

Differentlyabled

Q.1 What is the difference between impairment and disability?

Ans. - An impairment is a phenomenon associated with a person's body (brain included). For instance, I have cerebral palsy which is an impairment, because it negatively affects my capacity to walk in a species-typical manner. There are other impairments that affect any number of species-typical functions of a body.

To distinguish impairment from disability, there is an additional component of 'limitation' as a function of impairment. Limitation occurs in relation to one's everyday life space. So my impairment, in a vacuum, would be relatively meaningless, but when it is considered along with what is going on around me in my culture (e.g., expectations that adults go to work, grocery shop, tend a home, etc), having mobility impairment quickly becomes limiting. However, the mobility impairment didn't do that alone; it interacted with the social expectations in my life space to produce a disability.

It is very useful to distinguish between impairment and disability for two major reasons. First, there is a spectrum between the relative impact of impairment vs. disability. There can be very serious physical consequences associated with one's impairment such as pain, fatigue, discomfort etc. that do occur independent of other social factors (though never fully in isolation - we are social species after all). On the other end of the spectrum, there are impairments for which there can be benign physical consequences (e.g. hearing) that are mainly problematic only when one is put into a social environment that does not provide accommodations (e.g. sign language interpreter, closed captioning).

The second reason this exercise is useful is because the dominant tendency historically is to see both as more or less the same. This has led to a focus on treating/curing/compensating for impairment thinking that this would mitigate limitation. It wasn't until disabled people found one another in institutions and segregated education facilities and in seeing that they shared a lot in common even with different impairments, they came to the conclusion that their limitations were less a function of impairment and more a function of the social environment. Disability is not to be treated/cured/compensated, therefore, it is something to be accommodated via change in the social environment.

### Short Question

Q2. What is Impairment?

Ans: Any loss or abnormality of psychological, physiological or anatomical structure or function is called Impairment

Q3. What is Disability?

Ans. Any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being is called disability.

Q4. What is Handicap?

Ans) - The result when an individual with an impairment cannot fulfill a normal life role is called Handicap.

85. Discuss the 5 most common hearing Disabilities.

Ans: - A learning disability is a disorder that inhibits the ability to process and retain information. Because there are numerous mental processes that affect learning, learning disabilities can vary dramatically. Here are five of the most common learning disabilities in classrooms today.

1. Dyslexia - Dyslexia is perhaps the best known learning disability. It is a learning disorder that impedes the student's ability to read and comprehend a text. There are a variety of ways in which this disability can be manifested. Some people struggle with phonemic awareness, phonological processing, reading issue. Other issues relate generally to fluency, spelling, comprehension and more.

2. ADHD - Attention Deficit / Hyperactivity Disorder has affected more than 6.4 million children at some point. While there is some debate as to whether or not ADHD is a learning disability in the most technical sense. Some student who have ADHD have difficulty paying attention and staying on task. ADHD may have genetic component as well. ADHD can be successfully treated with medications and behavioral therapies.

3. Dyscalculia - Math is another major area of concern when it comes to learning disabilities. While difficulty with reading can affect a student's ability in math, some students also suffer from dyscalculia which is a disorder that specifically affects one's math capabilities. Dyscalculia can range from an inability to order numbers correctly, extend to limited strategies for problem solving.

4. Dysgraphia - While reading Disabilities receive the most attention, writing disabilities can be equally difficult to overcome. These Disabilities are known as dysgraphia. Dysgraphia can be related to the physical act of writing. These students often cannot hold a pencil correctly, and their posture may be tense while trying to write. This leads them to tire easily, causing discouragement that further inhibits progress. Dysgraphia can also refer to difficulty with written expression. With this type of Disability students have trouble organizing their thoughts coherently.

5. Processing Deficits: Learning disabilities are also connected to processing deficits. When students have a processing deficit, they have trouble making sense of sensory data. This makes it hard for students to perform in a traditional classroom without instructional supports. These deficits are most often auditory or visual and they can make it hard for students to distinguish and remember important information that is needed to succeed.

86. What are Types of Disabilities?

Ans: ORTHOPAEDIC

According to the federal Individuals with Disabilities Education Act (IDEA), an orthopaedic impairment is defined as a bone, joint, or muscle related disability that is so severe that it negatively affects a child's educational performance.

Specific problems of orthopaedic - ailments, injuries or diseases that cause knee problems, whiplash, dislocated shoulder, torn cartilages, foot pain and fibromyalgia.

VISUAL

Visual impairment is defined as the limitation of actions and functions of the visual system.

The National Eye Institute defines low vision as a visual impairment not correctable by standard glasses, contact lenses, medication or surgery that interferes with the ability to perform activities of daily living.

Specific problems of visual - Visual impairment in glaucoma, Age - Related Macular Degeneration, Cataract, Diabetic Retinopathy, Near Sightedness, Retinitis Pigmentosa.

AUDITORY

Auditory processing disorder (APD) is a hearing problem that affects about 5% of school-aged children.

Kids with this known as central auditory processing disorder (CAPD), can't process what they hear in the same way other kids do. This is because their ear and brain don't fully coordinate.

Specific problem of auditory - Trouble understanding speech.

## CEREBRAL PALSY

A group of non-progressive conditions characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the peri-natal, neo-natal or infant period of development.

Cerebral palsy or C.P. is a group of disorders that affect balance, movement, and muscle tone. That's called "congenital" C.P. But it also can also start after birth, in which case it's called "acquired" C.P. People with cerebral palsy can have mild issues with muscle control, or it could be so severe that they can't walk.

## INTELLECTUAL

Intellectual disability (ID), once called mental retardation is characterized by below-average intelligence or mental ability and a lack of skills necessary for day-to-day living. People with learning disabilities can and do learn new skills, but they learn them more slowly. There are varying degrees of intellectual disability, from mild to profound.

Someone with intellectual disability has limitation in two areas. These areas are -

- Intellectual functioning, i.e., IQ.
- Adaptive behaviours

## AUTISM

Autism, also called autism spectrum disorder (ASD), is a complicated condition that includes problems with communication and behaviour. It can involve a wide range of symptoms and skills. ASD can be a major minor problem or a disability that needs full-time care in a special facility.

Specific problems of autism are - Asperger's syndrome, Autistic disorder, Childhood disintegrative disorder, Pervasive developmental disorder (PDD or atypical autism).

## LEARNING DISABILITIES

Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation. Kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information.

## ► Role of school and society in creating a barrier free environment.

- Barrier-free environment is one which enables people with disabilities to move about safely and freely and use all facilities within the built environment, roads, parks, gardens and other places.
- Barrier free school - Design for those with physical or other disabilities, including the provision of alternative means of access to steps (eg, ramps and lifts (elevators) for those with mobility problems). It is also called universal or barrier free design.
- Being inclusive is about giving equal access and opportunities to everyone wherever possible. In education this involves reducing and overcoming the barriers that might occur in: Digital content, Teaching and Learning activities, Assessments.
- A barrier-free campsite will be level, close to a water tap and a comfort station, and often has a paved path from the campsite to the comfort station. Barrier free campsites also provides and accessible picnic table, and a suitable hard-surfaced parking area.



## General causes of disabilities

- Arthritis and other musculoskeletal problems.
- Heart disease
- Lung or respiratory problems
- Mental illness, including depression
- Diabetes
- Stroke
- Cancer
- Nervous system disorders
- Injuries sustained in accidents
- Pregnancy