



DISABILITY SPORT & RECREATION

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How sport is the binding element for disability inclusion beyond the campus community.

How universities can engage students in disability sport programs, either as a student who identifies with a disability or including students in adaptive sports.

How a university sport department can increase the presence in being a champion for disability inclusion on campus.

DSR Experiential Learning Activation University of Melbourne





What is Disability?

Intellectual, Sensory, Physical, Mental Health Conditions

- Visual
- Hearing
- Learning
- Developmental (autism for example)
- Physical / Mobility
- Emotional
- Cognitive

Government Leadership

People with a disability receive the same physical, mental, and social benefits from participating in sport and physical activity as those not having a disability.

Legally, Australians of all abilities should have access to sport and physical activity opportunities.

Key Messages



Participation

AusPlay results show that 52% of adults who have a disability or physical condition that restricts life in some way participate at least 3 times per week in sport or physical activity.



Value

The physical, psychological and social benefits of participation in sport and physical activity for people with disability are consistent with those experienced by the broader population.



High performance

High performance sport pathways are accessible through the Paralympic movement and other international competitions including the World Transplant Games, Deaflympics, World Blind Games and Virtus/Global Games.

living with a disability
is common in Victoria

1 in 5 people
(over 1 million)
have a disability¹



19.4%
of females

+

17.6%
of males

have a disability

disability rates
increase with age¹

8.8%
aged 15-24



32.4%
aged 60-64

trends

participation trends show that, like the broader population, people with a disability are more likely to participate in accessible sport and recreation activities, such as:



walking / swimming / gymnasium workouts
/ cycling / aerobics²



Two-thirds of disabilities
are mobility conditions which
make people even less likely
to participate in physical
activity.³

1 in 5
young people with a disability
experience discrimination,
compared to

1 in 50
people aged 65 & over

just 58% of people
with a disability in Victoria
participate in exercise or
active recreation¹

[just 27%]
of people with a disability in Victoria
participate in sport-related
physical activity¹

there is demand!

75%
of people with a disability who
play sport, want to play more²

Stats,
Data,
Position,
+++

DESIGN

Collaboration & Process



University of Melbourne

- Experiential learning (x3)
- 300+ students
- Physiotherapy
- Female 60%, Male 40%
- Indoors & outdoors
- Neuro Diversity
- Visually Impaired
- Mobility Impaired

Objective

Focus on ability, not disability

Scope

Give students direct experience in each of the disability sport themes and activities.

Get them to think critically and apply this to when they are to work with clients with disability.

What Can I Play?







Disability knowledge from the workshop

In response to: Out of 10, how would you rate your knowledge of people living with disability and concepts such as the Social Model of Disability?

Before	5.2 / 10	43% increase
After	7.4 / 10	

"I learned that we shouldn't fix the disability, rather we should create an environment to accommodate for the disability."

- Student

Student Insights

"Really enjoyed the social aspect of it. A great insight of what it is like to have a disability of some kind and some of the barriers they face when trying to participate in physical activity. More cognissant of those with a disability and what we can do to better support them."

"Helped me understand the challenges and barriers that is present with having a disability."



"Made me realise how difficult the current environment is for those with a disability. We need to create a space that is more inclusive and empowers individuals with a disability."

"It's helped me consider different strategies to ensure everyone is involved."

Other
12



Participants' understandings of barriers

Low: 18-26	Moderate: 26-35	High: 36-45
<ul style="list-style-type: none"> • Infantilisation and negative attitudes • Online 	<ul style="list-style-type: none"> • Availability of support services • Ableism and discrimination • Lack of participation pathways • Systemic • Employment opportunities • Lack of assistive technology • Societal • Communication 	<ul style="list-style-type: none"> • Accessibility • Lack of inclusion • Costs related to disability • Transport • Physical and environmental

Unfiltered - Listening To The Students

- “Helps us to view people with disability as **people**”
- “I’m just going to treat them like my **normal** patients now”
- “Honest awareness, challenging themselves **beyond an unconscious bias**”
- “Makes humans human, the things around **sport enriches** the awareness”
- “Reverse **inclusion**, enables the disability to be seen as second”
- “Takes it **beyond** the sport”
- “Sport can **break down the barriers**, opens up the life”
- “**Builds knowledge** capacity”
- “Students get their cages rattled”
- “We live in a world of privilege”

360° Feedback

Bowls Victoria



- ✓ Being able to take the students through the different methods and weight types of balls.
- ✓ Physio knowledge for an offering of the sport that can be adapted to meet the capability, can be a competitive environment or social.
- ✓ Improving the understanding where the sport is truly inclusive across different ages, disability, gender.
- ✓ Helps to develop skills around patience, timing.

Gymnastics Victoria



- ✓ The expectation of the sport was broken down to a better level of understanding that they can do it, breaking down the barrier.
- ✓ Beneficial as students could see how the sport leads into their career.
- ✓ Used to have therapy activities in gym program, could be useful to revive.

Champions Beyond The Campus

Gaming & Esports

- ✓ Representation and inclusivity are powerful in video games. 
- ✓ We, people with disabilities, crave seeing ourselves reflected in characters and stories; we long to play characters that share our unique experiences.
- ✓ The impact of representation and accessibility in gaming is significant. For people with disabilities, it profoundly affects our self-esteem and identity while promoting an inclusive, compassionate gaming community.

Community

- ✓ A 'wheelchair and crutches in the community' practical for students to gain experience in physical accessibility issues, societal influences and individual physical energy levels.
- ✓ The broader aims are for students to have active experiences to guide a biopsychosocial appreciation of disability, diversity, and recreational activities.



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Disability Inclusion Action Plan

The Disability Inclusion Action Plan 2023-2026 represents a significant first step towards achieving the University's aspiration to become a champion and an exemplar of disability inclusion and accessibility.

With the development and implementation of this plan, the University makes an active commitment to remove or minimise the barriers to participation in university life that are faced by people with disability.

Achieving the plan requires that the whole University community makes a collective and ongoing effort: actively creating an environment in which people with disability can feel confident, empowered and supported to participate on an equitable basis in University life.

The plan is contextualised by a comprehensive legislative framework ([Disability Discrimination Act](#) [↗](#) 1992 (Cth.); [Disability Standards for Education](#) [↗](#) 2005 (Cth.)) and driven by a social justice imperative. It also aligns with the University's *Advancing Melbourne* strategy and *Diversity and Inclusion Strategy 2030*.

ACKNOWLEDGEMENT & GRATITUDE

University of Melbourne,

Dr Tandy Hastings-Ison,
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Disability Sports Australia,

Ayden Shaw,
General Manager, Programs & Partnerships

EXCITING NEW PARTNERSHIP



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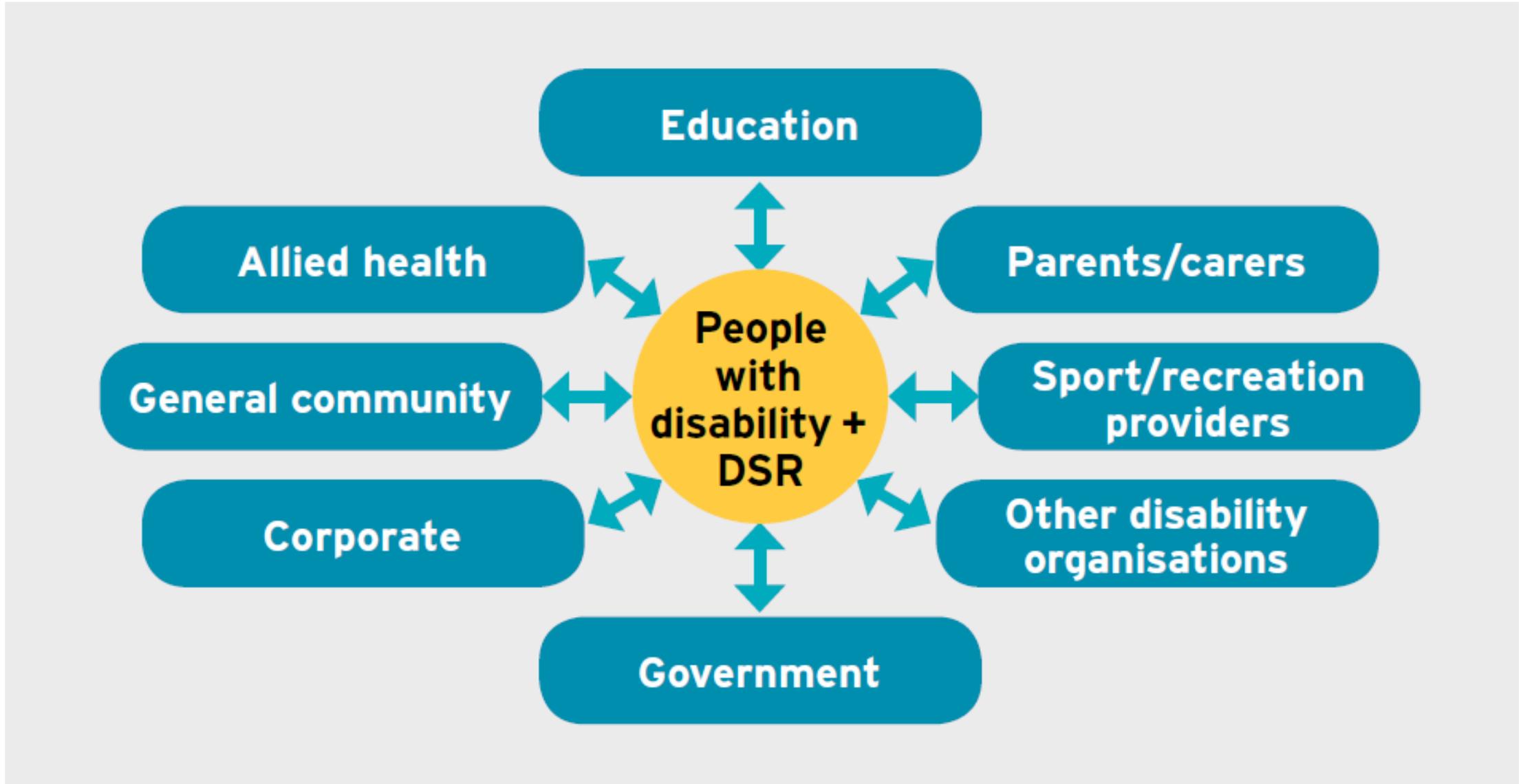
Featuring

*Rocket League Workshops - Disability Inclusive Gaming Space - Skill Training
Streaming & Content Creation - Competitions*

Join the DSR Discord Today!



Stakeholders, Relationships, Connections



Perspective



“Made me realise how difficult current environment is for those with a disability. We need to create a space that is more inclusive and empowers individuals with a disability.”

“I really enjoyed it and had so much fun. I feel like I have a greater understanding of life with a disability and some of the challenges people face.”

“It’s helped me consider different strategies to ensure everyone is involved.”

“It's still possible to have a lot of fun participating in sport and recreation with a disability.”

“Understood how different it would be to live with a disability (eg: accessibility of transport).”

“This has provided me the insight of how different life is for those with disabilities. This includes the accessibility of venues, and how different daily activities are in comparison to someone who has no disability.”

“It has taught me adaptations and strategies for teaching people.”

“More conscious of access and equality for disabled people particularly for leisure and recreation.”

CONTACT

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QUESTIONS?

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