

Skills Audit Method and People with Special Educational Needs

(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 - National Research Institute are visible, the logos disappear, a title appears on the screen: "Skills Audit Method and people with special educational needs.")

(0:05 - 0:13)

(Music fades, text appears on screen: "How can an educational and career counselor approach people with disabilities when implementing the Skills Audit Method?")

Narrator: How can an educational and career counselor approach people with disabilities when implementing the Skills Audit Method?

(0:13 - 0:58)

(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: An educational and career counselor who conducts a support process to identify and audit the competencies of students with disabilities must, above all, go beyond existing patterns, seek new perspectives, create conditions to give these students a chance to discover their own abilities, often unconscious ones. It is important for the counselor to seek creative and often non-obvious ways to conduct counseling dialogue with a student who may have various needs in terms of communication, understanding, and work pace. Great openness and sensitivity are essential.

(0:59 - 1:06)

(The image of the woman disappears, text appears on screen: "What should a career counselor organizing Skills Audit Method work with a person with a disability for the first time remember?")

Narrator: What should a career counselor organizing Skills Audit Method work with a person with a disability for the first time remember?

(1:06 - 2:07)

(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 process, it is extremely important to adjust organizational aspects, such as meeting location, duration, frequency, meeting format, presence of third parties, and ensuring architectural, digital, and information-communication accessibility. Proper organization affects the comfort and effectiveness of participation, especially for people with disabilities. Building a relationship and trust with the person will also be crucial. This is a very individual matter, depending on the diverse needs of the person participating in the process. Great sensitivity and attentiveness are needed, the ability to recognize emotions, build a sense of security, the ability to motivate and engage the person with whom the counselor is working.

(2:07 - 2:12)

(The image of the woman disappears, text appears on screen: "How to prepare for the Skills Audit Method with a person with special educational needs?")

Narrator: How to prepare for the Skills Audit Method with a person with special educational needs?

(2:12 - 3:13)

(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: The most important issue will be ensuring information-communication accessibility. Communication channels must be adapted to the participant's needs. For a hard of hearing person, an induction loop or devices based on other technologies aimed at hearing assistance should be provided in particular. For a deaf person, access to a sign language interpreter or an appropriate application. People with intellectual disabilities will need simple messages in direct communication, short sentences, references to examples, visual support, more frequent repetitions, explanation of difficult words or phrases, easy-to-read and understand text. In the case of non-speaking people, it is necessary to determine which alternative and augmentative communication AAC method is appropriate for them.

(3:13 - 3:18)

(The image of the woman disappears, text appears on screen: "What aspects may affect the participation of a person with special educational needs in the Skills Audit Method process?")

Narrator: What aspects may affect the participation of a person with special educational needs in the Skills Audit Method process?

(3:19 - 4:36)

(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: For a person with special educational needs to enter the competency assessment process, they must first and foremost have information about such a process provided.

The counselor's role will be to consciously engage the client in the process, learn their goals, but also needs resulting from their functioning. It will certainly be significant to involve people from the potential client's environment at this stage who have the greatest knowledge about the person's needs and capabilities. An important aspect will also be ensuring the person's full accessibility at every stage of work. Adapting materials, form of communication, work pace. However, the most important is the attitude of the counselor himself or herself. Their creativity, openness, empathy, ability to build a positive atmosphere, but also a supportive work environment. Woman: At each stage of the Skills Audit Method process, the career counselor must keep in mind that the needs of their clients may be very diverse despite a uniform process standard. The counselor must be oriented toward a highly individualized process.

(4:37 - 4:48)

(The image of the woman disappears, text appears on screen: "What areas of functioning of a client with special educational needs (with a disability) should a career counselor pay attention to when working with the Skills Audit Method?")

Narrator: What areas of functioning of a client with special educational needs (with a disability) should a career counselor pay attention to when working with the Skills Audit Method?

(4:48 - 5:52)

(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: There are several key areas that are very important from the perspective of a counselor who is starting the Skills Audit Method process with a person with a disability. First of all, the counselor should verify how the person communicates and what needs they have in this area. It will also be important how the person acquires new skills, what learning styles they prefer, how they cope with performing tasks, what their work pace is, what improvements they need to be as independent as possible. It will also be important how they control their emotions, how they cope in difficult, stressful situations. It will also be extremely important how the person moves, gets around, whether they need support from other people. In general, in assessing the functioning of a person with a disability, information regarding their environmental support, external factors that have a significant impact on functioning will be necessary.

(5:52 - 5:56)

(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 - National 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 Research Institute - National Research Institute.)