



# Disability Reporting in the Media (2021)



**Internews**  
Local voices. Global change.

**Diversity & Inclusion in Media**



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# List of Acronyms and Abbreviations

<b>PwDs</b>	Persons with Disabilities
<b>DRC</b>	Democratic Republic Congo
<b>DPOs</b>	Disabled People Organizations
<b>CSOs</b>	Civil Society Organizations
<b>M &amp; E</b>	Monitoring and Evaluation

1.0

# Introduction

**A**n estimated 60-80 million persons with disabilities (PwDs) live in Africa (WHO, WB 2011). Most of them live in poverty and are excluded from opportunities to work and study. The inclusion of Africans with disabilities needs to be enhanced in all sectors of community life in order to protect and promote their human rights. Persons with disabilities should be included in the society and have opinions, experience, and are knowledgeable in an array of issues. They are not only interested in disability related matters.

Internews as an international media development organization aims to empower journalists worldwide to produce trustworthy, high-quality news products to not only support informed decisions, but also enable people to participate in issues concerning their communities, promote inclusivity and hold power to account.

Towards the end of 2020, Internews received a grant support to carry out a series of journalism training workshops that will focus on including the voices and participation of persons with disabilities to improve media coverage of disabilities in key target countries in Sub-Saharan Africa namely Liberia, Tanzania, Côte d'Ivoire, and Democratic Republic Congo (DRC).

As part of our capacity-building efforts, Internews will also offer story grants to participating journalists to do follow-up enterprise reporting on issues impacting persons with disabilities (PwDs). The two-year project will help boost the quantity and quality of media coverage of PwDs in Sub-Saharan Africa, with a specific focus on producing news reports, articles and stories that provide accurate and balanced portrayals of disability issues as a part of everyday life.

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As part of our capacity-building efforts, Internews will also offer story grants to participating journalists to do follow-up enterprise reporting on issues impacting persons with disabilities (PwDs)





# 2.0

## Outcomes

- Strengthen media capacity and empower journalists in Sub-Saharan Africa to increase media coverage on disability issues from a more humanizing angle.
- Ensure African journalists present disability issues in a way that promotes the dignity of PwDs as well as amplifying their voices and perspectives in a more accurate and balance manner.
- Transfer specialized skills to African journalists to enhance awareness, dispel negative stereotypes, and counter stigma and misinformation against PwDs to help change the narrative.
- Create Disability reporting champions /fellows who will identify and report on PwDs issues in a more impactful way.

### Why improve media literacy on PwD issues?

Media images and stories influence public opinion and establish social norms. Regarding persons with disabilities, media has contributed to their misrepresentation, lack of representation and the reinforcement of negative stereotypes. Moreover, when PwDs appear in media, they are often portrayed in stigmatizing ways, as objects of pity, as superheroes or as mere statistics.

As journalists and communicators, we are in a unique position to shape the public image of persons with disabilities. The words and images we use can create either a straightforward, positive view of persons with disabilities or an insensitive portrayal that reinforces common myths, which is a form of discrimination.



# 3.0

## About this manual

Internews designed this Disability Reporting in the Media to empower African journalists with the necessary skills and knowledge to promote fact-based, objective, and impactful reporting on the Persons with Disability.

In this manual, we discuss key disability issues, key messages and principles for journalists wanting to support the human rights of Africans with disabilities. The manual also deals with terminology - it is about using words that do not offend people and that puts the person rather than the disability first.

Journalists will learn how to create Disability programs that resonate with their audiences and encourage wider PwDs participation at every level of the society despite the barriers they must deal with.

**Internews will partner with Disabled People Organizations (DPOs) and other media Civil Society Organizations to conduct training outlined in this manual:**

- Understanding disability
- Local and international policies on disability
- Disability reporting 101
- Language and Terminology in Disability reporting
- Multimedia skills
- Tips for Interviewing PwDs
- Developing story angles for PwDs
- Using Data to cover Disability stories
- Leveraging on social media to report on Disability

# 4.0

## Training approach

This manual has been developed for handling the workshops based on the contents of the guide. It provides Guidelines and tools for a three- day workshop on the Guide. It helps trainers to prepare for their sessions, shows them how to structure the training and gives pedagogical Guidelines for achieving the participants learning objectives.

### Training Objectives

- Internews trainers and PwDs experts from partner organizations will lead, through training and mentoring, a team of local and national journalists from television, radio, print and digital media to promote issues-focused reporting on Disability.
- Reporting on Disability will gain prominence in the mainstream media to influence national action towards disability and highlight the hidden contributions of PwDs within society.

### Training Goals

- Develop a training manual for African journalists which will be available in electronic format.
- Train and mentor Disability reporting fellows to identify and report on PwDs issues in a more impactful way.
- To share knowledge, experience and reporting techniques to improve journalists' capacities and skills on reporting disability issues.
- Enhance PwDs reporting through a trained network of journalists from Liberia, Tanzania, Cote De Voire and Democratic Republic Congo.

### Training Materials

Handouts: Each training participant will receive a printed copy of this manual and set of resource materials, which includes tips on Disability reporting, story development, and story mapping.

Video Links: Links to video materials on disability will be provided to the trainees for group assignments.

# How to Use the Manual

This manual includes activities and methodologies that have proven effective in various contexts along the years. While every trainer has their own approach, Internews highly recommends that trainers and participants adopt the approaches enclosed within this manual.

## Setting Conduct Rules

Trainers and participants shall commit to creating and upholding a safe and productive learning environment for all. A set of minimum conduct rules shall be established for each training activity, to include punctuality, respect for all fellow participants and their opinions, proper use of mobile phone during teaching activities, etc.

## Peer Education

The key resource of any training is the participant. They bring a wealth of unique experience, knowledge, and insights. Therefore, some exercises in this training workshop are designed to raise self-awareness and self confidence among the participants as well. Participants are encouraged to share experience and exchange knowledge with their peers and build partnerships for cross-country collaborations.

**Exercises that draw on participants' skills, knowledge, experiences, and understanding have four broad goals:**

- To support positive collaboration, essential for effective learning
- To generate authentic engagement with course materials
- To ensure participants share knowledge among themselves
- To ensure that the trainer can identify the skills and insights participants already have and determine how best to tailor training to fill existing gaps, including adaptations to manual content.

## Hands-On Exercises

Interactive, hands-on exercises and/or practical work are among the best ways to develop specialized skills. Therefore, this training incorporates mentored exercises, for example, ensuring that senior managers and editors have a leading role in teams, and other working groups, creating reporting plans, developing scripts, and drawing reporting strategies. This manual includes select role-play activities through which participants can apply hands-on skills in a classroom setting.

## Collaborative Group Work

Internews encourages training through collaborative work when journalists from diverse backgrounds and geographical areas are paired to form teams within the classroom setting. This approach ensures that journalists from larger cities are exposed to their fellows from the provinces for an effective professional exchange of skills and knowledge. Trainers and participants shall closely oversee the dynamics between participants in small groups, through circular seating arrangements to maximize face to face interactions and direct communication. Break out rooms will also be used if trainings are held online.

## Key Learning Objectives

**By the end of this training, the participants will have a clear understanding of:**

- How to train journalists to report on PwDs issues for print, broadcast, and digital media.
- To engage journalists to report on PwDs issues in ways that highlight their concerns on everyday happening.
- Ensure journalists have timely access to this training and resource materials on PwDs reporting.
- Equipping journalists with necessary knowledge with technical skills to innovatively report around PwDs issues.

# 6.0

## Course outline

Time	Activity	Facilitator		
<b>Day- One    Date:</b>				
08:00 - 08:50	Registration & Breakfast	All		
09:00 - 09:15	Welcome Remarks	Country Project Lead		
09:15 - 09:30	Training Overview and Objective	Country Project Lead		
09:30 - 09:45	Project Expectations: Housekeeping agreement Acknowledge training expectations and goals Disability reporting project outcomes	Internews Journalism Trainer		
09:45 - 10:00	Pre-test questionnaire: outline reasons for tests	Internews M&E		
10:00 - 10:30	Sharing: individual experiences on reporting PwD	Participants		
10.30 - 10.55	Tea Break	All		
11:00 - 11:55	Topic 1: Understanding Disability	Internews		
12:00 - 12:55	Global data on PwD PwD situation in Africa PwD situation in Sub Saharan Africa	DPOs/ CSOs		
12:30 - 13:00	Support for PwD initiatives in Africa			
13:00 - 13:50	Lunch	All		
14:00 - 14:55	Topic 2: Local and international legal frameworks on disability	DPOs/ CSOs		
15:00 - 15:55	Topic 3: Disability reporting 101	Internews		
16:00 - 16:30	Q&A and Feedback	Internews		
<b>Day 2 - Date</b>				
08:00 - 08:55	Registration & Breakfast	All		
09:00 - 09:30	Day 1 recap: Main Lessons & Participants Feedback	Facilitator		
09:30 - 10:15	Topic 4: Language and Terminology in Disability reporting	Facilitator		
10:15 - 11:00	Topic 5: Multimedia Skills	Facilitator		
11:05 - 12:30	Multimedia skills	Facilitator		
12:35 - 13:00	Group Work Session	Participants		
13:00 - 13:55	Lunch	All		

## Disability Reporting in the Media (2021)

14:00 - 14:30	Topic 5: r Interviewing PwDs	Facilitator		
14:35 -15:25	Group Work Session	Participants		
15:30 -16:00	Group Presentation	Participants		
DAY-3 Date				
08:00 - 08:55	Registration & Breakfast	Participants		
09:00 - 09:30	Day 2 recap: Main Lessons & Participants Feedback	Facilitator/Participants		
09:30 -10:25	Developing story angles for PwDs	Facilitator		
10:30 -11:25	Developing story angles for PwDs	Facilitator/DPO		
11:30 -11:55	Tea Break	Participants		
12:00 -13:00	Using Data to cover Disability stories	Data trainer		
13:00 - 13:55	Lunch	Facilitator		
14:00 - 14:55	Leveraging social media to report on PwDs	Facilitator		
15:00- 15:45	Post Training Evaluation	Internews / M&E		
15:45 -16:00	Training Wrap-up and Departure	All		

**NOTE: The outline serves as a guide, but each country is at liberty to customize their training schedule.**

# 7.0

## Detailed course outline

### Day One: Formal opening, welcome, workshop introductions and understanding Importance of Disability Reporting

#### Session One: Course overview, grounds rules, expectations, introductions

##### Objectives for Session One

By the end of the session's participants will have:

- Been formally welcomed onto the course by Internews.
- Have developed the ground-rules for the workshop.
- Have been introduced to the programme.
- Have introduced themselves to each other.
- Have made name boards.

#### Session One: [90 mins]

##### Welcome Remarks

Formal welcome from Country Project Lead.

##### Training Overview and Objective

Project Lead explains the overall goal of the programme and the structure of the course.

##### Project expectations

Internews trainer gives the project expectations and housekeeping rules.

##### Introductions

Participants are paired with people they do not know, and they introduce themselves to each other. Each participant will have five minutes in which to interview the other person. Afterwards, participants and trainers take turns in introducing each other. Each introduction should take one minute. One of the trainers monitors time and stops the introduction after one minute.

Making name boards

Participants create name boards.

Pre-test questionnaire

Internews trainer gives pre-test questionnaire.

Disability Reporting Experience

Participants share their individual experiences on reporting on PwDs.

## Topic One: Understanding Disability and Media

### Objectives for Session Two

By the end of the session participants should be able to:

- Define disability
- Understand the categories of disabilities
- Articulate various models of disability
- Poverty and Disability

### References

1. Disability Inclusive Development Tanzania Situational Analysis [https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/15509/DID%20Tanzania%20SITAN%20\\_%20June%202020.pdf?sequence=1&isAllowed=y](https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/15509/DID%20Tanzania%20SITAN%20_%20June%202020.pdf?sequence=1&isAllowed=y)
2. University of Leicester, The Social and Medical Model of Disability <https://www2.le.ac.uk/offices/accessability/staff/accessabilitytutors/information-for-accessability-tutors/the-social-and-medical-model-of-disability>
3. Creating a culture of inclusion: experiences from Zanzibar <https://www.globalpartnership.org/blog/creating-culture-inclusion-experiences-zanzibar>
4. Stanford Encyclopedia of Philosophy, Disability, Definitions, Models, Experience <https://plato.stanford.edu/entries/disability/>
5. Disabled World, Disabilities: Definition, Types and Models of Disability <https://www.disabled-world.com/definitions/disability-definitions.php>
6. The Definition of Disability (The center for an Accessible Society) <http://www.accessiblesociety.org/topics/demographics-identity/dkaplanpaper.htm>
7. Austral National University (Different types of Disability) <https://services.anu.edu.au/human-resources/respect-inclusion/different-types-of-disabilities>
8. National Disabilities <https://www.nds.org.au/disability-types-and-descriptions>

## Video Links

1. Social and Behavioral Sciences at Bethel University, Models of Disability:  
<https://youtu.be/r3ezHVM3XOE>
2. Models of Disability Dr. Miro Griffiths <https://youtu.be/l4MMiqALOU8>
3. The National Center for Learning Disabilities, Types of Disabilities  
[https://youtu.be/yG\\_xSBsFMPQ](https://youtu.be/yG_xSBsFMPQ)
4. Learning Disabilities in Kenya, dyslexia organization Kenya  
<https://youtu.be/DuFOcxMgRho>

## Topic Two: Local and international policies on disability

### Objectives for Session Three

By the end of the session participants should be able to:

- Describe various international policies that guide access to information in media
- State local policies and laws on right to information for PwDs

## References

1. Media and Disability in Kenya, Kimani Njogu, Twaweza Communications <https://dsq-sds.org/article/view/983/1171>
2. The National Action Plan on Disability (2018), [https://www.lr.undp.org/content/liberia/en/home/library/democratic\\_governance/a-national-action-plan-for-disabilities-2018-2022.html](https://www.lr.undp.org/content/liberia/en/home/library/democratic_governance/a-national-action-plan-for-disabilities-2018-2022.html)
3. The NCD act (2005), [https://reliefweb.int/sites/reliefweb.int/files/resources/93344FDE96ADD09E492577D0000D801F-Full\\_Report.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/93344FDE96ADD09E492577D0000D801F-Full_Report.pdf)
4. The first state-party report to the CRPD Commission (2019) <https://www.ohchr.org/en/hrbodies/crpd/pages/crpdindex.aspx>
5. Implementation of disability policies in Kenya and the implications for post 2015 development agenda <https://afri-can.org/wpcontent/uploads/2015/10/IMPLEMENTATION-OF-DISABILITY-POLICY-IN-KENYA-POST-2015-MDGs.pdf>
6. Kenya Disability Resource, Government Policies, procedures and practices regarding disability services, benefits and grants <http://www.kenyadisabilityresource.org/Kenya-Government-Disability-Services>
7. Public Service Commission of Kenya; Public Service Commission Code of Practice on Mainstreaming Disability [https://www.health.go.ke/wp-content/uploads/2015/09/psck\\_guidelines\\_on\\_mainstreaming\\_the\\_rights\\_of\\_persons\\_with\\_disabilities.pdf](https://www.health.go.ke/wp-content/uploads/2015/09/psck_guidelines_on_mainstreaming_the_rights_of_persons_with_disabilities.pdf)
8. The Constitution of Kenya, Chapter, The Bill of Rights  
<https://www.klrc.go.ke/index.php/constitution-of-kenya/113-chapter-four-the-bill-of-rights/part-3-specific-application-of-rights/220-54-persons-with-disabilities>
9. Convention on the rights of the persons with disabilities  
<https://www.un.org/esa/socdev/enable/documents/tccconve.pdf>
10. UN Convention on the rights of persons with disabilities and optional protocol <https://www.equalityni.org/ECNI/media/ECNI/Publications/Delivering%20Equality/UNCRPDOptionalProtocolPlainlanguage.pdf>

## Video Links

1. Open Society Foundation, People with disabilities face barriers <https://youtu.be/ure8Lrbh5HY>
2. NTV Kenya, Disability act <https://youtu.be/L3CBSfriqFE>
3. Open Institute, Kenya's policy frameworks on disability <https://youtu.be/wgixJD5ZxvU>
4. KBC, Inclusion of persons with disability <https://youtu.be/XQi0Abjr-Tg>

## Topic Three: Disability Reporting 101

By the end of the session participants should be able to:

### Objectives for Session Three

- Describe basic principles of disability reporting.
- State the challenges involved in covering disability stories in the media.

## Day Two: Recap of Day one, Language and terminologies in Disability reporting and Multimedia skills

## Topic Four: Language and Terminology in Disability reporting

### Objectives for Session Three

By the end of the session participants should be able to:

- Differentiate between first person and identity first reporting
- State the importance of language in disability reporting
- Describe the various types of stigmatizing happen through language

## References

1. National Network, Guidelines for writing about people with disabilities <https://adata.org/factsheet/ADANN-writing>
2. People with disability Australia, language Guide <https://pwd.org.au/resources/disability-info/language-guide/>
3. Hansen Foundation, How does language shape how we think about disability <https://www.rickhansen.com/news-stories/blog/how-does-language-shape-how-we-think-about-disability>

4. Journal of multidisciplinary healthcare <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6371927/>
5. The National Center on Disability and Journalism at Arizona State University style guide <https://ncdj.org/style-guide/>

## Video Links

1. Talking about Disability, words to use and words not to use [https://youtu.be/nArbkK\\_0CmY?list=TLPQMTYwMTlwMjHVkCROMDcPmg](https://youtu.be/nArbkK_0CmY?list=TLPQMTYwMTlwMjHVkCROMDcPmg)
2. 2.Respectful Disability language <https://youtu.be/HeQfVDHillw?list=TLPQMTYwMTlwMjHVkCROMDcPmg>
3. TED Changing the way we talk about disability <https://youtu.be/HeQfVDHillw?list=TLPQMTYwMTlwMjHVkCROMDcPmg>

## Topic Five: Multimedia Skills

### Objectives for Session Three

By the end of the session participants should be able to:

- Define multimedia
- Describe the elements of multimedia
- Describe the advantages of multimedia production

## Reference

1. Distributed Multimedia Systems, Mount Kenya University <https://www.coursehero.com/file/43027326/BIT-4203-Distributed-Multimedia-Systemspdf/>
2. Introductions to Multimedia <https://www.ftms.edu.my/images/Document/MMGD0101%20-%20Introduction%20to%20Multimedia/MMGD0101%20chapter%201.pdf>

## Video Links

Definition and Elements of Multimedia <https://youtu.be/juhbTdmYQFU>

## Topic Six: Tips for Interviewing PwDs

### Objectives for topic six

By the end of the session participants should be able to:

- Prepare for the interview by researching the subject
- Use tone of voice, behaviour, language to engage and reassure the interviewee
- Use appropriate questioning techniques
- Structure interviews and conduct follow up

## References

1. National Center on Disability and Journalism, Tips for interviewing people with disabilities <https://ncdj.org/resources/interviewing-tips/>
2. University of Mary Washington, Interviewing persons with disabilities <https://adminfinance.umw.edu/hr/employment-opportunities/best-practices/diversity-and-inclusiveness/interviewing-persons-with-disabilities/>

## Video Links

1. Interviewing people with disability, Dan Croitor <https://youtu.be/LOB8WgBHuD>
2. AbleD Differently, KBC <https://youtu.be/mp533o5pM1Y>

## Day Three: Recap of Day two, Developing story angles reporting, use of data in reporting PwD stories, Use of social media, and Course evaluation

### Topic Seven: Developing story angles for Persons with Disabilities

#### Objectives for topic seven

By the end of the session participants should be able to:

- Understand story angles
- Develop story angles for Persons with Disabilities

## References

Challenges for People with Disabilities persist, <https://shivyawata.or.tz/challenges-for-people-with-disabilities-persist/?lang=en>

Tony Rogers, Understanding story angles <https://www.thoughtco.com/what-is-a-story-angle-2073756>

## Video Link

1. The plight of people living in disability in Kenya, KTN [https://youtu.be/LysCfhFM\\_wQ](https://youtu.be/LysCfhFM_wQ)
2. TED, The understanding of Disability and the Disability of Understanding <https://youtu.be/M39UkHCyNvU>
3. Coming up with story angles, Catriona Pollard <https://youtu.be/xbz1QqPdLX8>

## Topic Eight: Using Data to cover Disability stories

### Objectives for topic eight

By the end of the session participants should be able to:

- Describe the importance of using data to cover disability stories
- Use data to report disability stories

### References

1. Strengthening data and statistics on persons with disabilities <https://kippra.or.ke/index.php/resource-centre/blogs/183-strengthening-data-and-statistics-on-persons-with-disabilities>
2. Kenya National survey for persons with disability <https://afri-can.org/CBR%20Information/KNSPWD%20Prelim%20Report%20-%20Revised.pdf>

## Topic Nine: Leveraging on social media to report on Disability

### Objectives for topic nine

By the end of the session participants should be able to:

- Understand social media campaigns
- Use social media platforms to report on disability
- Use appropriate social media techniques to increase viewership of online content on disability

### References

Creating accessible Social Media Campaigns

<https://www.globaldisabilityrightsnow.org/sites/default/files/related-files/243/Social%20media%20and%20accessibility.pdf>

### Video Links

1. How to break into the digital marketing in Kenya, Metropol Tv Kenya <https://youtu.be/5eMrjgl1igs>
2. Social Media strategy <https://youtu.be/PKU7wU5slc>

### Links to Resource Materials

**Cameron, Anita (2013, July 16).** Why Direct Action Is the Most Powerful Advocacy Tool and Writing Letters is a Waste of Time. The Mobility Resource blog. <http://www.themobilityresource.com/why-direct-action-is-the-most-powerful-advocacy-tool-and-writing-letters-is-a-waste-of-time/>

**Clogston, J. (1990).** Disability Coverage in 16 Newspapers. Louisville: Advocado Press.

**Haller, B. (2013).** News media models. Media and disability resources web page. <http://mediadisability.wordpress.com/news-media-models/>

**International Federation of Journalists. (2003, March 14).** IFJ Declaration of Principles on the Conduct of Journalists.

<http://www.ifj.org/en/articles/ifj-declaration-of-principles-on-the-conduct-of-journalists>

**Jackson, Janine. (2011, July 1).** Getting Arrested Without Getting Attention. Media ignore disability rights protest on Capitol Hill. <http://fair.org/extra-online-articles/getting-arrested-without-getting-attention/>.

**LoTempio, Sue. (2006, April 26).** Enabling coverage of disability. Poynter Institute online. <http://www.poynter.org/how-tos/newsgathering-storytelling/diversity-at-work/74930/enabling-coverage-of-disability/>

**LoTempio, Sue. (2006, July 20).** From fear to storytelling. Covering disability from outside your comfort zone. Poynter Institute online. <http://www.poynter.org/how-tos/newsgathering-storytelling/diversity-at-work/76405/from-fear-to-storytelling-covering-disability-from-outside-your-comfort-zone/>

**Michigan Disability Rights Coalition.(2013).** Models of Disability. <http://www.copower.org/models-of-disability.html>

**National Center for Disability & Journalism. (2013).** Tips for interviewing people with disabilities. <http://ncdj.org/resources/reporters/interviewing-tips/>.

**Pew Research Journalism Project. (2013).** Principles of Journalism. <http://www.journalism.org/resources/principles>

# 8.0

## Course Assessment & Feedback

Representing Disability in an Ableist World: <http://www.media-disability.net/>

The Routledge Companion to Disability & Media: <https://www.routledge.com/The-Routledge-Companion-to-Disability-and-Media-1st-Edition/Ellis-Goggin-Haller-Curtis/p/book/9781138884588>

- 1) This is the most neutral way to describe someone who does not have a disability:
  - a. Able-bodied
  - b. Healthy
  - c. Non-disabled
  - d. Normal
  - e. Unafflicted
- 2) To describe someone as “a person with a disability” rather than “a disabled person” is to use this kind of language:
  - a. Identity-first language
  - b. People-first language
- 3) This term can appropriately be used as an adjective but should not be used as a noun. (Hint: Think “parking.”)
  - a. Crazy
  - b. Disability
  - c. Handicapped
  - d. Insane
  - e. Lamé
- 4) This term is recommended when describing someone who has experienced loss of sight:
  - a. Blind
  - b. Legally blind
  - c. Limited vision
  - d. Partially blind
  - e. Any of these may be acceptable, depending upon the person’s condition and preference.

- 5) This term is considered offensive by many in the deaf community:
  - a. Deaf
  - b. Hard of hearing
  - c. Hearing impaired
  - d. Hearing loss
  - e. Partially deaf
- 6) The term “mental retardation” has been widely replaced by this term, which is considered less offensive:
  - a. Developmental retardation
  - b. Intellectual disability
  - c. Mental disability
  - d. Retarded
  - e. Slow
- 7) Which one of the following is not a disability model:
  - a. Traditional model
  - b. Medical model
  - c. Physical model
  - d. Disability model
- 8) When considering what words or terms to use to describe a disability, this is almost always the best approach:
  - a. Ask a medical specialist.
  - b. Ask the person with the disability.
  - c. Consult with an advocacy organization.
  - d. Use a very general term, avoiding specifics.
- 9) This word can appropriately be used to describe a condition, but should not be used to describe a person:
  - a. Abnormal
  - b. Blind
  - c. Functioning
  - d. Hyperactive
  - e. Restless
- 10) Which one is not an approach to reporting positive portrayal of People with Disabilities
  - a. Focus on the person, not the disability.
  - b. Show persons with disabilities as active in society.
  - c. Allow people with disabilities to speak for themselves.
  - d. Overemphasize disability ‘heroes.
  - e. Support the human rights-based approach.

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