

KNOW YOUR ABILITY

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ABSTRACT

Disabled children or adult are the major concern and preoccupation of the family & society. They are excluded and marginalized and even discriminated to certain extent. Growing need of these disabled to be cared, educated and helped them to help themselves. The disability has been (re)produced and (re)constructed as an axis of oppression and exclusion by structural and cultural mechanisms. The historical treatment of people with disabilities lead to denial of full citizenship. This is a simple effort to overlook all about disability and its various aspects. As we explore the article, knowing the ability -we will find different approaches to disability, Issues of disability, National Policy focuses on this aspects, like Prevention of Disabilities, Rehabilitation Measures. Causes of disability in children, Challenges and Triumphs, child's Special Needs to Survive and Thrive. Knowing the disability is the ability of a person. So we should create an environment that the disabled would participate meaningfully in schools and jobs, families, communities, and other social groups. National employment policies has got reserved employment schemes and rehabilitation strategies of the past, to address the root causes of inequalities in the workplace. Private sector promoted through partnerships with employers.

INTRODUCTION

Disabled children or adult are the major concern and preoccupation of the family and society. They are excluded and marginalized and even discriminated to certain extent. Today it is growing need of these disabled to be cared, educated and to be helped them to help

themselves. The disability has been (re)produced and (re)constructed as an axis of oppression and exclusion by structural and cultural mechanisms. This has been historically overlooked politically, socially and medically. The historical treatment of people with disabilities lead to denial of full citizenship.

Environment plays a key role in the life of the disabilities. Physical, social, natural, ideological and geopolitical environment influences the experience of disability and disabling processes and create unique contexts. Make aware that disability is a social deterrent of opportunities and of health across the life course and it is not limited to gender, race or class.

The special needs can be developmental delays, medical conditions, psychiatric conditions, and congenital conditions that require accommodations so children can reach their potentials. No matter the reason, the designation is useful. It can help you obtain needed services, set appropriate goals, and gain an understanding of your child and the stresses your family may face¹. Every disabled child is unique therefore even the special needs are different.

Objective of the study

¹[Challenges and Triumphs Each Family Has Different Concerns Medical Issues Behavior Issues](#)

[Developmental Issues Learning Issues Mental Health Issues A Word From Verywell](#)

To understand the different types of disability

To know more about intellectual disability

To prepare the mentally disabled become more productive in life

To prepare the parents to involve more towards the care of the children.

Definition of disabled

The meaning of the word disabled as per Oxford dictionary: A person having a physical or mental condition that limits their movements, senses, or activities.

In another way it is limitations imposed by the constraints of an able society.

The Disability Discrimination Act defines a disabled person as someone who has physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

According to UN Enable around 10% of the world's population, 650 million people, live with disabilities. Women and girls are with disabilities are particularly at risk of abuse. Over 150 million children world wide have disability. 50% children with hearing impairment and 60% of those with an intellectual impairment are sexually abused. In India 1.67% has disability and other estimates 12 million children living with disabilities. Only 1% of children with disabilities have access to school and one third of most disabilities are preventable.

Anthropological approach

Presenting a survey of the anthropological and sociological research on disability, the authors summarize the range of views of disability and impairment in different cultures and the various ways in which cultures have responded to difference and disability. They provide a useful materialist view of how

disablement as a social "problem". In pre-industrial times, disabled people were not excluded from making economic contributions, although they may have been viewed at the "bottom" of the social ladder. With changes in the mode of production and social relations that industrial capitalism brought, people with certain impairments were not able to work or were not seen as desirable. In addition, as the unit of production moved from the household to individual wage earners in the workplace, it became more difficult for those with impairments to find work or for the family to support them in the home. Urbanization, segregation, and changing ideology all contribute to the rise of disablement as a social "problem."

In turn, the rise of early capitalism was related to subsequent changes in ideology and the way of thinking about people with disabilities, resulting in a shift from a religious understanding (i.e., disability as a result of sin) to a scientific understanding. The authors survey the development of an ideology of individualism under capitalism and the rise of the medicalization of disability. Impairments viewed as moral or social problems. Rise of the institutions as a way to deal with the "social problem" of disability, provision of care outside the family, and as a way of social control of the poor. Disability seen as a "personal tragedy," it become an individual problem to be solved by meeting personal needs, which in turn creates dependency, rather than viewing the problem as located in the way that work is organized and calling for a change in fundamental economic structures.²

ISSUES

Social issues

Financial security for the disabled runs short and this forces the disabled to be terminated. Parents or society fails to safeguard their identity and personhood when we try to discard them. Assisted suicide takes away the

²By [Michael Oliver](#) and [Colin Barnes](#)
Palgrave Macmillan, 2012.

right of an individual and it leads to emotional pressure. The assisted suicide mainly out of depression which can be treated so we can do better for the disabled than just allowing them to kill themselves.

National Policy focuses on two aspects

- (1) Prevention of Disabilities and
- (2) Rehabilitation Measures.

The Key features of the policy for the social issues of the disabled are as following:

- Physical Rehabilitation which comprises early medical interventions and providing aids and appliances.
- Educational Rehabilitation which includes vocational training.
- Economic Rehabilitation so that disabled could live a life of dignity.
- Under the policy, grants are given to NGOs who help in rehabilitating disabled.
- RCI (Rehabilitation Council of India) was established to bring uniformity in training of professionals involved in rehabilitating the disabled.

Medical Issues

Medical issues for children include serious conditions like cancer, heart defects, muscular dystrophy, and cystic fibrosis. It also includes chronic conditions like asthma and diabetes, congenital conditions like cerebral palsy and dwarfism, and health threats like food allergies and obesity. A child may need frequent medical testing, hospital stays, equipment, and accommodations for disabilities. Establishing a good support system is very important when dealing with the uncertainty and any medical crises.

Behavior Issues

Children with behavior issues may not respond to traditional discipline. Diagnoses like ADHD, fetal alcohol spectrum disorder (FASD), dysfunction of sensory integration, and Tourette's syndrom require specialized strategies that are tailored to their specific needs. Behavior issues can increase the risk of problems at school. As a parent, you will need to be flexible, creative, and patient.

Developmental Issues

Diagnosis like autism, Down syndrome, and intellectual disabilities often cause children to be removed from the mainstream. Quite often, parents become fierce advocates to make sure their children receive the services, therapy, schooling, and inclusion they need and deserve.

Learning Issues

Children with learning disabilities like dyslexia and auditory processing disorder (APD) struggle with schoolwork regardless of their intellectual abilities. They require specialized learning strategies to meet their potential and avoid self-esteem problems and behavioral difficulties.

Parents of learning-challenged kids need to be persistent. This includes working with your child at home as well as teachers and schools to ensure they get all the help they need.

Mental Health Issues

Realizing that your child suffers from anxiety or depression or has attachment

difficulties can be unexpected. Again, every child will be different, yet these can leave your family dealing with a roller coaster of mood swings, crises, and defiance. It's important that parents find the right professionals to help. You will also need to make decisions about therapy, medications, and, possibly, hospitalization

The main causes of disability in children are:

- Communicable disease
- Infection in early childhood
- Early motherhood
- Nutritional deficiencies
- Insufficient or inaccessible health care services
- Inadequate sanitation
- Interfamily marriages.
- Child abuse leads to physical and mental disability
- Uncared prenatal, natal and postnatal care
- Lack of social support system

Many of the disability can be prevented by giving better care for the antenatal and postnatal care for the women and infants: proper and regular check up ,vaccination of mother during pregnancy and vaccination of the child after birth

Challenges and Triumphs

Special needs are commonly defined by what a child *can't* do—milestones unmet, foods banned, activities avoided, or experiences denied. These hindrances can hit families hard and may make special needs seem like a tragic designation.

Some parents will always mourn their child's lost potential, and some conditions become more troubling with time. Other families may find that their child's challenges make triumphs sweeter and that weaknesses are often accompanied by amazing strengths.³

What Special Needs Kids Need to Survive and Thrive

For many kids with special needs, structure and consistency are key for daily success. Perhaps just as important are accommodations, either formal or informal, that reduce sensory challenges, lower a few barriers, or simplify certain tasks. With structure, consistency, and accommodations in place, life is mostly manageable. Without them, not so much:

- **Structure:** For kids with special needs, life can be baffling. They may have a hard time recognizing patterns, making sense of elapsed time, or managing their own schedules. When [structure is imposed](#)—in the form of alarm clocks, class buzzers, regular after-school activities, and evening routines—life makes more sense. It's much easier to function in a world that's structured, predictable, and routinized.
- **Consistency:** In addition to structure, consistency can make kids with special needs feel that they're in control of their world. This decreases stress and anxiety which, in turn, decreases emotional outbursts and upsets. Consistency will vary for different kids, but may mean, for example, the same foods each day, the same videos at the same time, the same kind of soap in the bath, the same chores, the same noise level, or even the same smells.
- **Accommodations:** An *accommodation* is a reasonable adjustment to teaching practices so

³[Challenges and Triumphs Each Family Has Different Concerns Medical Issues Behavior Issues](#)

that the student learns the same material, but in a format that is more accessible to the student. Accommodations may be classified by whether they change the presentation, response, setting, or scheduling of lessons⁴ Schools may provide [formal accommodations](#) for your child with special needs. For example, they may use incandescent rather than fluorescent lights in his classroom to lessen sensory challenges. They may give her more time to complete tests, or offer adaptive gym programs. At home, you may support your child by ensuring TV program when she is winding down from school. Or by providing special foods to be sure she'll have nutritious options that she'll find acceptable.

When special needs kids have all these elements in place, they are far more likely to succeed both at home and at school. Life may be challenging, but at least it's manageable.

But when kids with special needs feel that life is unmanageable, they act out; when they act out they themselves are emotionally overwhelmed which, in turn, can overwhelm their caregivers.⁵

INCLUSIVE EDUCATION

Disabled children face multiple forms of discrimination which leads to exclusion from society and school. Attitudes toward children with disabilities, lack of resources to accommodate them, compound the challenges they face in accessing education. To ensure quality education for children with disabilities the following must be addressed:

- **Promote accessible and inclusive learning spaces** - Ensure physical accessibility for children with disabilities, including commuting and moving around in the school

⁴<https://en.wikipedia.org/wild/Special-education/#cite-equ-30>

⁵Andhra Mahila Sabaha DDVTRC,

Osmania University Road, Vidyanagar, Hyderabad-500044.

environment as well as having safe access to water and sanitation facilities whilst at school. Likewise, learning materials need to be made available in accessible formats to suit the needs of children with different types of disabilities.

- **Invest in teacher training for inclusive education** - Where available, approaches to education for children with disabilities have changed over the years. While the initial emphasis was on 'special schools', there has been a shifting that indicates a preference towards inclusive education. Preparation and orientation of teachers through teacher training which, besides the child-centred pedagogy will also address attitudes towards children with disabilities, and inform parents about their children's potential.
- **Take a multi-sectoral approach** - Barriers that prevent children with disabilities to access education are located both within and outside the education system, for example transport, social services for assistive devices, health etc.
- **Involve the community** - The education of children with disabilities must include a strong involvement from community as well as from parents, being two key factors which determine the success of IE.
- **Collect data for evidence building and progress monitoring** - In order to have evidence to advocate for inclusion and create a baseline for monitoring progress in disability mainstreaming in the educational system, it is required all lessons agree with what the child wants to do.⁶

The social model vs the medical model of disability

Developed because the traditional medical model didn't explain their personal experience of disability or help to develop more inclusive ways of living.

⁶ISR, International socialist review

Barriers are not just physical. the attitudes found in society, based on prejudice or stereotype also disable people from having equal opportunities to be part of a society.

Social model should look at how to create high self-esteem not to loose independence, choice and have control over their lives.⁷

Eg - A wheel chair user make a ramp

Try to support who likes to earn their lively hood by himself

A child with visual empirement ;ensures full text in audio recorded

Research Article

Article in French] Gallet JP. Abstract Three points concerning the mentally retarded child's family and the physician's attitude towards this family are addressed. The first concerns disclosure of the handicap to the parents, which can take place only once the diagnosis is established without equivocation. Genetic counseling, or more pragmatically the reproductiveness of the handicap, is the second point. A thorough investigation of possible etiologies is warranted in all cases in order to try to answer the distressing question: "are the children to be born at risk?". An attempt at a classification based on reproductiveness is proposed. The third point is the future. Should the child remain with it's family or be placed in an institution? This decision is the parents and not the physician's. However, the physician should discuss this problem with the parents to enable them to voice their desires and their anxiety. PMID: 6306782

CONCLUSION

We should create an environment that the disabled would participate meaningfully in schools and jobs , families, communities, and other social groupings. National employment policies for people with disabilities are beginning to reach beyond the traditional hiring quotas, reserved employment schemes and rehabilitation strategies of the past, to address the root causes of inequalities in the workplace. Private sector involvement is being promoted through partnerships with employers,employees and organizations of disabled people; and compulsion is being replaced with programs that rely on market forces, competition and individual and employer responsibility. Specialized agencies are being replaced with strategies to include disabled people in mainstream, often as a priority group. That is augmented with specialized services to meet the needs of disabled people. Efforts are also being made to increase competition in service provision for disabled peoples' organizations.As part of the global commitment to equalizing opportunities for disabled people, many international declarations and proclamations have been made recognizing the rights of people with xi disabilities to equal educational opportunities in mainstream educational settings wherever possible.