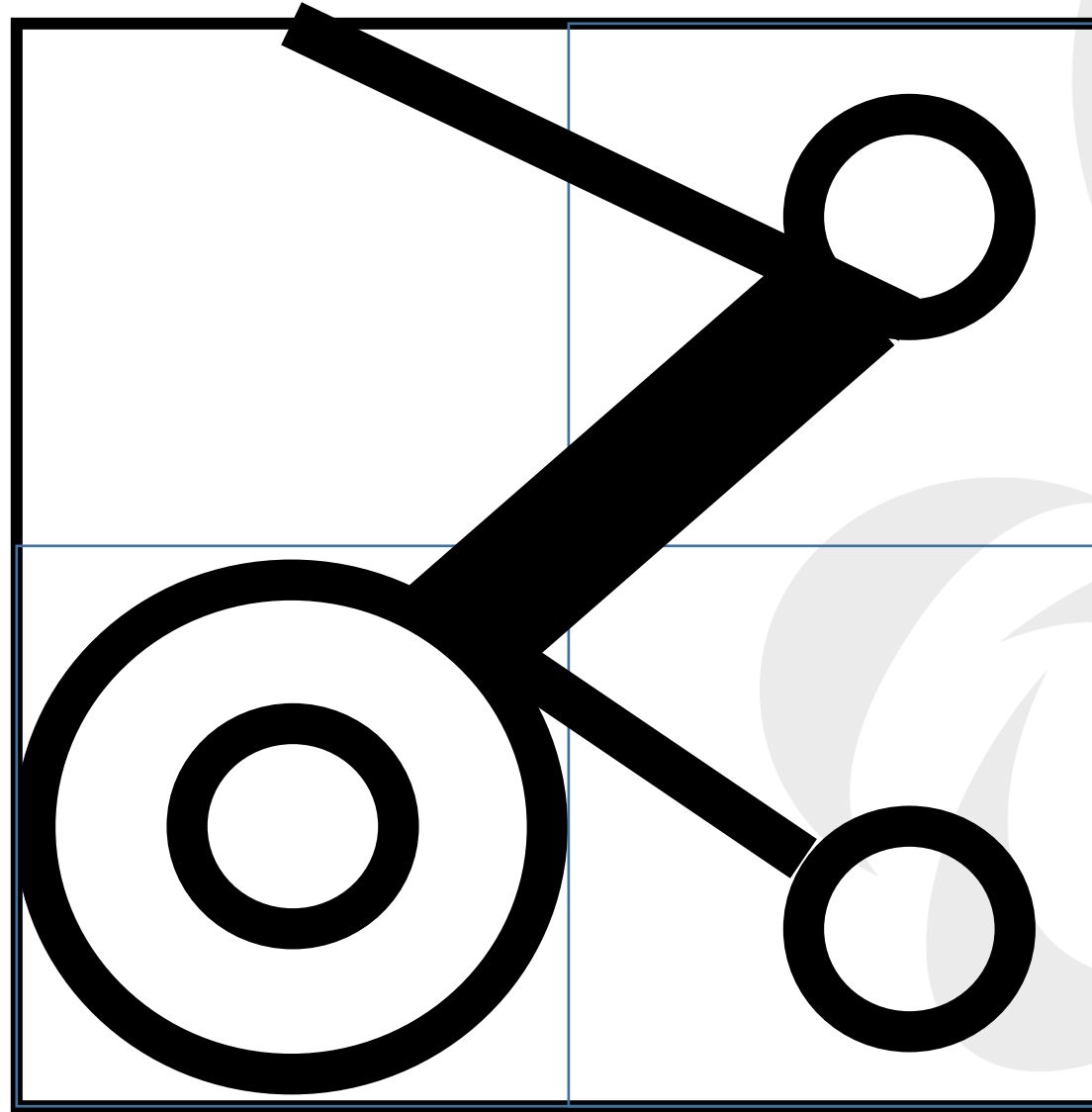
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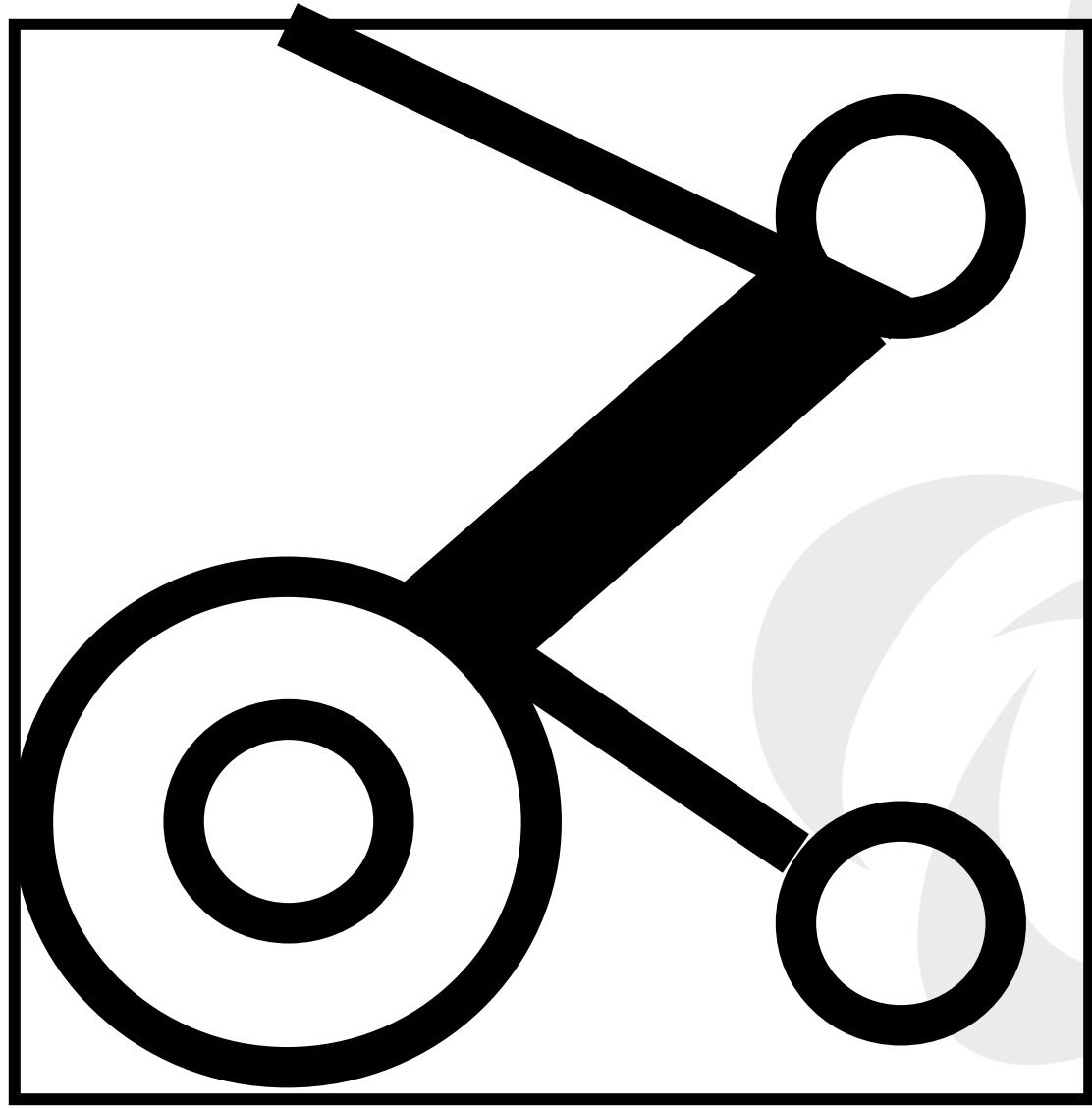
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Communication Exercise

Objective of this exercise:

- Communication needs to be clear and concise so everyone can process it.
- It is important to break down each skill. If someone doesn't understand or misses a key piece of information, they will struggle with the full task.
- Sometimes we ask someone to perform an action that is made up of many different skills. If someone hasn't learnt the skills first, then how can they complete the action?
- Everyone learns at different speeds so allow enough time for your group to learn at each step.



Introduce yourself
clearly

Offer assistance, but
always wait for a reply

Give clear
instructions and
recheck for
understanding

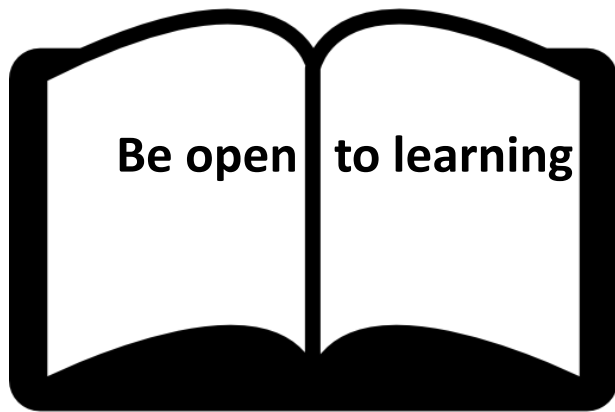
Communication Tips

Speak directly rather
than through a parent,
caregiver or support
person

Speak to the
individual as you
would to anyone
else, regardless of
age or impairment



Terminology Tips



Let's Talk About Language!

Person First Language

- Puts the person before the impairment, e.g. a person with a disability, a person with short stature, a person with a visual impairment.
- This approach focuses on identifying the person before acknowledging their impairment.

Identity First Language

- Puts the impairment before the person, e.g. a disabled person, a short-statured person, a blind person.
- This approach focuses on identifying a person's impairment before acknowledging the person.

There are many words and terms used to identify disability. For some within the disability community, identity first language is a source of pride, identity and recognition. For others, person first language has the same meaning and is important to those who want to be recognised with person first language.

Referenced from - <https://www.odi.govt.nz/home/about-disability/disability-etiquette/>



Terminology

Preferred term	Description/Definition	Discouraged term/s
Athlete	All athletes in New Zealand from grassroots through to elite level are athletes first, so where possible, simply refer to them just as athletes. A distinction does not always need to be made between a disabled athlete and an athlete.	Suffers from Afflicted with The disabled The blind Deformed Spastic Retarded Handicapped Invalid Crippled
Able-Bodied	Able-bodied and non-disabled are interchangeable terms and either is acceptable to describe a person without an impairment/disability	Normal Healthy
Non-disabled		
Blind	A blind person has no functional vision at all while a person with a visual impairment has some functional vision	Totally Blind Fully Blind
Vision Impaired	A person's impairment may be significant while 'severe' is a term used to describe the medical implications of their impairment. A person should be described as having a significant impairment and not a severe impairment.	Severe impairment High needs Severely disabled
Significant impairment		



NSO

RSO

Can we do
more?

CLUB

RST

What next?

What actions can you make to include those with a disability?

- Audit of equipment and access
- Have a meeting with parents
- Make a personalized action plan for individuals. Planning is key!
- Have a Halberg Adviser come into your club or organisation to demonstrate practical application of inclusion theory



Be a champion

Take responsibility for a situation and become the hero young disabled people need. It often needs someone to step up, be a leader and make changes to allow for inclusion. That isn't always the person in charge, change can come from anywhere.

Be that champion

Course feedback please!



Thank you for coming with us on this inclusion journey

