Purpose of the training

To educate schools about why the Ministry of Education wants more detailed information on disability and accessibility.

To provide schools with the skills to:

- Identify relevant children who should have a Student Learning Profile (SLP) completed
- Complete the SLP
- Use the School Accessibility & Inclusion Form
- Undertake data entry on relevant pages on FEMIS
- Seek help from relevant I.T. officers as needed.

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Introductions and Overview of the Program

Video: FEMIS disability disaggregation training

- Approximately 8 minutes

Why are we doing this?

Fiji is serious about access to quality and inclusive education for all children with disability

- MoE Policy on Special and Inclusive Education
- Imminent ratification of the UN Convention on the Rights of Persons with Disabilities
- Fiji Parliamentary Bill No.12 – Rights of Persons with Disabilities

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Defining "Disability"

- The United Nations Convention on the Rights of Persons with Disabilities (2006) defines people with disability as

- *"Those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".*

Disability-Inclusive Education

- *Disability-inclusive education* is the means by which the rights of children and youth with disabilities to education are upheld at all levels within the general education system, on an equal basis with others in the communities in which they live. It involves identifying and overcoming barriers to quality education in the general education system; reasonable accommodation of the individual's requirements; and provision of support measures to facilitate access to and participation in effective quality education.

  - Sharma, U., Forlin, C., Marella, M., Sprunt, B., Deppeler, J. & Jitoko, F. (2016). Pacific Indicators for Disability-Inclusive Education – The Guidelines Manual 2016. Melbourne. Available from: http://monash.edu/education/research/projects/pacific-indie/.

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The mandate for disability-inclusive education

◦ Review the "Disability-Inclusive Education Handbook for Teachers" and identify the constitutional, legislative and policy support for Inclusive Education in Fiji

◦ Everyone come to the whiteboard and write one example each of the documents which enshrine the mandate for inclusive education

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FEMIS Disability Disaggregation

- A process for recording and utilizing standardized information in the Fiji Education Management Information System (FEMIS) related to children with disabilities and school accessibility and inclusiveness

What is Disability disaggregation?

- **Disaggregation** means breaking a data set into groups. For example, FEMIS student data can be disaggregated by gender to analyse differences in educational outcomes between girls and boys.

- **Disability** **disaggregation** refers to breaking the data set into groups based on disability (or issues that relate to disability, including accessibility).

- For example, children with disabilities compared to children without disabilities, or disaggregated into impairment groups such as children with vision impairment, hearing impairment, etc.

- Or, proportion of schools that are accessible.

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FEMIS overview

- www.femis.gov.fj

- Log in to FEMIS, search for your school, look at the kinds of data that is included on the school, find your class list, log in to a child's FEMIS file, note the various tabs available for data on the child

What are the benefits of disability disaggregation of FEMIS?

Planning, monitoring, evaluation, learning, planning, for example:

1. Which schools have how many CWD?
   - With what degree of difficulty?
   - What are the support needs of those children?
   - Can we plan support or training based on clusters of need?
   - Can we communicate with those children and their families to let them know of nearby services?
2. Are we seeing increased: Enrolment, Retention, Transition, Learning outcomes of CWD
3. Are there some schools where CWD are dropping out more than other schools? (and if so, can we investigate the reasons why and provide relevant responses?
4. Are there teachers with training in special / inclusive education in the school?
5. What is the ratio of teachers to students in classes where there are greater numbers of CWD?
6. Rural versus urban, girls versus boys, disadvantaged schools

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More benefits of disability disaggregation of FEMIS

Reporting:

Most countries have responsibilities to report to a number of audiences (who are increasingly asking for disability disaggregated information):

For example:

- MoE Annual Report
- Education Sector Strategic Development Plan
- MoE Policy on Special and Inclusive Education
- Fiji National Council for Disabled Persons Act
- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- UNESCO survey
- Sustainable Development Goals

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So, what is the key tool for doing this?

»

Student Learning Profile (SLP)

▸ Review handout – Student Learning Profile

▸ Refer to the FEMIS Disability Disaggregation Package, Section 1, p. 3

▸ *Who should complete the SLP form?*

  ◦ Answer: Teacher plus parent(s)/guardian, plus other relevant people

▸ *Which students need to have an SLP form completed?*

  Answer: The form should be completed for:

  · all children with <u>difficulties</u> with any of the following areas: seeing, hearing, moving (gross and fine motor), speaking, learning, behavior/socialization, or emotions; PLUS

  · Any other children who consistently perform very poorly in assessments and class activities (this will help provide information on children who *may* have learning disabilities).

  The exception is Special Schools, which must complete the form for every student in the school.
  (Information collected for IEPs (Individual Education Plans) may form the basis of the SLP in special schools)

▸ **Does every child in a mainstream school need an SLP to be completed?**

  ◦ Answer: No

▸ *When should the form be completed?*

  Answer:

  ◦ As soon as you identify a student to have difficulties

  ◦ Our deadline is: Information is to be entered on the child's FEMIS **file by the end of Term 1 of each school year**

  ◦ It is not always possible to pick up difficulties, so if the teacher identifies functional difficulties later in the year, it is ok to call the meeting with the parents and complete the form, and enter it into FEMIS.

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Student Learning Profile

▸ *Does this mean the child has a disability?*

  ◦ Completing the form does <u>not</u> automatically mean the child has a disability. The system will identify children "at risk of disability" and for whom additional learning supports and/or referrals to health services are required. The system does not generate a diagnosis of disability; teachers and parents are merely recording their observations of the child's level of function in different activities. There is no harm in completing a form for a child if you are uncertain if it is required.

  ◦ Question 3 of the Student Learning Profile has four response categories:
    · No difficulty
    · A little difficulty
    · A lot of difficulty
    · Cannot do at all

▸ *How can I be sure which category to select?*

  ◦ Refer to the handout Table 1, which provides descriptors for each response category

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Table 1 – Refer to the Handout (and keep this as an important reference) – a few examples from the handout

fficulty:	General definition	No difficulty	A little difficulty	A lot of difficulty	Cannot do at all
Seeing	This is about **the ability of the eyes to see,** for example, peoples' faces, objects, writing or pictures on the blackboard or in books. It is NOT about the brain's ability to <u>understand</u> what is seen. Note: this refers to child's ability to see, even when wearing spectacles / glasses (or contact lenses) if the child currently uses them.	Child is able to see the board, books, objects, facial expressions, etc. to the same extent as most other children of that age.	Child has difficulty seeing, but this can be overcome for example when child sits closer to the board or holds the book closer to the eyes. Or, glasses or contact lenses overcome the difficulty.	The child's vision cannot be corrected to normal vision even by wearing glasses, but the child has some vision. Or, glasses or contact lenses may overcome the difficulty but the child does not have access to glasses.	A child is considered legally blind when s/he cannot see at 6 metres what a child with normal vision can see at 60 metres, or if her field of vision is less than 20° in diameter (a person with normal vision can see 180°).
Hearing	Hearing sounds like peoples' voices or music. Note: this refers to child's ability to hear, even when using hearing aids if the child uses hearing aids.	Child is able to hear to the same extent as other children of that age.	Child may have difficulty hearing soft or distant speech. They may also have difficulty hearing normal conversation where there is a lot of background noise.	Child needs to wear hearing aids to understand normal speech. For some children, even if wearing hearing aids, they will not understand normal speech. Without hearing aids, the child will need to rely on lip reading or sign language.	Children with profound hearing loss will always have difficulty understanding conversational speech and would not detect even the loudest shout without hearing aids. Many children with profound hearing loss will need to use sign language.
Gross motor actions	Walking or climbing stairs Note: if the child has a mobility aid such as wheelchair, crutches or walker, or receives assistance for moving, this question asks about the child's ability to walk or climb stairs <u>even when using</u> the mobility aid or receiving assistance.	Can walk independently over 500 metres, either indoors or outdoors (with crutches or walker if needed); can climb stairs without assistance.	Can walk independently (with crutches or walker if needed) 100 metres either indoors or outdoors; can climb stairs using a railing or with minimal support. Or, has a little difficulty moving between sitting and standing.	Walking is limited even with crutches or walker; requires support to climb stairs, or cannot climb stairs. Or, uses a wheelchair independently. May be able to propel independently (push the wheels herself) in a wheelchair.	Has difficulty with voluntary control of movement. Cannot sit, stand or walk independently even with mobility aids. Cannot propel (push the wheels herself) in a wheelchair.

Student Learning Profile

- *Referring some children for medical or health assessments or services*
    - During the meeting with parents to complete the SLP, you may agree that there are issues that need following up, including referrals to some services. These should be recorded in Section 1, Question 9: Recommendations and Follow Up required.

    - (If they are linked to specific health conditions, you can record these referrals in Section 2 of the form)

    - Many children will be identified by teachers and parents as having a <u>little</u> or more difficulty in functional areas. This is often an important sign that the student must be referred for proper assessment and services. This is particularly the case for children with vision, hearing and physical impairments because there are services available in Fiji that can prevent the difficulty becoming more disabling.

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Student Learning Profile

Amending the information in the SLP – WHY?

- There are several reasons you may need to amend the information in the SLP that you submitted online:

  ◦ You made a mistake

  ◦ You referred the child for an assessment and it turns out that your initial belief about their difficulty was <u>not</u> correct – *for example, sometimes teachers and parents assume that the child has difficulty learning, but after a vision or hearing assessment, they realise it is a sensory difficulty. Once the child has glasses or hearing aids their learning picks up to normal.*

  ◦ The verification visit from the District Education Office showed that there was some errors on the SLP

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Student Learning Profile

Amending the information in the SLP – HOW?

▸ On the paper SLP form that is stored in the student's personal school file, amend using a different coloured pen to indicate the changes, including dating the changes.

▸ On the <u>online</u> form, to update the information from Part 1, log in to FEMIS, click on the saved SLP form – Part 1. Enter in the correct information (delete the incorrect information). In the comment section at the bottom of Q3 on the form, please explain why the form has been changed.

▸ To update <u>online</u> information from Student Learning Profile – part 2 (Clinical, Diagnostic, Treatment and Referral Information), click on "Add New Diagnosis" for information related to new diagnoses, or click on an existing diagnosis if new service information needs to be recorded online related to that diagnosis.

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Consent

- A consent form is required if you are uploading clinical, diagnostic or treatment information about the child (Part 2 of the form)

- It is not required for entering information from Part 1 of the form – this is basic information which should be a standard practice for teachers to observe and record the functional level of their students and their learning support needs

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Where do we find the SLP form and enter the data?

- Log in to FEMIS
- Click through to your class
- Click on the student's name
- Click on the Function/Disability tab in the student's FEMIS file

- (shown on next slide)

Function/Disability tab on student's file

FEMIS - ARYA SAMAJ PRIMARY SCHOOL (2340)

| School | Staff | Classes/Students | Reports > | Leave > | Teacher Accounts | Resources | Maps |

Student Details For: A... Date of Birth: 26/04/2010

| Basic Information | Subjects | Home Life | Function/Disability | Drug Activity | Move/Remove | LAN... |
| Financial Assistance | Health | Siblings | Student Record | Consent Form | | |

Download a printable copy of the **Student Learning Profile** form HERE
Download a printable copy of the **Consent Form** from HERE

1. Download paper version of SLP

2. Download consent form

Student Learning Profile - part 1 (Functional Assessment and Learning ... Nee...

No disability assessments on file for this student

Add New or Updated Student Learning Profile - part 1

Student Learning Profile - part 2 (Clinical, Diagnos... ...ment and Referral Information)

No disability treatment history on file for this studer...

Add New Diagnosis

3. Click here to enter the SLP info online (part 1)

4. Enter clinical / diagnostic / referral information here

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A little more information...

- Most of the questions on the Student Learning Profile form are easy to answer and just require good observation of the child
- However there are a couple of sections that require a bit more information
  - Assistive Devices
  - Clinical/Service/Referral data

Student Learning Profile – part 1
Assistive Devices

- Which question on the SLP relates to Assistive Devices?

- In pairs, take the Assistive Devices quiz using the document provided

- The following slides provide information on each Assistive Device listed on the form (review these next slides <u>after</u> you have tried doing the quiz)

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Assistive Devices

Glasses/Contact lenses | White cane

Assistive Devices

Hearing aid

Hearing loop (student wears hearing aid; teacher wears microphone radio to student)

Assistive Devices

Mobility aid: wheelchair

Mobility aid: crutches

Assistive Devices

| Mobility aid: walking stick | Mobility aid: walking frame |

Assistive Devices

Braille machine (manual and electronic)

Screen reading software

Assistive Devices

| Orthotics | Artificial limbs: Prosthetics |

Assistive Devices

Modified furniture (eg. special chair or desk; modified height of desk)
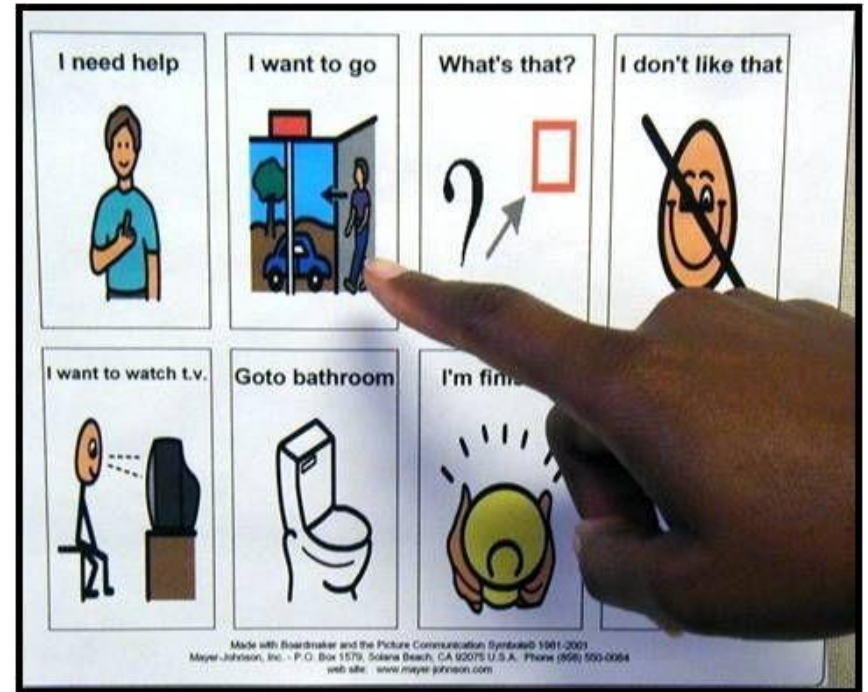
Communication boards (e.g. a board with pictures children point to and express themselves)

Student Learning Profile – part 2
Clinical / diagnostic, treatment and referral information

▸ This section should only be completed if there have been assessments by doctors, therapists, hearing or vision specialists, or other health services.

▸ Ideally, the family will bring some medical certification to show the diagnosis (or diagnoses, plural), but if this is not available, the diagnosis stated by the family is acceptable to record.

▸ School health records may provide information relevant to this section.

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Function/Disability tab on student's file – reminder, we're up to Step 4

FEMIS - ARYA SAMAJ PRIMARY SCHOOL (2340)

School | Leave > | Teacher Accounts | Resources | Maps

Student Details For: Adicaginitoba, Meresiana Student ID: 1109965 Date of Birth: 26/04/2010

| Basic Information | Subjects | Home Life | Function/Disability | Drug Activity | Move/Remove | LAN... |
| Financial Assistance | Health | Siblings | Student Record | Consent Form | | |

Download a printable copy of the **Student Learning Profile** form HERE

Download a printable copy of the **Consent Form** from HERE

Student Learning Profile - part 1 (Functional Assessment and Learning ... Ne...

No disability assessments on file for this student

Add New or Updated Student Learning Profile - part 1

Student Learning Profile - part 2 (Clinical, Diagnos... ...ment and Referral Information)

No disability treatment history on file for this stude...

Add New Diagnosis

1. Download paper version of SLP

2. Download consent form

3. Click here to enter the SLP info online (part 1)

4. Enter clinical / diagnostic / referral information here

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Entering clinical & referral information online (part 2 on the SLP printed form) – many children have more than one condition and diagnosis

FEMIS - ARYA SAMAJ PRIMARY SCHOOL (2340)

Exit School View | Log Out

School | Staff | Classes/Students | Reports > | Leave > | Teacher Accounts | Resources | Maps | Help >

Student Details For: [_____] 5 Date of Birth: 26/04/2010

Basic Information | Subjects | Home Life | Function/Disability | Drug Activity | Move/Remove | LANA | Attendance | Fees
Financial Assistance | Health | Siblings | Student Record | Consent Form | Transf Letter

Student Learning Profile - part 2 (Clinical, Diagnostic, Treatment and Referral Information)

This section should only be completed if there have been assessments by doctors, therapists, audiologists, vision specialists, or other medical services.

Clinical Diagnosis Category: [...Select a Category to get a short list of Diagnoses below ▼]
Clinical Diagnosis: [..select diagnosis category first ▼]
Year of Diagnosis: [2016 ▼]
Clinical Diagnosis Description (only if Diagnosis is 'Other'): [_____]
Practitioner/Service that made the diagnosis: [_____]

[Cancel and Back to Student] [Delete] [Save Diagnosis]

Services received for this condition:
[...Save the Diagnosis above before you can save Services Received ▼]

Approximate of Service: [_____]
Results [_____] [Add Selected Service]

[Save and Add Another Diagnosis]

Further services needed for this condition
[...Save the Diagnosis above before you can save Further Services ▼]
Text if Other: [_____]
[Add Selected Service]

[Save - Back to Function/Disability]

1. Complete information for the 1st diagnosis

2. Enter services received for 1st diagnosis

3. Enter referrals needed for 1st diagnosis

4. Add subsequent diagnoses (repeat steps 1, 2 & 3)

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Question 9: Recommendations and Follow Up

▸ Look at the handout – Student Learning Profile
▸ Look at Question 9

▸ This is where you must summarise all of the actions that are required for the student, including referrals that the family or school need to follow up.

▸ Some referrals and other services required will be recorded in Section 2 (clinical section). However, for children who do not yet have a diagnosis, we risk forgetting to record this information …

▸ To fix this problem, the required referrals MUST be recorded in Question 9 of Part 1.

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Practice time – completing the Student Learning Profile form on paper

- Get into pairs
- Think of a child with disability (perhaps choose a child that one of you knows)
- Imagine that you are the Teacher and the Parent of the child
- Go through the form together, completing it

- Any questions???

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Practice time – completing the Student Learning Profile form online

- In the same pairs, using the form you completed
- Log in to FEMIS – **TRAINING VERSION!!!!!!!!!**
- Search for a school, click on a class, click on a random student, click on the Function/Disability tab.

- Do step 3
- Do step 4

- Any questions??

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Approval and verification of SLP data

- Schools enter SLP
- FEMIS report shows pending approvals
  - Login
  - Click on Reports → Students → Pending Disability Assessments
  - Select the relevant criteria you want
- The report shows a list of all children who need approval by:
  - Head Teacher
  - District education office (EO or Divisional Counsellor)
  - SEO Special Ed
  - Ministry Finance

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School Accessibility and Inclusion Form

▸ Participants should review the handout.

▸ the **School Accessibility and Inclusion Form** captures information on the accessibility of school infrastructure and transport as well as activities undertaken and/or supports provided by schools to improve inclusion

▸ Every participant must pick one concept or question from the form which you would not feel comfortable filling in, and write it on the board.

  ◦ Discuss in plenary

▸ Should be completed by the School Management Committee with the Head Teacher by end of Term 1, where possible with the involvement of students with disabilities and their parents

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Disability Verification & Support Visits

- If a child is at risk of disability, the Ministry of Education will require a verification visit to be undertaken.

- This will be by the SEO-Special Education, or a delegate from a district education office.

- The Verification Officer will meet with the teacher and the student and may need to undertake a range of functional assessments to verify what was recorded on the Student Learning Profile.

- In addition, the Verification Officer will go over the School Accessibility and Inclusion Form with the Head Teacher

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Data Entry

Who can enter the data onto FEMIS online?

▸ Once the teacher has completed the printed Student Learning Profile form with the parent/guardian and others, as outlined in Section 1, the information can be entered into FEMIS in a variety of ways:

◦ Teacher logs into FEMIS and enters the data.

Or

◦ FEMIS data entry officer uses the paper form provided by the teacher, and enters the data.

Or

◦ Head Teacher uses the paper form provided by the teacher, and enters the data.

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Data Approval and Verification

Student disability data is approved or verified at four points

1. At the school, the Head Teacher reviews the Student Learning Profile data that is entered about individual students on the Functioning/Disability page of a child's FEMIS file. If the information is correct, the Head Teacher ticks the relevant "approve" tick box at the bottom of that form.

Approval – note, the HT has approved

4g Socialising with other children	Needs no extra assistance ▼	Can communicate with other children
4h Managing own behaviour	Needs no extra assistance ▼	Is well behaved

Q5) Record adaptations to learning or assessment that you are already doing currently make for this student? Answer all rows.

5a Child sits close to the board or teacher	Yes, we do this ▼	Sits close to the teacher
5b Printed materials are enlarged	No need for this ▼	No need
5c Printed materials are provided in Braille	No need for this ▼	No need
5d Physical education (sport) activities and games are modified	Yes, we do this ▼	Does simple activities like throwing and kickin
5e Modifying the lesson, or reducing the complexity of the lesson for the child	Yes, we do this ▼	Activities are modified
5f Sign language interpreters are available for learning and other school activities	No need for this ▼	No need
5g Additional time provided for assessments	Yes, we do this ▼	Responds to questions at her own pace
5h Assistance during assessments (eg. note taker, sign language interpreter)	Yes, we do this ▼	Teacher aide asks the questions and records he
5i Child receives support from a Teacher Aide	Yes, we do this ▼	Teacher aide helps her to do catch up and takes
5j School staff provide education to the child at home	No need for this ▼	No need
5k Other	... ▼	
5l Other	... ▼	

Other Information

Q6) Does the student have an Individual Education Plan (IEP)?   Yes ▼

Q7) Any other comments, including additional information related to education supports required: If you feel that the situation or needs of this child are not adequately captured in the above information, please describe his or her situation and additional requirements.

no

Q8) What are the student's strengths/capabilities and interests?

loves music and dancing and singing / helps in household chores

Recommendations and Follow Up Required

Q9) Please record: Recommendations and follow up actions required, including any referrals required (and who is responsible for the action)

no

| Last saved by: | 2340 | Last saved when: | 28/10/2016 11:33:00 AM | Save | Save - Back to class list | Delete | Save - Go to Part 2 |

Approvals

1 Head Teacher/Principal	☑ School Read Write User: 2340 28/10/2016 11:33:00 AM
2 District Education Officer	☐ Not Approved
3 SEO Special Ed	☐ Not Approved
4 Finance	☐ Not Approved

FEMIS records who logged in and approved, and the time and date.

Responsibility is key.

Data Approval and Verification (cont)

Student disability data is approved or verified at four points

1. At the school, the Head Teacher reviews the Student Learning Profile data that is entered about individual students on the Functioning/Disability page of a child's FEMIS file. If the information is correct, the Head Teacher ticks the relevant "approve" tick box at the bottom of that form.

2. <u>Verification</u> of disability in students will be undertaken by district Education Officers or Divisional Counsellors who have received appropriate training and who are accredited by the Ministry to do so. These visits are called "Disability Verification and Support Visits". Once children have been verified, the officer or counsellor will approve the information on FEMIS by logging into FEMIS, going to the child's file on FEMIS and ticking "approve". They will also upload a report of the verification assessment on FEMIS.

3. The Senior Education Officer – Special Education (MoE, Suva) will review the online assessment and provide Ministry level approval of the student's disability status.

4. The system has a function for Finance to approve the child's status too. This is currently the responsibility of the SEO – Special Education.
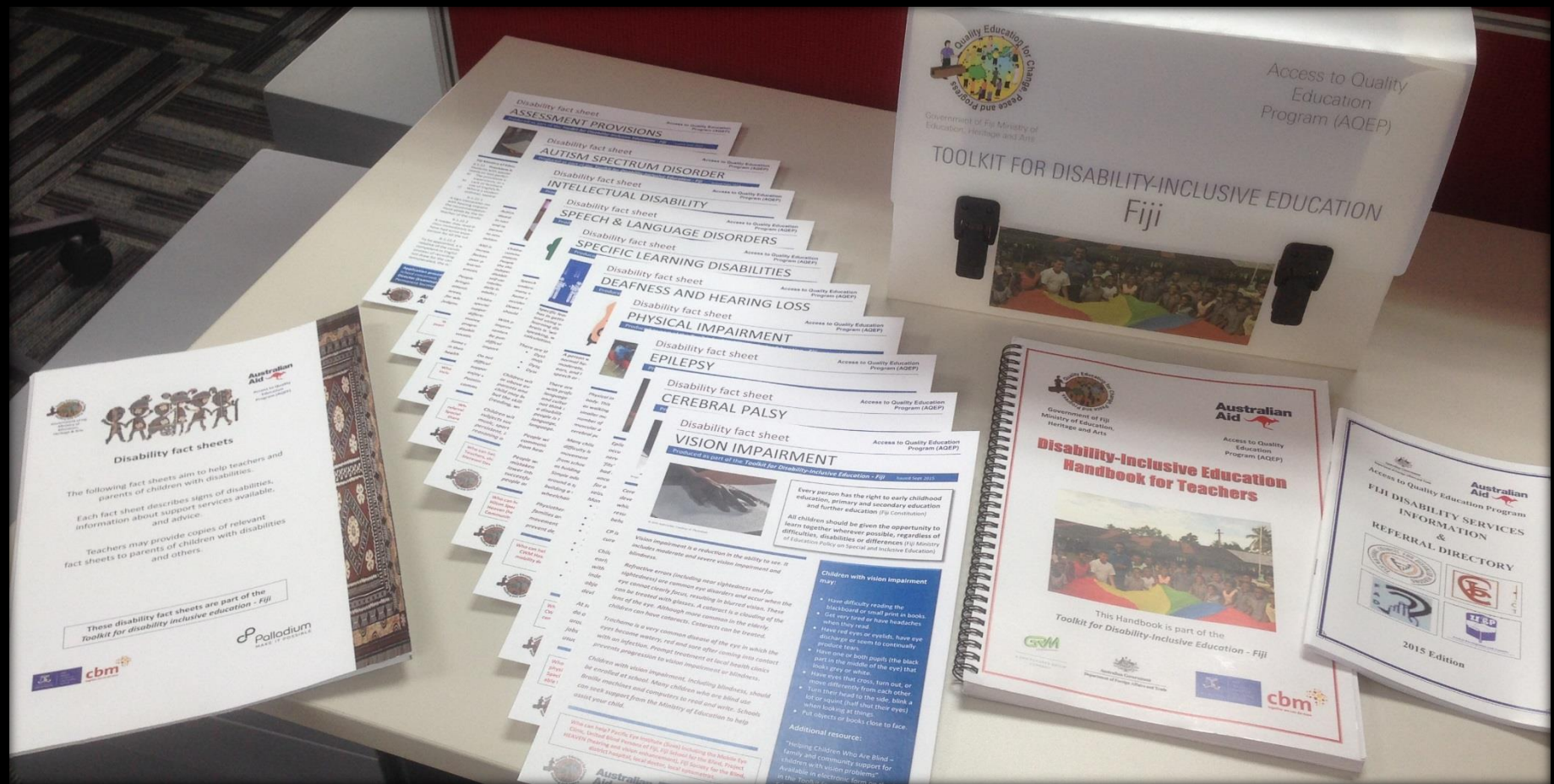
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Disability Verification & Support Visits

▸ In addition, the Verification Officer will go over the School Accessibility and Inclusion Form with the Head Teacher

Now that I've identified children at risk of disability, how can I help them learn effectively?

(see next slide.....)

Toolkit for Disability–Inclusive Education – Fiji »

Every school in Fiji has this toolkit. If you have not used it, please ask the Head Teacher and feel strongly encouraged to become familiar with it and use it.

Also available on the Ministry website under School Resources, Special and Inclusive Education Resources

Also, you can request advice from the District Education Office, or from the SEO Special and Inclusive Education

Trouble entering data online?

Any enquiries, please contact the I.T. Unit at Senikau House, Phone 3220427, 3220428 or email femis.helpdesk@govnet.gov.fj