

Working With Someone with a Disability/Impairment



Intellectual Disability

- Level of support may vary depending on the persons level - mild, moderate, severe/profound.
- Praise when success is achieved, encourage when not
- Organisation is key - build routine and familiarity
- Plan and allow for additional time to offer support
- Break the skill down into small parts and build it up
- Give clear step-by-step instructions and language
- Use demos and visual clues for the task
- Regularly check to ensure the person understands the instructions
- Only speak to the parent/carer if the individual is unable to communicate

Physical Disability

- Ask the individual what they are ABLE to do
- Ask if the individual would like any specific assistance
- A mobility aid (wheelchair/stroller/cane etc.) is very much part of someone's personal space.
- Do not lean or sit on mobility aids
- Consider surfaces: gravel / rubber vs. concrete / wood / track
- Discuss possible adaptations - TREE
- Consider rest time in planning an activity

Deaf or Hard of Hearing

- Develop system of simple signs
- Avoid exaggerating lip movement
- Avoid actions that would make lip reading difficult i.e. Covering your mouth.
- To attract attention, wave or tap the individual on the shoulder
- Face the athlete, ensure you have their full attention
- Provide clear and concise instructions
- Check that the athlete understands the instructions
- Use diagrams or pictures to emphasise points if required

Blind or Vision Impairment

- Level of sight can vary from person to person, at different times of the day & in different environments
- Orientate individual in unfamiliar settings or venue/facility layouts i.e. clock
- Keep background noise to a minimum
- Keep floor space free of obstacles and Inform the individual of any changes in layout.
- Use the persons name to get their attention
- Introduce yourself immediately to the individual
- When leading offer your elbow and walk slightly ahead
- Give as much verbal feedback as possible

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