



Enumerator training: disability issues

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Social science that makes a difference



Who to select?

- Do you use disabled interviewers?
If yes,
 - What accommodations are required?
(e.g. accessible transport, tape recorder, brailled questionnaire, sign language interpreter)
 - What effect does this have on responses?
 - What effect does having non-disabled interviewers have?
 - How do you select these interviewers?

Training interviewers

- Understanding of disability – who is disabled?
- Sensitisation (use local disabled people's organisations to assist)
- Issues of confidentiality when using interpreters (e.g. sign language users or for spokesperson for intellectually or communication disabled person)
- Role of personal assistant/attendants
- Importance of question wording – not using term 'disabled'
- How to accommodate different impairment needs

Interviewing disabled people

- Show respect and treat like anyone else
- Don't use first names unless permitted
- Address the person directly (not their attendant)
- Ask how you can adapt your presentation to make it easier (no need to ask what is wrong with person)

Hearing difficulties

- Lip reading
- Lighting
- Face person
- Get attention before speaking
- Reduce background noise
- Set context – especially when changing topics
- Use written communication (literate)

Physical difficulties

- Accessibility of building where conducting interviews
- Presence of attendant and confidentiality issues
- Get to same level (e.g. sitting for person using wheelchair)
- Person to be seated comfortably
- Address person directly
- Pointing may be difficult

Visual difficulties

- Large print and small print for cue cards
- Braille versions of cue cards
- Good contrast printing for pictures and print (black on white or yellow)
- Identify yourself and others in the room verbally

Communication difficulties

- Clarify preferred mode of communication
- Repeat what you think was said to clarify unclear speech
- Limit to yes / no questions

Specific learning difficulties

- Manage problems in spatial orientation, hand-eye coordination
- Limit auditory, visual and tactile distractions
- Avoid written text
- Explain carefully (if verbal language skills are affected)

Intellectual difficulties

- Be careful with informed consent
- Explain terms simply
- Listen carefully
- Have familiar person (friend or relative) close by
- Use pictures or role play with little human or animal figures

Emotional of mental health difficulties

Child, Youth, Family and
Social Development

- Side effects of medication
- Break up interview if too fatigued
- Give encouragement and support
- Manage expressions of frustration
- Manage stress

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Hidden difficulties

- Might not come forward with information because of fear of stigma
- Effect of medication
- Need to break up interview