



# INCLUSIVE PARANÁ COLLECTION

V O L U M E I

## LEARNING ABOUT PEOPLE WITH DISABILITIES



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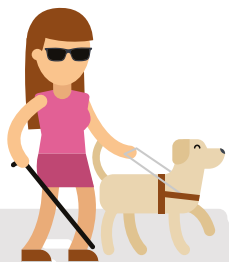
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# INTRODUCTION

Human diversity must be understood as the set of individual differences and particularities that characterize people as unique and singular beings. Diversity addresses the biological, behavioral, cultural, social differences and, based on the plurality of these aspects, establishes the social set of our society.

Historically, society has created a standardization based on previously established standards, and, people who did not adapt themselves to these standards, were excluded and discriminated. People with disabilities are in the group of people not compliant with the standards defined. In Brazil, according to IBGE (The Brazilian Institute of Geography and Statistics) data (Census 2010), 23.9% of the population stated having at least one type of disability; in Paraná, this rate is of 22%. Often these people are targets of prejudice, discrimination and social exclusion.

It is fundamental to promote respect for human diversity, through access to information and knowledge of what makes people unique, in order to overcome the barriers of prejudice and discrimination of people with disabilities.

Given this context, this volume contains information with the objective of establishing a practical consultation source to help in building and reinforcing a more inclusive society.





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# PARTICIPATION IN SOCIETY OF PEOPLE WITH DISABILITIES

Historically,  
people with  
disabilities have  
been excluded  
and discriminated  
by society.

## Ancient History

In Classic Ancient History, children born with any sort of limitation were abandoned or sacrificed.

In ancient Rome, when people with disabilities were not sacrificed, they would have served prostitution or served the entertainment of wealthy people.

Starting in the 4th century, interning people with disability in asylums for marginalized people was the main option, and they didn't have any form of specific care.

4th century



It was only in the 17th and 18th century that people with disabilities began to be valued, with the establishment of the specific learning methods, such as the Braille System and lipreading.

With the Industrial Revolution, forming productive citizens and increasing the offer of labor began to be valued; people with disabilities began to be understood as possible labor.

In the postwar period of the first and second world wars, rehab programs were developed for former soldiers returning from battles with mutilations and other disabilities.

11th and 12th century

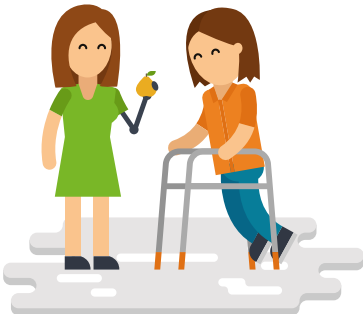
17th and 18th century

19th century

20th century

continues &gt;

Between the 10th and 12th centuries, physical disabilities and mental problems were considered signs of divine wrath, and called “God’s punishment”.



“WHEN WE LOSE THE  
RIGHT TO BE DIFFERENT,  
WE LOSE THE PRIVILEGE  
TO BE FREE.”  
(CHARLES EVANS HUGHES)

Until the mid-twentieth century, addressing people with disabilities started to be done in special schools and/or special classes in regular schools.

## Did You Know?

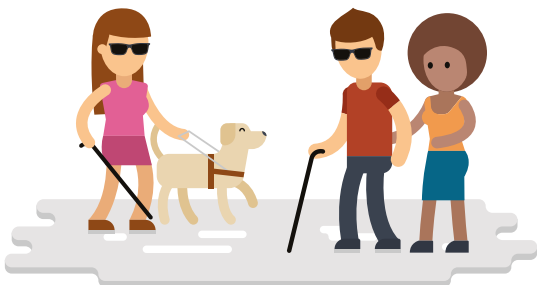
Inclusive environments are those that offer full conditions, with universal design for anyone to develop their potential with dignity.

1950s

1960s

In 1960, the first Paralympic games were held.

After the 1990s, the main specific legislations for people with disabilities were drafted, foreseeing their inclusion in society through equality in opportunities.





# CONCEPTS OF THE PARTICIPATION IN SOCIETY OF PEOPLE WITH DISABILITIES

## INCLUSION



## EXCLUSION



## SEGREGATION



## INTEGRATION








# THE EVOLUTION OF TERMINOLOGY RELATED TO PEOPLE WITH DISABILITIES


The term “disabled”, with the meaning of useless and without professional value, was the first term employed to talk about people with disabilities.

## Did You Know?

People with disabilities should not be treated using terms that demonstrate feelings such as pity or compassion, because they are, above all, people with talents, skills and defects, like any other.



-  In the 1920s, it was believed that people with disabilities had reduced capacity and, for this reason, the term “incapacitated” was used to refer to them.
-  Between the 1960s and 1980s, the expressions “deficient” and “exceptional” were adopted, because people with disabilities were considered to be less efficient and different from the others.
-  In 1988, the expression “disability carrier people” appears. This expression was severely criticized, given that an ability is not something that you can let go and a disability is an innate or acquired condition that is part of the person and cannot be separated from him/her.
-  In the 90s decade, the term used was “people with special needs”, a term that indicated the need to adapt to difficulties and lack of capability of people with disabilities. However, everyone with or without a disability, may have “special needs” in a given moment in their lives. As examples of this we can mention pregnant women or senior citizens that may require some adaptations in their life routines.
-  Starting in 2009, the term “people with disabilities” was promulgated by the convention on the rights of persons with disabilities (CRPD) of the UN and was adopted, and it is currently in use. This term is associated to a level of empowerment, given that it presupposes the use of personal power to make choices, to decide and to take control of one’s own life.



“ IF WE ARE TO MAKE  
PROGRESS, WE MUST NOT  
REPEAT HISTORY BUT MAKE  
NEW HISTORY” (MAHATMA GANDHI)

# THE CONCEPT OF DISABILITY AND ITS CLASSIFICATION

## What is disability?

People with disabilities are those that have long term constraints, of a physical, intellectual, mental or sensorial nature, which, in interaction with one or more barriers, may impair their full and effective participation in society in equal conditions with everyone else.

Disabilities may be of genetic origin and appeared during pregnancy, as a result of birth or on the baby's first days of life.

In adult life, they can be the consequence of transmissible or chronic diseases, psychiatric disorders, malnutrition, substance abuse, traumas or lesions.

### Did You Know?

Acquired disabilities, in addition to those caused by the sequels of diseases, can also be caused by accidents. Traffic accidents are among the main causes of physical disabilities in adults around the world.

## WHAT ARE THE TYPES OF DISABILITIES?

Disabilities can be classified according to the specific area they impact on the organism.



HEARING DISABILITY



VISUAL DISABILITY



PHYSICAL DISABILITY



INTELLECTUAL DISABILITY



PSYCHOSOCIAL OR DUE TO MENTAL HEALTH DISABILITY

MULTIPLE DISABILITIES

“YOU MUST BE THE  
CHANGE YOU WISH TO  
SEE IN THE WORLD.”  
(MAHATMA GANDHI)

# HEARING DISABILITY

This is the total or partial loss of hearing caused by malformation (genetic cause) or lesions in the structures comprising the ear.

They are classified according to the lack of capacity to identify a specific number of decibels

- **Light:** difficulty in understanding human speech.
- **Moderate to Severe:** a hearing device or a prosthesis must be used, and in some cases the use of sign language is required.
- **Deep:** the use of lipreading techniques and sign languages is required for communication.

## Did You Know?

That the expression “deaf-mute” is not adequate in referring to a deaf person. People born deaf are still capable of learning oral language, but commonly they resort to the sign languages as a form of communication.



## Relationship and inclusive conduct tips to behave towards people with hearing disability

- To start a conversation with a deaf person, wave or lightly touch them on the shoulder or arm;
- Deaf people communicate essentially visually and through sign languages;
- Maintain visual contact throughout the conversation, because, if you look away, the person may understand that the conversation is over;
- Speak naturally, but clearly articulating the pronunciation of the words. It is not necessary to speak making pauses unless requested;
- Do not shout, speak in a normal tone of voice, unless asked to speak louder;
- Avoid placing objects, or your own hand over your mouth, to not hinder lipreading;
- If you have difficulty in understanding what is said, do not be embarrassed to ask for a repetition;
- If necessary, communicate in writing, use pantomime and gestures that can help identify what you are trying to say;
- If the deaf person is accompanied by an interpreter, speak directly to the deaf person and not to the interpreter.

### Did You Know?

There are people with hearing disabilities that do not use sign language as a form of communication, but use lipreading or have a cochlear implant, an equipment surgically implanted in the inner ear, to simulate the auditory nerve and re-create the sensation of sound.

# VISUAL DISABILITY

Visual disability is the definitive loss or reduction of the visual capacity in both eyes that cannot be improved or corrected by the use of lenses, clinical or surgical treatment.

The different levels of visual disability can be classified as:

- **Reduced vision:** classified as light, moderate or severe and can be compensated by the use of magnifying lenses, canes and orientation training.
- **Near blindness:** in this case, people are still capable of distinguish light and shadow, but must employ the braille system to read and write, use voice resources to access computer software, use canes to move about and require training and guidance for mobility.
- **Blindness:** The braille system, a cane, and orientation and mobility trainings are fundamental for this case.

## Did You Know?

There are strict criteria to define disabilities. Therefore, a highly farsighted person, for instance, is not someone with a visual disability, given that there are alternatives to correct this limitation.





## Relationship and inclusive conduct tips to behave towards people with visual disability

- Make natural use of terms like “blind”, “see” and “look”. Blind people also use them;
- When talking to a blind person, there is no need to speak louder, unless asked to do so;
- When helping a blind person, first ask if they need it, and how can you help;
- When guiding a blind person, offer your arm (elbow) for them to hold. Do not hold the person, nor pull them by the arm or by the cane;
- When giving directions to blind people, clearly indicate distance and points of reference: “many meters to the right, to the left;”, “and forward or backward” in. Avoid terms like “this way” or “that way”;
- Inform them of any existing obstacles, such as steps, floor unevenness and others;
- When there is a need to move along narrow passages, such as doors or corridors, position your arm behind you, so that the blind person can follow you;
- On observing socially inadequate aspects of the blind person’s appearance (open zipper, clothes inside out, blurred makeup, etc.) tell them discreetly about it;
- When living with a blind person, never leave doors half open. Doors must be fully open or totally closed. Keep corridors free of obstacles. Inform them of any changes in the furniture’s position;
- The guide dogs must never be distracted. Avoid playing with the dog, because the person’s safety may depend on the animal’s state of alert and concentration;
- Computers can help blind people to write and check texts, read newspapers and magazines, on the Internet or digitalized books, using specific software (DosVox, Virtual Vision, Jaws, NVDA, for example) which render audio versions of the information on the screen;
- Accessibility programs do not reproduce images. For this reason, when sending images to people with visual disability, send along a brief description.

# PHYSICAL DISABILITY

These are total or partial changes in one or more segments of the human body that result in compromising mobility and overall coordination, and may also affect speech in different levels.

The most common physical disabilities are:

- **Paraplegia:** total loss of motor functions.
- **Monoplegia:** partial loss of the motor functions in a single limb (can be upper or lower).
- **Tetraplegia:** total loss of the motor functions of the upper and lower limbs.
- **Hemiplegia:** total loss of the motor functions of one of the hemispheres of the body (right or left).
- **Osteotomy:** a surgical intervention that establishes a communication between the inner and exterior organs of the body for eliminating waste from the organism. The ostomized are people who use a device, usually a bag, that allows them to recover the content to be eliminated through the osteoma.
- **Amputation:** the removal of a part of the body, usually an extremity.
- **Cerebral palsy:** a brain lesion that occurs, in general, when there is a shortage of oxygen in the fetus's brain during gestation, in the baby's brain during birth or up to two years after birth (traumas, poisoning or severe diseases). Depending on the place of the brain where the lesion occurs and the number of cells affected, the palsy affects the operation of different parts of the body. The main characteristic is an unbalance in muscular contention that causes tension, including difficulties in strength and balance and compromising the motor coordination.
- **Dwarfism:** It is a genetic dysfunction and that results in abnormal skeletal growth, producing an individual much shorter than the average height of the population.



## Relationship and inclusive conduct tips to behave towards people with physical disability

- Do not lean on wheelchairs. This can cause discomfort for people with disabilities;
- Never move the wheelchair without first asking for permission and clarifying how to do it;
- If accompanying a person who's moving slowly, on a wheelchair or using crutches, try to move at their speed;
- When talking to someone in a wheelchair, sit down so that your eyes are at the same level as the wheelchair's person;
- Always keep the crutches or canes at the person's with disability reach;
- Use words like “run” and “walk” naturally. People with physical disabilities also use these terms;
- People with cerebral palsy can have some difficulty in communication. However, most of the times, their reasoning is intact. If you do not understand what is said, ask the person to repeat or write it down, respecting the speed of their speech.

### Did You Know?

The term “physical disability” must not be generalized to include all disability types (hearing, visual, intellectual, psychosocial/mental or multiple), since each one of them has its own particularities.

# INTELLECTUAL DISABILITY

It is referred to as reduced intellectual standards, significantly inferior to the average, usually manifested before the age of 18 years old, and the constraints associated to two or more areas of adaptive skills, such as communication, personal care, social skills, academic skills, safety and autonomy. These may feature a low, moderate, severe or deep level of engagement, according to the degree of limitations.



## Relationship and inclusive conduct tips to behave towards people with intellectual disability

- People with intellectual disabilities must be treated with respect and dignity, like any other citizen would like to be treated;
- Do not ignore them during conversation: greet them and say goodbye too, as you would do with anybody else;
- Do not be afraid of instructing them when you notice a possible situation that may jeopardize them. People with intellectual disability require clear guidance, but do not be overprotective, allow them to try to do on their own whatever they can;
- Do not reinforce or encourage childish attitudes or ways of speaking, unnecessary praise in diminutive, as if talking to a child. If the person is a child, treat it like a child. If a teenager, treat it like a teenager and, if an adult, treat it like such;
- Do not underestimate their intelligence. People with intellectual disability have a differentiated learning timeframe and may acquire much knowledge and skills, in addition to fully understanding their reality. Offer information using an objective language, with short and simple sentences;
- People with intellectual disabilities usually understand their reality normally. Value their potential and do not overvalue their difficulties.

# PSYCHOSOCIAL DISABILITY OR RESULTING FROM MENTAL HEALTH

Characterized by changes in cognitive and affective processes and their development that translate into disorders of behavioral levels, understanding of reality, autonomy and social adaptation/interaction. These are changes in the operation of the mind, but that in most cases do not result in intellectual disability.

Initially, only the Global Developmental Disorders were considered in this category (Asperger's syndrome, autism, Rett's syndrome, Williams syndrome, etc.) which deals with disorders in reciprocal social interactions that usually manifest in the first five years of life, characterized by the stereotype standards of communication and by the narrow interest range and in delivery of routine activities. Today, these had been grouped into a new category called Autism Spectrum Disorders.

However, currently a range of disabilities resulting from a number of mental problems such as schizophrenia, severe anxiety disorders, severe bipolar disorders, etc. have also been included in the psychosocial disabilities.



## Relationship and inclusive conduct tips to behave towards people with psychosocial disability

- Psychosocial or due to mental health disabilities, includes a large variety of possible behavioral and attitudinal manifestations that people can display;
- Before a person with mental disability, all the tips described in the previous topics, as well as those specific to each case, should be adopted;
- To deal with people with psychosocial disabilities or due to mental health, observe them or ask about the specific characteristics displayed by people who know them or are accompanying them.

# MULTIPLE DISABILITIES

This is the Association, in the same person, of two or more primary disabilities (visual/hearing/physical/intellectual/psychosocial) generating compromised skills that lead to delays/gaps in overall development and in the capacity to adapt.



Relationship and inclusive conduct tips to behave towards people with multiple disabilities

- In dealing with people with multiple disabilities, observe them or ask for information from people accompanying them;
- Relationships are established according to the guidance provided in previous items.

## Did You Know?

Avoid generalizing when referring to people with disabilities. For example, state that everybody with Down syndrome has artistic talent or that everyone with visual disability has sharp hearing. Not every blind person can read braille. Not every deaf person knows sign language.

# LEARN MORE

## Web Sites with information about people with disabilities

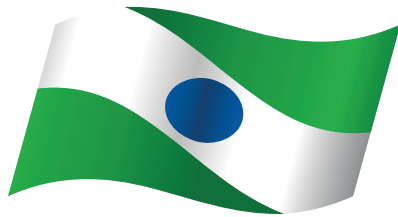
- Conselho Nacional dos Direitos da Pessoa com Deficiência (Conade) - <http://www.pessoacomdeficiencia.gov.br/app/conade>
- Entre Amigos - Rede de Informações sobre Deficiência - [www.entreamigos.com.br](http://www.entreamigos.com.br)
- Escola de Gente - Comunicação em Inclusão - [www.escoladegente.org.br](http://www.escoladegente.org.br)
- Feneis – Federação Nacional de Educação e Integração dos Surdos - [www.feneis.org.br](http://www.feneis.org.br)
- Rede Direitos Humanos e Cultura - [www.dhnet.org.br](http://www.dhnet.org.br)
- Revista Sentidos - Fonte de informação e entretenimento para pessoas com deficiência – [www.revistasentidos.uol.com.br](http://www.revistasentidos.uol.com.br)
- Secretaria de Educação Especial do Ministério da Educação - [www.portal.mec.gov.br/seesp/](http://www.portal.mec.gov.br/seesp/)
- Site Acessibilidade Legal – Informações sobre meios para acessibilidade de pessoas com deficiência – [www.acessibilidadelegal.com](http://www.acessibilidadelegal.com)
- Site Bengala Legal – Entretenimento, cultura, educação e blog acessível. <http://www.bengalalegal.com/>

## Publications about people with disabilities

- Aprendendo sobre os direitos da criança e do adolescente com deficiência. Save the Children, Rio de Janeiro, 2003.
- É perguntando que se aprende: a inclusão das pessoas com deficiência. Instituto Paradigma. Áurea Editora, São Paulo, 2004.
- O acesso de alunos com deficiência às escolas e classes comuns da rede regular. Procuradoria Federal dos Direitos do Cidadão. Brasília, 2004.
- SNPD. Cartilha do Censo 2010: Pessoas com deficiência. Brasília/DF: Secretaria Nacional de Promoção dos Direitos da Pessoa com Deficiência, 2012.
- SNPD. Viver sem Limite: Plano Nacional dos Direitos da Pessoa com Deficiência. Brasília/DF: Secretaria Nacional de Promoção dos Direitos da Pessoa com Deficiência, 2013.

## Legislation and international documents about people with disabilities

- Guatemala Convention – Interamerican Convention for the elimination of all forms of discrimination against people with disabilities  
[www.mj.gov.br/sedh/ct/corde/dpdh/sicorde/con\\_oea.asp#Texto%20da%20Convenção](http://www.mj.gov.br/sedh/ct/corde/dpdh/sicorde/con_oea.asp#Texto%20da%20Convenção)
- Salamanca Declaration – on the principles, policies and practices in special education  
[www.mj.gov.br/sedh/ct/corde/dpdh/sicorde/decl\\_salamanca.asp](http://www.mj.gov.br/sedh/ct/corde/dpdh/sicorde/decl_salamanca.asp)
- UN Convention on the Rights of People with Disabilities  
<http://www.pessoacomdeficiencia.gov.br/app/sites/default/files/publicacoes/convencaoopessoacomdeficiencia.pdf>



**PARANÁ**

STATE GOVERNMENT