

Application of the International Classification of Functioning, Disability and Health in Skills Audit Method

(0:00 - 0:05)

(Background music, in the center of the screen the logo of the Integrated Qualifications System and the logo of the Educational Research Institute - State Research Institute are visible, the logos disappear, a title appears on the screen: "Application of the International Classification of Functioning, Disability and Health in Skills Audit Method")

(0:05 - 0:16)

(Music fades, text appears on screen: "What is the International Classification of Functioning, Disability and Health (ICF)? What is its main advantage? How can it be used in the Skills Audit Method process?")

Narrator: What is the International Classification of Functioning, Disability and Health (ICF)? What is its main advantage? How can it be used in the Skills Audit Method process?

(0:16 - 1:05)

(A woman with short, blonde hair appears on screen. She is sitting on a chair, wearing a turtleneck with blue and black floral patterns. She looks straight at the camera. She speaks in a calm, confident voice. During her speech, the woman gently gestures with her right hand.)

Woman: The International Classification of Functioning, Disability and Health, developed by the World Health Organization, is used to describe various aspects of human health, taking into account their individual life situation and the influence of the surrounding environment. Its main advantage is the biopsychosocial perspective in understanding special educational needs or diverse educational needs, which takes into account the interactions between factors related to health status, activity and engagement in various life situations in the environment, and the influence of this environment on the individual. ICF is a universal model; it does not make disability a distinguishing feature.

(1:06 - 1:49)

(The woman continues her statement)

Woman: The analysis of individual stages of the Skills Audit Method is based on perceiving disability as a multidimensional phenomenon, being the result of interactions between an individual and their personal characteristics and environment. Children with disabilities do not constitute a separate, rigidly defined group with strictly defined special needs. Taking into account the overall functioning of a person allows us to see more similarities than

differences in the way all children function. Every child has similar needs such as building relationships, developing autonomy, and shaping competencies in the learning process.

(1:50 - 2:00)

(The image of the woman disappears, text appears on screen: "How can knowledge of the International Classification of Functioning, Disability and Health (ICF) support a career counselor in understanding the client's situation?")

Narrator: How can knowledge of the International Classification of Functioning, Disability and Health (ICF) support a career counselor in understanding the client's situation?

(2:00 - 3:27)

(The woman with short, blonde hair appears on screen again. She is sitting on a chair, wearing a turtleneck with blue and black floral patterns. She looks straight at the camera. She speaks in a calm, confident voice. During her speech, the woman gently gestures with her right hand.)

Woman: In the Skills Audit Method process, it is crucial to use ICF as a reference point for assessing the student's needs in the counseling process. This allows obtaining important information about the student's functioning even before starting the Skills Audit Method, but also influences the way the entire process is conducted. The audit takes into account key competencies related to selected areas of life, such as activity, participation, and contextual, environmental, and personal factors. These elements create the framework for analyzing the Skills Audit Method process. Some children have a better understanding of their situation, while others may experience difficulties, e.g., due to lack of experience or limited self-insight. Therefore, it is so important to take into account the individual life situation of the student, which allows for better adaptation of the skills audit to their needs, instead of relying solely on general information such as medical diagnosis. Equally important is ensuring reasonable accommodations when working with students with diverse educational needs. Thanks to this, the Skills Audit Method process can be more adequate and effective in the context of each student's individual requirements.

(3:27 - 3:37)

(The image of the woman disappears, text appears on screen: "How can the biopsychosocial model of functioning and disability help a career counselor plan the Skills Audit Method process with a client?")

Narrator: How can the biopsychosocial model of functioning and disability help a career counselor plan the Skills Audit Method process with a client?

(3:37 - 5:10)

(The woman with short, blonde hair appears on screen again. She is sitting on a chair, wearing a turtleneck with blue and black floral patterns. She looks straight at the camera. She speaks in a calm, confident voice. During her speech, the woman gently gestures with her right hand.)

Woman: Career counselors can collect and organize information regarding activity, participation, and contextual factors such as environmental and personal ones. Areas of life that are domains of activity and participation play a key role in the development of an individual and their daily functioning. They have particular significance in the Skills Audit Method process, influencing the effectiveness of participation and areas requiring special attention during the analysis of activity and engagement in various life situations. Environmental factors can significantly support or limit the possibility of full engagement in the Skills Audit Method process. Therefore, it is worth identifying in detail those elements that may affect the child's participation in the skills audit. Lists of environmental factors with auxiliary questions can be helpful in this. Analysis of these factors allows creating optimal conditions for conducting the process. For example, during interviews with parents or guardians and thanks to regular communication with teachers, counselors can obtain valuable information regarding environmental barriers and the introduction of potential reasonable accommodations.

(5:10 - 5:56)

(The woman continues her statement)

Woman: Equally important are personal factors that affect the engagement and effectiveness of process participants. Examples may include individual learning preferences. For instance, preferring practical over theoretical activities, and the level of personal motivation. Motivated participants are more active in discovering their strengths and areas for development. Other important personal factors are experience. Younger people may have limited professional experience, which makes it difficult to assess their own competencies, while more experienced people may be less open to change.

(5:56 - 6:51)

(The woman continues her statement)

Woman: Social background and upbringing, social environment and culture shape attitudes toward education and career path choices. People from more supportive environments are usually more open to participating in skills audits, while those from less favorable conditions may require greater motivation. Age. Younger people often have greater flexibility but less experience, and older ones, although more experienced, may be less inclined to change, but they don't have to be. Taking into account both environmental and personal factors allows better adaptation of the Skills Audit Method process to the individual needs of the participant, increasing its effectiveness and adequacy.

(6:51 - 6:54)

(The image of the woman disappears, in the center of the screen the logo of the Integrated Qualifications System and the logo of the Educational Research Institute - State Research Institute are visible, the logos disappear, text appears on screen: "Dr. Monika Zakrzewska, Marzena Bałtowska-Jucha. "Application of the Skills Audit Method in working with children and youth with diverse educational needs. Universal approach and reasonable accommodations with reference to the International Classification of Functioning, Disability and Health (ICF)" The expert opinion and recording were created as part of a project co-

financed by European Funds: "Supporting further development of the Integrated Qualifications System in Poland (ZSK6)". FERS.01.08-IP.05-0001/23. Below the text, the logo of European Funds for Social Development is visible, the flag of Poland with the text on the right side "Republic of Poland", the flag of the European Union with the text on the left side "Co-financed by the European Union" and the logo of the Educational